



ASSESSING THE PSYCHOLOGICAL STATUS OF SCHOLASTICALLY BACKWARD STUDENTS

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ABSTRACT

As Gandhiji stated that the education should bring in an all-round development of the child by drawing out of the best in child's – body, mind and spirit regardless of the child's ability of being excellent, moderate or average in their capacities of learning. Education is turned as one of the basic need and right of an individual. Within the Indian states, Kerala has the highest literacy rate of 93.91%. However the state that prides itself on having one of the best educational systems in the country falls back in providing quality education giving priority to the needs of the students, this is because the state does not put forward an educational system that provides equal attention to all its students even though the curriculum specifies some. The scholastically backward students are neglected considering them as mentally retarded. Hence the main objective of the study is to understand the psychological status of scholastically backward students. The sample selected for the study is fifty three higher secondary students of Government Tribal Higher Secondary School, Sholayoor, Palakkad. The samples were selected on a multistage basis by conducting pre-test in order to identify the slow learners. The data is collected from the students through a structured questionnaire. The results of the study indicated that they like to come to the frontier areas of society however family, parents, teachers and peers attitude hinder them from the same. A detailed explanation of their state is being discussed in the article.

Keywords; Scholastically Backward Students, Literacy rate, Psychological Status

I. INTRODUCTION

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits which plays a crucial role in moulding the personality of the individual and it is considered as a process of developing the potentialities of the individual in order to prepare him or her to be successful in society and life as a whole.

Within the Indian States, Kerala has the highest literacy rate of 93.91% whereas Bihar averaged 61.8% literacy. The 2001 statistics indicated that the total number of 'absolute non-literates' in the country was 304 million. Gender gap in literacy rate is high, for example in Rajasthan, the State with the lowest female literacy rate in India, and average male literacy rate is 80.51%, making a gender gap of 27.85%.

Kerala is one of the state with high literacy rate, all the children in this state are being provided with the primary education and compulsory free education up to 14 years of age irrespective of their caste creed and sex, while comparing to other states in India the dropout rate below tenth standard is so low in this state. However the state that prides itself on having one of the best educational systems in the country falls back in providing quality education giving priority to the needs of the students, this is because the state does not put forward an educational system that provides equal attention to all its students even though the curriculum specifies some.

The major concerns in the education of school children is that a large proportion faces the problem of low achievement or academic backwardness. Low achievement in children can be due to learning problems within self. The children, who seem to be functioning normally like their normal peers except in academics, puzzle their teachers as they do not have any visible disability and might have a problem in their learning process and are generally termed as 'scholastically backward children'.

The psychological status of these children are affected by the attitude of society, teachers, parents and peers with them. The negative attitude and teasing nature or avoidance exhibited towards them make them feel neglected.

II. REVIEW OF LITERATURE

Sawant Naresh Pitamber 2018, stated that 'A slow learner is one who does not learn successfully due to general socio-cultural problem, language problems, inadequate use of strategies, lack of interest, due to family background, illiterate parents, avoided by parents in early childhood or due to mental weakness.'

Studies of **Brennan 1974 Haigh 1977 and Griffin 1978** have stated the main characters of scholastically backward children as; they are the group of students with low self-esteem and do not have the expectation of being success hence they are dependent on others and requires constant reassurances. These children are incapable of taking their own decision and hence they does not act in a flexible manner that is they exhibit poor social skills. Frustration level among the slow learning children are high and have higher rate of aggressiveness and anxiety compared to other children of the same age group. Scholastically backward children have an inability to express their ideas to others in their language and lacks imagination.

Vasudevan 2017, says that “every behaviour has a cause, meaning and significance. The behavioural characteristics of slow learners are symptoms of conditions or the factors present either within the child or outside the child”. Factors that cause slow learning includes;



FIGURE I

FACTORS RESPONSIBLE FOR SCHOLASTICALLY BACKWARD STUDENTS

According to **Gandhiji 2018**, the factors responsible for slow learning are:

- **Family**- the atmosphere within family, comparison with others and separation of parents lead to the emotional instability and psychological impairment. It also lowers the academic performance of children. **Douglas B.D. 1994** says that because of the issues faced by slow learners within the family, they are in limbo condition. They don't even know what is right? What is wrong? The emotional instability overcomes their learning process.
- **School Environment**- The main factor that affects the slow learner includes the behaviour pattern of teacher towards the student, the gap that is existing between the learning and teaching process. Feeling of being prank in the classroom and being isolated.
- **Society**- the negative impact of the society on the children as mentally retarded and criticising attitude that is powerful to collapse the assumptions of the child. Inability to express ideas, **Tansley and Guilford 1962**, state that knowledge and development of student lies in the reading and writing, but due to the fact of lack of sensory acceptance, reading and writing became a nightmare to them. Difficulty in combining words and emotional reluctance become the reason for their backwardness in their expression.

III. METHODOLOGY

Selection Of The Area

The area selected for the study is Government Tribal Higher Secondary School in Sholayoor Habitation of Palakkad district of Kerala.

