The Impact of Remedial Teaching Programme Concerning Common Errors Committed By the Students in Mathematics at Senior Secondary Level

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Abstract

Activities which aim at developing the knowledge, moral Values and understanding required in the work of life, constitute, what we mean by education. In the development of any society, nation and civilization; education system is as old as the human race. Education is not exotic in India. Remedial teaching is special teaching provided for backward children in subject area in which they are deficient. Both normal and dull children experience difficulty in learning some concept of skills. It is an instructional effort to upgrade underachievers by remedying their errors. This practice leads the further difficulty when such difficulty accumulate at later stage the child will be seriously handicapped in learning more complex concept and very essential for ensuring effective learning and in improving the quality of education. It is a type of teaching aimed at correcting errors or addressing gaps in knowledge. Diagnostic test provides a detailed picture of strengths and weaknesses in the areas of students learning. The stages of diagnostic testing are: Identifying the students who need help, locating the error/learning difficulties, and discovering the causal factors. As a teacher we should devise some strategy to overcome the problem in learning. Mathematics is the science of measurement, Quality and magnitude. In many occupations such as accountancy, banking, business, tailoring, taxation, postal jobs, computer application etc. in direct or direct use of mathematics is made. Modern civilization owes its advancement to the progress of various aviations such as agriculture, engineering, surveying, medicine industry, navigation etc. these occupation build up culture and they are its backbone. Mathematics has contributed extensively to the advancement of these occupations. Thus mathematics shames culture as a playback pioneer. Thus mistakes committed in solving mathematical problems. the errors should be identified and removed at the earliest. So the objectives of the study are: 1) to design some suitable remedial teaching programmed to minimize the common mistakes committed by the students in mathematics. 2) to find out the impact of remedial teaching on the performance of students in mathematics. 3) to improve their performance in mathematics. 4) to make the student aware of the importance of remedial teaching in the subject of mathematics. The study will serve as a useful guide to the teacher & help the students to clarify the mathematical concepts and minimize their mistakes.

KEYWORDS: Remedial teaching, Mathematics, common mistakes and impact

Introduction

All kinds of activities which aim at developing the knowledge, moral Values and understanding required in the work of life, constitute, what we mean by education. It is a dynamic Enterprise. It is the basic process in the development of any society, nation and civilization; education system is as old as the human race. Education is not exotic in India. The process of living through a common reconstruction of experiences. It is the development of all these capacities in the
individual which will enable him to control his environment and fulfill his possibilities. Teaching learning process is the aggregate of all the processes by means of which a person develop abilities, attitudes and other forms of behavior of positive values in the society in which he lives.

**Diagnostic testing and remedial teaching:**

Diagnostic testing and remedial teaching go hand in hand. Diagnostic testing is meaningless and useless without remedial teaching. To remedy means to cure against a defect. Therefore, remedial teaching is providing instructional curativeness. It is a process of filling in the gaps in the previous learning, a process of removing distortions that have crept into pupils learning. It is a type of instruction through which errors are corrected and repetition of earlier flows is prevented. It is a purposeful effort to reinforce the forgotten parts introduced earlier. To sum up, it is an instructional effort to upgrade underachievers by remedying their errors.

**Need and utility of remedial teaching:** Remedial teaching is useful to pupils and teachers because of following reasons. 
- It fills in the gaps that have crept into pupil’s learning.
- It provides for reinforcement of the parts or structures that are forgotten due to disuse.
- It rectifies the concepts in English that have been misunderstood.
- It provides correct and necessary foundation which is useful for future learning.
- It hastens the process of English language learning.
- Underachievers are promoted to put in more efforts to update their learning as a result of which there is homogeneity in the class.

**Procedure of organizing remedial teaching:** Procedure of organizing remedial teaching involves four steps. They are:
- Classification of under achievers: The pupil’s who commit similar errors in an area of English learning can be grouped together.
- Principles to be followed: For effective remedial teaching, following maxims should be followed:
  - Some errors and unaccepted norms creep into learning because of factors like lack of motivation, poverty, bad health, ineffective teaching. Therefore, sympathetic treatment is a must. It is a part of remedial teaching.
  - Emotional security should be provided to the pupils.
  - Accuracy of diagnosis and correct classification should be ascertained.
  - Multi-media approach should be used.

