

**FOUNDATION COURSE**  
ON EDUCATION OF  
**CHILDREN WITH**  
**DISABILITIES**  
(FC - SEDE)

Basic Training For Teaching  
Children with Special Needs

**BLOCK**  
**5**



MADHYA PRADESH BHOJ (OPEN) UNIVERSITY  
AND  
REHABILITATION COUNCIL OF INDIA



# **MPBOU (FC-SEDE) PROGRAMME**

FOUNDATION COURSE ON EDUCATION OF CHILDREN WITH DISABILITIES

## **BLOCK : 5**

**BASIC TRAINING FOR TEACHING  
CHILDREN WITH SPECIAL NEEDS**

**EVALUATE**



**A PROGRAMME OF COLLABORATION OF**

**MADHYA PRADESH BHOJ (OPEN) UNIVERSITY**

**AND**

**REHABILITATION COUNCIL OF INDIA**



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**FOUNDATION COURSE ON EDUCATION OF CHILDREN WITH DISABILITIES**

**BLOCK**

**5**



**BASIC TRAINING FOR TEACHING CHILDREN WITH SPECIAL NEEDS**

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## BLOCK – 5 : BASIC TRAINING FOR TEACHING CHILDREN WITH SPECIAL NEEDS

### INTRODUCTION

A teacher needs basic training for teaching children with special needs. In a classroom of 40-60 children (sometimes even more) there are children with diverse needs. Every child is *unique and* learns at his/her own pace. The abilities of children in a class are also quite diverse. Surely, a teacher would agree that diversity is so common in a classroom and uniformity in terms of abilities, aptitudes is rare. So, a teacher must develop the competencies to meet the specific educational needs of diverse children including the so-called disabled (who are in reality differently abled).

The teacher of visually impaired children is expected to acquire adequate skills for teaching visually impaired children. The skills must be in the areas of plus curricular activities such as braille reading and writing, use of special aids and appliances, orientation and mobility, daily living skills etc. Considerable amount of time should be provided to the teachers in these areas. During the training they are expected to work with visually impaired children and also have simulated experiences such as blindfold experiences for orientation and mobility, using abacus etc.

For teaching mentally retarded children the teacher should understand that every mentally retarded child is unique due to his/her degree of retardation and therefore, the abilities. A teacher has to take into account the individual differences while planning, and in the same time make programmes for group instructions. She/he should use the right tools for functional assessment and plan the IEPs. She/he should also develop group teaching plans, classroom time-tables, select appropriate teaching learning materials (TLMs), implement programme and evaluate for finding out the efficacy of teaching.

Teaching children with hearing impairment requires training in the plus curricular area, language development, audiometric testing, interpretation of audiogram, speech training, auditory training, speech reading, speech correction, use and maintenance of individual hearing aid, group hearing aid, loop education system, classroom techniques, room acoustics, ear models. Besides the trainee is required to develop competencies for observation of case history and recording, development of language and speech exercises, interpretation of some of the psychological tests including intelligence test, the use of formal and informal training equipment, identification of behavioural symptoms and learning difficulties of IB children studying in inclusive integrated school, mode of communication including sign language, and auditory and visual discrimination.

The teacher concerned with training children with locomotor impairment and those with cerebral palsy needs to know about the various equipment and assistive devices available. Specially, there is the need to know how to teach the children regarding usage of various orthotic and prosthetic equipment. For children with cerebral palsy, too, the usage of adaptive equipment needs to be taught. Practical exposure to the actual teaching environment is also essential. Practice Teaching at various class levels and of various subjects are also of importance. To further provide a practical orientation to the school environment, the trainee teachers are expected to spend time with children in their school, observing

them in all their activities and recording of their behavior. The trainee teachers are expected to follow the block and put in their sincere efforts.

