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Activity Based Learning for Slow Learners in Colleges through Mollycoddle Method

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ABSTRACT

Teaching and Training the slow learners are the biggest challenge that the Institutions are facing nowadays, since in a classroom all category of students like toppers, averages and slow learners will be seated together, it's a tough task for the teachers to focus on the slow learners in specific. Most of the schools nowadays categorize the classrooms based on the students' performance and skills set, which cannot be done in colleges as the environment of the colleges mustn't allow the students above 17+ to think that they are being discriminated because of their performance and knowledge, adding to this reason even many Institutions cannot afford more manpower in coaching the slow learners in separate. This manuscript talks about a methodology to train the slow learners of colleges to show some extent of progress without splitting them or either categorizing them.

Keywords: Slow Learners, Knowledge, Skills, Mollycoddle.

Abbreviations: Activity Based Learning = ABL

Introduction

Both physical body and mental ability of a person has got limitations, for e.g if 100 people are participating in a endless marathon competition, some may walk up to 50 miles and quit, some might walk up to 100 miles and few may walk even up to 1000 miles or more, the point is, at some point of miles everyone even those who are unyielding will also quit, since the physical body has got limitations. So in the same way the capability of learning differs from person to person, some can understand the concept very quickly, some might understand in the second attempt of learning, but for few it requires lot of practice whom at Institutions are called as slow learners. Many factors were studied by many subject experts on what made the students as slow learners, here in this manuscript we are not going to address about the issue of why being a slow learner? Therein we discuss about the remedial measures and methodologies for college faculties to handle the slow learners for emulation in their learning skills. If we ask a group of same subject teachers to teach a same topic to a same class, everyone will be unique and different, in the same manner the learning of the students will also differ from student to student, since manuscript focuses mainly about college students a little knowledge is required about the differences from a school student to college student.

Differences between a College Student and a School Student

Several factors are there to differentiate between a college student and a school student, since it is not our main focus lets us discuss some of the prime factors, apart from the general difference like age and growth there are some factors which plays a major role.

S No	School Student	College Student
1	School is place where the students will be taught a lot about discipline, obedience, manners, respect and many more	Whereas in Colleges the lectures never take serious steps in teaching the said qualities, only the expectation will remain from the students to exhibit it.
2	At schools the job of a teacher is hectic as much, since they have to ensure to students understanding a lot and mostly in cases the teachers have to do spoon feeding.	In Colleges, the Lectures will prefer mostly on given a lecture on a topic, rather than the teaching, to which the students have to take effort for better understanding.
3	The activities of students are limited	The activities of students are liberal.
4	The atmosphere in the school doesn't allow the students to perform or either act outside of the campus	In case of college the students are considered for enough exemptions and flexibilities by the faculties.

The writing can be extended further about the differences, as we get enough for our understanding we conclude about the differences and move on to our prime topic. Since our topic covers about the slow learners of colleges, we are bounded to know about the slow learners which should cover about their capability, strength, barriers and some common factors.

About Slow Learners in Colleges

Several parameters are there for a student being a slow learner in a college; let's discuss some of the common factors.

- Students those who joins a chosen college because of their parents compulsion and selects a course or branch of study, will never pay 100 %focuses towards the subjects and 90% of chances are there for them to become as a slow learner.
- At schools when students really don't understand a teacher teaching, the students will never feel shy or sullen in asking the teacher to repeat or explain again, whereas in colleges the sullenness of the students will stay on higher grounds, since the age factor plays a role, that's too if the Institutions is co-education both the men and women students will never prefer asking doubts about the topic that wasn't clearly understood, which could also be one of the reason for the students to be a slow learner.
- When a practical concept is explained through a lecture, the toppers and even the average students can have good understanding as they may have the capability of converting the audio mode into a visual mode, which the slow learners might find difficult, hence the possibilities are there for the slow learners to perform in debacle.
- Many students believe that college life is a place of dreams in such a case most of the students will be in day dream for many hours during the class hours which will make to let pass the focus towards lecture and chances for them to become a slow learners.

- Another common factor is the basic instinct of the students, which compiles the family background, living atmosphere, and capability of understanding, behavioral conditions and many more.

Activity Based Learning (ABL)

The ultimate goal of the College Institutions is to make the students learn, the objective of teaching is being provided from the faculty members end whereas the learning has to be acquired by the students, though the students play a vital role in learning, it is job of the faculty members to insist and make the learning effective and coherent. There are various methodologies are being observed and applied by many experts in the history of teaching, out of the many some were found to be more successful and still prevail, among all the methodologies, Activity based learning holds high frequency note because of its cultivating quality over the students. The activity based learning can be split into various kinds which totally depend upon the mood and mindset of the teacher. In ABL, the teacher must act as a facilitator who is in-charge to run the show. One specific kind of methodology from ABL which focuses on the development of slow learners in colleges is being discussed in this article.

Mollycoddle Methodology

Mollycoddle methodology is being constituted specifically for the slow learners who won't pay much attention to the teaching. This mollycoddle method will do wonders in the classroom more than the traditional black board learning and lecture method, since it covers all the above said within one roof. This method is being applied and tested by many subject experts and proven to be more effective. The objectives of the mollycoddle methodology follow below.

- The teacher must give a lecture on a topic by using any teaching aid which should not long for more than 30 minutes, the usage of teaching aid will ensure the attention of the students in the beginning and the teacher must ensure that the attention stays till the completion of the lecture. Preparation will alone help the teachers to have the students' attention till the end.
- The 30 minutes of lecture must be precisely manipulated by covering the aspects of pedagogy, interesting facts, historical facts, current affairs, discoveries and inventions related only to the topic.
- Once the lecture is completed the teacher must split the students into team covers maximum of 6 in a team with an inclusion of at least 3 toppers and 3 slow learners in the same team.
- All teams must be given at least 10 minutes of time for discussion on the topic in which the lecture was given, whereas the teacher must ensure that all the slow learners contribute something in the discussion.
- After the completion of discussion the slow learners must be separated from the toppers and need to split them again into teams.
- And now the slow learners alone will have a discussion on the same topic, by now the discussion from the slow learners would quite enhanced than the previous one, as they would have heard and understood from the discussion of toppers, since now it's their own jungle and the possibilities are there for the slow learners to prevail and present some ideas fearlessly.
- After the completion of discussion the slow learners must be asked to frame the questionnaires at least two from each, the topic has to be kept in mind and the teacher has to initiate the questionnaire by framing a sample question, which will give an idea to the students on framing questionnaires on the topic.
- After the completion of questionnaire session the teacher has to initiate for quick recapitulation and revision in which the teacher can ensure about the students understanding.
- The mollycoddle method covers all the four process of lecture, discussion, framing questionnaires and recapitulation.

The best pro of this method is, it allows the slow learners to involve themselves in the activity without any stress or constrain, since it gives them a wide opening when are together with the toppers and allows them to apply when they enter their domain.

Conclusion

Mollycoddle method is almost like method of feeding food to the children; since the toddlers won't be having enough understanding to feed themselves, the mollycoddle method is like a robotic device which ensures that the students are being fed.

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