SUMMARY

Educational Diagnosis:

The process of determining the cause of educational difficulties is known as educational diagnosis. The scope of educational diagnosis is much larger than the use of tests and examinations. It is not proper to limit the scope of diagnosis to locating the causes that interfere with the ordinary academic prognosis of the pupils. An adequate diagnosis may involve the use of intelligence tests, both general and specific and of diagnostic achievements types of laboratory apparatus for measuring sensory activities, co-ordination and the like. Other forms of appraisal such as rating scales, controlled observation, questionnaires and interviews can also be used for diagnosis in education.

According to Tiger (1968), major function of diagnosis is to facilitate the optimum development of every student. According to Good (1945) diagnosis is the procedure by which the nature of a disorder, whether physical, mental or social is determined by discriminating study of the history of the disorder and of symptoms present.

According to Bear et al. (1947) the correction and elimination of the weakness through a constructive attack on their causes constitute an essential complementary process closely related to diagnosis. The development of systematically constructed and standardized diagnostic tests and procedures of various kinds have a marked effect on instructional practices and materials.

Educational diagnosis is the basis of effective and intelligent teaching. Diagnosis in education means a case study of the condition of learning to determine its nature and to find out the causation with the main purpose of correcting and to find out the causation with the main purpose of correcting and remedying the difficulty involved in active remembering. The major function of diagnosis is to facilities the optimum development of every student. It is the determination of the nature of learning difficulties and deficiencies.
Reason For Lack of Success in Educational Diagnosis:

Instructional planning for a class can be enhanced by taking such data into account instructional material can be selected or developed to improve learning in deficient areas, and time can be reallocated from topics on which students have demonstrated higher level of accomplishment.

Any achievement test can provide diagnostic information of value to individual student if they are told which items they missed with the teacher’s help; these students can then correct the mistakes. An important reason for this lack of success in educational diagnosis is that effective diagnosis and remediation take a great deal more time than most teachers have or most students would be willing to devote. The diagnosis of reading difficulties is a well developed skill and remedial treatment can be very effective. Because reading is so basic to other learning, the time required for diagnosis and remediation is often spent ungrudgingly. But where the subject of study is more advanced and more specialized the best solution to learning difficulties in an area, say physics, Chemistry or German, may be put off study in that area and cultivate learning in other areas that present fewer problems.

Often the results of the subject matter test in a battery indicate a general problem, and the diagnostic test in administered to ascertain the specific deficits in term of skills and sub skills. Unfortunately, diagnostic test like other achievement tests, help to identity problem areas, but they seldom provide reason for the difficulties and cannot prescribe solution to our come them. A major challenge to the teacher is to synthesize the entering behaviour information about a student so that the instructional strategies and materials can be selected that will optimize that students condition for learning.

Diagnostic Testing

Thorndike and Hagen (1970) suggested that a diagnostic test should provide a detailed picture of the strengths and weaknesses of a pupil in a particular area.

Any test that yields more than a single overall score is diagnostic. Diagnostic has become an essential phase of developing plans of adaptational instruction to individual differences. Recent research on characteristic differences between traits and
performances of good and poor achievers in several areas of learning has yielded a rich body of information, which proved to be having considerable value in diagnosis.

A diagnosis test is a test designed to locate specific learning deficiencies in case of specific individuals at a specific stage of learning so that specific efforts could be made to overcome those deficiencies. It help the teacher in identifying the states of the learner at the end of a particular lesson unit or course of learning as to what specific teaching and learning points have been properly grasped by the learners. If such a deficiency is located in several students it become obvious to the teacher to reflect upon whether something went wrong with his method of teaching. After administering a diagnostic test or batter test to students, a teacher takes remedial measures to overcome the deficiencies thus discovered.

Diagnostic test differs markedly from achievement test though every achievement test has some diagnostic value and vice-versa. The main difference is in the way items are sampled. In an achievement test, sampling of questions is not so exhaustive to cover each and every learning point as the content is generally a large portion, whereas in a diagnostic test each learning point has several items each duster of such items forming a subtest. The diagnostic value of the test is obtained from the total score which is the sum of the scores of these subjects. The coverage of subject matter is more detailed, though based on a smaller area than an achievement test. A diagnostic test thus requires a very careful analysis of the content and a detailed study of the common errors made by the students.