By carrying out the practicals following sincerely the guidelines provided in this manual, the trainee would achieve competencies in identification and assessment educational and rehabilitation needs (through observation and contact programme in local community), programme planning (Planning Lesson and Device appropriate Method of Teaching as per emerging needs), use and preparation of suitable TLMs and manage inclusive classrooms. Practice and experience will enable the teacher to learn more how to teach effectively children with disability in an inclusive classroom.

### OBJECTIVES

After basic training as provided in this Block you will be able to

- understand early identification and intervention;
- undertake practice teaching in special school and inclusive school;
- undertake community contact programme;
- manage inclusive classrooms.

## UNIT – 1: MANAGING INCLUSIVE SCHOOL/CLASSROOM

### STRUCTURE

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Factors affecting inclusive classroom
- 1.4 A Curricular View: Child-Centered Pedagogy
- 1.5 Inclusive methodology: Developing inclusive materials, physical environment and classroom management
- 1.6 Developing inclusive evaluation system
- 1.7 How to develop inclusive resource centres and accessible school environment
- 1.8 Unit Summary
- 1.9 Check Your Progress
- 1.10 Assignment
- 1.11 Points for Discussion and Clarification
- 1.12 References

### 1.1 INTRODUCTION

WHO Education For All policy decision (1991) requires member nations to take steps to provide equal access to education to every category of disabled persons as an integral part of the educational system. The UN Standard Rules of the Equalization of Opportunities for persons with Disabilities (1993) states: 'Countries should recognize the principle of equal... educational opportunities for children, youth and adults with disabilities, in integrated settings. They should ensure the education of all children with disabilities to be the norm. Every School has to become an Inclusive Integrated School to meet Legal Provision. The Salamanca Statement states that every child has a fundamental right to education and that the education systems should be designed and educational programs implemented to take into account the wide diversities of interests, abilities, and learning needs. Further it states that children with special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs. Thus, the Salamanca Statement clearly laid down the principles for inclusive education in 1994.

The directive principle of Indian constitution, the National Policy of Education (1986, 1992), and the Sarva Shiksha Abhiyan (SSA 2010) Project, as well as the international goal of EFA 2015 and HFA 2015, empowers the implementing agencies especially MHRD and SSA Authorities of States to ensure admission, retention and education of all children of the age group of 6 to 14 years including disabled

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children in the country. No normal school in the country can deny admission to a disabled child. In this context all schools are now inclusive/integrated schools. It has, therefore become obligatory for at least one teacher from every elementary school to be trained in IC-SEDE Programme to enable him/her to meet the specific educational requirement of the disabled child/children in the class.

Clear understanding of the principles of inclusive education is necessary to manage inclusive classrooms. In a classroom of 40-60 children (sometimes even more) we see children with diverse needs. Every child is unique and they learn at their own pace. Their abilities are also quite diverse. We are sure, you agree that diversity is so common in a classroom and uniformly in terms of abilities, aptitudes is rare.

Added to the above challenge we also find a majority of schools in India are multi grade schools (MGS). MGS have one teacher to help children in different grades. We also see schools in which single teacher teaching different subjects. So how do we really develop a classroom in which content, methodology, materials and evolution is friendly and address the needs of all children including children with special needs?

#### Integrated / Inclusive Education

Inclusive Education follows the principle of providing equal opportunities to an integrated group of able bodied and differently abled children studying together.

Inclusive Education makes provision for learning of all children in the classroom. The general teacher becomes the facilitator. The general school adapts to the needs of every child in the classroom.

The principle of inclusive education states that the general teacher should be the facilitator for learning of ALL children in the classroom. This responsibility does not limit only to the classroom but goes much beyond it. Inclusive education also envisages that the general school would adapt to the needs of every child in the classroom. The UNESCO Resource Pack was the first step in developing classroom strategies, which will benefit all children. Globally there is tremendous awareness about the importance of developing inclusive learning environments. We know that those who learn together learn to live together.

