

Remedial and Diagnostic Teaching: An Overview

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***Abstract**

The main role of a teacher is to promote quality learning among the pupils which can be possible by proper guidance and active participation of pupils in the process of learning. During the teaching-learning process, a teacher has to locate and identify the areas where the learner commits mistakes. To achieve the quality of desired learning, the teaching-learning process is crucially dependent on DIAGNOSING and preparing REMEDIAL INSTRUCTIONS. A teacher who offers remedial education starts from the point where a student is and leads them toward a better outcome. It is simply successful teaching in which the student and his or her needs gain centre stage. Remedial teaching is an integral part of all good teaching and is not re-teaching. It involves working systematically: observing, diagnosing, remediating and evaluating. In this article we will discuss diagnostic testing, need and basic principles of remedial teaching.

***Keywords:** *Teacher Education, Diagnostic Tests, Remedial Teaching*

Introduction:

The role of a teacher was previously confined to teaching and to be more precise to the completion of prescribed syllabus but now it is multifaceted as a facilitator, care taker, community leader, guidance counselor, researcher, etc. Participation of several people in creating learning setting demands newer competencies in teacher to take their help meaningfully.

Diagnosis is a decision- making process. Teachers are constantly making decisions about individual or group of pupils in achieving learning objectives. Diagnosis process considers the whole learner. In order to facilitate this, teachers should gather data from multiple sources, including past experiences, attitudes, learning styles, interests, strengths, weaknesses, and interviews with parents. Diagnostic testing is thorough and balanced. The diagnosis process is a team effort: it is not possible to learn about the child from different perspectives such as socially, physically, emotionally, psychologically, and academically. Determine the nature of the learning challenges: learning difficulties are diagnosed based on the nature of the difficulty. Determine the factors causing learning difficulties. Diagnosis and remediation go hand in hand. The effectiveness of any teaching and learning process depends on teacher understanding the learners' level of mastery of the subject area and is achieved through diagnostic analysis.

Diagnostic achievement types of laboratory apparatus can be used to measure sensory activity, co-ordination, and other similar standards in order to provide an adequate diagnosis. Educational assessment can also be performed using rating scales, controlled observations, questionnaires, and interviews.

Important steps of Diagnosis:

Diagnostic procedures involve five main steps, each of which increases the likelihood of success.

1. First of all we try to know about the pupils who are facing this problem. For this, we employ various strategies, as described above.
2. We try to find out where the child makes mistakes and the types of questions they have.
3. After finding the nature of mistakes in step II we try to know the reasons of their mistakes.
4. Having determined the cause is step III, we consider the solution. As far as we know, there is no specific rule which proves it. It is determined by the nature of the issue.
5. There is still work to be done after solving the problem. After that, the teacher should think about the steps he should take in order to prevent future problems.

Characteristics of Diagnostic Test:

The **diagnostic test** should the following characteristics

1. It finds out weakness or deficiency of a child in learning of contents.
2. It is qualitative not quantitative
3. It is an effective tool for teachers that help in **planning and organizing remedial teaching.**
4. It is a based to form tutorial group so as a help the poor pupil to develop their performance in removing their difficulties.
5. It arranges the items in learning sequence so as to help the pupil in transferring of learning positions.
6. It adopts objective type tests only.
7. It fully emphasizes on all **learning and teaching points.**
8. The sequence of contents of the diagnostic test does not include correct answers; only the incorrect ones are considered.
9. The cause of wrong answers must be determined by an expert or specialist.

Diagnostic Testing in the Classroom

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It is critical that diagnostic tests align with pre-determined learning objectives and are part of the regular classroom routine. In addition to being short, valid, and free of bias, assessments should also be brief and valid. For diagnostic testing to be effective, instructors need to be willing to change their teaching methods and course content according to the feedback they receive from the tests. If skills and concepts have already been learned, it might make sense to cover subjects and concepts that are assumed to be already mastered, or to skip concepts that were originally planned.

A diagnosis involves looking into why children have difficulties and what they can do to overcome these challenges, while its follow-up can help children make up for their deficiencies. Generally, this step is referred to as Remedial Teaching.