Government Tribal Higher Secondary School located in Sholayoor Habitation of Palakkad district of Kerala is one of the school run by the Government of Kerala exclusively for the wellbeing of children from the tribal community. The school provides education from lower primary to higher secondary level under the guidance of well-trained professionals. The school conducts exhibition expos and career guidance classes along with co-ordination with the wing of National Service Scheme functioning in the school.

Selection of Sample

According to Best and Khan 2006 a sample is a proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn.

Sample for the present study is scholastically backward students of Government Tribal Higher Secondary School, Sholayoor, Attappady. The sample for the present study is selected on a multistage basis. This sampling consist of two or more stages. In the first step the researcher has selected the population through survey method and from that population the samples for experimental study was selected.

Sample Size

The sample size of the present experimental study is fifty three higher secondary students doing their course in home science branch which includes twenty six students from plus two and twenty seven from plus one. The samples were selected on the basis of survey method. All the students were given a pre-test on the subject Home science by the researcher and the samples who scored less than forty five out of hundred was considered scholastically backward students and were taken for the study.

The sample chosen for the research is presented in Table I.

TABLE I
SIZE OF SAMPLE FOR THE STUDY

STANDARD	BOYS	GIRLS	SAMPLE SIZE
Plus one	13	14	27
Plus two	14	12	26
Total	27	26	53

Selection Of The Methods And Tools

Experimental research method was used to collect the required information for the present investigation. “Hypothesis-testing research studies generally known as experimental studies are those where the researcher tests the hypotheses of causal relationship between variables. The studies require procedure that will not only reduce bias and increase reliability, but will permit drawing inferences about causality”. Kothari 2004.

Questionnaire refers to a device for securing answers to questions by using a form which the respondent fills themselves. A questionnaire was developed in order to collect the required information for the study. The questionnaire was typed and printed in a definite order in a set of forms and group method was adopted by the researcher for collecting the information of the present study.

Rapport Building

Establishing rapport with potential respondents is always a prerequisite for data collection in any study, for the present study also it's a requirement since it needs communication and transformation of the samples through enrichment of knowledge on home science. Hence before the study, efforts were made by the researcher to establish a good relationship between the respondents.

The affinity has been developed with the principal, staff and higher secondary students of Government Tribal Higher Secondary School. The researcher also obtained the permission letter from the principal to carry out the research project among the students. The mutual relationship established had helped to establish a friendly environment among the students. The research has been explained to them clearly and then the project was carried out.

Data Collection

The scholastically backward students were analysed through the pre- test conducted and through the analysis of marks scored by the students in previous examination conducted. The opinion of teachers were also taken by the researcher before finalising the scholastically backward students. The researcher asked the students to fill in the prepared questionnaire in order to identify their psychological state,

Analysis and Interpretation of Data

Analysis refers to the detailed examination of the elements or structure of anything. The mode of analysis selected was on the basis of consolidation and objectives of the study. To attain the purpose of the current study, the data collected through the questionnaire was coded, classified and tabulated. It was then subjected to statistical analysis.

IV. RESULT AND DISCUSSION

The results and discussion of the present study on “ASSESSING THE PSYCHOLOGICAL STATUS OF SCHOLASTICALLY BACKWARD STUDENTS” is being discussed under the following heads.

Psychological State of Scholastically Backward Students

- A. Self-perception of Scholastically Backward Students
- B. Constraints faced by Scholastically Backward Students in learning
- C. Abilities and skills of Scholastically Backward Students.

PSYCHOLOGICAL STATE OF SCHOLASTICALLY BACKWARD STUDENTS

A. Self-perception of Scholastically Backward Students

Table II indicate the self-perception of the scholastically backward students.

TABLE II

SELF-PERCEPTION OF SCHOLASTICALLY BACKWARD STUDENTS

Self-perception	SBS N=53					
	Always		Sometimes		Never	
	No.	%	No.	%	No.	%
Learn slower than classmates.	14	26	34	64	5	10
Learn by handling material oneself.	15	28	17	32	21	40
Difficult to make judgement.	11	20	21	40	21	40
Unable to understand the text.	20	38	26	49	7	13
Scores lower than the class.	10	19	28	53	15	28
Thinks have a poor memory.	11	21	31	58	11	21
Difficult to understand verbal directions.	29	55	15	28	9	17
Unable to provide proper reply to the question raised.	9	17	41	77	3	6
Understands what is been taught.	25	47	15	28	13	25
Finds teaching interesting.	15	28	25	47	13	25
Have good handwriting.	17	32	23	43	13	25
Careful not to hurt or annoy others.	22	42	25	47	6	11

Note: SBS-Scholastically Backward Students

The slow learners always have a perception that they are not good and try to compare themselves with the classmates or friends. It was found that thirty four per cent believes that sometimes they learn slower than their classmates and twenty six per cent says that they are always learning in a slow manner compared to the students in the class or of the age group. From the total number of students forty per cent believes that they never learn anything when teacher asks to learn by themselves however twenty eight per cent states that they find it easier to learn better and thirty two per cent says that sometimes they could learn when are asked to learn by themselves.