### 1.2 OBJECTIVES

After studying this Unit, you will be able to:

- Understand better the individual and curricular factors that influence the learning process of all children and implications of sensory, intellectual, motor development, childhood illness and other factors that affect learning process.
- Identify the basic inessential levels of learning of every child and use this information for educational planning and evaluation.
- Understand the principles and application of child centered criterion referenced curriculum, methods and materials to enhance and enrich the learning process.
- Understand and develop the underlying principles of ongoing evaluation system.
- Understand and develop inclusive resource centers to enhance and enrich the learning process.

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### 1.3 FACTORS AFFECTING INCLUSIVE CLASSROOMS

All classrooms have children with different abilities/aptitudes. It is important to recognize this diversity in classrooms. Each one of us have experienced some special need during our school/college years. A special need is nothing but the need for additional help in order to understand a concept or perform an activity. No one is perfect. Any problem either social, intellectual, sensory, motor, or illness will manifest itself as a difficulty in learning.

#### 1.3.1 Special Needs

Special needs could be for:

- Short term duration
- Long term duration

#### Example for short term special needs

Thagus is studying in class 4. In the middle of the year he got typhoid fever. He could not attend school for two months. When he returned to the school he could not understand a word in mathematics and science. He had missed so many lessons. Other children in the class were using the applications taught during his illness. His parents requested the teacher to spare half an hour every day in the morning before school hours to help him learn the concepts, which he had missed. With the help of the teacher and his friends, Thagus has no difficulties now.

#### Example for long term special needs

Deepthi is studying in class 3. She cannot see a word written on the black board. She makes many mistakes while copying from the board. She also has a difficulty in reading the textbook. The teacher asked her to pay more attention. But her problem was that she was unable to see anything written on the board. Her parents got her vision tested. She has low vision. Parents requested the teacher to use an glare board and give large print books and notes to Deepthi. The teacher got a different board which is not too smooth and therefore does not reflect the light, on the other wall in the classroom. They also used jute bags to curtain the windows to ensure that direct sunlight did not fall on the board. Now Deepthi has no problem in learning.

#### 1.3.2 Pace of learning

It is very important to recognize the fact that every child is unique and follows its own pace of learning. In a class of 40 we find each child following its own pace. So whose pace should the teacher follow? In teacher centered classroom the teacher tries to follow the pace of children but after a while she realizes every child has their own pace. Then she sets her own pace which may not match the individual child. This kind of teaching is frustrating both to the teacher as well as the child.

Therefore the best option is to create a child centered environment. Of course it needs some reforms in the classroom organization. The usual phrases that are used by the teachers such as "covering portions", "finishing the syllabus", "taking class", need to be replaced with child centered phrases such as "current learning levels of the child", "achievements of the child in comparison to the baseline information", "facilitating learning", rather than teaching or taking the class. As a facilitator a teacher is required to uncover the syllabus.

#### 1.3.3 Different factors that affect learning

The figure-1 shows that we need to stop seeing the child as a problem for the educational failure or difficulties in learning. As long as we see child as the problem we will not be able to solve the problems that exist within the classroom practices, which is actually the main cause for the educational failures.

Therefore we need to understand the problems in the educational system and remove these learning barriers to ensure every child learns.

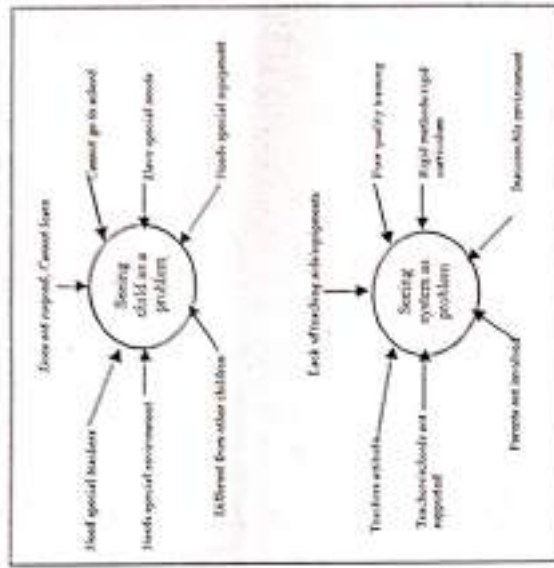


Fig-1-The causes for failure in learning in children with special needs

'Any child may experience a special need during school years'.

