Abstract

School is considered to be a place of leisure and enjoyment to the learner. Education imparted through the schools should satisfy the needs and aspirations of the children. If so, it will reflect in the academic excellence of the individual. But if we look into a school imparting General Education to the public, we can see that majority of the children did not like the learning process activated in the school. The academic performance of the children may be poor. Most of the parents are only primary educated. Learning atmosphere may not be there in their home. No one is their to look after their health and education. Such children cannot concentrate well in their studies. These children are socially, culturally, economically and academically deprived and are termed as disadvantaged children in this study. Based on the experience with these children and studies carried out with these children enabled to do an investigation into the difficulties, problems and weaknesses of these children. Some remedial measures developed will be a great help for these children. Thus the study was emerged and undertaken for research work.

The major objective of the study is to test the effectiveness of remedial programmes in Mathematics for the disadvantaged children of primary schools. Considering the objectives and the nature of data required for the study, experimental method was considered appropriate for conducting the present investigation. Non-equivalent pre-test post-test design was selected for the study. Instructional strategies such as remedial programmes for the experimental group and direct instruction method for control group were taken as the independent variables. The scores in the achievement test and the number of errors in the diagnostic test were taken as the dependent variables. A sample of 726 children from 7 schools of Kerala were selected for the study. The effect of independent variables were tested by Analysis of Co-Variance.

The important findings of the study was that the remedial material prepared was effective than the conventional direct instruction method. Irrespective of boys/girls, govt/private, rural/urban the finding were same. If the teachers were oriented to prepare and use the remedial materials, that will be a great help for the poor children learning in the general schools. The class room teachers, the curriculum makers and the students will be benefited through this study.