In other hand Remedial Teaching (RT) means that help is offered to pupils who need (pedagogical/didactic) assistance. These are often children who function at a lower than average level because of a certain learning- or behavioural problem/disorder. The parents of children with learning- or/or behavioural disorder/ Problem have their own association: "Balans " (balance). The help includes the pupil who is being put forward for RT to the remedial teacher(rt'er) is examined by means of an intake conversation, checks, tests and/or observations. The writer tries to form a picture of the pupil also by way of talks with the group teacher and the parents in order to discover where the problem lies. When this is clear (diagnosis) a therapy plan is drawn up. In a therapy plan it states amongst others which aims should be achieved. The treatment that ensues is called remedial teaching. It is help that is completely specialized in the problem of the pupil, it is custom-made.

The therapy plan is drawn up for a fixed period of time. Remedial teaching is usually given during 6 weeks to 3 months, once or twice a week at school or in the remedial teacher's own practice. The aim being that the pupil can join his own group again after this period of time (or possibly after a continuation).

Remedial teaching is offered at many schools. However, a school is allowed to establish its own priorities and is not obliged to offer R.T. There has to be a course of care though, the organization of which is determined by the whole team, although the directives and rules are laid down by the Ministry of Education and Science (OC&W). There is a clear distinction between remedial teaching and coaching. Coaching is a repetition of lessons already offered before (re-teaching).
Remedial Teaching in short:

- individual counselling (also in small groups)
- working systematically: observing, diagnosing, remedy, evaluation
- working purposefully and intensively with a pupil or pupils
- custom-made help following from a request for help
- acquiring skills in order to deal with learning problems/-disorders
- seeing to it that the pupil can remain at his/her school
- making a plan that can be used in the group when the RTer is absent
- providing information to the child and the persons involved

REMEDIAL TEACHING IN DIFFERENT SUBJECTS:

Remedial teaching is to ensure the desired quality of learning. It is very essential for ensuring effective learning and in improving the quality of education. It is a type of teaching aimed at correcting errors or addressing gaps in knowledge. The teacher, like the physician, uses test instruments to find out the difficulties in English language learning. Therefore diagnostic test provides a detailed picture of strengths and weaknesses in the areas of students learning. The stages of diagnostic testing are: Identifying the students who need help, locating the error/learning difficulties, and discovering the causal factors. After locating the area where the difficulty lies, as a teacher we should derive some strategy to overcome the problem in learning. Therefore remedial education teachers should be trained to tailor their classes to a wide range of different learning styles. They should assess each student's individual proficiency level and then create a plan for that student's learning. From time to time during the classes, teachers should evaluate the progress of individual students and modify their learning plan as needed. Thus, teachers help each student to improve their self-confidence throughout the course of the program.

REMEDIAL TEACHING FOR SLOW LEARNERS:

Remedial Teaching is identifying slow learners and giving them the necessary guidance to help them overcome their problems, after identifying their areas of difficulty. Contrary to what is said, remedial teaching is done perfunctorily without identifying their areas of difficulty and underlying cause for lagging behind. Some students are unsympathetically branded as `block heads' without an earnest attempt to know the real cause of their slow learning. Who is a slow learner? In the present system of education, students are identified as slow learners purely on the basis of their poor performance in the examination, which, in most cases deviates from what is taught. Consequently even talented students are sometimes misconstrued dullards. So, a slow learner is one whose performance is very dismal in the examination. He is neither mentally retarded nor is on the lower rungs of intelligence scale. The reasons for some students learning slowly are innumerable. One of the main reasons is the no retention system' at the primary and upper primary level. Students are promoted to higher classes on the basis of attendance, even if they score low marks. The heterogeneous composition (mental age & physical age) of overcrowded classes in all
government run schools and private schools also produces slow learners. So the incapacity of the teacher to pay individual attention to a student over a long period makes a student a slow learner. A slow learner is thus a product of negligence of school at different stages of learning, in spite of his innate capacity to learn. There are some problems very specific to the individual. Ill health, lack of concentration, less exposure to the subject taught and parental background are some causative factors for slow learning. Talent differ a child’s capacity to learn different subjects vary from student to student. All students do not do well in mathematics just as they do in other subjects. While other subjects can be learnt at any stage, it is very difficult for students to learn mathematics without the basics. Students show interest in the subjects they like and neglect other subjects if not taken care of. An urban child learns languages like English well while a rural child cannot, however well the teacher tries to explain. Remedial measures Learning takes place from simple to complex. If for some reason the student has not learnt the basics, it is futile to teach him the advanced topics. Remedial teaching is not revising the topics taught repeatedly. Careful analysis of the student's performance in the examination and diagnosing the areas of difficulty are key aspects in remedial teaching. Once the difficult areas are identified, the next task is to plan the learning experiences to teach the basics to understand the given topic. Teachers often feel that what has not been learnt at the primary level, cannot be taught simultaneously with the prescribed topics at the secondary level as they are busy completing the syllabus.

