# CHAPTER I: INTRODUCTION

1.1. Concept and Meaning of Human Resource Development  

1.2. Concept, Meaning and Definition of Special Needs Children  

1.2.1. Types of Special Needs Children  

1.3. Problem Students: Concept, Meaning and Definition  

1.3.1. Characteristics of Problem Students  

1.3.2. Causes of the Problem Behaviours  

1.3.3. Types of Problem Students  

1.3.4. Need for Identification and Assessment of Problem Students  

1.4. Significance and Development of Academic and Social Skills in Problem Students  

1.4.1. Concept and Definition of Instructional Strategy  

1.5. Need for an Intervening Strategy (Integrating Modular Instructional Strategy and Social Skill Strategy) in Teaching Problem Students
1.1. Concept and Meaning of Human Resource Development

It is a known fact that it is the resource available in a country that decisively determines its economic growth as well as the national development. The vital determinants of a country’s ultimate development are the various resources available in the country such as water resource, land resource, and mineral resource etc.

Generally, non-economic and non-materialistic in character are the fundamental factors that contribute to the national development and economic growth. It is the spirit that builds the body. This can be ascribed to why some countries have witnessed a rapid rise in income and living standards while some other countries continue to linger at the lowest rung of the ladder. Above all the material resources available, it is the spirit that has been the guiding factor of national development in all the developed countries.

Most of the backward countries remain backward not because they have inadequate availability of physical and financial resources but because they have acute shortage of skilled personnel and technicians. This is where education plays a vital role. Education promotes and develops an openness of mind, a sense of belongingness and togetherness besides nurturing cooperation and ability to adjust towards the changes. Above all, education adds an edge to the qualities of courage and endurance of the people. Also, it encourages a vigorous and relentless pursuit of truth and free enquiry.
Education accentuates the understanding of the behaviour of the pupil, which results in a better intrapersonal and interpersonal skill. It provides the required skill to translate the knowledge into action and makes the most beneficial use of them. These developments in the human resources which may be termed as human capital, contribute much more to economic growth and national development than physical capital (Ghosh, 1996).

A natural resource is anything found by man in his natural environment, which he may, in some way or other, utilize for his own benefit. This is mostly non-human in character. On the other hand, human resource denotes the human beings whose contribution by way of brain or brawn society can use for different purposes. The worker in a factory or a high-ranking officer is an example of human resource. Human resource refers to various service cadres wherein the people use their brain or brawn depending upon the nature of their work i.e., white collared job or blue collared job, which has a direct bearing on economic growth. Here everyone is unique in his own sphere and his or her contribution cannot be ignored. A farmer, carpenter, cobbler, plumber, mason, potter, a non gazetted government servant, a gazetted government officer etc. are the indispensable as well as the integral constituents of human resources.

Human resource development refers to the qualitative improvement of the labour forces and the service cadres which can be accomplished by providing better education, proper training and ensuring good health. If there is adequately developed human resource, it will tell upon their performance, which will, in turn, tell upon the economic growth and national development. Human resource development means preparing individuals so as to make them evince utmost manifestation and efficient application of potentials in the task assigned or undertaken. Where there is a good degree of human resource development, there will be invariably all round development that gears up the national development (Ramar, 1996).

The research findings intended to ensure human resource development by means of promoting better teaching process usually find themselves adorning the shelves. They are seldom put into practice, which is all the more needed in a developing country like India to bring about
optimum human resource development. Our educational system does not cater to the endowed and the ignored. Adequate investment is not made in human capital in India when compared with other developed countries. It is not impossible to surmount the problems encountered in human resource development. It can be made possible by ensuring proper enforcement of compulsory education, by providing adequate infrastructure, by making adequate investment in human capital and by adopting proper methods and techniques to boost up human resource development. Government policy, implementation of government policy in spirit and letter, appropriate use of certain media and technology are the ways to ensure human resource development.

The teacher or the trainer should have adequate knowledge about the method and apt technique. They should have psychological understanding about the endowed and the ignored. They should devise their instruction or training in such a way that it should cater to both the endowed and the ignored. If either of them is neglected, it will not be possible to aim at or to bring about optimum human resource development because in India there are a large number of under achievers, low achievers and problem students, who surely outnumber the endowed or gifted students. All these students generally come under the category of special needs children.

1.2. Concept, Meaning and Definition of Special Needs Children

The study of special needs children is the study of differences. The special needs children are different in some way or the other from the average child. In very simple terms, a special child is one who may have problems or special talents in thinking, seeing, hearing, speaking, socializing or moving. A special needs child has a combination of special abilities or disabilities. These children are either far enough below or far enough above the average range. They need very much specialized attention, which is not provided in regular classrooms.

The study of special needs children is not markedly different from the study of average children in every way. Actually, most special needs children are average in more ways than they are different. Until recently,
professionals and common people simply focused on the difference between special needs children and average children. They did not focus on the ways in which all children are alike. Now educationists tend to give more attention to what special needs children and average children have in common i.e. similarities in their characteristics, needs and ways of teaching. This has made the study of special needs children more complex.

In the classroom, children are so distributed that most of them can be classified as average or normal. But there are some students in every classroom who deviate mentally, socially, educationally, physically or culturally from normal children. Such children need special educational care and their learning problems are to be tackled in a special manner. These children are special children and they constitute about considerable percentage of student population. Educating these children is a challenging task in human resource development.

Special needs children are those students who require education and related services if they are to realize their full human potential. These children are in need of special education because they are markedly different from most children in the classroom in one or more of the following ways. They may have mental retardation, specific learning difficulties, emotional problems, physical disabilities hampering their learning, disordered speech or language, or special gifts or talents. So, special children are the children who differ from the average to such extent that their differences warrant some types of special instructions either within the regular classroom or in special classes.

