

Diversified Needs of Learners

Introduction:

B.Ed. courses needed for students centred approach towards teaching learning process. We have found out the classroom is a heterogeneous type of students. We can find in a classroom diverse types of learners who can be categorised as below average, average above average gifted children and differently abled children. When we had gone for teaching internship we have identified students into below average, average, above average categories. We came to know each category of students has their own unique educational requirements to make teaching learning process effective.

Need for Learners Centred Approach:

In most classrooms teachers get more practice than the students. But in learner centre method teach students how to think solve problems analyse arguments generate hypothesis etc...

In teachers centred method teachers make too many decisions about learning for students. But in learners centred teachers share powers with students.

Students are not merely passive recipients of subject matter but want a wide experience of life which can be brought in the learning process. In this belief students want a learner centre rather than a subject centred or teacher centred approach. In learner centred the focus is on the needs, skills and interest of the learner.

The learner centred approach attach to teaching strategies teachers, classes, programmes observation , visits an institution, active learning, students engagement and other strategies that involves students are called learner centred.

Characteristics of Learner centred classrooms:

1. Teachers give background information about students to guide in instructional activities.
 2. Teachers set instructional goals with learner's needs, backgrounds and interest in mind.
- These goals are purposeful and meaningful from student's point of view.

3. Teachers establish short term goals to monitor student's progress
4. Teachers use variety of student grouping to encourage language communication among students. These activities are in addition to the text book.
5. Teachers make lesson plans flexible to accommodate students need.
6. Teachers adjust teaching based on formative assessment result
7. Teachers provide maximum opportunity for students to use authentic materials.
8. Students feel comfortable in asking questions.
9. The classroom is arranged in a manner that is easy for students to work together in pairs or groups and also easy for the teacher to move around the students to facilitate conversations.
10. The classrooms environment is warm, open, and encourages students to participate.

Example of learner centred classroom activities:

- Think – Pair – Share
- Group discussion
- Group work
- Brain storming
- Journal writing
- Self assessments
- Pear assessment
- Buzz session

1. **Think – Pair – Share:** Think – Pair - Share establish a problem or a question, pair to the students. Give each pair sufficient time to form a conclusion. You can also request one student explain a concept while the other student evaluate what is being learnt.

2. **Group discussion:** Is a group of students or individuals with similar interest who gathered either formally or informally to bring up ideas, solve problem, or give comments.

3. **Group work:** Group work is a form of cooperative learning. It enhances the total output of the activity than when done individually. It is a collection of individuals that come together to achieve a stated objective.

4. **Brain storming:** Here students are encouraged to produce as many as possible to solve the problem. More ideas are generated and some of them may be brilliant. Brain storming is not useful where the problem needs unique solution.

5. **Journal Writing:** Students are encouraged to write articles for school journal.

6. **Self-Assessments:** Evaluation of one's action, attitudes or performances by himself is called self-assessment.

7. **Peer assessment:** Peer assessment is a process where by students or peers grade assignments or tests based on teachers information. The practice is employed to save teachers time and improves students understanding of course materials.

8. **Buzz Session:** Participants come together in groups that focus on a single topic. Within each group, every student contribute thought and ideas. Encourage discussion and collaboration among the students within each group.

Below Average:

There are several types of students in a class due to individual difference. Educational achievements of few students are not satisfactory. They obtain fewer marks in achievement tests, though they have abilities. They have back working education. The removal of backwardness in every subject is the sole responsibility concerned subject teacher. Before adapting the removal of backwardness, the teacher must clearly identify the causes for the backwardness. Backward students in the class have 8% to 10%. Some of the characteristics of backward students are given below.

1. Their intelligence quotient will be below seventy
2. They will score very less marks in achievement tests
3. Teachers can very easily identify them either in the class room or out of class room with the help of their activities.
4. They have short span of attention

5. They have weak association of memory
6. They are unable to detect their own mistakes.
7. Their understanding capacity is very less
8. They will be frequently absent to school and they don't do the home work given by their teachers.
9. They will be poor readers.
10. They will remain passive in the class most of the time.
11. They are emotionally imbalanced
12. They will generally sit on the backseats to avoid teacher's supervision.

Causes for Backwardness and its remedies:

- 1. Physical Causes:**
- 2. Inferiority complex, fear, domestic problems:**
- 3. Lack of proficiency in fundamental skills:**
- 4. Irregular study Habits:**
- 5. Teachers Indifference:**
- 6. Lack of facilities at home:**
- 7. Irregular school attendance:**
- 8. Lack of practice and drill:**
- 9. Family background and home environment**
- 10. Giving punishments.**
- 11. Lack of individual attention**
- 12. Personality of behaviour problems**

Some useful classroom techniques for below average slow learners:

- Provide opportunity for the class to learn through several senses at a time such as seeing, Hearing manipulating and doing.
- Frequent changes of activity are necessary because slow learners have a short span of attention.