Remedial Instruction

The term remediation is employed in a broader sense to connote teaching which is developmental in its scope. Though our schools posses 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 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.

The introduction of compulsory education is one of the main factors responsible for the fall in standards. A large number of pupils who fail to make normal progress in rural schools are merely between backward or slow learners. The failure to maintain a standard of scholastic progress compatible with intellectual capacity is associated with factors intellectual and emotional, physical and environmental. According to Cyrill (Cyril Burt) The educationally backward is one whose disabilities are innate and general but acquired. Very poor home conditions which result in an impoverished cultural atmosphere and a limitation of extra experience are some of the causes of backwardness.

Irregular attendance and failure are other causes. Pupil’s disabilities are of a remedial kind. The problem can be solved at a comparatively low cost. Effective remediation which provides progress for all points pupils in the fundamental subject is a nutritive for the normal mental health of all children. Happy well adjusted children mean happy well adjusted adults. The necessary emotional adjustment together with the removal of scholastic backwardness can be effected using appropriate remedial measures. If remediation is given, dropout, failure and wastage can be avoided. Remediation 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 interests of pupils.

Need for Remediation

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 are not get across at all or may teach 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 order not to create problems of interference. This is one of the functions of remediation.

Learning problems are of different kinds and each call for different remedial solution. Most of the problems are caused by incomplete or inadequate learning. The diagnosis of the learning problem is, hence, very important. Wrong learning inevitably results wherever there is teaching. It interferes with the desired learning. There can also be different kind of degrees of learning requiring different strategies of remediation. The diagnosis of the learning problem is, hence, very important. Remediation may be regarded as an activity parallel to the teaching function of motivation which maintains constant vigil over his students. But it is possible to create in the students mind the same kind of alertness which his presence seems to endure. It must be made felt that it is important for the learner not to make mistakes and draw forth censure and ridicule. The correction of wrong concepts and insights, and the strengthening of desired concepts can be affected through explanation of various kinds. If an error seems to be due to interference, a comparison of the two language systems at that point may be provided. The wrong learning of certain concepts may also have to be remediating. The learner can be prevented from practicing a wrong concept only if there is constant and effective monitoring, so that the correction is immediate. Unmonitored practice will invariably result in the strengthening of any wrong concept which exists.

The greatest problem in any type of remediation is to make the new learning abide. Old errors have the habit of coming home to the roots. However, effectively they are remediated and there is a point beyond remediation is impossible because no more learning takes place at that stage. The errors become fossilized. Development of the
necessary attitudes and determination on the part of the learner is far more crucial than
the development of ‘concepts’ or mere ‘habits’.

It can be inferred that diagnosis is an important factor in imparting instruction. Instruction will be incomplete without diagnosis and remediation. 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 learner 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 simplicity 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.

Learner seems to learn through their errors. It follows that the teacher should not only permit certain kinds of errors but assist him to form rules or hypotheses which may be used as touch stones and amended if necessary. Each time the error is made, the learner receive feedback, which he uses to amend his self-made rules. Then he finally arrives at his linguistic competence. 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.
Remediation 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 Instruction**

Remedial instruction consists of remedial activities taking place along with the regular instruction or outside the regular class instruction 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 result of diagnosis have significance only if they constitute the basis for corrective instruction and for remedial procedures, which remove, alleviate or compensate for causal factors in the child and his/her environment. If a teacher can identify several children who lack a thorough understanding of certain concepts, he/she may re-teach these concepts through group instruction, demonstrations, and supplementary silent reading by the pupils etc. 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 remediation –

(i) Individual consideration of the backward pupil with recognition of his mental, physical and educational characteristics.

(ii) Through 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 material for a crucial aspect of corrective instruction. Remedial material 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. Though 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 instructional 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.