Some special needs children learn to live with their disabilities or special abilities in such ways that surprise most of us. Their differences from most people do not keep them from leading full and normal lives as children or as adults. Sometimes a special education plays no role in their lives, because their abilities, motivation, and support from their families and communities are sufficient to allow them to circumvent their deficiencies without special assistance to realize their full human potential.
The term 'special' is applied to a trait or to a person possessing the trait if there is a considerable extent of deviation from the normal possession of that trait, these special needs children differ from the average to such an extent that their differences warrant some types of special instruction either in the mainstream or in special schools. The difference lies in learning or behaviour of the child. This envisages that one should have a deep insight into the type and nature of the special children.

1.2.1. Types of Special Needs Children

The concept of special needs children is a broad spectrum, which encompasses many types of children with special needs; they can be classified into two broad categories. One category of the children with special needs are those who have problems due to physical handicaps such as hearing impairment, visual impairment, speech impairment and other physical disabilities. The other category of children with special needs, are those who have problems due to socio economic and cultural disadvantages. There are yet those who pose problems to the teacher despite the fact that they have no physical specific handicap or socio cultural disadvantage. Since they have no physical specific handicap and they do not have socio cultural disadvantage, these special children who manifest many problems in their behaviour such as low achieving students, failure syndrome students, over perfectionist students, under achieving students, hostile and aggressive students, passive aggressive students, defiant students, hyperactive students, distractive students, immature students, students rejected by peer, and shy / withdrawn students form a separate unique category. These children are considered as problem students.

1.3. Problem Students: Concept, Meaning and Definition

Teachers have always had to contend with the students who require special management and motivational handling that go beyond the needs of the whole class. In recent years, however, mainstreaming and inclusion policies have increased the range and severity of the chronic personality, behavioural and school adjustment problems facing regular classroom teachers.
Education is a man making process. The very aim of education is to produce dynamic and socially desirable and competent individuals (Ramar, 1996). Government of India is investing colossal fund to achieve this objective. An educational system can be said to be effective and successful only when it ensures a specified level of academic achievement of all the students, including the problem students who can be found in every classroom. Our system of education should reach out to those students also. Just because they are problem students, they cannot be ignored. We cannot ensure optimum human resource development without ensuring the academic achievement of all the students in every classroom. It is an ordinary task to teach normal students in any classroom. But there are some special students and problem students in every classroom who need special attention and the special effort of teacher to make meaningful learning. It is the duty of the teachers to make learning meaningful for such students. It is true so in the case of problem students.

The problem students are those students, who display very different combinations of personal attributes and behavior patterns. They require much more of teaching time, energy and patience than most of their classmates. These students are poorly adjusted or resistant to classroom routines. Also problem students are frequently disrupting and also display chronic and serious problems, which need immediate intervention. These students may evince problems in such aspects as achievement, adjustment and social skills (Brophy, Jere E., 1996). If the teacher takes appropriate effort, these students can also be put on proper track and made as useful citizens of the society. So in the larger interest of the nation in general and society in particular, these problem students should be identified at school level and their problems and deficiencies should be circumvented by evolving remedial strategies and programmes. To do this task properly, a teacher should have a clear perception of the characteristics of problem students and the causes of their behavioural problems.

1.3.1. Characteristics of Problem Students

Characteristics of problem students can be classified into two categories as those related to achievement and those related to behaviour.
Characteristics related to Achievement

1. Short Span of Attention

The problem students find it very difficult to manifest required attentiveness during the entire period. Due to their distractibility and restlessness their span of attention is very short. The complexity of the concepts and the level of difficulty easily indicate their span of attention. Unless and otherwise they are kept engaged or attracted, they cannot pay close attention to the instruction for the required period of time (Tansley and Gulliford, 1962).

2. Poor Retention

The problem students are identified by their poor retention of instruction. Due to their inadequacy of attentiveness and required level of involvement, they are not able to concentrate on the instruction in required manner; this very much hampers the memory storage. As a result, their retention becomes poor and recall becomes harder (Tansley and Gulliford, 1962).

3. Low or Under Achievement

Most of the problem students tend to be low achievers or some of them tend to be underachievers. Lack of potential on their part, lead to under achievement in many cases. Impediments caused by problematic behavior in teaching learning process lead to under achievement in some cases. Due to their problem behavior and the resultant consequences they are not able to evince a level of ability or capability. That is why most of the problem students are either low achievers or underachievers (Tansley and Gulliford, 1962).

4. Failure Syndrome

Failure syndrome is a common case with regard to most of the problem students. Their negligence, dereliction of duty, inattentiveness, destructions, short span of attention and poor retention culminating failure
syndrome, which the problem students find very difficult to overcome (Tansley and Gulliford, 1962).

5. Frustrations and Restlessness

Problem students evince a considerable degree of frustration and restlessness in the classroom environments. Due to their behavioral problems they are faced with various adverse consequences. This state of affairs ultimately leads to frustration and restlessness. This retards their involvement in and their concentration on instructional presentation, which will ultimately result in academic deficiencies (Brophy, Jere E., 1996).

The Characteristics related to Problem Behaviour

1. Hostility and Aggressiveness

Some of the problem students tend to evince undesirable behaviour on grounds of which they may be either rejected by the peers or vehemently criticized. The teacher also may take appropriate measures to correct their problematic behaviour. The mordant criticism, rejection by peer and stern action by the teacher sometimes cumulatively tend to aggravate the problems. They find it difficult to cope with others, not only in academic achievement but also in behavioral refinement. These students ultimately, turnout to be, hostile and aggressive in the classroom environment (Brophy, Jere E., 1996).