To make a judgement in life situation twenty per cent faces difficulties always however forty per cent find difficult at times and forty per cent never finds it difficult to make the judgements. The result shows that scholastically backward students are good at decision making. Understanding the text book content is always a difficulty for thirty eight per cent and forty nine per cent finds sometimes difficult to understand the textual concept and is a large size. Hence it could be concluded that scholastically backward students are not capable enough to understand the text and the contents as it is.

Scoring marks that are good enough in the relevant subject is a herculean task for the slow learners and they state that fifty three per cent sometimes find difficulty in scoring good range of marks, nineteen per cent believes that they are incapable of scoring good marks always. Most of the scholastically backward students that is fifty eight per cent believes that they have a poor memory sometimes and twenty one per cent believes they always have a poor memory. Only twenty one per cent of the total students responded that never had a belief of having a poor memory.

Among the scholastically backward students fifty five per cent finds it difficult to understand the verbal directions always and twenty eight per cent finds it difficult sometimes, only seventeen per cent can understand it clearly. When questions are raised proper replies can be provided only by seventeen per cent and six per cent are never able to provide accurate replies. However seventy seven per cent makes an attempt to reply sometimes, this indicates that majority of scholastically backward students find difficulty in understanding the questions and providing accurate results.

The subject matters that had been taught in the class are not purely understood by fifty three per cent of the students only forty seven per cent manages to get the topic as taught. The teachers teaching is found as an interesting matter by twenty eight per cent always and forty seven per cent sometimes, the remaining twenty five per cent never felt the teachers teaching as interesting. Even though they are slow learners thirty two per cent have an excellent handwriting and forty three per cent have good handwriting only twenty five per cent have bad handwriting.

The scholastically backward students never hurt or annoy others intentionally in most cases and it indicates that forty two per cent are concerned always not to cause harm to others, forty seven per cent is concerned sometimes and eleven per cent are not at all concerned and do always harm to others. This kind of scholastically backward students may become juvenile delinquents.

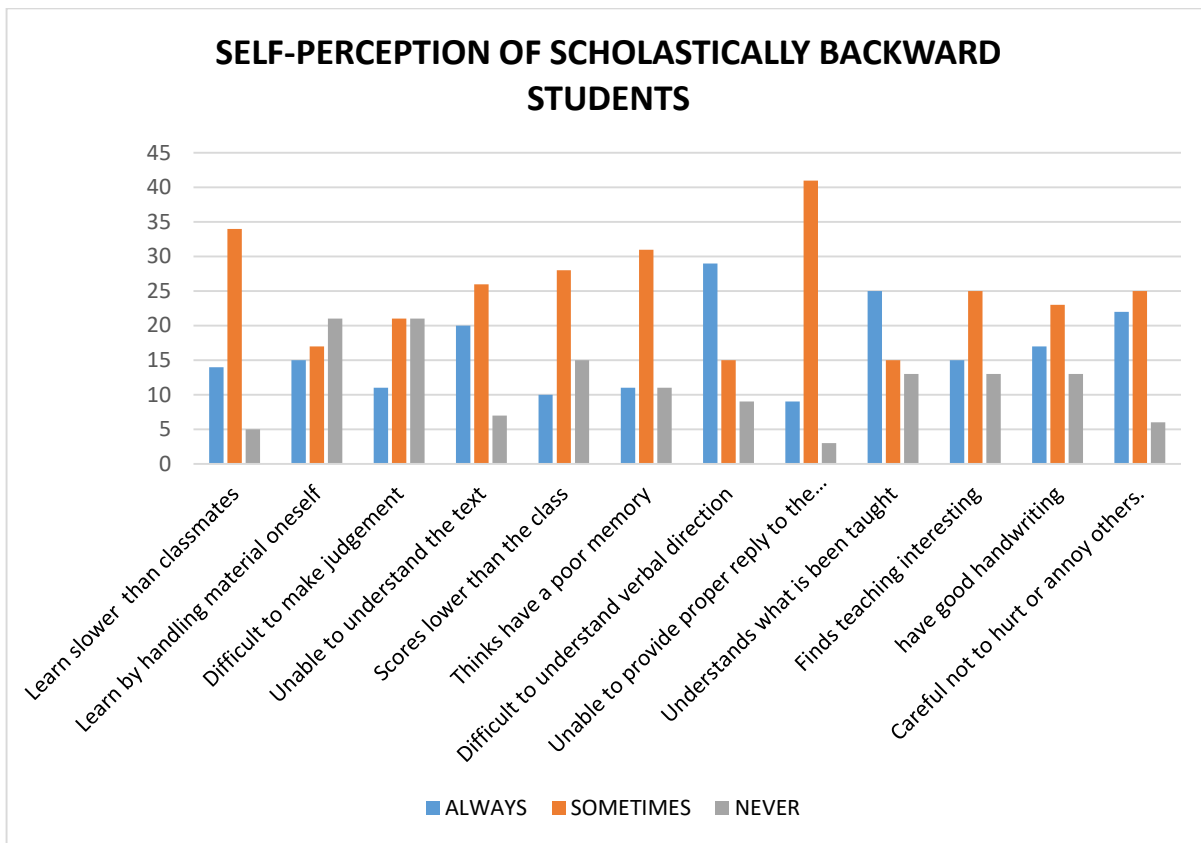


FIGURE II

SELF-PERCEPTION OF SCHOLASTICALLY BACKWARD STUDENTS

B. Problems of Scholastically Backward Students in learning

Scholastically backward students faces a number of constraints and they are listed in the Table III.