Experience shows that once the basics are taught, the learning process is accelerated and the slow learners comprehend and grasp the given topics of the class, since they have already attained the mental age. In government run residential schools in Andhra Pradesh and Jawaharlal Navodaya Vidyalayas nationwide, the students are admitted in class VI based on a selection test consisting of a variety of questions to test intelligence and aptitude of the students. It has been observed that many students thus selected do not possess the basics which they are supposed to learn at the primary level. But these schools have produced excellent results over the years by introducing bridge courses in their academic planning. Subjects like physics pose difficulty for students when compared to biology. In biological sciences, students can see and find meaning in what they study. Whereas physics is somewhat intricate and difficult for students without good knowledge of mathematics. Poor performance in physics can be remedied by first teaching the required basic mathematical operations.

Merely tagging the slow learners with bright students or segregating them into separate sections will not help the slow learners. Students learn a lot from the peer group. Unconscious learning does not take place if students are segregated. Keeping the slow learners in the peer group of bright students and paying individual attention to them by the teacher will enable them to overcome their difficulties. Student is central in the learning process. The learning experiences should be activity-oriented and the teaching should motivate and create interest in the student to learn on his own. When group discussions are held in the classroom, the slow learners are benefited much. Suitably tailored lesson plan by the teacher and careful monitoring by the school administration will help slow learners have a better grasp of all lessons in schools.

**CONCEPT OF MATHEMATICS:**

The dictionary meaning of the mathematics is that “it is either the science of measurement, Quality and magnitude.” Mathematics is then defined as the science of quality, measurement and special relation. It is a systematized and, organized and
exact branch of science. It deals with quantities facts relationship as well with problems involving space and form. It is logical study of shape assignment and quantity.

**IMPORTANCE OF MATHEMATICS**

Mathematics is everywhere. Mathematics allow us to understand the workings of the micro world to an extent that we can manipulate atoms and molecules and design material that process information make phone calls, medical problems and aircraft. The esoteric properties of prime numbers lie at the heart of the best coding system. Logic program computers fractals have led us to new way to store huge amounts of information. Our appreciation of what is reliably predictable in nature hinges upon our mathematical understanding of chaos. The use of mathematics in science and human affairs derives from the fact that mathematics is the study of the collection of all possible patterns. Some of these patterns occur between shapes, some between numbers, some are in sequences of advent in the clustering of galaxies or in the interactions between the most elementary particles of matter.

One cannot do without us of fundamental operations of mathematics in daily life. A person can do without learning how to read and write but any person ignorant of mathematics will be at the mercy of others and will be easily cheated. In many occupations such as accountancy, banking, shop keeping, business, tailoring, taxation, addicting, postal jobs, computer application etc. in direct or direct use of mathematics is made. Modern civilization owes its advancement to the progress of various aviations such as agriculture, engineering, surveying, medicine industry, navigation etc. these occupation build up culture and they are its backbone. Mathematics has contributed and contributes extensively to the advancement of these occupations. Thus mathematics shames culture as a playback pioneer.

**SIGNIFICANCE OF THE STUDY**

It is a common complaint by the persons concerned with the performance of the learner that pass percentage in mathematics is low in comparison to that in other subjects. This low pass percentage is because of mistakes committed in solving mathematical problems. These mistakes prove to be a great hindrance in the performance of the pupils. So these errors should be identified and removed from the very beginning and that too at the earliest. So for students this program will help the students to clarify the mathematical concepts and minimize their mistakes.

The study will serve as a useful guide to the teacher. This remedial teaching program will develop confidences among the students. They will be in a position to improve their performance in mathematics and get good marks in the subjects. This will give pleasure to the students which will further encourage them for learning more mathematics. So this study will prove to be very useful to the students as well as teachers to improve their performance. The teacher will also develop remedial attitude. Keeping in view the researcher has undertaken the study.

**OBJECTIVES OF THE STUDY**

1) To design some suitable remedial teaching programmed to minimize the common mistakes committed by the students in mathematics.

2) To find out the impact of remedial teaching on the performance of students in mathematics.

3) To improve their performance in mathematics.
(4) To make the student aware of the importance of remedial teaching in the subject of mathematics.

DELIMITATION OF THE STUDY

Keeping in view the limited time and resources at the disposal of the investigator, the study is delimited in terms of area, standard and size of the sample.