2. Shy and Withdrawn

While some problem students are hostile and aggressive, some others are shy and withdrawn. There is a willful refusal on their part to come out of their shell. This shy and withdrawn behavior will speak on their degree of involvement, extent of participation and level of performance. This is a specific problem, which is to be surmounted by appropriate intervention strategy.

3. Maladjustment

The problematic students do not feel akin to others. Nor do they find it easy to adjust with others. Due to their typical problematic behaviour, they
are very often not able to adjust with the peers. Classmates and seniors shun them and their behavioural problems and their maladjustment complement each other.

4. Social Skill Deficiency

School is a miniature society. Even there the problem students find it very difficult not only to cope with others but also to adjust with others. So they develop a considerable degree of inadequacy in social skills, which ultimately affects their extent of social interaction and social transaction. When these problems are not tackled properly and if adequate social skills are not developed, they will eventually turn out to be problem citizens (Brophy, Jere E., 1996).

1.3.2. Causes of the Problem Behaviours

There are various causes, which contribute to or aggravate the behavioural problems of the problem students. Some of the important causes are discussed below.

- Lack of parental care
- Poverty
- Intelligence of family
- Emotional factors

Lack of Parental Care

When a child does not have either of the parents, he/she develops many behavioural problems in the childhood and adolescent period. Loss of father or mother very much affects the emotional development of the child. It results in maladjustment. They feel neglected. Such children become withdrawn and aggressive in course of time. So lack/loss of parental care very much contributes to the behavioural problems. Ultimately it makes the children become problem students in course of time.

Poverty

In a developing country, poverty affects children in two ways. It impairs children's health and it reduces their learning capacity. A child from
sophisticated family has a variety of avenues to explore and gets plenty of materials to expand the dimensions of his/her existing knowledge. On the contrary, a child from an indigent family does not get enough opportunities to live a full life. The children who are deprived of such opportunities and privileges tend to become problem students in course of time.

**Emotional Factors**

Emotional factors contribute a lot towards behaviour problems. When a child comes to a school, he / she brings his/her emotional world with him/her. Tension, conflicts, and frustrations exercise negative influence on the learning of the child as well as on the habit formation or the behaviour pattern. So the tension at home, the relationship between the children and parent themselves have an adverse effect on the child, not to mention the frustration which sustains from his family and external world. Very often children with autocratic home background are found as problem students in the school environment. Any setback on the emotional development of the child will have an adverse effect on the behavioural pattern of the child who eventually becomes the problem student with any one of the deficiencies such as academic deficiencies or social deficiencies or both.

**Personal Factors**

In addition to all these factors, there are some personal factors, which are also responsible for or contribute to behavioural problems of the student. These factors include absence or long absence from schools and lack of self-confidence. Their physical features like their way of talking and walking even voice etc. have a bearing on the behavioural pattern of the children. When there is deficiency or abnormality or awkwardness in any of the above-related factors, it reflects on the behaviour of the students very often causing behavioral problem. A knowledge of this factor is very essential for the teacher to safeguard the problem students against the mocking, joking, ridiculing of his classmates. If the teachers do not take the steps in right direction, these factors each one alone or cumulatively will cause behavioral problems.
1.3.3. Types of Problem Students

There are some educators who have classified problem students into four categories as

1. The students having achievement problems
2. The students having adjustment problems
3. The students having social skills problems
4. The students having emotional problems

Jere Brophy (1996) has classified problem students as

1. Students with achievement problems
2. Students with hostility problems.
3. Students with role adjustment problems
4. Students with social relationship problems

The classification of Jere Brophy (1996) is followed in this study for assessment and remediation.

1. Problem Students with Achievement Problems

Many problem students very often belong to this category. Despite their adequate adjustment skill or social skill, they may experience considerable problem in the teaching learning process. Low achievers, under achievers, and students who are over perfectionist are good examples for first category though they look very normal. The low achievers evince poor achievement due to their low potential and profile. Similarly, under achievers who also look very normal in many respects do not make adequacy in achievement due to various factors. The over-perfectionists, exhibit behavioral problems, on account of their attitude, for over perfection. So these children are called problem students with academic deficiency.

2. Problem Students with Hostility Problems

This category includes defiant, hostile and passive aggressive students. These students exhibit certain behavioural problems which are
quite characteristics of them. They exhibit hostility through direct and intense behaviour. The hostile students intimidate and threaten others and hit and push other students without any reason. These students damage property and tend to antagonise others. It is difficult to control them who get angered easily. They express opposition and resistance to the teacher. They resist authority and want to have their own way. These students do not want to be told what to do. These problem behaviours have adverse effect on their academic achievement and social skill development.

3. **Problem Students with Role Adjustment Problems**

This category includes hyperactive, distractible and immature students. These students evince excessive and constant movement. The hyperactive students try to get out of their seat often and tend to bother others with noise, movement etc. Though they are energetic, they are poorly directed. These students are unable to sustain attention or concentration. Speech, sound and sight easily distract them. Immature students manifest difficulty in adjusting to changes and have poorly developed emotional stability. These students lack both self-confidence and self-care and appear helpless, incompetent and dependent. These problem behaviours retard their academic achievement and social skill development.

4. **Problem Students with Social Relationship Problems**

This category includes shy and withdrawn, and students rejected by peers. These students work and play alone. Shy and withdrawn students lack even normal social skills. These students are often picked on or teased and avoid personal interaction with others. They are often quiet and unobtrusive. Such students miserably fail to respond to others and never take initiative nor do they come forward to volunteer. The students rejected by peers never call attention to themselves and tend to avoid social transactions. These problem behaviours hamper their academic achievement and social skills development to a considerable extent.
1.3.4. Need for Identification and Assessment of the Problem Students

In a particular class, each student is an individual with similar age different ethnicity; socio economic status and each one has particular personal quality, interest, problem and needs. The teachers must personalise their instruction as much as they can.