TABLE III

CONSTRAINS FACED BY SCHOLASTICALLY BACKWARD STUDENTS IN LEARNING

Constrains faced	SBS N=53					
	Always		Sometimes		Never	
	No	%	No	%	No	%
Retention of subject learned.	3	6	36	68	14	26
Perform calculations in real life situation.	40	76	8	15	5	9
Difficulty to concentrate in work.	7	13	32	61	14	26
To express ideas verbally.	8	15	20	38	25	47
To read loud.	7	13	16	30	30	57
To communicate.	3	6	23	43	27	51
To listen to others.	17	32	15	28	21	40
In writing from dictation.	21	40	13	24	19	36
Easily distracted while studying.	18	34	30	57	5	9
Feels uncomfortable while facing problems.	12	23	32	60	9	17
To do project alone.	17	32	20	38	16	30
Lacks energy to sit in class for a long time.	48	90	3	6	2	4
Difficult to read from black board.	9	17	13	24	31	59

Note: SBS-Scholastically Backward Students

Retaining the subject learned is found as a constraints by six per cent always and sixty eight per cent sometimes, only twenty six per cent stated that they does not face difficulties in retaining the subject learned. To perform calculations in real life situation had become a constraint for seventy six per cent always and fifteen per cent sometimes. However nine per cent of scholastically backward students exceled in performing the calculations. For sixty one per cent it is difficult to concentrate in work sometime and thirteen per cent finds it as a difficulty all the time. In expressing ideas verbally forty seven per cent never faces difficulties however sixty three per cent find it difficult. Reading loud is not at all a constraint for the majority of fifty seven per cent, however forty three per cent find it difficult.

To communicate with others fifty one per cent never finds difficult but forty nine per cent find it difficult neither always nor at times. Listening to others is a skill that is required, only forty per cent of scholastically backward students have the patient to listen to others and twenty eighty per cent have patience to listen at times and thirty two per cent hesitate in listening others.

Writing dictations is major concern for forty per cent of the students always and thirty six per cent never consider it as a major constrain. Getting distracted while studying is a problem faced by ninety one per cent always nor at times and nine per cent stated that they never get distracted while studying. For sixty per cent it's

a difficulty in most times to overcome or to face problem and twenty three per cent always feels uncomfortable while facing a problem. However seventeen per cent never finds difficulty in facing the problem.

Doing a project alone is a major constrain for thirty two per cent always and for thirty eight per cent at times. Out of the students selected thirty per cent never find it as a major constrain. To sit in a class for a long time drains the energy of ninety per cent always and six per cent at times for four per cent it's not at all a constrain. To read from blackboard seventeen per cent finds difficulty all the time twenty four per cent sometime and fifty nine per cent never find it as a difficulty.