1) The present study has been delimited to 100 students of +2 classes only.

2) The present study has been delimited to Tehsil Nadaun in Hamirpur district only.

3) The present study has been delimited to the remedial teaching of mathematics only.

REVIEW OF THE RELATED LITERATURE

Reddy and Janakurnar (1997) developed a remedial package for learning the spoken skill in English in Standard IX and measured the effectiveness of remedial package with special reference to low achievers. The study revealed that: The instruction through remedial package was more effective than traditional Lecture method in teaching spoken skills in English and it enabled the low achievers to cope with the normal students to a significant extent.

Francisco. etal."(1998), in their diagnostic study Incorporated three teaching strategies such as discussions, concept maps and co-operative learning to a freshman Chemistry course, instead of usual lecture format. The study revealed that: Integration of the teaching strategies will be more beneficial for overcoming difficulties in Chemistry.

Etha (2002) conducted a study to test the effectiveness of remedial programmes to improve the word-recognition skill and reading comprehension skills of low achievers. The effectiveness of the remedial programmed was studied by Survey-cum-Experimental method. The study revealed that: The remedial programmes developed in the study were found to be more effective than conventional Lecture-Demonstration methods.

HYPOTHESES OF THE STUDY

1. It is assumed that the remedial teaching programmed will help in minimizing the errors committed by the student in mathematics.

2. It is assumed that there is increase in percentage of score of students in Mathematics after remedial teaching.

SAMPLE:- A sample of 100 students was selected from the two schools in Nadaun tehsil of the Hamirpur district for the purpose of present investigation. 50 students of class +2 each were taken from two schools. In the present study the method of RANDOM SAMPLING was employed.

Tool Used: The material for the questionnaires has been taken from the text book of mathematics of class +2. This study enabled the investigator to frame items tentative basics. Total 50 questions were included in the questionnaires. Maximum marks for the test paper were 50. The distribution of marks for different items was as follows:

  22 Multiple choice questions  \( 22 \times 1 = 22 \)
  18 Fill in the blanks  \( 18 \times 1 = 18 \)
10 True/false questions  

**SCORING PROCEDURE:**

The Questionnaire had four alternatives in multiple choice questions, Fill in the blanks to be filled by the candidates themselves. Two alternatives in True and False questions. One marks carried for right response only. Answer key was given at the end of the questionnaire.

**STATISTICAL TECHNIQUES USED**

For the present study, statistical techniques i.e. *Mean, Standard deviation, T-test* and *Percentage method* were used for the analysis and interpretation of data:

In the present investigation for the purpose of analysis and interpretation,

The whole data has been divided into two parts:-
(i) Scores obtained by the students before remedial teaching (Pre-test).
(ii) Scores obtained by the students after remedial teaching (Post-test).

Frequency distribution tables have been prepared for tabulating the scores obtained by 100 students in the test before and after remedial teaching. It shows in the Table-given below.

**TABLE-.1**

<table>
<thead>
<tr>
<th>CLASS INTERVAL</th>
<th>F</th>
<th>MID POINT</th>
<th>X'</th>
<th>X'^2</th>
<th>FX'</th>
<th>FX'^2</th>
<th>C.F</th>
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<td>1</td>
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<td>19</td>
<td>87</td>
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<td>9</td>
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<td>4</td>
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**TABLE-.2**

<table>
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<th>CLASS INTERVAL</th>
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<th>X'</th>
<th>X'^2</th>
<th>FX'</th>
<th>FX'^2</th>
<th>C.F</th>
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<td>16</td>
<td>4</td>
<td>16</td>
<td>100</td>
</tr>
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</table>

Mean \((M_1)\) =19.50, Median =21.26 & Standard Deviation \((σ_1)\) =9.55

**TABLE-.2**

<table>
<thead>
<tr>
<th>CLASS INTERVAL</th>
<th>F</th>
<th>MID POINT</th>
<th>X'</th>
<th>X'^2</th>
<th>FX'</th>
<th>FX'^2</th>
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<td>19</td>
<td>19</td>
<td>46</td>
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### Table 3

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>N</th>
<th>SD</th>
<th>SED</th>
<th>(t)</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>19.50</td>
<td>100</td>
<td>9.55</td>
<td>1.32</td>
<td>11.89</td>
<td><strong>0.01</strong></td>
</tr>
<tr>
<td>Post-test</td>
<td>35.20</td>
<td>100</td>
<td>9.1</td>
<td>1.32</td>
<td>11.89</td>
<td><strong>0.01</strong></td>
</tr>
</tbody>
</table>

\(\text{Df 198 at 0.05 level of Significance 1.96} \)
\(\text{0.01 level of Significance 2.58} \)

**INTERPRETATION**

Table-3 shows that the \(t\) value has been come out to be 11.89, which is higher than the table value at 0.01 level of df 198. It means there exists significant difference between the pre-test and post-test of remedial teaching in Mathematics.