**Significance of the Study**

In the age of advance education composition, calculation and communication on paper alone is an unimpoverished, fractional and increasingly outdated concepts and practice for thinking and communication. To build on the accomplishments of real learning some advance methods must be in place. Testing now includes testing of errors, concepts, illustrations, explanations and examples, etc. Teaching includes remedial teaching, team teaching and clearance of concepts.
Remediation is entering into almost all subjects. It is supposed to be used as a tool where and when considered useful. Self-instructional-material also helps the students to learn freely, without any mental pressure. We want to cope with the challenges of the rapidly changing society and make use of new opportunities offered by diagnostic testing and remediation with the help of self-instructional material, it provides educators, teaches and student all the necessary equipments. The most important competence building in this field is the development of self-instructional material.

In this post modern era most of the developed countries use ultra developed and upto dated teaching methods and material. If we want to compete that scenario; we must develop the educational system according to the needs, challenges and requirements of our country. Today we see a lot of discrepancies in our educational system as well as general system. All this provide a stimuli to the investigator to know errors in reading and writing in English language at secondary level and to develop a self-instructional material to eradicate the errors and suggest some remedial programme so that we can compete with post modern developed world of education. In the present time of ICT then our educational system is faulty which leads to errors in reading and writing and communication skills. How will our students be able to compete and go ahead with the world. Hence all this motivated the investigator to find out the errors and lacunas of English language.

Statement of the Problem:

“Diagnostic Testing and Remediation in Reading and Writing Components in English with the Help of Self-Instructional- Material at Upper Elementary Level”.

Operational Definitions:

Diagnostic Test:

A test used to diagnose or analyse; that is to locate individual specific areas of weakness or strength, to determine the nature of his weakness or deficiencies, and wherever possible to suggest their cause. Such a test yields measures of the components or subparts of some large body of information or skills. Diagnostic achievements are most commonly prepared for the skill subject.
Testing:


Remediation:

Remediation is a process that intends to remedy a situation; that is to teach students what they should have learned. For example, reading classes at the High school or college level are considered remedial because most of the students learn to read in elementary school. The success of remedial education depends on several factors, including the teachers approach and expectations, the instructional material used and the student’s motivation to learn.

Self-Instructional - Material:

A device with the instructional content or function used for teaching purposes, e.g. books, textbooks, supplementary reading material, audio and other sensory materials, programs for computer managed instruction, instruction sheets, and packaged sets of material for construction or manipulation.

Upper Elementary:

“The stage of formal education in India, primarily concerned with providing basic education and usually corresponding to six to eight grades”

Objectives of the Study:

1. To prepare a diagnostic test in reading and writing components in English language.
2. To diagnose the errors in reading and writing components with diagnostic test in English language.
3. To develop a self-instructional material for reading and writing components in English language.
4. To see the impact of self-instructional-material [SIM] on the error of reading and writing components.
5. To study the effectiveness of self-instructional-material in comparison with traditional teaching.

**Hypotheses:**

1. Self-instructional material would reduce the errors in reading and writing components effectively.

2. There is significant effect of self-instructional material as comparison to traditional teaching.

**Delimitations of the Study**

It is presumed that the problem under investigation is very appropriate and essential for improving the existing learning. The study proposes to identify the areas, nature and extent of difficulties in the English language encountered by the students at secondary school level. The study also throws light on various aspects of remediation that may be useful for curriculum planning, textbook writers, teaching community and students. The study attempted to identify difficult areas in reading and writing in English and to prepare remedial material on the identified areas. Effectiveness of remedial material was tested using pre-test using pre-test, post test experimental design.

Despite the fact that all possible precautions have been taken arrive at valid and reliable results, certain limitations have crept into the study.

1. The experimental part of the study was limited only to secondary school of Sonipat district.

2. The self-instructional material for remedial treatment was prepared only for reading and writing components in English language at secondary level.

3. The study is limited to VII grades students in English language.

**Method and Design of the Study**

The design of the study outlines the research plan. It describes in detail what would be done and how would it be done; what type of sample would be selected and what data collecting devices would be used. The present study employed control group
pre-test and post-test field experimental design. The sample of the study was bifurcated into two groups i.e. control group and experimental group. The study involved three operational stages as diagnostic testing stage, treatment stage and post-testing stage. In the first stage the diagnostic test was used to identify errors and weakness of students in reading and writing components in English language. This test was developed by the researcher himself.