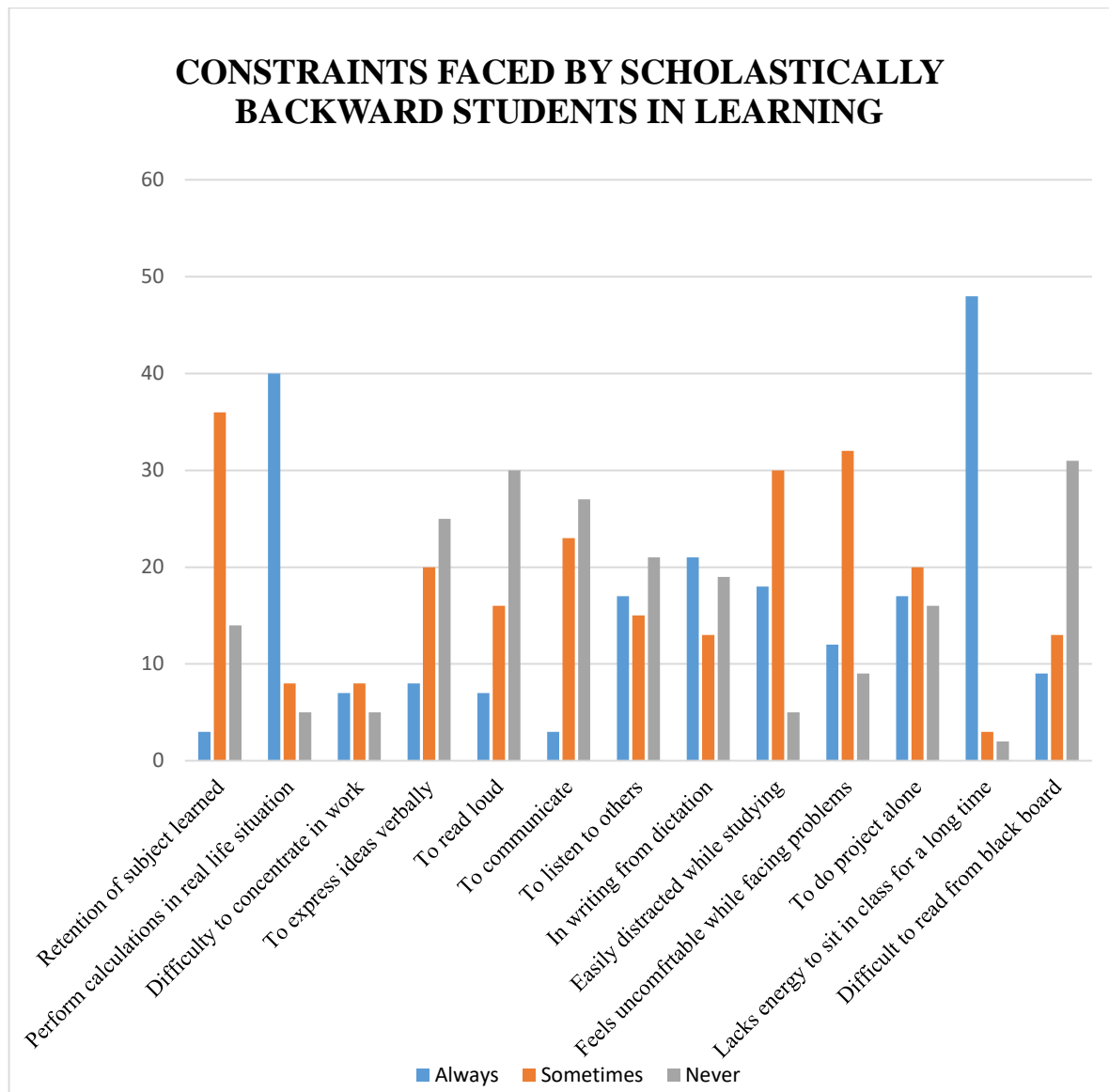


FIGURE III

CONSTRAINTS FACED BY SCHOLASTICALLY BACKWARD STUDENTS IN LEARNING

C. Abilities and Skills of Scholastically Backward Students

Table IV represents Abilities and Skills of Scholastically Backward Students.

TABLE IV

ABILITIES AND SKILLS OF SCHOLASTICALLY BACKWARD STUDENTS

Abilities and Skills	SBS N=53					
	Always		Sometimes		Never	
	No.	%	No.	%	No.	%
Learning Ability						
Can distinguish similar sounding words.	15	28	19	36	19	36
Can distinguish shapes.	14	26	26	49	13	25
Can easily differentiate colours.	37	70	11	21	5	9
Can understand teachers view point clearly.	25	47	15	28	13	25
Can pay attention in studies for a long time.	18	34	30	57	5	9
Learning Skill						
Learn better through by hearting.	7	13	27	51	19	36
Learn better through silent reading	24	45	16	31	13	24
Learn better when materials are presented visually.	36	68	13	24	4	8
Learn better when asked to learn sentence by sentence.	14	26	30	57	9	17
Learn better from experiences.	36	68	13	24	4	8
Emotional Skill						
Get anger over small issues	20	38	24	45	9	17
Daydreams more often.	25	47	17	32	11	21
Have the habit of biting nails.	11	21	19	36	23	43
Mood changes often more frequently.	30	57	15	28	8	15
Social Skill						
Like to be alone.	17	32	12	22	24	45
Like hanging out with friends.	39	74	5	9	9	17
Able to make friends faster.	27	51	15	28	11	21
Like attending parties & Social gatherings.	15	28	22	42	16	30
Likes to start conversation.	17	32	25	47	11	21

Note: SBS-Scholastically Backward Students

Abilities are the qualities that are inherited by an individual through birth, it's the quality of being able to do something. Skills are the abilities that are gained by an individual through observation, practice, experience tutoring or knowledge.

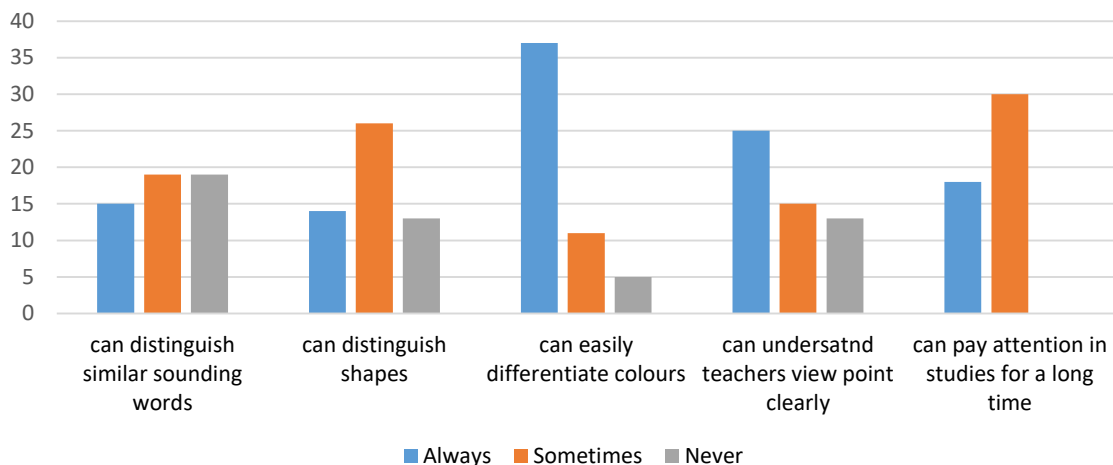
When the learning ability of scholastically backward students was analysed it was observed that thirty six per cent find it difficult to distinguish similar sounding words, seventy five per cent find it difficult to distinguish the shapes whereas twenty eight per cent found easier in distinguishing similar sounding words and twenty six per cent in distinguishing shapes. In differentiating colours seventy per cent does not felt any difficulties however twenty one per cent found it as difficult task. Teachers view point could only be understood clearly by forty seven per cent whereas twenty eight per cent could understand however not in a complete manner and twenty five per cent never had an idea regarding the subject matter discussed. Paying attention in studies for a long time was a herculean task for sixty six per cent of the students.