For some students, the teachers require much more of time, energy and patience than most of their classmates require to instruct, they are called problem students who possess one or more of the following characteristics. They are experiencing difficulty in learning process, consuming more time than their classmates and experiencing frustration and lack of confidence (Brophy, Jere E., 1996). These students are to be identified. Teaching is not just a curriculum and instruction. It is also managing classroom, motivating students to learn, meeting the individuals needs of the students who display personal and behavioural problem.

Problem students are 'children who continually annoy and disturb parents, teachers and other children too. Behaviour problem is a deviant behaviour of the child, which does not conform to expectation of the society. Teachers have to keep themselves busy in tackling these problems and parents also should observe the misbehaving child' (Musad Hoghghi, 1992).

In recent years, the range and severity of the problem students faced by regular classroom teachers have increased. Nothing in this world would happen without any cause. The investigator can safely assume that, there must be some underlying cause behind different habitual behaviour anomalies (Musad Hoghghi, 1992). Just as a doctor cannot prescribe medicine without identifying the cause of his illness, a teacher can not devise an intervention strategy without developing a thorough insight into the problem and thereby developing an accurate conceptual framework. In order to find out the cause, the initial step is the identification of problem student. At the outset, the investigation of teacher and parent can rightly locate the problem student.
In an educational setting it is known that ‘teachers are highly reliable and accurate predictors of problem students and also they are trained and qualified in general and special education and also they account for their recommendations to parent and others’ (Musad Hoghghi, 1992).

In order to identify problem students the investigator kept in mind the following points. He made an all front effort to study about

1. The nature and context at which problems occur in precise term.
2. The home background of problem students.
3. Factors associated with problem student’s behaviour.
4. The problem students’ need so as to draw up a programme leading to better remediation.

A teacher must be able to identify problem student to make his teaching task a successful one. Identifying the specific behavioural problem, to classify them into appropriate category, to make assessment, placement and to decide upon appropriate instructional strategy are the essential steps in any intervention programme.

The following measures were followed to identify the problem students.

1. Observation
2. Curriculum based assessment
3. Administering checklists

1. Observation

Observation encompasses full range of activities concerned with watching or witnessing the behaviour of another person actively or passively or otherwise under a variety of circumstances in varying degrees. Here a deliberate observation is, however, undertaken by teachers, parent and investigator who are highly reliable, trained and qualified to make multi dimensional observation to identify the problem students. The observation is the cornerstone of all assessment.
2. **Curriculum based assessment**

Curriculum based assessment is the process of determining instructional needs by directly assessing specific curriculum skills (Choate et al., 1992). The term curriculum based assessment is a technique that measures students' achievement in the curriculum (Bursuck & Lessen, 1987; Gickling, 1981 and Tucker, 1987). It is defined as any approach that uses direct observation and recording of a student's performance in local school curriculum as a basis for gathering information to make instructional decision (Deno, 1987).

By making a curriculum based assessment of the target population by observation techniques as well as by scrutiny of records, which give a subtle insight into the students' capacity and achievement, the problem students can be identified for assessment and remediation. Observation and curriculum based assessment can be made use of to identify the problem students initially. Further, to countercheck the problem students, the checklist specially designed for identifying the problem behaviours in students can be used.

3. **Administering Checklist**

The checklists can be used or administered to teachers and parents to pinpoint and to identify the problem students in the target population.

These measures will enable the teachers, parents and the researchers to pinpoint and to identify problem students in the target population and to devise remediation. Early identification ensures cost and time effectiveness. Without identifying the problem students, the teacher cannot use instructional strategy that can reach out to all the problem students.

Many research findings reveal that problem students are irregular in class attendance; non-attentive to class lectures, creating disturbances in class and have significantly lower scores than non-problem students (Rahman, Tania Khaleque and Abdul, 1991). Counselling may be effective and helpful in improving such behaviour. The study made by Khan (1983)
revealed that 'educationally backward pupils were more reserved, detached and aloof, less intelligent, more emotionally unstable, more excitable and impatient, timid and threat-sensitive, tender minded and sensitive, more internally reflective, more insecure, worrying and guilt-prone, socially group dependent, uncontrolled and careless of social rules, over-wrought and frustrated.

On second order factors the educationally backward pupils were more introverts, tender minded and subdued and had more anxiety and poor adjustment. It was also found that the hampering effects of aloofness, emotional instability, excitability, aggression, dominance, guilt proneness, feeling of insecurity, tension and frustration etc., were more prevalent at the adolescent stage (13 to 16 years) than at the preadolescent stage (10 to 12 years.).'

The study of Kumaraiah (1976) described that 'Four factors, namely, intelligence, health adjustment, emotional adjustment and overall general adjustment consistently differentiated the high and low achievers'. Social behaviour in early adolescent was more potent predictor of number and seriousness of crime than knowledge about academic achievement.

Arundhathi Rath, Sangita and Natnaik (1999), confirmed that low peer status leads to antisocial behaviour. Allington & Johnson (1986) and Jere Brophy (1996) have reported considerable similarity in behavioural characteristics of two groups viz. the students with mild disabilities and economically disadvantaged students who constitute low achievers, who exhibit inefficient learning in correlated process such as visual and auditory perception and social / behavioural difficulties. All these studies indicate that there is a lot to do about the problem students. They are to be studied properly and appropriate intervention strategy is to be devised to circumvent their deficiencies both academic and social.