In the second stage, the experimental group was exposed to treatment i.e. self-instructional programme. This self-instructional programme was developed by the researcher on the basis of feedback received from stage one. It was of three weeks duration. The components of self-instructional programme comprised exercised seats printed in dot font. The third stage dealt with post-testing of the control and experimental group using diagnostic test. There are statistical techniques like analysis of covariance to overcome the difficulties, even if we do the experiment in the natural classroom groups.

Variables

In experimental studies the condition that is varied is referred to as the dependent variable. If the effect of the teaching strategy is measured by means of achievement test, then the scores on the test is referred to as the dependent variables (Travers, 1964, p. 130). In the present study, the self-instructional material was to be tested experimentally for their effectiveness by comparing with that of conventional method. Therefore the independent variable (experimental variable) is self-instructional material.

Experimental Variable

Student performance, diagnostic testing is the dependent variable. There is every chance of many extraneous variables to affect the experiment. Among them intelligence, personality were statistically analyzed as to their influence on the achievement (remediation).

Population and Sample of the Study

A population is usually defined as “all the members of any well defined class of people, events or objects.” It represents a complete enumeration in which all the units are
listed or at least theoretically conceived to have been reached. The population needs to be defined clearly by identifying the nature and form of units than it consists of.

Thus, for the present study all the students of 7th class in government schools and self-financing schools constitute the population.

The sample refer to a small number of individuals, events or observations selected / drawn from population under study. Within all approaches to research, researcher uses sampling for very practical reasons. In majority of studies, it is just not feasible to collect data from each and every subject. In addition, to work on a sample saves time, labour and money. Moreover, sampling makes it possible to draw valid generalization by studying a relatively small proportion of the population selected for observation and analysis. In the present investigation, Sonipat district’s Gohana Educational Block of Haryana was the field of the study. As far as sample of the study was concerned two stage sampling technique was used: one in the selection of blocks and the other, in the selection of classes for the study.

**Selection of Block**

In order to select the block for the study under reference, the investigator prepared a list of districts, tehsils of Haryana. Out of this Gohana block was selected with the help of lottery method.

**Selection of Schools**

In order to select the schools for the study the investigator prepared a list of government and self-financing schools of Gohana educational block. Out of which six schools were selected with some method as of blocks.

For experiment adopted for the study, experimental and control groups of students were selected from six schools following the stati’s structure of education. The investigator selected six schools by lottery method in cluster form from 73 schools from Gohana educational block and one block from three blocks of Gohana tehsil and one tehsil from three tehsil of Sonipat district and one district from twenty one districts from Haryana. The initial sample of all the students studying in the standard in the selected schools (N = 310). During selecting the sample, care was taken to give due representation
to variables like sex, locality and management. The intact classroom groups in cluster form were selected for the experiment. This helped the investigator not to disturb the natural setting of the classes and class schedules.

**Tool Used For the Experiment**

- Diagnostic Test (developed by the Investigator)
- Self-instructional Material (developed by the Investigator)
- MPI (Mondsley’s Personality Inventory Prepared by S. Jalota and S.D. Kapoor)
- Samuhik Mansik Yogayata Priksha by Tandon

**Scoring**

To evaluate the ability of students in reading and writing in English language, scoring was done with the help of answer key given in the appendix. One mark was assigned for each correct answer and no credit was given to an incorrect answer or an unattempted language item. No credit was given for more than one answer to a single item. All the areas of the test were scored separately. There were some of the objective type question and some of the subjective type questions. Objective type answers were scored according to criteria given against each question. One mark was assigned for each correct answer and no credit was given to an incorrect answer or an unattempted language item. No credit was given for more than one answer to a single item. Subjective answers were scored according to criteria given with each subjective question in the answer key. Both areas of the test were scored according to total marks given below:

Reading ability carries 35 marks in total and the areas of writing ability – grammar carries 22 marks, vocabulary 14 marks, composition 19 marks and comprehension of prose and poetry carries 10 marks in total. Then the data was analyzed with the help of purposed criteria given below regarding student’s performance.

Those students who scored 0 to 35% marks were placed in below average category, who scored 36% to 50% marks were placed in above average category. Percentage which is generally used in schools was considered for assessing the
performance of the students. The main focus of the researcher was to identify those areas is which students performed below average. Hence in those areas where student scored 0 to 35% marks have difficulties in reading and writing in English language.