We all have experienced a special need in our school years. Do you remember how you felt when a friend sitting next to you solved a mathematical problem in seconds and you stretched your brain to do the same? There is no individual on this earth who hasn't experienced such difficulty during school years. None of us are perfect. Difficulties in Learning arise because of several factors. If a child has a disability such as difficulty in hearing, moving, communicating, learning, seeing, it does not mean that such a child will have special needs across the entire curriculum in all subjects. In reality there is very little awareness on the needs of people with disabilities. One gentleman who had difficulty in seeing traveled by airplane. To his amazement he saw a wheel chair waiting for him at the arrival gate!! When he asked why a wheel chair has been arranged the Air plane crew replied that they had information that a person with disability was traveling which means that he needs a wheel chair!!

All classrooms are heterogeneous. They have children with different abilities, socio cultural backgrounds. Every child is unique and special. There are no two children who are the same. Therefore if the uniqueness is 'normal order' why label children with disabilities as 'not normal'? In a class of 40-50 children we find every child is unique. Unless the teacher respects and recognizes this uniqueness, no learning can take place.

*Nobody is perfect*

A professor who shines at a faculty party can be very stupid in a dinner party!

The figure 1 illustrates that any child may experience special need during the course of education years and it is incorrect to think only children with disabilities have special needs.

### 1.3.4 Difference between traditional and inclusive approaches

Traditional teaching practices hardly benefit children in classrooms with poor teachers and student ratio. The traditional teaching methods adversely benefit children with disabilities because they need child-centered approaches. The table shows the difference between child centered inclusive approach and traditional approach.

Table

Traditional Approach	Inclusive Approach
Education for some	Education for all
Static	Flexible
Collective Teaching	Individualized teaching
Learning in segregated settings	Learning in integrated settings
Emphasis on teaching	Emphasis on learning
Subject centered	Child centered
Diagnostic/prescriptive	Holistic
Opportunities limited by exclusion	Equalization of opportunities for all

1. Inclusive education by Ture Johnson.
2. UNESCO resource Pack.

## 1.4 A CURRICULAR VIEW – CHILD-CENTERED PEDAGOGY

Each country has its own policy on curriculum development. In India we have a curriculum framework that is developed centrally by NCERT. Based on NCERT curriculum for wider use of the materials it is necessary to develop CRD, which is used by different states. Of course states have responsibility to modify the curriculum to suit the individual state's needs. It is not sufficient to have such macro level modifications. Curriculum has to be further modified at classroom level, in inclusive education there is a tremendous focus on developing such curriculum, which is relevant to all children in the classroom.

### 1.4.1 Pedagogical issues in inclusion

A curriculum for all means a curriculum that can be used by all children irrespective of their abilities. It is important to recognize the fact that every child is unique, which is manifested in terms of varying abilities. Every classroom has a group of children with different abilities. Different abilities come because of various contributing factors – home environment, difficulties in learning, seeing, communication, hearing, illness – all contribute to different ability levels.

A curriculum needs to be designed in ideal conditions, for every child taking into account i.e. social, cultural, and individual factors. As we have already mentioned, curriculum comes from life. Therefore the relevance to the individual child's life settings, gives the expected relevance and application of knowledge and skills.

SOMA features-Now let us understand what kind of modifications are required. Some of the important modifications that are required are as follows:

- a. Specific (Precision teaching)
- b. Observable (Learning is observable)
- c. Measurable (Sequenced Learning outcomes are measurable in terms of numbers of competencies the child has achieved to perform with graded support)
- d. Achievable [Each concept and sub concept is broken into small achievable steps. These allow teachers either to club the steps if the child finds it easy or further break into smaller steps if the child finds it difficult]

### 1.4.2 To develop CCRD

It is necessary to develop the general Curriculum-based Criterion Referenced Data (CCRD) which gives you a checklist of learning outcomes which has the SOMA features stated above.