Definitions of Remedial Teaching:

According to Billow

“Remedial teaching is a morale building and an interest building enterprise for the pupils”

According to Yoakman and Simpson

“The purpose of remedial teaching is the development of effective techniques for the correction of errors in all types of learning. As yet, it has been more effectively used in the skill subjects than in the Commerce.”

Objectives of Remedial Teaching

The academic performance and learning abilities of each pupil differ, and each has his own learning style. The purpose of the IRTP is to help underperforming students succeed in school by providing learning support and tutoring. The curriculum and instructional strategies of schools can be adapted to meet the needs and abilities of each student so that they can provide learning

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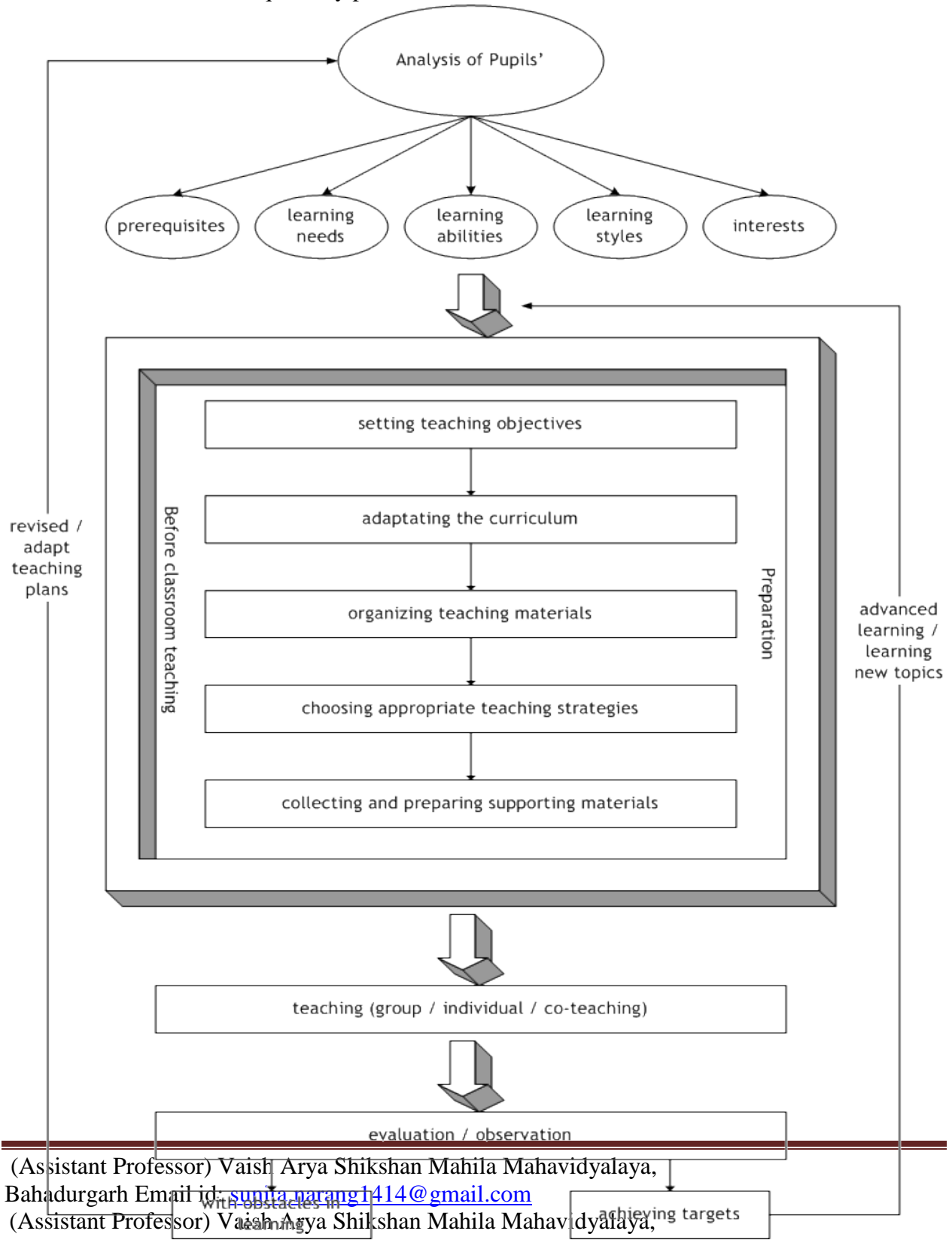
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activities and practical experiences. In addition, they can design individualized learning plans with intensive remediation support to provide pupils with the necessary support for consolidating their general knowledge in specific subjects and mastering learning methods, enhancing their confidence and teaching effectiveness.