**Data Collection**

After finalizing the instruments for data collection the investigator visited the sample school. Researcher discussed in detail the nature and purpose of research and sought permission to administer the tools on subjects under study. The authorities were kind and cooperative enough to provide suitable room where the tools were administered. The instruments were administered by the investigator himself, sometime help of the teachers was sought in seeking co-operation from the respondents. The data was collected in three phases. In the first phase, diagnostic test was administered. In the second phase, all the experimental group students were exposed to treatment i.e. the self-instrumental programme. In the third phase diagnostic test was administered again so that the effectiveness of the SIM can be studied.

**Statistical Method Adopted**

The pretest scores and the posttest scores of the experimental and control groups were consolidated for statistical along with the scores of intelligence, personality, diagnostic test. Since the regression analysis was done with the intelligence and personality. As the aim of the study was to test the effectiveness of the self-learning materials, paired ‘t’ test was used for pretest and posttest scores.

In order to determine the influence of extraneous variables like intelligence, personality on diagnostic testing and remediations achievements multiple regression analysis was computed.

**MAJOR FINDINGS OF THE STUDY**

On the basis of the analysis interpretation and discussion of results as given in the previous chapter, the following main finding regarding the impact of a self- instructional programme for remedial purpose of the children have emerged out of the present study.

- The diagnostic test prepared for diagnose the errors in writing and reading component is developed.
• The self – instructional material has been found to have a significant positive impact on the students on the basis of comparison between scores of experimental and control groups on the post and also on pre-test and also on pre and post test experimental group comparisons.

• On the basis of comparison of scores of experimental group on pre – test and post – test, it was revealed that self – instruction material has been found to have a significant positive impact on the ‘passage’ achievement.

• On the basis of comparison between scores of experimental group on pre – test and post – test, it was revealed that self – instructional programme has been found to have a significant positive impact on the component ‘poem’.

• Self – instructional material has been found to have a significant positive impact on the word component in the children as emerged on the basis of comparison between scores of experimental group on pre – test and post – test.

• The self – instructional programme has been found to have a significant positive impact on the ‘grammars’ component in the children scores of experimental basis on pre – test and post - test.

• On the basis of comparison between scores of experimental group on pre – test and post – test, it way reworded that self – instructional material has been found to have a significant positive impact on the component ‘vocabulary’.

• Self – instructional material has been found to have a significant positive impact on the ‘composition’ component in the children as emerged on the basis of comparison between scores of experimental group on pre-test and post-test.

• On the basis of comparison between scores of experimental group on pre-test and post-test, it was revealed that self-instructional material has been found to have a significant positive impact on the component comprehension.

• The pre-test and post-test differences in the scores of control group on the diagnostic test were found to be insignificant. It shows that in the present study intervening variable is not much affecting the achievement of children.
Discussion of Results

From the results of the preceding parts, it is evident that the calculated ‘t’ – values on all the components of the reading and writing of SIM of the pre – test and post test of the experimental group are significant. The results reveal that the experimental group who is exposed to SIM programme have almost remediate their problems.

The general trend of the results indicates that overall, there is a consistent and significant gain in reading and writing scores after the exposure of experimental students to SIM. Therefore, it may be inferred that the SIM to remediate the errors of the students and to foster creative potential and increasing achievement.

The results as obtained in the present investigation may be attributed to the following facts. The prepared self – instructional – programme provided the required enrichment in the stipulated duration and fostered the children’s creative capacities in the aspect of word, comprehension, composition, poem, passage, grammar, etc. Opportunities provided for the experimental children enabled them to broaden their experiences by working in areas of errors.

Provision of abundance of resources in the form of self – instructional – material served as a catalyst for improving the experimental students. It implies that every child should have access to a wide range of material on a variety of aspects. These creative activities which can be given to individuals or group activities may be relatively of short duration and may be assigned by the teacher or may grow out of the pupil’s individual interest. They may include any activity which motivates the child to learn and remedial their errors.

The present study lends support to the various views advanced by educationists to make special provisions for the improvement of self – instructed – material for the experimental group. It may also be concluded that self instruction remedial material definitely open channels for improving the children. The findings of the present study corresponds to the findings of the studies conduct by many scholars.