1.4. Significance and Development of Academic & Social Skills in Problem Students

The problem students learn so slowly and unevenly because of their varying behavioural problems that they are not able to cope with normal
students. They are not, however, so markedly different as their basic psychological, educational and social needs are unique. Their limited capability and their behavioural problems may prevent them from reaching higher levels of achievement. But there is much that they can and need to learn within their limits, but the teachers are also very often operating rather in the dark hoping that their recipe that worked in the past with most students will work again (Tansley and Gulliford, 1962). The research evidences on problem students indicate that the problem students prefer short and simple methods of instruction based on concrete experiences (Erwin, 1993; Karlin & Berger, 1972; Johnson, 1956 and Thompson & Rudolph, 1992). This will enable the problem students to understand and use of possible associations, which will have a direct bearing on their retention and recall.

This envisages that a special instructional strategy should be designed to develop the academic skills of the problem students. In the traditional lecture method it has been found that it is very difficult to draw out the best from problem students. Also, the educational system does not have any concrete strategy to develop social skills in problem students. In the mark oriented educational setting, importance is seldom given to co-curricular and extra curricular activities which contribute a lot to the development of social skills in the students.

Without adequate development of academic skills and social skills the problem students cannot become useful members of the society. With their problem behaviour they will be socially deviant. So to ensure optimum human resource development and to safeguard future social harmony, adequate academic and social skills should be developed in problem students. They are at various school levels. ‘Catch them young; make them fit’ is a golden rule in this regard. Though it is a herculean task, it is not insurmountable.

Special instructional strategies to circumvent academic deficiencies of problem students are essential for their optimum development. Research evidences by Ramar (1994 and 1996), Thalaimalai (1996), Balakumar (1996), Justinpaul (1999) and Reddy & Ramar (1995) have verified that the multimedia based modular instruction is very effective to overcome low
achievement of students. It is also essential to verify whether this multimedia 
based modular strategy is very effective in developing academic skills in 
students in general, in problem students in particular. Also, programmes are 
to be devised to develop social skills in students, which can make them 
worthy members of the society.

McIntyre (1989), Siegel, Siegel & Siegel (1978), Parke & Slaby (1983) 
and Karlin & Berger (1972) recommended the following strategies to improve 
social attitudes, behaviour and social adjustment

1. Give opportunity to displace their unique talents and interest.
2. Incorporate cooperative learning.
3. Teacher must help the student to function productively in group.
4. Suggest ways to interact pro socially and co-operatively with peers.

Oden (1982) developed and recommended the 4 principles; 
Participation, Communication, Co-operation, Supportiveness to help the 
students learn to apply positive social interaction to concrete social situation.

Schaefer & Milman (1981) and Thompson & Rudolph (1992) suggested the 
following remedial programme.

1. Use the interest as bases to give learning activities.
2. Assign them as partner to promote their friendship to engage in 
frequent contact with peer.
3. Provide role to act accordingly (i.e.) example: Postman, Chief Minister, 
   Doctor.
4. Provide information to develop social insight.
5. Give opportunities to learn cognitive social problem solving skills.
6. Train them to focus attention and concentration on developing 
   resistance to distractions.
7. Minimise the act of authority figure.
8. Increase assertive and communicative skills to express their feelings more directly.

Horne & Sayger (1990) and Swift & Spivack (1975) propose the following remedial programmes.

1. Teaching parents to be more authoritative and less authoritarian.
2. Instruct alternative ways of thinking and behaving.
3. Instruction in ways of handling emotional pressure.
4. Improve personal relationships with problem students.

There is a need for an intervention strategy, which integrates multimedia based modular strategy to circumvent academic deficiency of the problem students and a comprehensive social skill strategy to circumvent the social deficiencies of the problem students.

1.4.1. Concept and Definition of Instructional Strategy

Instructional strategy refers to the application of appropriate psychological principles of definite methods and techniques in the instructional process. Instructional strategy is a means of achieving the instructional objectives in the best possible manner at the lowest possible cost.

Without proper instructional strategies, we cannot bring about all-round human resource development. Instructional strategy should be designed in such a way that it should promote the learning of all categories of pupils (i.e., above average and below average students). The educational philosophy, psychological theory and the appropriate educational technology and the predetermined educational objectives should be the criteria to decide upon the instructional strategy. There are various approaches, methods, techniques and models to impart / instruct the students.

Media play a vital role in any instructional strategy. Since the present age is rightly called technological age, we cannot decide on any instructional strategy which does not encompass maximum utilisation of media. Maximum utilisation of media can alone ensure effective teaching learning process.
There are various components of media, such as video, CAI, multimedia instruction. Multimedia based modular instruction is found more feasible and profitable because print medium is the most affordable medium throughout the world.

1.5. Need for an Intervening Strategy (Integrating Modular Instructional Strategy and Social Skill Strategy) in Teaching Problem Students

A. Modular Instructional Strategy

Module is a self contained, suitably tested, auto instructional material. Modular approach provides a strategy for the teacher and the learner to mutually share the responsibility for learning. The teacher becomes a facilitator of learning, rather than the traditional way. A module is self-contained in the sense that everything is self-explanatory. It is a self-instructional package because each module has set of objectives and it fulfils in developing the expected skills. It is an individualized instructional material. The learner can take his own time to complete the material. It is achievement that is the criterion in a module rather than time.

A module will help in the following ways:

1. It develops autonomy in a learner because it is an auto learning material
2. It ensures achievement of an expected standard
3. It provides remedial instruction.
4. The embedded tests and learning movements objective by objective help the learner to classify things.