Such a CCRD would give you the following information:

1. A list of concepts.
2. A list of corresponding sub concepts.
3. A list of corresponding sequential and graded learning outcomes.

\*Please see annex A which gives an example of CCRD for class 1.2.3

The concepts and sub-concepts are as it is stated in the NCERT curriculum. You will also find a CCRD for MLL based learning outcomes in the Annex 2. Using this as model, you can develop CCRD for the curriculum that you follow in your school.

The multipurpose uses of CCRD

CCRD is used for different purposes in a classroom. They are as follows:

1. To establish baselines to understand the current levels of learning (so that the child's learning moves forward)
2. To develop individual educational plans-annual, half yearly, quarterly, monthly, weekly, daily.

- To monitor the progress individual child has achieved
- To apply ongoing built in evaluation of the child

**Why we need to use the curricular view in inclusive schools? Because:**

- Children with different needs are enrolled into schools either by 'default' or by 'design'
- Unless individual child's needs are taken into account many children feel stigmatised and eventually drop out as the education fails to meet their needs.
- The above issues are applicable to all schools irrespective of their geographic location and section of children who attend the school.
- In inclusive schools teacher 'facilitates' learning rather 'regulating' learning.
- Every child has its own pace-follow the child's pace (not the other way round!)

**The curriculum for "ALL" needs to be:**

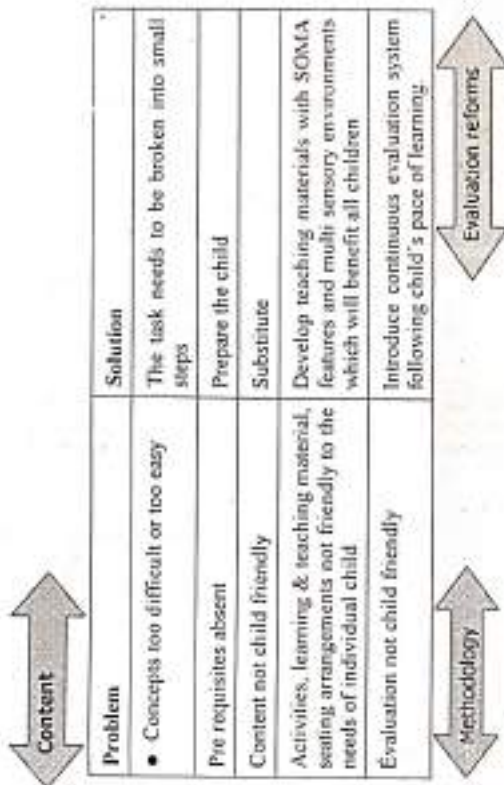
- Child centred:** Children with disabilities need child-centred curriculum, which takes into account the individual needs of children. The curriculum needs to set specific, observable, measurable and achievable learning outcomes (SOMA).
- Flexible:** A flexible, locally relevant curriculum, teaching and learning strategies are intrinsically important for children with special needs to participate in the educational process.
- Participatory:** Children with special needs require a learning environment in which they can actively participate in learning in small groups learning settings.
- Partnership with parents:** Partnership with parents is a key factor as children learn not only in the classrooms but also at home.

**1.4.3 Establishing base line/current levels of learning**

We have already learnt that every child learns at its own pace. We also know that the child does not learn only in the school. This means that when the child comes to school, he/she must have some knowledge. This could have been acquired at home, or at play, or by social activities within the community. Therefore it is important to establish the base line of learning for each child. How is this done? The general curriculum checklist is used for establishing the baseline. The learning outcomes of each concept are taken and the child is made to PERFORM the activity. The baseline may be established in 3 ways:

- Forward:** In this method, all the activities are performed in a sequential manner - that is from the first learning outcome onward.
- Backward:** In this the child is made to perform the last activity of the particular class first and then the activities are performed backward.
- Random:** In this the learning outcomes are randomly selected based on the class and the child is made to perform the relevant activity.

