



## **Curriculum aptness of the slow learners through play-way method is an effective justness to the children of Urami village**

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### **Abstract**

Curriculum adaptation points out an ongoing dynamic process which is adaptive in nature with the prescribed program of studies to meet the learning requirements of a student with special needs. It enables the teaching team to welcome learners of all abilities and ensures that every student is challenged to learn.

Inclusion of a student with special needs is the collective responsibility of the entire school community, not the sole duty of the classroom teacher or education assistant. Curriculum adaptation is needed in every part in the student's day. Learning, socialization, independence and safety are assured for the student when all school staff is aware of their teaching roles in the classroom as well as in the halls, library, gym, playground and lunchroom.

Play-way method indicates the principle that all work and learning should be done in the essence of Play. It executes subjective and emotional development of the children concerned, that is, development in terms of intellect, skills and feelings, also encourages creative skills and self-expression.

The children of Urami Village of Paschim Medinipur District of West Bengal are socio-economically backward while illiteracy is the prime factor. Parental education, lack of awareness, economic backwardness pushes them into jeopardizing situation at present day, which lead them unwillingness towards educational involvement, slow learners and gradually disable in nature and everyday life sustenance. Play-way method of learning is the only way to move them in the school for learning and encourage curriculum aptness for effective justness to the children who are not efficient for adopting curriculum.

The present sequel peered into the children of Urami village who are curriculum abundance and weaker in the respect of education, economy, social and cultural wellbeing of life. Slow learning and disability making them into untouchability as far as larger society is concerned. Play-way is the only method to bring them in the normal healthy life and develop curriculum aptness for justification.

**Keywords:** aptness, curriculum, children, development, learners, slow, society

### **Introduction**

Curriculum is the stepping stone for education and character building since childhood. School going children are very innocent in their nature and passion. They have an aptness to adapt any new ideas along with various anthropogenic activities.

Curriculum is derived from New Latin (a post-medieval form of Latin used mainly in churches and schools and for scientific coinages), in which language it means "a course of study."

Play way in education aims to introduce the spirit of play in all educational institutions amongst the children at large while slow learners should have special attention. Any activity that is done in a spirit of play, which is a no work at all, and on the other hand play activities in which the spirit of play is absent, should be considered as work.

Play-way method goes by the principle that all work and learning should be done in the essence of 'play'. Play-way is a means of the subjective and emotional development of the child, that is, development in terms of intellect, skills and feelings. It encourages creative skills and self-expression. In case of slow learners' play-way method develop inner sense of the kids who can explore their skills accordingly with full involvement of the process.

Curriculum aptness and its Adaptations are a description of

the changes in general and special education that are needed for the student to meet his/her goals and objectives. Curriculum inculcate student's grade at the grass root level specially who are slow in their teaching learning process.

There are plenty of researchers who worked upon, of which very few are mentionable. Naina Kanal who emphasized on play way methods of learning in her research article, she was pointed out on What is play way method of learning in Edu-Tech- Review which was published in 18<sup>th</sup> August 2018. She narrated that play-way method of learning is a scientific, intellectual and activity-based learning process.

Sishu Shikha Karmasuchi in West Bengal influence access to elementary education for all in rural areas, for the children who were not imparted with proper education in their childhood. Propagation of moral education since childhood is an encouraging step in a democratic secular society to build up the Nation.

Emile Durkheim, the classical French Sociologist in his book Education and Sociology (1922), Moral Education (1925) and the Evolution of Educational Thought (1938) considered education as an eminent social approach in its origin. S.C. Shukla & Krishna Kumar pointed out higher educational perspective in their Sociological Perspective in Education (1985). Dr. Suparna Sanyal Mukherjee mentioned education culminates "climate for growth" in her

published article Effect of Socio-Economic Parameters on The Secondary Stage of Education, in GIIRJ, Vol.4(8), Aug 2016, pp. 46-54. She also narrated in her article

### **Adaptation**

Adaptation categorically enables the action or process of adapting or being adapted. The adaptation of teaching strategy enhances the procedure to meet the students need. It also emphasizes a change in teaching process, materials, assignments or products of pupil to assist a student to achieve the expected learning outcomes.

Education has plenty of opportunities and wider range of instructional supports for addressing student diversity, including differentiated instruction, adaptation, modification and individualized programing. This is not only a continuum of supports to enrich the pupil at large, rather, each instructional support is intended to address specific programing needs in consideration of expected learning outcomes and/or student specific outcomes. It accumulates expected outcomes of the curriculum to meet the ultimate goal of a student for generating his/her aptness in curriculum for an effective justness.

