

# **Learner with Special Needs: Meaning, Types: Gifted, Delinquents, Creative, Slow Learners and Their Educational Programmes**

## **(1) Concept (Including Characteristics) of Special Learners:**

**Traditional concept:** Special learners are also known as exceptional learners. They are those children who deviate from average (normal) learners to the extent that they cannot receive classroom instruction in regular school or a school we perceive in general. Some psychologists mean by 'special' or 'exceptional', extra-ordinary talents, others may use the term for dull or backward learners who lag behind in academic achievement.

**Modern concept:** Special learners are those learners who differ so much from average (normal) learners in their mental, physical, emotional and social characteristics that may require modification of school environment or special (supplementary) educational services in order to develop to their maximum capacity. Today, emphasis is on 'environment' and 'special services' and not on 'special schools' for almost all types of exceptional learners.

Some Expert Views about Concept of Special Children:

1. **Kirk's view:** "An exceptional or special learner is one who deviates from normal or average learner in mental, physical and social characteristics to such an extent that he requires a modification of school practices or special educational services or supplementary instruction in order to develop to his maximum capacity."
2. **W.M. Cruichshank's view:** "An exceptional or special learner is one who deviates physically, intellectually, and socially so markedly from normal growth and development that he cannot be benefitted from regular classroom programme and needs special treatment in school."

## **Characteristics of special Children:**

The concept of special children can be made more clear by highlighting their characteristics:

1. **Distinctness:** Special children are quite distinct and different from the average (normal) children. They differ notably from the average children.
2. **Deviation:** Exceptional children can be easily recognised as their deviation from the average (normal) children is quite marked. The term 'special' is applied to the trait of a person possessing upto the extent of marked deviation from the normal.
3. **Dimensions:** Special children deviate mentally, emotionally, socially and physically from normal growth and development.
4. **No benefit from regular teaching:** Special children may not be benefitted from regular classroom teaching programmes.
5. **Special environment:** Special children need special environment for the full development and nurturing of their talents. They require a modification of school practices and need special treatment in school to develop their maximum capacity.

6. **Both extremes:** Special children belong to both the extremes (upper side or lower side) of mental, emotional, social and physical dimension or educational achievement.

## GIFTED LEARNERS

Gifted learners, also known as precious learners, are the backbone of the nation. Potential leaders of different walks of life belong to this group. The future of the nation depends upon the type of education provided to this group. If proper educational arrangements are made for them, they will in future prove to be boons to the society. So, it is the sacred duty of educational institutions to ensure their harmonious development.

### (1) Meaning of Gifted Learner/Child:

1. **View of Paul Witty:** In the words of Witty, Gifted learners/children are those whose performance in a worthwhile human endeavour is consistently remarkable and those who are academically superior.
2. **View of Terman and Witty:** “The gifted learners are those who are superior in physical development, educational achievement, intelligence and social personalities.”
3. **Kolesnik’s view:** The term gifted has been applied to every child who in his group, is superior in some ability which may make him an outstanding contribution to the welfare and quality living in our society.

### Characteristics of Gifted Learners:

#### (A) Positive Characteristics:

##### 1. Physical Characteristics:

- (i) **Physically well developed:** Gifted learners are physically well developed. They are not undersized but maintain good health.
- (ii) **Sharp sense organs:** They have sharp sense organs.
- (iii) **Early learning:** They learn sitting, standing, walking, crawling, cutting the teeth and talking at an earlier age than the normal children.

##### 2. Intellectual Characteristics:

- (i) **Superior intelligence:** They have got superior intelligence. When their superiority is not recognised they assume boastful attitude.
- (ii) **Better abilities:** They have better ability to (1) organise, (2) analyse, (3) memorise, (4) imagine, (5) reason, (6) judge, and to (7) reproduce things accurately than the normal children of their age.
- (iii) **Rapid learning:** They have extensive rapidity in learning and comprehension.