A systematic approach to developing pupils' generic skills during the teaching process includes developing interpersonal relations, communication, problem-solving, self-management, self-awareness, independent thought, creativity, and technology proficiency. The goal of such an educational program is to lay the foundation for lifelong learning, teach children positive attitudes and values, and prepare them for future studies and careers.

The Process of Remedial Teaching

The flow chart given below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching.



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Remedial Teaching Strategies

Individualized Educational Programme (IEP)

Individualized Educational Programs, which cater to the needs of individual pupils, are meant to reinforce the foundation of learning, assist pupils in overcoming learning obstacles, and help them develop their potential. Individualized Educational Programme must consist of short-time period and long-time period teaching objectives, activities, learning steps and opinions to make sure that the programme is applied effectively. Teaching can be accomplished in small groups or for individual. Remedial instructors, other teachers, pupil guidance officers/teachers, parents, and students all will be included in the programme design if necessary. Remedial teachers meet on a regular basis to assess the effectiveness of their work and receive feedback for improvement.

Peer Support Programme

Remedial teachers may train students who excel in a particular topic to become 'little teachers,' who will assist classmates with learning issues in group instruction and self-study sessions, as well as outside of class. Peer support programmes assist students in reinforcing their knowledge, improving communication and cooperation skills, and developing positive interpersonal relationships. To improve the program's success, remedial teachers must provide training to the students involved in advance and conduct regular evaluations. In general, this programme is better suited to students in upper grades.

Reward Scheme

The reward scheme has a good impact on student motivation. Its goal is to help students define their own goals and plans while also positively reinforcing their good work. Whatever the incentive, the most essential thing is to assist students develop an interest in learning and a sense of satisfaction and accomplishment throughout the learning process. To accommodate learners'

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interests, give a variety of rewards (including verbal approbation) or gifts; deliver rewards immediately; and review and adjust the reward programme on a regular basis.

Liaison with Parents

Schools must work closely with parents to assist students with learning disabilities. Apart from helping their children with homework, parents also deal with their children's difficulties in the same or comparable methods, according to the school's standards and their coursework.

Some parents may have unreasonable expectations about their children's abilities. In such circumstances, remedial teachers must inform parents about the qualities and skills of their children so that they can assist their children in learning in a fun way. On the contrary, some parents may have unrealistic expectations. Teachers must then maintain touch with parents in order to assist them in better understanding their children and providing suitable assistance to help them reach their full potential.

Co-ordination with Other Teachers and Professionals

Remedial teachers must maintain close communication with their colleagues. They are encouraged to talk about or share their experiences with others in order to find solutions to improve the learning and behaviour of the students. They may, for example, discuss teaching plans, pupil learning progress, test and examination questions, pupil problem behaviour, and pupils' partial or total withdrawal from IRTP.

Remedial teachers should also seek expert help from other similar professions in order to help students solve their challenges.

Conclusion:

Educationists have long emphasised the importance of diagnostic testing and remedial education in primary classroom teaching and learning. A national scale action research project called

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Diagnosis of Learning Difficulties and Remedial Education Intervention for Quality Improvement in Teaching and Learning examined a key issue in education from a developmental perspective. Teachers should plan appropriate learning activities based on the lesson's emphasis. Teachers can encourage students to participate actively in the learning process by using a modest starting point, tiny steps, diverse activities, and immediate feedback to help them grasp the skills and methods of collaborative learning. Situational teaching, competitions, information gathering, discussion, oral reporting, games, topical research, production of graphs/figures/models, role play, recording, visits, and experiments are all examples of diverse teaching activities that can help pupils increase their interest in learning, stimulate their thinking, and reinforce the effectiveness of teaching.

Teachers should take caution when deciding whether or not to employ teaching tools. Appropriate teaching aids will not only increase students' interest in learning, but will also help them consolidate what they have learned, attaining the goal of teaching.

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