Learning through by hearing the subject was a method followed by sixty four per cent of the selected students and the remaining thirty six per cent was unable to follow the method. Silent reading method was used for learning by seventy six per cent of the scholastically backward students. When materials were presented visually the learning capacity of the students increased and the analysed showed that ninety two per cent learned in this manner. More than half of the selected students that is eighty three per cent learned when asked to learn sentence by sentence more effectively. When new learning experiences were provided ninety two per cent of the students learned in an excellent manner.

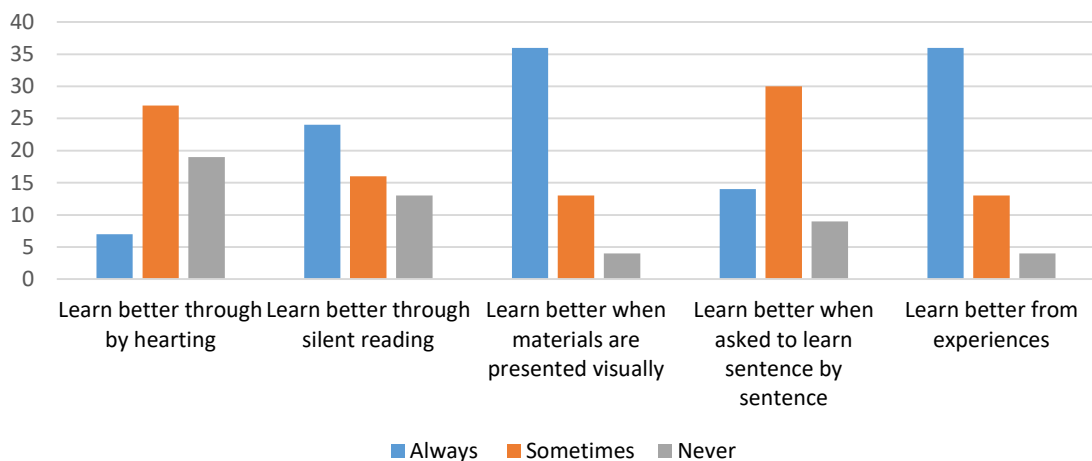
For scholastically backward students emotions comes to extremity than the normal children. Getting angry over small issues was exhibited by eighty three per cent of the students. The scholastically backward students had the habit of day dreaming more often than the other children when analysed it could be found that forty seven per cent had this habit all the time and thirty two per cent had this more often only twenty one per cent was free from this habit. The habit of biting nails was exhibited by twenty one per cent always and thirty six per cent of students sometimes. However forty three per cent of the students were free from this habit. Mood swings were more frequent among the scholastically backward students and eighty five per cent exhibited sudden change in their moods.

While analysing the social skills of the scholastically backward students it was observed that thirty two per cent of the students liked to be along always and twenty two per cent liked to be alone at times, forty five per cent never liked to be alone. Hanging out with friends was a craziness for eighty three per cent and seventy per cent didn't like to hang out with friends. Friends were made faster by fifty one per cent and in a good range by twenty eight per cent but twenty one per cent lacked the skill of making friends. Attending parties and social gathering were liked by seventy per cent of the students and disliked by thirty per cent. To start a conversation at the beginning twenty one per cent found difficulty, forty seven per cent made it at times and thirty two per cent of the students were active and started the conversation in a very fast manner.