(iv) **Self-expression:** Their self-expression is of very good quality. It is quick and clear.

(v) **Good vocabulary:** They have good vocabulary. Their general knowledge is good.

(vi) **Sustained attention:** They have power of sustained attention and feel bored because of repetition.

(vii) **Varied interests:** They have varied and wide interests. They love books, 1 journals, dictionaries, encyclopaedias and newspapers. They may be interested in art, language, painting, music, mathematics, collection of stamps, leaves, labels, pictures and scientific hobbies like photography etc.

### 3. Emotional Characteristics:

As gifted learners have better ability to organise, analyse, memorise, imagine, reason, think, judge and to adjust; they become active participants in the process of growing emotionally stable. But it does not mean that they are not aggressive. They have some negative emotional characteristics which we shall mention under negative characteristics of gifted learners.

### 4. Social Characteristics:

(i) **Popular:** Socially these learners prove to be more mature and popular in the group because they are more humorous, cheerful, liberal, generous, kind, honest etc.

(ii) **Older friends:** They are generally found to have friends who are older than they are but they play with an equal level.

(iii) **Sense of responsibility:** They are often interested in activities at home, school and societies and love to be assigned tasks, which they carry out with a sense of responsibility.

### 5. School Characteristics:

(i) **High achievers:** They are generally high achievers in schools.

(ii) **Learning:** They learn counting, reading and language very early. They may be able to write their names before they are admitted to school.

(iii) **Inquisitive:** They are inquisitive in nature and ask more curious questions.

(iv) **Eagerness:** They are eager to know the minute details of every thing.

(v) **Participation:** They take active part in various co-curricular activities of the school.

**6. Character and Personality Characteristics:** In character and personality majority of gifted learners show superiority and they are well adjusted.

### (B) Negative Characteristics:

1. **Restless and disturbing:** They are restless, inattentive and disturbing.

2. **Indifferent:** They are indifferent to class-work when not interested.

3. **Critical:** They are outspokenly critical before themselves and others.

4. **Egoistic:** They show egoistic and jealous behaviour.
5. **Careless:** They are careless in hand-writing and poor in spellings.

### **Adjustment Problems or Difficulties of Gifted Learners:**

1. **Poor social development:** Being superior in intelligence they do not find friends to play with, so their social development is blocked.
2. **Insecurity:** If their superiority is not recognised by parents and teachers there is every danger of perversion. They show egoistic and hostile attitude. The result is that they feel that they are rejected and unwanted children. They feel psychologically insecure and suffer from inferiority feelings.
3. **Maladjustments:** When their superiority is too much emphasised by parents and teachers they develop boastful and conceited attitude. It may lead to maladjustments such as aggressive behaviour, too much of egoism and stubborn habits. Over-attention is always at the cost of other children. They become jealous of the child and form undesirable attitude towards him.
4. **Day dreaming:** Classroom work being very easy for them, they do not take interest in it and they may become restless, careless, inattentive and idles. They may indulge in day-dreaming as average classroom work is below their standards day-dreaming is a sign of inadequacy of personality. .
5. **Indiscipline:** Not being properly guided he utilises his superior intelligence in mischiefs, indiscipline, gang formation, and revolts against his elders. He becomes a nuisance.

### **Identification of Gifted Learners**

The following techniques can be devised to identify gifted learners:

1. **Identify characteristics** to locate the gifted learners.
2. **Opinions and reports of parents, friends and teachers:** We observe them in various settings and take into consideration the opinions and reports of parents, friends and teachers.
3. **Achievement tests:** Standardized achievement tests are valuable instruments for identifying the gifted learner with superior academic ability.
4. **Aptitude tests:** We also depend upon aptitude tests in identifying the gifted, as the gifted excel in art, drama, music and other non-academic areas.
5. **Intelligence tests:** Gifted learners can also be identified by intelligence or mental tests. Gifted learners score high in intelligence or mental tests.