There are seven types of curriculum adaptations which propagates and enhance education in a wider scale. The nine states are enabling here in below-

**Quantity:** Adaptation on the perspectives of number of items or number of activities which is expected to learn by the learners will subject to complete prior to assessment for mastery is identified as quantity of adaptive learning.

**Input:** To adapt the way of instructions which is delivered to the learners.

**Participation:** It is an adaptation of learning when the learner is actively involved in the task.

**Time:** Timeline for completion of a task or testing which is allotted and allowed for the learners is an exemplary curriculum adaptation.

**Difficulty:** To adapt the skill level, different problem types or the rules on how the learner may approach the work is in the form of difficulty task directions for the learners also a step for nine types of curriculum adaptations.

**Alternate Goals:** Adaptation is needed to achieve goals and expectations of outcome while using the same materials. Routine utilization is needed for the students with moderate to severe disabilities.

**Level of Support:** The captioned learning aptitude increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult – student relationship, using of physical space and environmental structure.

**Output:** Student responds to the instructions exhibit student's knowledge with hands on materials.

**Substitute Curriculum:** To provide different instruction and materials to meet a learner's individual goals. When routinely utilized, this adaptation is only for the students with moderate to severe disabilities.

These nine steps are very important for enhancement of curriculum aptness among the children of Urami village.

### **Play Way Method of Learning**

Play way method plays a duo role, it focuses on subjective development at the same time emotional development of the child as well. In this method of learning, playing acts as the driving force as the entire learning method revolves around activity-based orientation. It encourages expression and creative skills among children.

Many modern parents started to worry if their child is slow at learning. To start with, parents and teachers need to refrain from negative comments, as labelling the child as 'dumb', 'loser', or any such absurd monikers. Children are super-sensitive and they depend on feedbacks from grownups to set their little lives in order, negativity further affects the child's learning process as they manifest to believe in their inability to learn.

### **Play way-method of learning & its effectivity**

The pre-primary & primary stage of education is often overlooked but actually, it needs immense exploration and attention. The base of a child is formed right from pre-school and simultaneously primary level of education. Play-way method of learning is very popular modus operandi of imparting knowledge to children and is introduced in major parts of India. While going to play school the child steps out of his/her home and the nutshell for the first time. Hence, if an environment of play is entertained for them in pre-schools than it will give them the feeling of comfort and will help them to create a bond with their teachers and other kids. Children's always tend to get excited if certain fun element and play is involved in it. With this particular method, the child can give wings to their imagination ability. It enables the child to improve various skills like motor, creative, imaginative, aesthetic, cognitive, linguistic etc.

The slow learner children are very much fear oriented, they always try to avoid to attend the school, not like to participate in any curriculum process which inculcate drop out from their school environment. Moreover, socio-economic condition of the family not encourage them to attend their concerned school for learning. Gradually they become absentee and slow learning aptitude lead them in the garbage box, they decline from the regular rigma roll of learning process.

The play-way method is a unique method of learning and customized as per the learner's interests and requirements. Hence, it varies from one to another. Teachers have developed different customized learning activities by creating a joyful environment and have plan the activities ranging from simple to complex. This method of learning is unplanned and hence encourages the complete freedom of expression among slow learners. The traditional methods of assessing to the learners which is based on grading system are completely eliminated under this method rather, the teachers assess the aptitudes and skills of a slow learners in a regular interval and keep their parents informed about same. The learners get promoted to next level by participating in ample of activities like music, communication with teachers and other co-average learners, art, learning and inculcating skills etc. All these activities ensure the development of a slow learning participant to ensure in physical, intellectual, psychological along with the

development of different skills. There is no such rigidity to introduce a play-way method of learning, it is an innovative and fact oriented, combined with other methods of learning as well.

**Principles of Play-way method**

- It's a practical approach which helps in easy learning for the slow learners
- A complete educational atmosphere of freedom is conducive for learning.
- The customized method designed and adopted should be compatible with the learners.
- Used learning methods should be related to real life rather than books.
- The method provides a plethora of opportunities for slow learners to express themselves in the field of curriculum.