- Never put a child on the spot for an answer if he is dull.
- Give enough individual attention and extra coaching.
- They should be encouraged to work systematically and patiently.
- They should be given incentives by checking their work.
- Always prepare pupils for verbal problem. One or two thought problems each day in the area is more effective than a long test at a time.
- Teacher should neither be too lenient nor too strict.
- Defects of the students should be rectified sympathetically
- Give confidence to initiate new activities.

Average Learners:

- Majority of learners can be classified as normal learners. That is to say that majority of learners are of average abilities

Characteristics of average learners

- They Manifest average ability
- They have their own learning problems like lateness to school, truancy, wrong peer group.
- They manifest giftedness when faced with challenges.

Remedial Measures:

- Get interactive
- Test for individual skills
- Think differentiated
- Helps students show their mastery
- Help them to find out their interest and build them.
- Discover their learning style.
- Ask complex question and help to discover them.

Above Average:

Traits that differentiates above average vs others (below and average).

1. Practical Approach towards problem solving
2. Organized in thinking
3. Know his weakness and strengths
4. Sets high targets.
5. Aware of expectations
6. Tracks Progress
7. Open to Suggestions
8. Willingness to Improve (Perseverance)
9. Communication Skills

Gifted Learners:

Sir George Porter observed “That in every generations there are far too many children whose great potential will never become realized to the full because we fail to identify them early enough and fail to help them overcome the hurdles which their gifts put in their path. The gifted children of today are the leaders of tomorrow. They are precious asset which no country can afford to waste”

Generally a teacher teaches for average students in the class room. Gifted students range 3% to 5% in a class. These students were neglected and identical instruction is given to all. The teaching is dull is boring to them and they were frustrated. So it is the duty of the teachers to identify gifted students in the class and give them additional learning opportunities.

Methods to identify Gifted Students:

1. Their intelligent quotient will be more than 120
2. School mark registers and cumulative records can be helpful in identification of gifted students.

3. Gifted children show superiority in reading reasoning ability and observation power.
4. They pick up and understand the subject matter rapidly and easily.
5. They use their leisure time in a useful way.
6. They prefer to think on higher levels.
7. They will understand the abstract ideas easily.
8. They will ask intelligent question in the class.
9. They show originality in solving questions and as fine imagination.
10. They will read maths books more advanced to their age and class.
11. They are straight forward and honest.
12. They participate in more curricular activities.
13. They are well adjusted and have better relations with peers.
14. They can retain what they learnt.
15. They can easily correlate the knowledge of one topic to another topic.

Enrichment Programme for the gifted:

The gifted are the precious assets of the society and they should be provided all possible encouragement and help to blossom in life. Talented and gifted are the torch bearers of social progress. The gifted students have tremendous energy with a lot of determination to attain higher level. If it is not done then their energy may go waste and create serious problems for the individual and society.

The following steps can do greater justice to them

1. A curriculum providing an enriched syllabus of advance level may be arranged
2. Summer school for gifted may be arranged
3. They should be encouraged to enrich their knowledge with the help of computers.
4. They should be encouraged to study library books and reference books.
5. Assignments which are challenging and stimulating may be given to them.
6. They can be encouraged to try and solve problems in an alternative way.

7. Teaching methods such as project method, Analytic method, Heuristic method, Discovery method and problem solving method may be adopted.
8. They should be trained to take up data collection, Tabulation and interpretation of the mathematical data's.
9. They should be trained to take up mathematically challenging task such as exhibition, preparing models, presenting papers, solving puzzles and writing articles.
10. They can be involved in the supervised study and tutorial classes for the slow learners in maths.
11. Groups should be formed according to ability and teacher can give special coaching for them.
12. They must be encouraged to make charts, models, and improvised apparatus.
13. They must be encouraged to participate in discussion, seminar or contest concerning mathematics.
14. They must be provided flexibility in selecting subjects for their study.
15. There should be effective guidance and counselling service in the school.

Differently Abled:

The world of the differently abled child is no different from that of any other so called 'normal' child. The trials and tribulations, joys and sorrows, the highs and lows, the failures and success are all similar.

Remedial Measures:

1. Call the students by his name.
2. Design a learning profile.
3. Analyse the strength and weakness
4. Use innovative techniques
5. Use visual aids
6. Provide individual instruction
7. Provide a structure for learning
8. Build self-esteem of students

9. Meet with parents to discuss
10. Collaborate with parents and guardians
11. Understand special education programme
12. Advocate on behalf of students
13. Provide equal opportunity
14. Oppose any discriminatory or exclusionary act.

Conclusion;

I have got the mark list of quarterly or half yearly of this class and identified the diversified needs of the learner into Below Average, Average and Above Average for level I and level II

I understand the needs of diversified learners which should be met with and adhered upon.