Learning packages, unipack, learning activity packages, etc. are some of the titles used for a strategy useful for self-learning. But, as no title has gained universal acceptance as the learning module, it is considered the general name for the strategy. Although learning modules will differ, each can be expected to have similar elements and the sequence in the module.
Elements of Modules

A learning module should have the following elements

i. A title or topic designation
ii. A list of major concepts to be learnt
iii. The rationale for studying the module
iv. A pre assessment activity
v. Objectives stated in behavioural terms
vi. Guidelines for learner, teacher preparation
vii. A detailed learning sequence
viii. Summary
ix. Suggested depth or quest activities
x. A post assessment activity

In order to maximize learning, suitable instructional materials in the form of module may be developed. These modules should be validated before use. Self - instructional modules are extensively used in different situations for efficient learning.

Components of an Instructional Module

i. Entry test
ii. Pre - test
iii. Objectives
iv. Introduction
v. Development of learning material for objective 1
vi. Diagrams, sketches, pictures, examples, work sheets, embedded test, etc.

vii. Development of learning material for objective II, Diagrams, sketches, pictures, examples, work sheets, embedded test, etc.
viii. Summary / conclusion
The following are the special features of a module:

i. Validated / tested material

ii. Mass produced for use in institutions / for learning different subjects

iii. Preparation of learner explicit

iv. Specially suited individuals self learning

Development of a Module

The first page depicts the main unit and the single conceptual subunit covered in the module. It also reflects the components of the learning modules, i.e. development or construction pattern of the module. The next page gives necessary instruction on how to use the module. Instruction is followed by an entry test, which consists of objective type items on the preliminary knowledge required for learning the module. If a student has not attained a minimum level of achievement, he may not understand the module and so he should not go through the learning module unless his entering behavior is strengthened. The pre - test follows the entry test. The pre - test is also an objective type test, which helps to self evaluate the student’s status when he proceeds with the module. It is followed by introduction of the topic. General objectives and specific objectives are listed out. Then the relevant learning materials are presented for the objectives stated. Necessary diagram, sketches, pictures worksheets, examples, dimensional drawings, summary and conclusion, case study, etc. are included in the material suitably. Immediately after the presentation of the subject for each objective, it will be suitably recapitulated. Provision is made
for formative evaluation in the course of the module in the form of embedded
tests. After all the learning materials are presented, a post-test is given. The
post-test is also of objective type, but the items are different from that of the
pre-test. Necessary bibliographical references, assignments and guidelines
for further follow up action are included in the module.

Once the learning materials under the identified topic are drafted,
incorporating the components of a module is the next step. After that, it
requires editing, reviewing and validating. Editing has to be done with
reference to accuracy and relevance of the material, style, vocabulary,
density of presenting the facts and content interest. Only editing can unearth
many inadequacies prior testing. Once the editing is over, the material is
ready for tryouts. Tryouts help in refining the module and make it relevant to
the target population. For a module, the try out may be conducted in two
ways:

i. Individual tryout

ii. Group tryout

i. Individual Tryout

Under the individual tryout, the module developer sits face to face
with the randomly selected individuals of the target students one at a time.
This gives an opportunity to the developer to study the reaction of the learner
in respect to the material presented. The number of individuals to be tried
out depends upon the quality of the draft of the material and the degree of
refinement required. The developer notes down the time taken for reading
and understanding. Clarifications asked, remarks made and the scores
obtained in the pre-test and post-test etc. should be noted down. On the basis
of these ratings and analysis of the tryout, the developer makes correction,
modification, refinement etc. immediately. Then, after completion of a number
of individual’s tryouts, the material becomes better refined.

ii. Group Tryout

Under group tryout, the Xeroxed copies of developed modules are
administered to a group of students of the same target population. Separate
answer sheets may be provided for writing the answer to the pre-test and
post-test items. The creation of congenial atmosphere and establishment of proper rapport are the vital requirements for group tryout. The students must be instructed about the nature of this auto instructional material and what is expected of them along with the purpose of the tryout. The reaction of the students during the tryout should be noted down, so that they may be considered for further refinement. Evaluation of the answer sheet brings to light the percentage of incorrect responses and their level of mastery of achievement. Based on the scores, norms may be evolved. The post-test score minus the pre-test score is the gain score, which can be attributed to the effectiveness of the modules.

**Appraisal of the Module**

In general, learning modules need to be subjected to critical appraisal of structure and content. Critical appraisals of structure are to be done in the following seven areas:

i. Objectives  
ii. Subject matter  
iii. Design characteristics  
iv. Learning activities  
v. Adaptability  
vi. Validity and  
vii. Evaluation

On completion of all these processes, the learning module can be presented to individual students.

**Importance of Modular Instruction for Problem Students**

Multimedia based module is the latest trend advocated for auto-learning. Modules are prepared on the same topic under different media software to suit the different tastes and interest of the students according to the facilities available. The component of a multimedia based module include modular lecture unit, group discussion unit, film unit, audio tape unit, etc. Here the same components of a module as discussed will be incorporated but the nature of the medium will be dominating in the presentation of the particular module.
When different varieties of modules are kept in the library, the interested students can use one or more variety for learning the topic. While one may like to listen to an audio lecture on the topic, another sees a video on it. The multimedia based modules in this way suit to the interest of different individuals. Since these modules motivate the problem students to a very great extent, they promote their achievement ultimately. Teachers of different classes can use these modules. These will remain as an asset to the institutions. The problem students can take them home and learn them at their own pace.

Multimedia based modules enable the problem students to develop their skill of learning and to cope with normal students. Problem students have limited span of attention and poor retention. They lack proper concentration also. So any conventional method of classroom instruction is found inadequate for them. This necessitates developing multimedia based modules so that they can cope with normal students.

It is clear from different studies made in this regard by Ramar (1994 and 1996), Thalaimalai (1996), Balakumar (1996) and Justinpaul (1999) that when the learning materials are presented through concrete situations, the problem student's concentration and attention do not differ significantly from that of a normal child. Since multimedia based modules ensure concrete presentation of instructional materials, the problem students can surmount the problem of abstract thinking.