**The Village Urami**

The Urami village is situated in the remote forest jurisdiction of Arabari Forest Range and Beat, Midnapur Forest Division and Paschim Medinipur District of West Bengal. The village bears its scenic beauty, surrounded by the forest. The Mahali tribal people are residing along with caste peasants. The Mahalis are basket weavers, their socio-economic structure is bamboo oriented which they collect

from the forest. A primary school is situated just vicinity of the forest. The session is going on from class I to IV. Strength of the students are 63 of which slow learners are 13. Classes starts from 10am and end at 3pm, children are regular to attend the school as normal as others except few who are enlisted as slow learners.

**Table 1:** Categorization of the Regular & Slow Learners of Urami

Category	Class I	Class II	Class III	Class IV	Total Children	Total %
Total Learners	23	08	10	09	50	79.36
Total Slow Learners	02	03	05	03	13	20.63
Total	25	11	15	12	63	99.99

The table 1 shows exact learners of the school and its categorization. 79.36 % total learners are regular to attend the school while 20.63 % are slow learners. Class wise differentiation indicates the attendance of the learners in the school in regular basis and non-attenders who are falls in slow learning process.

In case of teaching learning process is as normal as for all but the candidates who are slow in process could not cope up the normal methods of learning. Hence, they become non-attenders in the regular learning matter, slow learning is gradually indicating.

**Table 2:** Class wise Frequency Distribution of the Learners & Slow Learners.

Category	Class I		Class II		Class III		Class IV		Total Children L & SL	
	Total	%	Total	%	Total	%	Total	%	Total	%
Total Learners	23	46	08	16	10	20	09	18	50	79.36
Total Slow Learners	02	15	03	23	05	38	03	23	13	20.63
Total	25	39	11	17	15	23	12	19	63	99.99

Table 2 depicts class wise frequency distribution of the Learners and Slow Learners of the primary school of Urami village.

Class I shows 46% of the learners and 15% of the slow learners. Class II 16% points out learners and 23% slow learners. Class III denotes 20 % and 38 % learners and slow learners respectively. 18% total learners points out in Class IV and 23% of total slow learners. Hence the total learners

exhibit 79.36% and total slow learners denotes 20.63%. The table proves frequency distribution from class I to class IV of the learners and slow learners. 58.73% deficits count from the total number of learners and total number of slow learners. 20.63% slow learners attended school but they are gradually deteriorating in their study, become drop out from their school due to inability of learning, identified as slow learners.

**Table 3:** Introduction of Play Way Method in One-year Duration & Its Effect

One-year Duration	Class I		Class II		Class III		Class IV		Effect of the Play way method of SL	
	Total	%	Total	%	Total	%	Total	%	Total	%
3 months	--	--	--	--	01	7	--	--	01	07
6 months	01	7	01	7	01	7	01	7	04	30
9 months			01	7	02	15	01	7	04	30
12 months	01	7	01	7	02	15	01	7	05	38
Total	02	15	03	23	05	39	03	23	13	100

Table 3 exhibits play way method implementation in a year and its effect among the slow learners of the Urami village primary school. There are four steps in three months duration. First three months there was no difference have been noticed except class III only one student joined the class, i.e. only 7 %.

Completion of six months class I, II, III & IV standard learners started entering into the class gradually. It has been noticed very surprisingly that 7% ratio maintained in all the cases.

It is very interesting to see the result after 9 months which has been profoundly prove the play way method and its effect. Class III shows 15% attendance increasement while class II & IV maintain the same ratio 7% except class I. 12 months duration prove the 100% success of play way method and its implementation among the slow learners from class I to IV, who were admitted in the school but could not continue due to less skills, poor reasoning ability become slow learners in the school curriculum process.

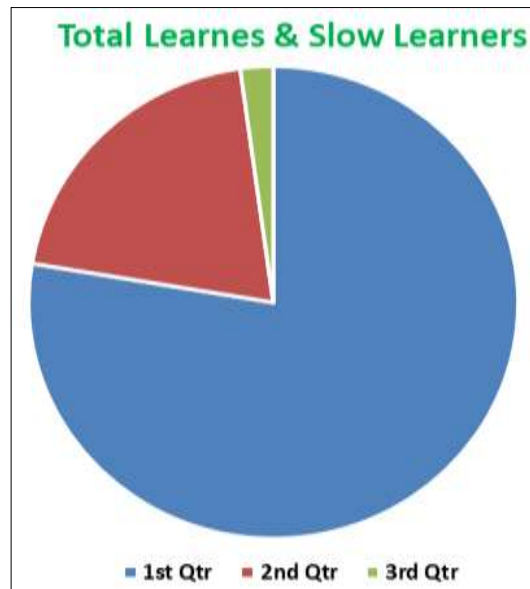


Fig 4: Pie Diagram of Total Learners & Slow Learners

Table 4 Pie diagram shows the total ratio of learners and slow learners of the Urami school children.