### **Educational Programmes or Education of the Gifted:**

1. **Identifying the gifted:** Gifted learner is a valuable property of the state. It is necessary to identify or locate such learners with the help of opinions of the parents, friends and teachers, intelligence tests, aptitude tests and achievement tests.

2. **Segregation of classes:** There should be separate classes for the gifted learners so that education may be given according to their mental level and they may be saved from the idea that the work is not according to their interests, aptitudes and abilities..
3. **Rapid promotion:** Gifted learners should be given rapid promotions.
4. **Individual attention:** Individual attention should be paid to them so that they may feel psychological security.
5. **Diversification of courses:** Diversified courses should be there so that they take subjects according to their interests, needs, abilities and aptitudes.
6. **Ample home task** of sufficient difficulty should be given to them so that their idle time may be fully utilised in educational and constructive activity.
7. **To help the weak students:** The gifted learners should be asked to help the weak students in the subjects in which they are very brilliant. In this way, they will get social recognition. They will develop socially.
8. **Enrichment in co-curricular activities:** There should be enrichment in co-curricular activities i.e. Debates, declamations, symposiums, paper-reading contests, variety programmes, film shows, games, excursions and trips etc.
9. **A number of hobbies** like painting, music, photography, stamp collecting and preparing albums etc. should be introduced so that superior learners may utilise their intellect and energies in these useful activities.
10. **Joint enterprise, socialised recitation and project method:** According to Hollingworth, there should be joint enterprise, socialised recitation and project method so that learners may work together and social development of gifted learners may take place in a normal way. Students should select projects and execute them independently.
11. **Library facilities:** Gifted learners should be given special library facilities. They should be encouraged to make intelligent use of library. It will help them to know new things and acquire knowledge.
12. **Tasks of responsibility:** Tasks of responsibility should be given to the gifted learners e.g., to make them the monitors of various classes, leaders of various societies, clubs and teams. It will give them a training to be able to shoulder the responsibilities in the society.
13. **Competent and noble teachers:** There should be competent and efficient teachers for the gifted learners. They should handle the learners psychologically and make arrangement for their studies.
14. **Scholarships:** A large number of scholarships should be given to the gifted learners.
15. **Hostel facilities:** If the home atmosphere of the gifted learners is not good, they must be given free hostel facilities.
16. **Guidance:** Guidance and counselling should be given to the gifted students.

## (2) DELINQUENT LEARNERS

In every society, we find delinquent learners and the study of delinquent learners has got a special importance and value in the field of educational psychology.

### (1) Meaning of Delinquency:

1. **Literal definition:** “Literally delinquency means to deviate or fall away from the normal path.”
2. **Lawyer’s point of view:** “Delinquency is contrary to criminal law.”
3. **Sociologist’s point of view:** “Delinquency is contrary to social rules of particular society.”
4. **Hadfield’s view:** “Delinquency means anti-social behaviour.”
5. **Valentine’s view:** “Delinquency refers to the breaking of some law.”

### Characteristics of Delinquency:

On the basis of various definitions of delinquency, it can be stated that the following characteristics of delinquents further highlight the meaning of delinquency:

1. **Anti-social behaviour:** A delinquent possess anti-social behaviour. He breaks the law and creates indiscipline in the school, home and society.
2. **Deviation:** A delinquent deviates from norms of social behaviour and creates problems in society. His ego is bent upon immediate pleasure without obeying the norms of social behaviour.
3. **Harmful behaviour:** A delinquent behaves in such a way that it is harmful for himself and also for the other.
4. **Seriousness:** Delinquent’s immoral behaviour is generally not considered so serious that may be referred to court of law.
5. **Anxiety level:** Delinquent’s anxiety level is generally very high.
6. **Emotional and maladjusted :** Delinquents are emotional and maladjusted.
7. **Acquired behaviour:** Delinquent behaviour is learned or acquired behavior and not the innate behaviour.
8. **Unmindfulness:** Delinquents are unmindful of social norms and expectations.
9. **Normal child:** Delinquent child is not an abnormal child. He is a normal child with normal wishes, desires and hopes. No doubt he is slightly maladjusted but in most of the cases he behaves in a normal way
10. **Two types of delinquents:** There are two types of delinquents:
  - (i) **Active and energetic:** There are delinquents who are active, restless, energetic, uninhibited and who have a strong spirit of adventure. Sometimes they are kind, thoughtful, considerate and trustworthy.
  - (ii) **Shy and quiet:** There are delinquents who are shy, quiet, vindictive and selfish, lacking in consideration or thought of others. They are of hard nature internally, though, they bear a smiling face. They are the victims of loveless upbringing and are hardened by rejection or lack of affection or separation from parents, particularly the mother.

11. **Economic condition:** Generally, delinquent learners belong to poor families. The parents are unable to fulfil their needs.

**Remedial Measures:**

**(1) Remedial Measures (Methods) which can be Adopted by Parents:**

1. **Sympathetic and affectionate attitude:** Parents should give full affection to children so that the sense of security may be inculcated in them. Moreover, parents should be sympathetic and they should provide proper solution of their problems. The children should not be made to realise that they are ignored and rejected children.
2. **Congenial atmosphere in the home:** Home life should be made congenial. Parents should live amicably. There should be no separation, divorce, quarreling or maltreatment of any one of the partner.
3. **Knowledge of psychology and child guidance:** Parents should know the elements of psychology to give proper attention to their children. Moreover, they should get some training in child guidance so that they may be able to guide their children properly and help them in making adjustments.
4. **Provide models:** Parents should provide models for their children and they should give examples of security and stability because children follow their parents consciously or unconsciously i.e., it is said, "Children are not delinquent children but parents are delinquent parents."
5. **No over-protection or under-protection:** Parents should not give over-protection or under-protection to their children. If the child gets over-protection then he does not try to think for himself. Thus he can very easily be led away by the temptations offered by his bad companions. If he gets under-protection he may become maladjusted and delinquent child.
6. **No liberal pocket money:** Parents should not give a large amount of pocket money to their children otherwise there is possibility that they may develop bad habits like smoking, gambling, drinking and frequently going to pictures. It should be kept in mind that giving of no pocket money is also not desirable.
7. **Knowledge of methods of family planning:** Parents should have the knowledge of methods of family planning. The parents will not be in a position to pay their full attention to all the children if their number is quite large. Moreover, they cannot satisfy the various needs of their children if the income of the parents is limited. Therefore, the parents should hold a check on the growth of their families.
8. **Watch on children's friends:** Parents should invite the friends of their children to their homes and should try to obtain information about their habits, likings, disliking and other social, moral and emotional traits.
9. **Understanding their children and taking other preventive measures:** The parents should understand their children-their mental traits, urges and emotions etc. and should take preventive

measures if the child's behaviour tends to be abnormal. An ounce of prevention is worth a pound of cure.

9. **Education of the children:** Parents should take care of the education of their children. They should be in the know of the progress which their children are making at the schools.

## **Remedial Measures which can be Adopted by Schools:**

### **Delinquency and Educational System:**

School can do a lot by providing the following facilities:

1. **Co-curricular activities:** The school should provide co-curricular activities because they help in sublimation of various instincts and emotions and the surplus energy of learners is also utilised in them.
2. **Efficient, trained and experienced teachers:** There should be efficient, trained and experienced teachers in the schools. They should be friends, philosophers and guides. They should be in a position to solve the problems of their students psychologically.
3. **Child-centred education:** Education should be given according to the needs, capacities, capabilities, aptitudes and interests of the students.
4. **Congenial environment:** School environment should be free from: emotional tensions.
5. **Psychological behaviour:** Teacher should be kind, impartial honest, disciplined, efficient and handle the learners psychologically and tactfully.
6. **Good methods of teaching:** Teacher must adopt good and efficient methods of teaching. He should motivate the students properly and he should also make use of various audio-visual aids in order to make their lessons interesting.
7. **Study habits:** Good study habits should be developed among the students.
8. **Democratic discipline:** There should be democratic discipline in the school.
9. **Proper guidance:** Arrangement should be made for the guidance of students. Each school should appoint a trained psychologist and a counsellor who can solve the problems of the students psychologically.
10. **Co-ordination between school and home** should be maintained. Both teachers and parents should try for the prevention of delinquent behaviour.
11. **Size of class** in the school should be reduced so that teacher may give due attention to children.
12. **Medical check up:** School should have a clinic and the delinquents should be medically checked and their physical defects should be treated.

### **Preventive Measures which can be Adopted by the State and Social Agencies:**

1. **Good schools:** The state and social agencies should establish good schools where the learners can attain proper education.
2. **Free education:** There should be free education for poor students and the state should be responsible for fulfillment of their basic needs.



3. **Eliminating evil influences:** The state should own the responsibility for eliminating evil influences in the society like gambling, drinking, robbery, begging, pick-pocketing, prostitution, sex-appealing advertisements, production of sexual pictures, unemployment and poverty.

4. **Homely environment to illegitimate children:** The state should provide homely environment to illegitimate learners. They should not feel that they are unwanted in the world.

5. **Opening reformatory agencies:** The state should open and strengthen reformatory agencies like (1) Juvenile courts, (2) Anathalayas, (3) Police service, (4) Guidance Clinics, (5) Mental Hospitals and (6) Beautiful children's gardens, (7) Societies or clubs like 'Bal Sadan', 'Bal Niketan' etc.

6. **Welfare councils:** The state should organise welfare councils in every town and strengthen religious institutions, youth serving agencies like (1) Bharat Scouts and Guides, (2) N.C.C., (3) A.C.C., (4) educative agencies like libraries, recreative agencies like recreative clubs, public tournaments etc.

7. **Sterilizing some couples:** The state should sterilize such couples who are suffering from some mental disorders because the offsprings of such parents will be at lower mental level who in their childhood can easily be led away towards delinquent behaviour.

## (1) CREATIVE LEARNER:

Creativity can be defined as original thinking, new types of associations, divergent thinking and behaviour, new solution of old problems, seeing or expressing new relationships, flexibility and a new approach in different fields of life. Every idea or expression that is original for the creator is an example of creativity. Thus creativity is possible in thinking, in modes of social interaction, or in studying, working or playing.

(i) **Stagner and Karwoski:** Creativity implies the production of totally or partially novel identity.

(ii) **Ruch:** "Those who show originality and ability to integrate the elements of a situation into a harmonious whole-whether as a parent, a doctor or a football player-are leading creative lives".

(iii) **Skinner:** Creative thinking means that "the predictions and/or inferences for the individual are new, original, ingenious, unusual. The creative thinker is one who explores new areas and makes new observations, new predictions and new inferences."

### Characteristics of Creative Learners:

1. Ability to keep many ideas in focus at a time.
2. Independence of judgement;
3. Preference for complex phenomenon;
4. Self-assertiveness;
5. Ability to integrate diverse elements;
6. High energy level;
7. Lack of inhibition and freedom of fantasy.

