

Differentiated Learning for Diverse Classroom

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Abstract

A child is like a raw clay. School is the factory that chisels and the furnace that bakes him to be a perfect individual. A perfect individual is the one who is not a photo copy of someone but rather someone who understands his talent, his special skill that he can gradually master, and understands the way in which he would contribute in the society. He needs to be made to realise that the purpose of his being in school is to test and assess his innate abilities and find the route that can lead him to his utmost greatness. A school is a community that appreciates and discourages too, that awards experiences and lessons too. It is child's natural propensity that governs him to visualise and register the facts of the prevalent situation. The impulse travels to every child differently but as long as he understand his social role, it doesn't matter how much he achieves in the predefined parameters of a general state. All that matters is whether he is spending productive hours at developing his innate skill.

Children are the real asset of the nation. Each child has an individual entity inspite of the fact they are alike. Their learning capacities have to be explored, developed and directed by understanding them. All have same rights, duties, motivations and drives yet no two children have them in same proportions. The physical, social and emotional growth varies from child to child. In real means if a teacher wants to help the child, she should try to understand the child's needs, his patterns of growth, his potentialities etc. There is a live example in front of us that even in same family children may not be alike. Some move in with eagerness, others are timid. Some have great vigour & vitality; others have less stamina and less ability to meet whatever comes. At different chronological and mental development levels, the needs of the children differ.

For example: The needs of nine years old child will completely different from that of mature adolescent. A teacher should understand the learner as to see his competency and how can the child meet the demands of the world, physically and intellectually. If one wants to provide Nai Taleem, one is to direct the energies of the children and help them to develop into self-direct citizens.

In class room every child 's learning concepts are different and in the same room the mood, language, behaviour of all children diverse. Children communicate not only through oral and written language but also, they talk with their bodies, their behaviour.

Child is a book which a teacher needs to read. Reading the minds of children is a part of a teacher's Library reading. This Reading is not to be confined to one or two children but to all children. There are many types of

children in classes. Some are shy, some extrovert and some introvert. A teacher is to sort out the ways to understand them. A little assurance, smile, patting on back, words of encouragement make a child more secure. The foremost duty of a teacher is to explore and discover about different behaviour of children. Sometimes children feel neglected, unwanted, unhappy and worried. They want attention towards them. In such cases we cannot leave them by calling lazy, mean and selfish etc. Sometimes in Diverse Classroom we meet the children with different problems and with unattractive mannerism. In order to understand the children, as a learner we should understand him as a child.

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A teacher is someone who, like a mother, interacts with the child and helps him know what he is capable of. Children are active, dynamic, growing and adjusting. Learning is the modification of behaviour which comes through interaction. Learning is such a process which enlarges children's understanding of life about them. Children's maturity level differs when they grow. There is expansion of their interests, their skills in using tools of learning, their ability to meet new situations with confidence. There are various component traits like mental, physical, social and emotional. These all develop at different rates and each learner possesses his own unique pattern of growth.

A teacher can collect exact information of the child by maintaining anecdotal record. If there is some behaviour or health problem, a teacher can make the child learn in a different way.

Children rates of Psychological growth and level of achievements differ from each other. There is a great need in diverse classroom to read the reactions of a child towards physical environment, his relations with Students, his bend of mind towards studies as well as for co-curricular activities. The children in Kindergarten want that they should be valued everywhere in school as well as at home. After this stage the children want full freedom and want to do the things themselves and want to develop their powers. The behaviour, Learning techniques and concepts of each child differs but a teacher is to handle the situation by providing opportunities to all. In first grade encouragement, ample praise, ample opportunities are required as this becomes the demand of the children.

In adolescent period children are very active and creative. This period is transition from a stage of dependence to a stage of independence:

In Diverse Classroom different adolescents require meaningful psychological Counselling. Here positive handling works a lot. This can be proved very useful to identify the latent talents of learners. Learners' aptitude, attitudes and interests can be taken into consideration and he should be convinced to represent his own ideas. Here if a learner's attitude will be supported and if opportunity will be provided, he can do better and bring excellent results.

Many changes can be brought if children are encouraged to participate in co-curricular activities. If initiative is taken by the teacher to boost up the personality of learners.

The energy of adolescents must be used differently and exhibit their sense of creativity.

Learner should be encouraged to take music, dance, painting, poetry, creative writing, theatre, sports and so many activities.

Teacher can facilitate in classroom

1. Provoke questions 2. Brain storming 3. Project work, Discussion, Ppts etc. There is a need in Diverse classroom to handle and tackle different issues carefully and judiciously and to educate all about the discrimination and gender sensitivity.

In Diverse classroom leaders of different calibres are also found. Leader can play a very significant role. He is actually a forerunner who takes risks and leads a situation. When the going gets tough, the leader brings a motivating hope that reignites courage in the learner to learn and carry on working. Here a teacher can play a very significant role by providing help to leaders and other pupils. Here learning becomes a great deal performance oriented. Here leaders can be promoted to make themselves technology free for exploring so many knowledgeable things and can give training to other students in class under the guidance and supervision of a teacher. Their articulation, sharp communication skills, confidence can be chiselled to make them eloquent and well spoken. This can be applicable in all the classes.

Some Educational Implications

1. Level of the learner must be known by teachers.
2. In lower classes very small exercises should be given as children are of observatory nature.
3. Seriation games should be introduced in lower classes.
4. Classroom activities must be maximized.
5. Situations should be provided in constructing their own knowledge.
6. Small groups activities should be there.
7. Active methods must be used.
8. Students must be permitted to make their own mistakes and to correct these errors themselves.
9. Learners through experimentation can acquire the skills.
10. We should tailor those exercises which are practical and necessary for the children.
11. Create good environment of love, peace, freedom, equality for the learners.
12. Need-based learning becomes very effective.

