

CHAPTER VIIISUMMARY

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The problem of the backward child has been increasingly attracting the attention of educationists and psychologists in recent years. In India the enormous failure of school children at internal and external examinations poses a big problem for all teachers and educators. The problem has also caught the attention of the government in this country. In India the problem of educationally backward or failing students assumes special significance in view of the rapidly growing school population and the high degree of wastage in educational efforts both at the primary and secondary levels. This large-scale wastage or failure gave an idea to the investigator to study failing students in the light of some of their character traits and background factors which may give insight to plan their educational needs.

A brief outline of each chapter of the thesis is given below :

The first chapter 'Introduction' opens the discussion by pointing out the tremendous wastage in educational

efforts at the secondary level. Some of the questions related to the failure of the students have been posed. The importance of a critical study of the educationally backward or the failing students has been emphasized. The major purposes of the present study are listed. The chapter also discusses the limitations of the planning.

The second chapter 'Review of the Relevant Literature' is devoted to the review of some relevant studies of backward children and related areas such as the gifted, the mentally defective etc. Some views of the research workers in the field of education of these children have been cited. The related studies and the views have been discussed so as to get insight into the understanding of some of the problems and suitable methodology for the present search.

The third chapter 'Plan of Research and Selection of Tools' describes in brief the design of the present inquiry. To start with the term 'Rural Area' has been discussed as it is understood in India. In describing the term generally two dimensions, viz., population and the occupation of the people are referred to. As the present inquiry is confined to the secondary schools in rural area, the third dimension of 'having a secondary school' has been added in the concept of rural area.

Further, the criteria selected for locating dull backward and comparable normal students are discussed.

Keeping in view the vastness of the study, adequacy of the sample and many other factors, it was decided to study about 100 dull backward students. The procedure to be adopted in selecting the requisite number of students has been sketched.

This chapter also discusses in short the type of tools to be used in the study to collect information about the character traits of students, their life at home and at school. Accordingly, the following tools and techniques were decided to use in data collection:

Group Test of Intelligence, Rating Scale, Case Record Forms, School Records, Interviews and Home Visits.

A tentative plan of data collection, scoring and analysis has been given.

The fourth chapter 'Preparation of Tools' mainly refers to the objectives and methodology of preparing various tools needed in the present inquiry. The following three types of tools were prepared :

(A) Tools for collecting information from teachers:

A 'Character Trait Rating Scale' (CTRS) for teachers' use was prepared to collect information about character traits built in students as observed by their teachers.

(B) Tools for collecting information from students :

Case Record Forms - Part I and II were prepared to collect and study the information regarding the

background of home-life, personal life and school life of the students.

(C) Tools for collecting information from parents :

An Interview Guide was constructed to clarify orally the character traits to the parents for their rating/sons. A Record Sheet was also prepared to record information about the character traits built in students as observed by their parents.

How to use these tools has also been discussed fully in the chapter.

The fifth chapter 'Procedure and Data Collection' is described into two major parts. The first part is related to the procedure adopted in selecting students to be included in the sample for the present study, applying the criteria already decided. The second part refers to the collection of the essential data. The data collection consisted of the following operations :

- (i) Rating of the sample students on CTRS by teachers.
- (ii) Self rating on CTRS by students.
- (iii) Recording the information of Case Record Form - Part I.
- (iv) Completing the information of Case Record Form - Part II.
- (v) Recording parents' observations about the students' behaviours at home manifesting the character traits.

- (vi) Getting information about the difficulties of the dull backward students in their school achievements from the teachers, the parents and the students themselves.

All the above mentioned operations are described systematically and at length.

The contents of the six chapter are the analysis of the collected data. The analysis have been divided into three major sections as given below :

- (A) Data regarding differentiating character traits:

Ratings on the character traits of the students, selected for study, by the teachers, the parents and the students themselves have been treated statistically. Appropriate statistical measures, such as, Median Test, Chi-square by contingency table, are applied to find out the significance of difference between the two groups of dull backward and normal students with reference to the character traits.

The following observations have been made :

The four character traits viz., Tardy, Truant, Unpunctual and non-talkativeness as related to study, can be called the differentiating character traits observed more frequently in the dull backward students included in the present programme.

(B) Data regarding background factors :

In this section all the background factors related to home life, personal life and school life of the students are analysed with the help of suitable statistical measures, such as Median Test, Chi-square by contingency table, 't' test etc.

It has been found that a dull backward child has less educated parents. If his father is not a farmer, he tends to be a manual labour. A dull backward child generally comes from a large and poor family. He gets less comforts and conveniences at home. He also finds less space available for him for study. His family has generally less hold on the social life of the village.

At home the dull backward child tends to get up late in the morning. He spends less time after study. He tends to devote more time in playing and talking with his friends in the street.

As regards his health, it may be said that he tends to be less healthy. He generally chooses semi-skilled jobs or agricultural pursuits for his future life.

He irregularly attends the school.

(C) Data regarding the difficulties of the dull backward students in their school achievements :

These data were collected from the teachers, the parents and the dull backward students by interviewing them. Their opinions have been edited and written

in the summary forms. The method of collecting data was such that the statistical approach was not applicable.

Studying these views and opinions, some of the common factors observed are as follows :

1. The dull backward students are slow learners.
2. These students are careless about their studies. They are irregular and poor in attendance, spend less time after study at home and play truant.
3. Home-work is not systematically and scientifically given.
4. Wrong study habits are inculcated in these students.
5. The failing students are disturbed at home while studying.

The seventh chapter 'Education of the Dull Backward Children' reviews the teachers' difficulties in teaching the dull backward students, the students' difficulties in studying and the parents' opinions about the causes of the failure of their sons according to their understanding. An attempt is made to make a note of the common factors mentioned by all the three agencies. In the light of the difficulties mentioned, some suggestions have been made so as to help the failing students in their school achievements. The suggestions are as follows :

1. An identification system should be set up. Identification of children to be included in the programme of

educating dull backward children should extend through all levels of the school.

2. A Remedial Education Centre should be attached with the Education Department. The Educational Psychologist appointed by the Remedial Education Centre should organise programmes which help the progress of failing students.
3. Extension Service Centre can organise seminars and workshops related to the education of the dull backward children and can start circulating library for school-teachers and can also provide audio-visual aids to schools etc.
4. Teachers' Training Institutions may work on the problem of instructional material. It may organise in-service courses dealing with instructional programmes and design research experiments related to different aspect of work with the dull backward students.
5. School Examination system should be re-organised so that the failing students get full justification.
6. Home visits should be done by the teachers to strengthen the Parent-Teacher relationship.
7. School Health Unit should be made more comprehensive. Follow-up work should be more emphasised.
8. Home work should be given systematically and scientifically.
9. Right type of Study Habits should be inculcated in the dull backward students.

10. Methods of revision should be organised more systematically.
  11. Provision of hostel for the dull backward students having broken or unsatisfactory homes should be planned.
  12. Students' Co-operation in the classroom work should be invited.
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