## **Educational Programmes/Implications or Role of Teacher in Developing Creativity:**

1. **Creating an encouraging climate:** For developing creativity the school should provide opportunities for exploration in an accepting atmosphere where the learner can feel free to be himself. Teacher should make the learner feel that he is accepted and appreciated and that he can ask questions, mention half thought-out notions or suggest even wild ideas without being judged and censured.
2. **Encouraging creativity in many medias:** Teachers should encourage learners to express their thoughts and feelings spontaneously in as many media as possible. Generally, the teacher thinks that creativity is merely confined to writing poems, short stories, novels or biographies. In reality there are many other media like art, craft, painting, music or dramatics, exhibitions, social festivals, religious and social get together in which learners should be encouraged to express themselves in a new way.
3. **Encouraging variety of approach:** Teacher should encourage variety and originality. If the teacher demands the one right answer, then the students will not have any incentive to ponder the meanings and implications of what they are studying and to introduce their own judgements and evaluations into their learning. Teacher should encourage variety of answers. Any sign of change or variety in learners's work and effort should be welcomed and encouraged.
4. **Encouraging activeness and flexibility:** The creative person is both more active than most and more flexible than most. Teacher should encourage and foster both the amount of the activity and its flexibility. Many brilliant students have devised more effective and efficient methods of study. Such bright departures should be welcomed, respected and fairly evaluated.
5. **Encouraging self-trust:** Teacher should encourage pupils' confidence and respect for their own ideas. He should reward their creative thinking through treating questions with respect, showing respect for imaginative ideas, and encouraging and valuing self-initiated learning.
6. **Encouraging to study masterpieces:** Teacher should encourage the pupils to study masterpieces and work for original productions and to produce new and better form of expressing experiences.
7. **Thinking over consequences:** Learners should be encouraged to think over the consequences of an action. The mental exercise will be helpful in the development of creative thinking.
8. **Being a creative person one self:** There is truth in the old axiom that what a teacher does speaks more loudly than what he says. The teacher who is creative in his own routine and is constantly surprising his pupils with a clear approach, is putting an unspoken premium on creativity and gearing student appreciation to novelty. The teacher who is himself still wandering and learning and still trying his best to know the unknown in his subject field gives pupils a creative model to follow.
9. **Rewarding creative achievement:** Creative achievement of a student should be rewarded. Torrance lists five ways in which the teacher can encourage and reward creative achievement:
  1. Treat unusual questions which the learners ask with respect.
  2. Treat unusual ideas and solutions with respect.
  3. Show learners that their ideas have value.
  4. Provide opportunities and give credit for self-initiated learnin.
  5. Provide chances to learners to think, discover without threats of immediate evaluation.

10. **Organisation of the curriculum:** Organise the curriculum primarily on the basis of concepts rather than facts. It should cater to the personal needs of the students rather than the generalized needs. It should reflect what it desires from the creative learners in terms of originality, novelty, fluency, flexibility, divergent thinking, elaboration and inventiveness etc. Learning experiences in the form of curriculum should be so designed so as to foster creativity among learners.
11. **Creative resources of the community:** Creative resources of the community should be effectively utilised. Creative artists, scientists and creative persons from other fields may be invited to the school. Students should be taken to the centres of creative art, scientific, and industrial creative work. It can be helpful in kindling the spark of creativity among students.
12. **Use of special techniques for fostering creativity:** Some of the special techniques which can be used for fostering creativity among learners are as under:
  - (i) Role playing
  - (ii) Programmed learning
  - (iii) Synetics:
  - (iv) Use of teaching models
  - (v) Gaming technique
  - (vi) Brain storming
  - (vii) Elaboration
  - (viii) Imagination

## **SLOW OR BACKWARD LEARNERS/CHILDREN**

### **Meaning :**

Slow or backward learners are those learners, who do not keep pace with the class. They show inability to progress normally in the school work. They are weak in their studies and their results of examinations are not upto the mark.

1. **Kirk's view:** The term slow learners should be referred to the children of relatively low intelligence having an I.Q. of approximately 75 to 90.
2. **Schonell's view:** "Slow or backward pupil is one who as compared with other pupils of the same chronological age shows marked educational deficiency."
3. **Burton Hall's view:** "Backwardness in general is applied to cases where their educational attainment falls below the level of their natural abilities." The term backward or slow learners is reserved for those who are unable to cope with the work normally expected of their age.