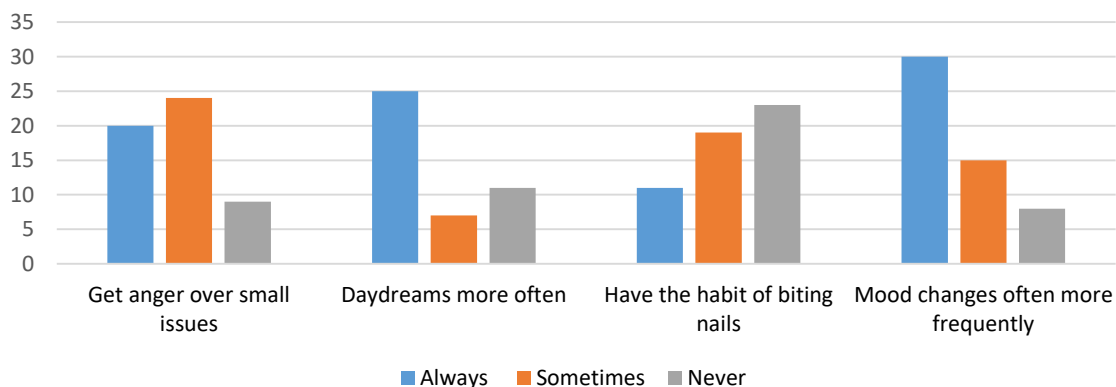
LEARNING ABILITY



LEARNING SKILL



EMOTIONAL SKILLS



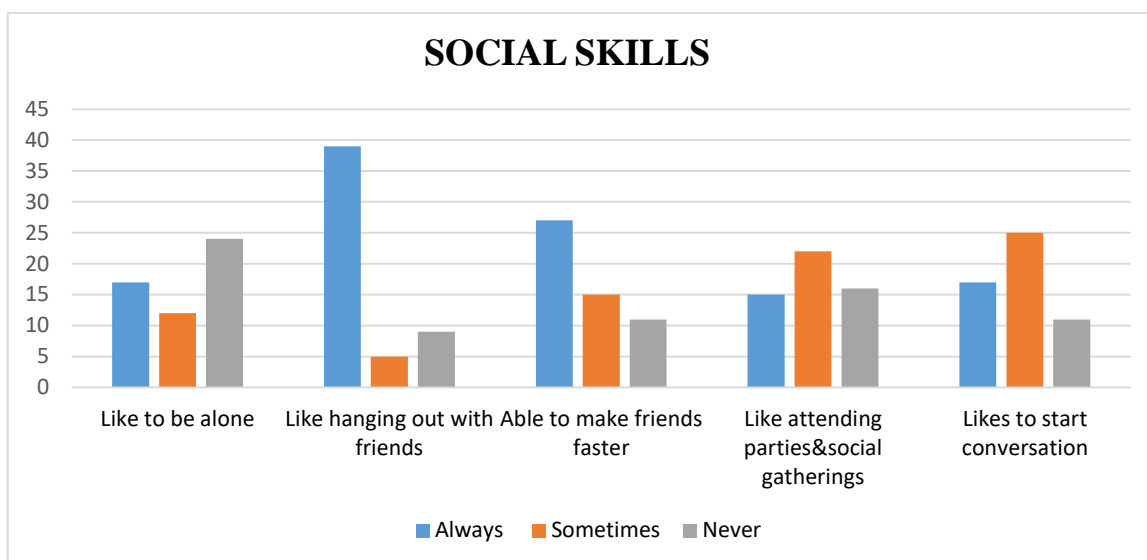


FIGURE IV

ABILITIES AND SKILLS OF SCHOLASTICALLY BACKWARD STUDENTS

V. SUMMARY AND CONCLUSION

PSYCHOLOGICAL STATE OF SCHOLASTICALLY BACKWARD STUDENTS

A. Self-perception of Scholastically Backward Students

- ❖ The slow learners always have a perception that they are not good and try to compare themselves with the classmates or friends. It was found that thirty four per cent believes that sometimes they learn slower than their classmates and twenty six per cent says that they are always learning in a slow manner compared to the students in the class or of the age group.
- ❖ From the total number of students forty per cent believes that they never learn anything when teacher asks to learn by themselves however twenty eight per cent states that they find it easier to learn better and thirty two per cent says that sometimes they could learn when are asked to learn by themselves.
- ❖ To make a judgement in life situation twenty per cent faces difficulties always however forty per cent find difficult at times and forty per cent never finds it difficult to make the judgements. The result shows that scholastically backward students are good at decision making.
- ❖ Understanding the text book content is always a difficulty for thirty eight per cent and forty nine per cent finds sometimes difficult to understand the textual concept and is a large size. Hence it could be concluded that scholastically backward students are not capable enough to understand the text and the contents as it is.
- ❖ Scoring marks that are good enough in the relevant subject is a herculean task for the slow learners and they state that fifty three per cent sometimes find difficulty in scoring good range of marks, nineteen per cent believes that they are incapable of scoring good marks always.
- ❖ Most of the scholastically backward students that is fifty eight per cent believes that they have a poor memory sometimes and twenty one per cent believes they always have a poor memory. Only twenty one per cent of the total students responded that never had a belief of having a poor memory.

- ❖ Among the scholastically backward students fifty five per cent finds it difficult to understand the verbal directions always and twenty eight per cent finds it difficult sometimes, only seventeen per cent can understand it clearly.
- ❖ When questions are raised proper replies can be provided only by seventeen per cent and six per cent are never able to provide accurate replies. However seventy seven per cent makes an attempt to reply sometimes, this indicates that majority of scholastically backward students find difficulty in understanding the questions and providing accurate results.
- ❖ The subject matters that had been taught in the class are not purely understood by fifty three per cent of the students only forty seven per cent manages to get the topic as taught.
- ❖ The teachers teaching is found as an interesting matter by twenty eight per cent always and forty seven per cent sometimes, the remaining twenty five per cent never felt the teachers teaching as interesting.
- ❖ Even though the selected students were slow learners thirty two per cent have an excellent handwriting and forty three per cent have good handwriting only twenty five per cent have bad hand writing.
- ❖ The scholastically backward students never hurt or annoy others intentionally in most cases and it indicates that forty two per cent are concerned always not to cause harm to others, forty seven per cent is concerned sometimes and eleven per cent are not at all concerned and do always harm to others. This kind of scholastically backward students may become juvenile delinquents.