Ist qtr value 50 shows 78% scale point of total learners who attend school in regular basis.

2<sup>nd</sup> qtr depicts value 13, i.e.20% scale point of total slow learners who were/are attending school in regular way but could not pursue their study for inability in curriculum aptness.

3<sup>rd</sup> qtr points out value 14, which is 2% of the total scale point in the pie. Indicates discrimination between skilled learners and slow learners.

Thus, it is very effective to evantuate and implement the play way method of learning to bring the slow learners in the regular curriculum process.

Thereby, slow learners are capable enough to develop their learning aptness through play way method.

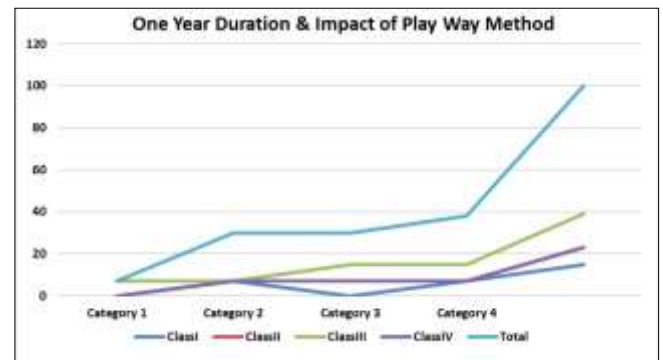


Fig 6: Line Diagram of Play Way Method in A Year Duration

Table 6 the line diagram exhibits categorically from 1 to 4 within one-year duration and its impact thereof. Category 1 implies three months duration only class IV students show high value. Category 2 notes 6 months duration while category 3 points out 9 months and category 4 shows 12 months' time scale when all learners attend 100 % in their regular process of curriculum development.

Hence curriculum aptness proves its productivity and implementation of play way method successfully through this line diagram.

**Conclusion**

Traverse through the entire ambit it has been observed in close proximity that the play way method of curriculum enhances wider range of the development in the learners concerned. The children of Urami primary school who were gradually become dropout and curriculum was a tough lesson altogether, play way method bring them in normal process of education system.

A calendar year duration of three months was the proven fact to substantiate upcoming album of the slow learners who are not capable enough to continue with the regular curriculum.

The facts have been established through the figurative measures. Narrated through pie diagram, column diagram,

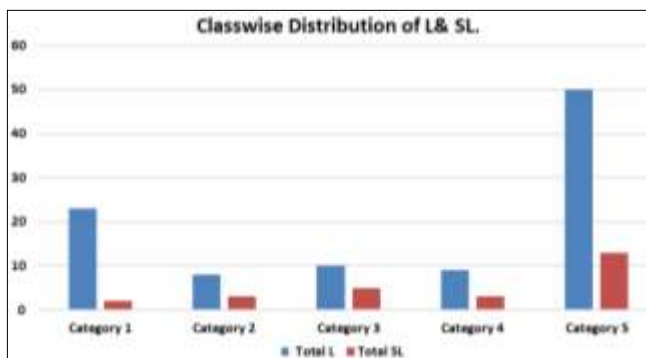


Fig 5: Column Diagram of the Learners & Slow Learners Classwise

Table 5 column diagram exhibits class wise distribution of learners and slow learners.

Category 1 shows highest value of class I learners which is 23 and lowest value of slow learners i.e. 2 who are attend classes in regular basis except slow learners. Category 2 to 4 is maintaining equilibrium so far as attendance in the school is concerned.

Category 5 shows blue color to identify regular attenders in the school which is value based of 50 and red color points out slow learners i.e.20. Hence 30 is the gap between learners and slow learners. But play way method of learning in school curriculum process fill up the gap between.

line charts.

Thereby, it proves the curriculum aptness and its consequences of the slow learners to develop unification in regular curriculum session, the play way method used as an amazing tool to inculcate positive learning motivation who are slow in regular learning process, facilitates the overall and holistic development as effective justness.

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