### **Characteristics of backward children which are given below:**

1. **Slow learner:** A slow learner is a slow learner. In comparison to the backward learners, average (normal) learners learn rapidly and quickly. As a result backward learners feel difficulty in keeping pace with the normal school work. They find it difficult to work with normal learners and make adjustment with them.

**2. Low achievement:** Educational achievements of slow learners fall below their natural abilities. They are unable to achieve for which they have potentiality. They fall far behind other children of their age.

**3. Stagnation:** Slow learners are far behind other children of their age in matter of study. Usually they fail in various examinations. Thus they become repeaters and cause stagnation in the class.

**4. I.Q.:** A slow or backward learner may not possess a lower L.Q. (Intelligent Quotient). In other words, a lower I.Q. alone does not make a learner slow or backward.

**5. Types of backwardness/slowness:** There are two types of backwardness/slowness:

- (i) **General backwardness:** This is all round backwardness/slowness. In general backwardness, learners is weak in all the subjects.
- (ii) **Specific backwardness/slowness:** In case of specific backwardness/slowness, learner is weak in one or more than one subjects but he is not backward in all the subjects. He shows satisfactory results in some school subjects but does not go on well with other subjects

### **Educational Programmes or Education for Slow or Backward Learners:**

In our country education of slow learners is ignored practically but in other countries special attention is being paid to them. So the problem of teaching slow learners in our schools is a great challenge to our educators and administrators in our democratic country. The following are some of the suggestions for their education:

1. **To discover the causes:** First of all causes of slowness or backwardness should be discovered with the help of observation method, achievement tests, intelligence tests, Medical tests, rating scales i.e., it should be known whether slowness is due to inherited or environmental factors and then they should be treated accordingly.
2. **Special schools:** If the individual has some physical handicap of serious nature, he should be sent to the special schools such as the schools for the deaf and the dumb etc.
3. **Consult specialists:** If the physical defect is prominent and developed, suitable treatment should be sought from the medical officer. The teacher can help him to refer to the doctors for eye test and glasses if eye-sight is weak. Similarly, if the student is hard of hearing ear-specialist should be consulted for such student.
4. **Physical defects and teacher's immediate help:** If the eye-sight of any student is weak, the teacher can help him in making classroom adjustment, such as by giving front seat; teaching him good posture of sitting. Similarly, if the student is hard of hearing teacher should provide him front seat.

5. **Readjustment in schools and homes or changing the environment:** As we have said that slowness may be due to some emotional trouble at home or school. The actual conflicts, complexes or the repressed wishes, which are the source of emotional trouble are found and either the attitude of the child towards such objects of environment is changed or the environment is changed if the fault lies with the environment.
6. **Multiple and diversified courses** should be there so that learners may take subjects according to their abilities, interests and aptitudes. Manual work i.e., art and craft should be given more importance. Moreover, the curriculum should be useful and full of concrete and vocational subjects. It must be light and attractive.
7. **Special coaching:** There should be ungraded classes and special coaching should be given to slow learners. They need more practice, drill, repetition and review. When they become equal to the average children they should be given promotion with others. This will give them sense of social security.
8. **Use of audio-visual aids and experimental work:** They should be taught with the adequate help of the audio-visual aids and more of experiment work should be assigned to them.
9. **Cultural aspects** in the form of dramatics, music, art, painting and other hobbies should not be ignored because they make the teaching work more interesting and effective.
10. **Various educational trips** of historical, geographical and scientific interest should be organised. It will help them in understanding the different aspects of teaching.
11. **Physical activities** such as games and sports may be encouraged in order to improve the health of the students.
12. **Sympathetic and affectionate attitude :** Teachers and parents should have sympathetic and affectionate attitude towards children.
13. **Individual attention** should be paid to the students and their difficulties should be removed. It is possible only if the size of the class is small.
14. **Guidance:** Effective guidance should be given to the backward students.