B. Problems of Scholastically Backward Students in learning

- ❖ Retaining the subject learned is found as a constraints by six per cent always and sixty eight per cent sometimes, only twenty six per cent stated that they does not face difficulties in retaining the subject learned.
- ❖ To perform calculations in real life situation had become a constraint for seventy six per cent always and fifteen per cent sometimes. However nine per cent of scholastically backward students exceled in performing the calculations.
- ❖ For sixty one per cent it is difficult to concentrate in work sometime and thirteen per cent finds it as a difficulty all the time.
- ❖ In expressing ideas verbally forty seven per cent never faces difficulties however sixty three per cent find it difficult.
- ❖ Reading loud is not at all a constraint for the majority of fifty seven per cent, however forty three per cent find it difficult.
- ❖ To communicate with others fifty one per cent never finds difficult but forty nine per cent find it difficult neither always nor at times.
- ❖ Listening to others is a skill that is required for a social being, only forty per cent of scholastically backward students have the patient to listen to others and twenty eighty per cent have patience to listen at times and thirty two per cent hesitate in listening others.
- ❖ Writing dictations is major concern for forty per cent of the students always and thirty six per cent never consider it as a major constrain.

- ❖ Getting distracted while studying is a problem faced by ninety one per cent always nor at times and nine per cent stated that they never get distracted while studying.
- ❖ For sixty per cent it's a difficulty in most times to overcome or to face problem and twenty three per cent always feels uncomfortable while facing a problem. However seventeen per cent never finds difficulty in facing the problem.
- ❖ Doing a project alone is a major constrain for thirty two per cent always and for thirty eight per cent at times. Out of the students selected thirty per cent never find it as a major constrain.
- ❖ To sit in a class for a long time drains the energy of ninety per cent always and six per cent at times for four per cent it's not at all a constrain.
- ❖ To read from blackboard seventeen per cent finds difficulty all the time twenty four per cent sometime and fifty nine per cent never find it as a difficulty.

C. Abilities and Skills of Scholastically Backward Students

- ❖ When the learning ability of scholastically backward students was analysed it was observed that thirty six per cent find it difficult to distinguish similar sounding words, seventy five per cent find it difficult to distinguish the shapes whereas twenty eight per cent found easier in distinguishing similar sounding words and twenty six per cent in distinguishing shapes.
- ❖ In differentiating colours seventy per cent does not felt any difficulties however twenty one per cent found it as difficult task.
- ❖ Teachers view point could only be understood clearly by forty seven per cent whereas twenty eight per cent could understand however not in a complete manner and twenty five per cent never had an idea regarding the subject matter discussed. Paying attention in studies for a long time was a herculean task for sixty six per cent of the students.
- ❖ Learning through by hearing the subject was a method followed by sixty four per cent of the selected students and the remaining thirty six per cent was unable to follow the method.
- ❖ Silent reading method was used for learning by seventy six per cent of the scholastically backward students. When materials were presented visually the learning capacity of the students increased and the analysed showed that ninety two per cent learned in this manner.
- ❖ More than half of the selected students that is eighty three per cent learned when asked to learn sentence by sentence more effectively.
- ❖ When new learning experiences were provided ninety two per cent of the students learned in an excellent manner.
- ❖ Getting angry over small issues was exhibited by eighty three per cent of the students.
- ❖ The scholastically backward students had the habit of day dreaming more often than the other children when analysed it could be found that forty seven per cent had this habit all the time and thirty two per cent had this more often only twenty one per cent was free from this habit.
- ❖ The habit of biting nails was exhibited by twenty one per cent always and thirty six per cent of students sometimes. However forty three per cent of the students were free from this habit.

- ❖ Mood swings were more frequent among the scholastically backward students and eighty five per cent exhibited sudden change in their moods.
- ❖ While analysing the social skills of the scholastically backward students it was observed that thirty two per cent of the students liked to be along always and twenty two per cent liked to be alone at times, forty five per cent never liked to be alone.
- ❖ Hanging out with friends was a craziness for eighty three per cent and seventy per cent didn't like to hang out with friends.
- ❖ Friends were made faster by fifty one per cent and in a god range by twenty eight per cent but twenty one per cent lacked the skill of making friends.
- ❖ Attending parties and social gathering were liked by seventy per cent of the students and disliked by thirty per cent.
- ❖ To start a conversation at the beginning twenty one per cent found difficulty, forty seven per cent made it at times and thirty two per cent of the students were active and started the conversation in a very fast manner.

SUGGESTIONS

- ❖ A friendly approach is highly conducive. Encouraging words, positive reinforcements, praise at appropriate time will have a reaching influence on the learning capacity of scholastically backward students.
- ❖ Teachers should have a friendly approach towards these students in order to draw their attention towards the subject that is being taught.
- ❖ Peer teaching should be initiated in order to make them come to the front row.

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