The problem students evince keen interest in learning where the relationships are clearly demonstrated. This type of demonstration ignites the spark of rational thinking in the minds of the problem students. A multimedia based module serves this purpose.

As the problem students have poor retention power, they require more practice and revision when compared with normal students. A multimedia based module takes care of the short span of attention of problem students. Further, the module takes care of the following vital remedial programmes.
- Grading of teaching materials taking into consideration the capacity and requirement of children.

- Short frequent lessons, instead of the long lessons.

- Giving importance to practice, drill, review, repetition and direction.

Since multimedia based modules are self-contained and self instructional, the problem students 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 review.

Moreover, multimedia based modules facilitate concrete presentation, clear demonstration and better perceptual grasp. A close study of VIII standard syllabi shows that a resourceful teacher can prepare modules and the required multimedia aids making use of the resource available. A little pain taken by the teacher will ensure optimal gain for the problem students.

Multimedia based modules bear the following advantages from the problem student’s point of view:

i. The teachers are involved in the learning process and their commitment to the task is increased.

ii. A large part of the module will create interest among the students as it is a novel experiment.

iii. The students have the full control over the rate of study. So they can progress at their own pace.

iv. The consequences of failure are reduced. Each student can master each module completely before proceeding to the next.

v. Each student can participate in the decision whether he has learned the subject matter adequately.

vi. It may be practical for some modules to be checked out as study at house resulting in saving time.
vii. Each student can develop a sense of responsibility for his own learning

All these factors emphasize that there is growing need for multimedia based modules for mastery level learning and the need is, in fact, greater when problem student is involved in the learning process. The present study is an earnest attempt in this regard, to develop and to assess the effectiveness of modular instruction in teaching problem students. In addition to the above-discussed multimedia based modular instructional strategy, the remedial programmes include a comprehensive social skill strategy devised by the investigator to develop the social skills in problem students.

B. Social Skills Development Programme

Social skill is a crucial factor in the development of children. Lack of acquisition of adequate social skills will tell upon the social behaviour of children. To remain a worthy member of the society one should develop adequate competence in social skills. It is a complex area encompassing many concepts such as social cognition, social perception, social learning, interpersonal skill, social interaction and social transaction. School is a social ground that provides substitute remedies to many of the social maladies. A child in his school environment should try to develop his skills in social cognition, social perception, social learning, interpersonal skill, social interaction and social transaction.

But unfortunately, all the students in the school do not evince required adequacy of skills in these areas. Students, who lack adequate skills in one or more of the above-said domains, would ultimately end up as problem students due to the inadequate, inappropriate or undesirable social behaviour. But it is not a difficult task that cannot be accomplished. With some pain and strain on the part of the teacher, he can develop these skills in problem students in a reasonable period of time provided he applies an intervention strategy. The teacher should devise such a social skill strategy, which can provide adequate social skill training to the problem students. The social skill acquired in the miniature society, that is the school, can be successfully and effectively applied in the performance of their role in the

**A Comprehensive Social Skill Strategy**

As an integral part of the remedial programme, the researchers should devise a comprehensive social skill strategy incorporating a ten-action programme to develop social skills in problem students. The comprehensive social skill strategy should be based on a ten action programme which includes activities like brainstorming, role playing, mock debate, dramatization, group discussion, simulation, presentation, joint work, group responsibility, peer group interaction, curricular and co-curricular activities, participating in intra-school and interschool competition, arranging clubs / public relation activities and teacher guidance. Application of these comprehensive social skill strategies will bring desirable change in the social behaviour of the problem students, which will ultimately develop social skills in them in course of time.

**Importance of Ten-action Programme**

This ten-action programme is intended to develop social skills required for daily life in problem students. These actions are deliberately devised and included with a determined purpose to induce the students to participate in activities that will pave way for developing social skills. The ten-action programme devised for developing social skills in problem students include:

1. Group discussion
2. Brain storming
3. Role playing
4. Mock debate
5. Group activities
6. Stage performance
7. Developing interpersonal relationship through shared responsibility
8. Curricular and co-curricular activities
9. Participating in Intraschool and interschool competitions and
10. Arranging clubs/public relation activities.

Though each of the above activities has its own merit, their cumulative effect on the problem students can bring tangible results, which can modify their behaviour leading to social skill development.

**Group Discussion**

It is an activity, which requires the problem students to participate along with others. Group discussion requires him to make his contribution coming out of his own shell. It gives him an opportunity to know how others think, feel and act. This, in turn, helps him to modify his problem behaviour, which will, ultimately, reflect on his social skills development. The problem student learns to synchronise his thoughts with others. It provides an exercise in accommodability and adaptability, which are very essential for social skills development.

**Brainstorming**

Brainstorming is a strategy, which gives exercise in problem solving. It provides intensive experience in interaction and intellectual participation. It enables the problem students to come out of their shell, to break the ice; and to express their view or opinion relevant to the topic or theme under discussion. Participation of others becomes an inducement for their participation. Though slow and hesitant in the beginning, they gradually develop confidence and make contribution to the brainstorming. In this process, everyone is permitted to express his view/idea freely and frankly. Brainstorming results in collective and creative thinking which, in turn facilitate social skills development.
**Role-playing**

It is an activity in which a specific role is assigned to the students, which they act out as the role or the character demands. This may be a solo act or it may be done in a group. When the problem students are given opportunities to act out roles, they start thinking in the manner of the role or the character assigned to them. This enables them to learn right type of behaviours and to know their own pitfalls and lapses. Frequent role-playing will refine their behaviour, which is essential for social skills development. The success of this programme depends on the right selection of role by the teacher, which he should assign to such students who need it most. Thus the teacher can induce rapid behaviour modification in problem students.

