ABSTRACT

The process of determining the case 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 ordinary academic progresses of the pupils. An adequate diagnosis may involve the use of intelligence test, both general and specific and of diagnostic achievements types of laboratory apparatus for measuring sensory activities, co-ordinations. The term remediation is employed in a broader sense to connote teaching which is developmental in its scope. Remediation 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. Self-instructional –material is a device with the instructional content or function used for teaching purposes, e.g. books, text books, supplementary reading material audio and other sensory materials, programmes for computer managed instruction, instructional sheets, and packaged sets of material for construction or manipulation. The present investigation was intended to diagnostic testing and Remediation in reading and writing components in English with the help of self – instructional –materials at upper elementary level’.

For the purposes, a sample of 310 students, learning in grade VII in self – financing and govt. schools of district Sonipat (Rohtak Division) of Haryana was randomly selected. Diagnostic test and self - instructional material (SIM) made by the investigator himself and for assessment of personality and intelligence of the students M.P.I. by S. Jalota and S.D. Kapoor and Samuhik Mansik Yogayata Priksha by R.S. Tandon were used to collect the data. The major findings of the study were: The diagnostic test prepared is developed effectively. 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 group on the post-test and also on pre-test and also on pre-test 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- instructional material has been found to have a significant positive
impact on the components ‘passage’, ‘poem’, ‘word’, grammar’, vocabulary’, ‘composition’, ‘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 achievements of the children.

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