13. Self-motivation is required for better learning.
14. Opportunities should be given to Learners to become independent.
15. New exercises, experiments, practices, games are very helpful in arising the curiosity of the learners.
16. Child centred approach in education emphasizes to teach the child according to his nature, interest and aptitude.
17. Children are encouraged to create their own discovery agenda in groups.

A teacher should be a master who despite being trained and proficient, is ready to learn. He should have an ever-learning attitude. A teacher that stops to learn is not a teacher at all. A teacher and a student should be co-workers who learn from one another and work as a team. Under this plan, the respect for manual effort would be generated and discrimination against minorities would end. This would also breed out the technical know-how, scientific understanding, richer character and inventiveness in a student— altogether an ideal character for future workforce.

The same scenario can be experienced today. In the milling crowds, where children are running after careers, pay-scales and jobs. If they are given a richer character, their thinking potential and horizon can be widened. If a school adds vocational courses, the understanding of theoretical knowledge would transform itself to application realisation. Here inventive students who grow up to discover mysteries of nature and space, invent solutions to world crises and take the world to prosperity.

One of the biggest loopholes in the education today is the mugging up of facts and figures wherein a student is tested not on his real-life abilities but the potential to absorb, cram and learn. He isn't tested on the clarity of career he has, the skill he has been working on in order to create objects of some universal gain. A student is not taught how to learn, but simply what to learn.

So, many steps can be taken and implemented under the theme **NAI TALEEM**:

- allowing students to express answers in the language of their choice
- adding more field trips and industrial camps to show them

Practical applications

- adding a vocational skill so as to help a student instil new talent and skill
- making seniors teach juniors to give them an opportunity to test their understanding. A good teacher can mould the thinking of the children in a good constructed way by

- letting students develop their own textbooks by accumulating data from varied sources
- helping them discover their true potential and career path
- giving them specific training beyond grade 5th in the chosen skill so as to improve probability of discovery and invention
- adding more diversification in subjects offered in grade +1 and +2

- making role of teachers more inclusive and like a co-worker
- ending the grading system and bringing objective systems wherein levels are achieved after clearing learning objectives

Institutions always exist for the pupils. All Students are of different nature. They are not similar in appearance, abilities, habits, interests, aptitudes and attitudes. The learners entering school have different behaviours, moods, temperaments. Here the working of a teacher as a guide, mentor matters a lot. To know about the learner thoroughly becomes the real qualification of the teacher. Teacher should be perfect enough to know about the individuals' variations and give them respect. Teachers are to make learners very active and inquisitive as they come to school with pre conceived ideas and with many observations. Enormous changes come in children in their physical growth and mental development. Their thinking becomes based on logics. Here Teacher is to be very clear about her objectives of teaching, various learning activities which she wants to explain her students.

Today a teacher realizes the total welfare of the child

In diverse classroom all students differ in mental abilities, physique and traits of personality. Some students are highly skilled with their hands, some have good communicative skill, some are good in counting, some are very inquisitive, some are slow learners. Some differ in learning ability; some are very bright. These individual differences are observed by the teacher in diverse classroom. All students in diverse classroom are full of abilities, different interests and with different learning methods.

Here development is individual. Hence the individual differences, if they are taken into consideration, all the individuals will develop to the maximum.

Here in diverse classroom there is different rate of growth and development as development does not start at the same time for all.

The teacher is to create learning situations where the naturally curious children can learn, remember and think in varied ways to respond to the classroom. Learning begins from built and covers the whole life span. It is influenced by individuals' psychological states, their environment and methods of teaching and learning. Teacher in classroom can encourage their imagination ability and observatory capacity to find out the causes and effects of the phenomenon. In the classroom the first duty of the teacher is to know whether each of the children is mature enough to learn as an immature can lose his interest. Today there is need to provide effective teaching and learning techniques. It should involve all the students and provide opportunities with their diverse classroom community of Learners.

- 1.A teacher is to tailor the instructions to meet individual needs.
- 2.A teacher is to eliminate the word "No".
3. A teacher is to take care of the comfort zone of the child.

Certain points can be taken into consideration in lower classes like to play music softly. It reduces the stress and helps the students who develop rhythmic pattern while studying and reading .

One is to take care of language usage in diverse classroom.

Comfortable reading area with comfortable chairs to lighten the moods of different children must be provided.

Small groups of children can be organised to develop integration of the class.

One should learn about his own culture ---- Students' culture and their linguistic traits. A teacher in diverse classroom can use multicultural books and material to foster cross cultural undertaking.

Leadership qualities can be nurtured in diverse classroom.

Spirit of competitions can be raised. This can give enhancement to self-esteem, mental alertness, power of endurance, to discipline, airplay and to team spirit.

In little bit upper level chances of active participation in learning situations must be given.

Adjustments must be made by the teacher to tackle the rough way of the learners.

Channelization of the learners interest is must.

In little bit upper section, knowledge about physical and emotional changes which occur time to time must be given.

Skilful programmes can be planned to meet the demands of learners.

Constructive recreation, Conformity with peer groups must be taken into consideration.

In nutshell, one should try to envisage a healthy schooling system where workers, thinkers, inventors and morally high individuals can be nurtured. The main motive should be that the Students should learn every technique, art, subject with deeper and inquisitive understanding with all steps. This way their mathematical and logical thinking can be developed. School can provide such a forum to the children where learning takes place on actual practices and realistic observations.