**Mock Debate**

It is again another group activity. In group discussion they make their contribution by mere statements or views. But in mock debate their views are laid forcibly or assertively. It provides an opportunity for the problem students to think differently and to act constructively. It develops in them broad mindedness and how to think critically and constructively for a common cause.

**Group Activities**

There are various group activities that can be arranged in the school. Watering the kitchen garden, making arrangement for a function with other boys, and laying court in the playground with other boys. These activities will infuse in him how to cooperate with others, how to coordinate his effort with others and how to work for a common goal. This will develop in them gradual social competence.

**Stage Performance**

It is an important activity to develop social skills. Though it may be difficult in the beginning, the students will be amply rewarded in the end. They will eschew stage fear. They will develop boldness to face others. They will shed away their inhibition. It is an exercise in fighting out stress and strain, which will diminish in course of time. After a period of
experimentation, most of the students will be able to make themselves clear to the audience. This will develop their social skills ultimately leading to no difficulty in talking to others. It will be a landmark in his social skill development.

**Shared Responsibility**

It is like group activities. But it differs from group activities in the sense that the student has to share the responsibility with one or two. It may be a joint assignment or it may be a joint project work. This will go a long way in developing interpersonal relationship with others.

**Curricular and Co-curricular Activities**

This is another way to elicit conditioned response from the problem students. It is in a way a shared work. The problem student is paired with a student of his class with same intellectual level to perform a curricular activity like doing a science project or a social science assignment. Or the problem boy may be instructed to workout a sum in collaboration with another boy. These will pave way to interaction and discussion, which are essential for social skills development. Similarly, there are a number of co-curricular activities like scouts, N.S.S.(National Service Scheme), N.C.C.(National Cadet Corps), J.R.C.(Junior Red Cross), etc. which facilitate several interactions besides cultivating interpersonal relationship.

**Participating in Intra-School and Inter-School Competitions**

These programmes will be very useful for the problem students who have severe social deficiency. They must be forced to participate in these programmes. The teacher should praise the boy even for effort. In the intramural programme the teacher should contrive attainable success for these problem students which will instill in them self-confidence. Also, this will adequately prepare them for interschool competition. Participation in these programmes will develop their social skills in course of time.
**Arranging Club / Public Relation Activities**

Teacher can provide ample opportunities for problem students to arrange for club activities and public relation activities. All these works i.e. let it be seating arrangement or stage arrangement or screen arrangement or whatever let it be, he can not do it alone. He will have to accomplish it in a joint way. This is a right step for developing social skill in problem students. We are putting them again and again into group activities where he has to act in a particular way required of him. So there is no question of deviation, Moreover, these will develop in them right type of pragmatic social skills which will be very much required in his later life.

**Expected Outcome of Ten Action Programme**

Though each of the ten programmes has a merit of its own, their cumulative effect is something splendid, tangible and concrete. The principle of whole is more than the sum of the parts applies here. The following are the expected outcomes of the ten - action programme.

1. These programmes will enable them to come out of their ‘shell’.
2. This will enable them to shed inhibition and to volunteer for interaction and discussion.
3. These programmes provide adequate field for cooperation and coordination, which are essential for social skills development.
4. Obedience, give and take mentality, accomodability, adaptability and adjustability are certain behaviours, which are very much fostered by these programmes.
5. These programmes enable them to develop emotional stability and to face stress, strain and anxiety successfully.
6. The activities provided will enable the problem students to overcome their unobtrusive nature by developing interpersonal relationship and team spirit.

7. All these will result in modification of behaviour. All their problem behaviours will recede to the background and the problem students will develop right type of behaviour, which will ultimately boost up their social skills development.

8. The cumulative effect of the ten action programme will develop adequate skill in

   i. Social cognition
   ii. Social perception
   iii. Social learning
   iv. Interpersonal relationship
   v. Social interaction
   vi. Social transaction

9. The training provided in the school will ensure adequate acquisition of social skills and the real later life in the society will give an expression for application of these skills in social context (Brophy, Jere E., 1996).

**Advantages of the Comprehensive Social Skill Strategy**

a) It enables the problem students to come out of their shell

b) It provides a training ground for co-operation and co-ordination.

c) It ensures compulsory participation in the beginning and voluntary active participation at the end of the experimental period.

d) It is a tool that tackles adjustment problem of the problem students effectively.

As a result, the problem students will be able to adjust with others. As the modular instruction enables the problem students to cope with others, these comprehensive social skill strategies enable the problem students to
adjust with others. It is a milestone in making him a worthy member of the society. These comprehensive social skills strategy provides for the accommodation of others feelings, thoughts, reactions etc. As a result, the problem students will be able to overcome their hostile and aggressive behavior in a reasonable period of time.

When the students reach the VIII standard level, they enter into adolescent period. It is a period of mental conflict, a period of rebellion, a period of maladjustment and a period of emotional disturbances. The student is no more a child and not yet an adult. Hence, he is confronted with all these conflicts and emotional disturbances. 'Catch them young, teach them young' is a golden rule. Similarly, identifying the problem students at the earliest is essential. Tackling the problems at the budding stage itself is not only better but also easier.

Hence, to overcome the academic deficiency and the social skill deficiency of problem students in VIII standard, there is an urgent need to devise remedial programmes. The investigator has devised certain remedial programmes by integrating multimedia based modular instruction, an instructional strategy to combat the academic deficiency of the problem students and a comprehensive social skill strategy to tackle the social skill deficiencies of the problem students. The students should possess adequate competence in these two domains i.e. academic and social. Then only the students can be made worthy members of the society. That is why these remedial programmes have been devised to apply to the problem students to bring about their allround development as far as possible.

The review of related literature is given in the succeeding chapter.