The mean value of post-test is 35.20 which is greater than the mean value of pre-test i.e 19.50. A positive increase in the value of mean shows the improvement in the performance of the students after remedial teaching. This also implies the reduction in the errors committed by the students and hence the positive effect of the remedial teaching on the performance of the students shown in the figures- 1 & 2.

Thus the hypothesis is accepted at both levels which mean remedial teaching programmed is effective in minimizing the error committed by the students in mathematics.

### Table 4

**PERCENTAGE OF MARKS OBTAINED BY STUDENTS BEFORE REMEDIAL TEACHING**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>No. of questions</th>
<th>Total no. of right responses</th>
<th>No. of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
<td>775</td>
<td>100</td>
<td>35.2</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
<td>18</td>
<td>604</td>
<td>100</td>
<td>33.6</td>
</tr>
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</table>

Table-4 shows that 35.2% right responses are given by students before remedial teaching in multiple choice questions,31.2% and 33.6% right responses are given in true and false and fill in the blanks resp. by the students before remedial teaching. It shows in the Figure-.1.
TABLE-5 shows that after remedial teaching students give 76.36% right responses in multiple choice questions and 69.70%, 75.33% right responses in true and false and fill in the blanks resp. Hence increase in percentage of right responses after remedial teaching shows the effectiveness of remedial teaching programmed. It shows in the Figure-.2
MAJOR FINDINGS

1. There exists significant difference between the pre-test and post-test of remedial teaching in Mathematics.
   The mean value of post-test is 35.20 which is greater than the mean value of pre-test i.e 19.50. A positive increase in the value of mean shows the improvement in the performance of the students after remedial teaching. This also implies the reduction in the errors committed by the students and hence the positive effect of the remedial teaching on the performance of the students.
   The hypothesis is accepted at both levels which mean remedial teaching programmed is effective in minimizing the error committed by the students in mathematics.

2. 35.2% right responses are given by students before remedial teaching in multiple choice questions, 31.2% and 33.6% right responses are given in true and false and fill in the blanks resp.

3. 76.36% right responses in multiple choice questions and 69.70%, 75.33% right responses in true and false and fill in the blanks resp. Hence increase in percentage of right responses after remedial teaching shows the effectiveness of remedial teaching programmed.
   Thus it is concluded that the remedial teaching is effective in improving the performance of the students in the subjects of mathematics. The remedial teaching programmed has positive impact on the performance of the students in mathematics.
   The student’s develop self-confidence and become aware of their mistakes. Remedial teaching programmed enhances the interest of students in the subject mathematics as they get clear picture of fundamental concepts.

Educational Implications

1. The teachers should pay individual attention to the students so that the errors made by them could minimize.
2. Special and extra classes should be introduced so as to maintain proper report with the week and shy students.
3. Errors made by students should be identified as early possible.
4. The teacher should teach mathematical problem of the students carefully.
5. They should clarify the fundamental concepts of mathematics to the students.
6. They should repeat their lesson so that every student may follow it.
7. Students doing well should be judiciously praised.
8. They should make use of illustrative aids to make the lesson interesting.
   Proper guidance and counseling should be provided to the students.
9. Teachers should teach with competence and remedial attitude.

Discussion:

This is the last and improvement step of the research process. It is characterized by carefully formulated inferences, conclusion or generalizations. Generalizations should be made carefully on the basis of the study.
1. The remedial teaching program helps in minimizing the errors committed by the students in mathematics.
2. The remedial teaching is effective in improving the performance of the students in the subject of mathematics.
3. The remedial teaching program has positive the performance of the students in mathematics.
4. The student develops self-confidence as they become aware of their mistakes.
5. Remedial teaching program enhances the interest of students in the subject of mathematics as they get a clear picture of the fundamental concepts.

Conclusion:
It is said that research is an ever ending process. A piece of meaningful research tends to indicate the direction or areas in which further research maybe required. Every investigator after completing her pieces of research, innovatively become aware of the areas, in which further research needed and naturally feels motivated to indicate areas, which may be taken up for research for other investigator.

The present study being essentially very incompetent and of tentative character, the investigator is included to suggest that the present study requires for more intensive and extensive and reputed investigations.

References
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