A Study Of Effectiveness Differentiated Instruction Programme Through Reach Model Among 8th Std Student

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Abstract

Basically Differentiated Instructional Methodology using in all types of deferent able students means different readiness level, Achievement level, Interest level and Learning style level also. Researcher using REACH model among 8th STD student to finding the effectiveness about program. Here REACH means not a reach in particular place it means to reach a student through various types Different methods of teaching techniques.

INTRODUCTION:

"If a child can't learn the way we teach, maybe we should teach the way they learn”
- Ignacio Estrada

As teachers, we are constantly researching and exploring new ways to design curriculum and deliver instruction to reach all children—we are trying to find the magic that may unlock each mind of every child. Therefore, just as there are many students with varying abilities and needs, there are many strategies and types of content to match these students. In classroom, there is lots of ability, stages, interest student and they want good interaction from teacher.

Differentiating instructional methods in the classroom means to adapt to the needs of each individual student. Some students learn better through audio, others visual and some are kinetic learners. At some point in the class, each child would receive the lesson in a format through which he or she learns best. For example, students can be assigned to groups where each student has different team strengths, such as a leader, good note taker, or strong research skills. It can also mean allowing students to choose an end product to a project that fits their skills, such as choosing to create a poster, write an essay or compose a song.
The present study intends to study the effectiveness of Differentiated Instructional programmee through REACH model among 8th std student. Differentiated instruction is an approach that enables teachers to plan strategically to meet the needs of every student. It is rooted in the belief that there is variability among any group of learners and that teachers should adjust instruction accordingly (Tomlinson, 1999, 2001, 2003). It is the teacher’s response to the diverse learning needs of his or her students.

DIFFERENTIATED INSTRUCTION:

Differentiated instruction involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas and to developing teaching materials so that all students within a classroom.

DEFINITION:

Differentiated instruction is a way of thinking about teaching and learning. Differentiating instruction involves providing students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing.

DIFFERENTIATED INSTRUCTION STRUCTURE:

Differentiated instruction is developed by Carol Ann Tomlinson have divided following structure Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile

1. **Content**—what the student needs to learn or how the student will get access to the information.
2. **Process**—activities in which the student engages in order to make sense of or master the content.
3. **Products**—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit.
4. **Learning environment**—the way the classroom works and feels.

ADVANTAGES OF DIFFERENTIATED INSTRUCTION:

Differentiated instruction has many advantages over traditional teaching methods:

- They meet the needs of diverse students with a variety of learning styles.
- They accommodate students with learning disabilities and other types of disabilities.
- Students from different cultures such as English language learners.
- Differentiated instruction stimulates creativity and helps students understand ideas at higher levels of thinking than teaching through wrote memorization alone.

OBJECTIVE:

The present study was conducted with following objectives
1. To develop the differentiated instructional programmee through REACH model among 8th std student.
2. To find the various learning style using questionnaire among 8th std student.
3. To implement REACH Model based Differentiated Instructional Programmed among 8th std Students.
4. To study the effectiveness of Differentiated instructional programmee through REACH model among 8th std student.

STATEMENT OF THE PROBLEM:

A STUDY OF EFFECTIVENESS DIFFERENTIATED INSTRUCTION PROGRAMME THROUGH REACH MODEL AMONG 8TH STD STUDENT

OPERATIONAL DEFINATION:
1. EFFECTIVENESS:
   A significance difference between Pre test and post test.

2. DIFFERENTIATED INSTRUCTION:
   Differentiated Instruction means to providing knowledge as per students different avenues to acquiring content.

3. INSTRUCTIONAL PROGRAMME:
   Instructional programme is that branch of knowledge concerned with research and theory about instructional strategies and the process for developing and implementing those strategies.

HYPOTHESIS:
The following hypothesis will be stated for study
A) Null Hypothesis:
   There is no significant difference between Reach based differentiated instructional programme and achievement of geography subject.

SAMPLE:
A total 40 students (8th std) from Sarswati Highschool, Parel (Integrated Education School) were selected through purposive sampling techniques. Out of 40 students 10 students is visually challenged student.

RESEARCH TOOLS:
In this study, Researcher has use following tools.
2. Differentiated instruction based programme.
3. Reach model.
4. Earthquake and volcano based activity.

METHOD OF THE STUDY:
This was an Experimental Research Single Group pre test-post test Design was used.

PROCEDURE OF THE STUDY:
Phase 1: Pre-test
A test comprising Earthquake and volcano topic based question was measured using pre Test. Researcher has provided Brail type Question paper above topic for visually challenged student. Firstly researcher had calculated pre- test result and differentiated learning style.