EDUCATIONAL IMPLICATIONS

It is evident from the present study that self-instructional material programme helps in remediate the errors of the students.
This study convincingly demonstrate that the remediation had significant impact on the achievement scores of reading and writing component among the children.

The data resulting from this study suggests that the nurturance of remediation and creative potential should not be ignored when considering educational programming for the deployment of the talent.

The present study is of greater importance in present times as there is growing realization of focusing attention on the remedial programmes and diagnosing errors of the children and recent research trend is an intervention based studies.

In India, the National Policy on Education (1986) has also started special Institutions like the NCERT and other voluntary organizations, have established special cells for working and designing the programmes for the children. A lot of effort must be put in order to boost the children to blossom their potentialities. Thus parental involvement and the remedial programmes are extremely important aspects of the self – instructional programmes.

The findings of the present study can be beneficial for students, teachers, administrators, parents, counsellors, social worker, media personnels, Policy makers and other professional working for the education of children. The use fullness of the present study lies in:

- Early identification of the errors of children by same diagnosing testing.
- Enabling the teacher - training institutions/apex level organizations as National Council for Educational Research and Training (NCERT). National University for Educational Planning and Administration (NUEPA) and Rehabilitation Council of India (RCI) to redesign the teacher by keeping curricula particularly at primary level by keeping in view the individualized needs of the children.
- The teachers can make use of the findings of the present study to diagnose the errors of children and make use of the self – instructional material as has been found effective in the present study.
- Motivating the students and teachers to make use of self – instructional programs to harness of student s in different fields.
- Generating Insight in authorities in the field of education of the children to organize workshops seminars, field visits, lectures, exhibitions, camps,
motivational talks, conferences and activities for improving the academic and creative profit of the children.

- Inspiring and enabling the mass media to plan and produce more informative and interesting stories depicting the use of remedial programme in improving the academic, creative and other profile of children.
- Inspiring and enabling the mass media to plan and produce more informative and interesting stories depicting the use of self – instructional material in improving the academic and other profile of the children.
- Parents have a great role to play in the education and development of the children. Parental acceptance, encouragement and a healthy reflect the effect on the child. Parental education of the education of children.
- Students must develop their writing skills by writing summary paragraph letters and report writing.
- The teacher should develop the habit of consulting the dictionary among the students which will help them to enrich their vocabulary.

**SUGGESTIONS FOR FURTHER RESEARCH**

- Diagnostic test can be applied on a large sample of students.
- A similar study can be conducted on a large sample covering all the districts or other district of Haryana.
- A similar study can also be conducted in other states where there are problems related to teaching and learning of English at elementary or other level.
- The present study was confined to the problems related to reading and writing of English. Similar studies can be conducted at higher lower level.
- A comparative study can also be made related to the other errors of students studying in govt. and pvt. institution at different level.
- A study to find out the attitudes of teachers, peers, administrators, parents, siblings and other professional working for the education of the children towards improvement could be taken for further studies.
Conclusion

Careful analysis and interpretation of the results discussed above has revealed this conclusion.

The diagnostic test proposed to diagnose errors in writing and reading component is pretty effective and it judges the student’s achievements appropriately. The errors draw out by the test are real errors made by them. And the self – instructional material to remediate the comparison between the scores of experimental and control groups on the post – test and also on pre-test have significant positive impact.

On the bases of comparison of scores of experimental group on pre and post test, it was revealed that self – instruction material has been found to have a significant impact on the components of “reading” as ‘passage’, ‘poem’, ‘word’, etc. On the other hand “writing” components ‘grammar’, ‘vocabulary’, ‘composition’, ‘comprehension’ etc. in the students on the basis of the comparison between the experimental group on pre and post test scores.

Simultaneously same experiment was conducted with control group and the pre and post test differences in the scores of control group on the diagnostic test and were found to be insignificant. It also shows that in the present study intervening variable is not much affecting the achievement of the children.

On the basis of the findings and hypotheses of the study following conclusions have been extracted:

- The study helps in diagnosing the errors of children.
- The study shows there is a positive and significant impact of self – instructional – material on the academic and creative profile of children.
- The study also shows that no intervening variable has affected the children.