<table>
<thead>
<tr>
<th>Total</th>
<th>Learning Style</th>
<th>Auditory</th>
<th>Kinesthetic</th>
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<tbody>
<tr>
<td>40</td>
<td>Visual 22</td>
<td>09(Visually challenged student)</td>
<td>9</td>
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</tbody>
</table>

Phase 2: Experimental phase
Researcher has developed 20 days REACH based differentiated instructional programmed on 8th std students. Researcher is develop REACH MODEL are as given below.

REACH MODEL:
Basically Reach means to reach another location but here REACH means to reach the learners using new ideas and techniques. Reach model based on Readiness, Interest and learning style.
PROCEDURE AT A GLANCE:

Phase 3: Post-test
A test comprising Geography Earthquake and Volcano topic based question test as a post test

Phase 4: Analysis and conclusion
Results of the pre-test and post-test were analyzed and compared in order to draw the final conclusion.

DATA COLLECTION:
A test comprising activity based question was administered before (Pre Test) and after the intervention (Post Test) in the form of REACH activity based question and student achievement marks.

After that researcher assess the 20 days geography instructional programmee effectiveness of the Geography achievement among 8th std student.

Researcher has developed a REACH module wise activity programmee. Each activity having two days after the completion of activity student filling feedback about that activity. And the end of program researcher briefly discussed about program his drawbacks. Researcher having implemented all programmee under guidance of guide and itinerant’s teacher and resource teacher.

STATISTICAL TECHNIQUE
The differences in the pre-test and post-test scores were calculated to yield the increments in scores of the students. The mean increment scores, standard deviations and critical ratios of the pre-test and post-test were calculated. The t-test was used to find out whether there is significant difference in the achievements of the pre-test and post-test.

DIFFERENTIATED INSTRUCTIONAL PROGRAMMEE

20 Days REACH Model Based activity programmee

Earthquake
- Tierd activity
- Making instrument
- DEMO–how to care earthquake place

Volcano
- Co-operative activity
- Making poem on volcano
- Journey of volcano

Test = 20 Mark
40 students

VISUAL

CONTENT

AUDIO

PROCSS

KINESTHETIC

PRODUCT

R-Reflect on will & skill
E-Evaluate the curriculum
A-Analysis the learner
C-Content analysis
H-Hone in on the Data
Analysis and Interpretation

<table>
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<tr>
<th>TEST</th>
<th>N</th>
<th>MEAN</th>
<th>SD</th>
<th>Level of Significance(0.01)</th>
<th>t value</th>
<th>Significance(0.05)</th>
<th>'t' value Tabled</th>
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<tr>
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<td>40</td>
<td>36.4</td>
<td>2.47</td>
<td>1.98</td>
<td>4.63</td>
<td>3.77</td>
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<tr>
<td>Post Test</td>
<td>40</td>
<td>48</td>
<td>262</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

At level of significance (0.05), the calculated ‘t’ value (level of significance (0.05)) is greater than ‘t’ table value. So, Null Hypothesis has to be rejected. Thus, we can conclude that there is significant increase in the Differentiated Instructional Programme is very Effective to increase achievement of Geography among 8th std student.

**MAJOR FINDINGS:**

In this research major findings are as below.

Differentiated instruction is a revolution in the world of education. The primary goal of DI is to provide students with the tasks that correspond to their learning abilities and needs and not only appropriate for the subject itself or the grade of the student. The reason nowadays teachers tend to turn to differentiated instruction has its roots in the desire to reach all the students in the class equally and not to leave anybody “uninspired”. The issue of meeting the individual needs of each student has become vital for the contemporary system of education because the system is afraid to lose the gifted people, whose talents can be oppressed by the orientation on the middle of the class. Differentiated instruction implies that the teachers do not teach but direct the student into the right direction for their growth and development. The system is eager to make poor and middle student achieve their highest potential. A major findings is as below.

1. Differentiated Instructional Programme is very effectively due to using REACH model.

2. Differentiated instruction increased the students’ motivation and interests in the lesson showed similarities with the findings of the study

3. Normal child and visually challenged student is interact very well and they work very co-operatively.

4. Visually challenged student recognized own capacity and they work very enthusiastically.

5. 98% student remarked differentiated instructional programme is very useful to visually based subject.

Almost all the teachers truly believe that differentiated instruction is a better kind of education; nevertheless it faces difficulties in real life as it is much harder to change the whole system and start pedagogy in education than to continue using the same old “destructive” educational pattern.
REFERENCES