The child may be able to perform the activities up to a certain level and after that he may not have been able to perform. In all the above methods, the child arrives at a stage wherein he/she is unable to perform about 3 activities. This establishes that the child has learnt a few concepts and therefore needs to learn the rest. This is called the base line.



**Idiosyncratic Development**

The child may have gaps in development in all the subjects or in one particular subject. This could be due to socio-cultural factors, or could be due to the simple reason that those competencies were not taught in the school. The child may not have attended the school. The very fact that the child has accomplished the later competencies confirms that the child has the potential or capacity to learn. It is important to ensure that the child learns these activities first as any step or link missed out could lead to difficulties in learning at a later stage, because these steps become a pre-requisite to learning other competencies at a later stage.



CONCEPT	SUB-CONCEPT	LEARNING OUTCOMES	SPECIFIC LEARNING OUTCOMES	
NUMBERS AND NUMERATION		Indicates the position of an object in a line (from the front or back or any given position)	1. Understands that when objects are placed in a line, they will occupy a particular position	
			2. Understands that the position of the object depends on where the object counting starts.	
			3. Is able to name the position of an object in a line from the front.	
			4. Is able to name the position of the object in a line from the back.	
			5. Is able to name the position of the object from any given position.	
			Identifies the differences between an ordinal number and a cardinal number (five students in the class and the fifth student)	6. Can state that ordinal number is the total number of objects kept in any order i.e. from left to right from top to bottom from to back etc. (up to 5 objects)
				7. Can identify the objects corresponding to a given ordinal number.
				8. Can state the ordinal number of objects if there are 9 objects kept in any order.
				9. Can understand that cardinal number corresponds to the position of object among a group of objects, arranged in order from left to right/from top to bottom/from to back etc. with respect to the initial point of reference.
				10. Can identify the position of objects given in a line (five objects).
				11. Can observe the relationship between cardinal numbers first, second, third, fourth and the position of objects arranged in a line.
				12. Can identify the position of objects given in a line (nine objects).

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1. Classifies collections (also up to 20) in terms of odd and even by joining			13. Can count by 2 up to 10
			14. Can count by 2 up to 20
			15. Can recognise that numbers like 2, 4, 6, 8, 10, ..., 20, when divided by 2 have '0' as the remainder.
			16. Can identify that '0' is an even number.
			17. Can recognise an even number from given set of numbers.
			18. Can recognise that when numbers are divided by 2, if 1 is left as the remainder, then that is an odd number.
			19. Can observe that numbers like 1, 3, 5, 7, 9 etc. when divided by 2 have 1 as the remainder.
			20. Can state that numbers which leave a remainder of 1 when divided by 2 are called odd numbers.
			21. Can compare even numbers and odd numbers.
			22. Can count odd numbers by 2, from 1 to 20.
			23. Can count even numbers by 2, from 2 to 20.
			2. Makes groups of 2's, 3's, and 10's from a given collection of objects and counts up to a hundred by skipping
25. Can count up to 100 by counting 2s by skipping.			
26. Can take 2 objects and make a group of 3 objects from a given collection of objects.			
27. Can count up to 100 by counting 3s by skipping.			
28. Can identify the numerals out of the given numerals, which indicate the process and whether numbers.			
29. Can understand the meaning of ascending order i.e. same or writing numbers from smallest number to highest number in the order, of any given set of numbers up to 100.			
3. Compares and arranges numbers (up to 100) in ascending and descending orders			30. Can understand the meaning of descending order, i.e. from highest number to smallest number in an order, of any given set of numbers up to 100.
			31. Can arrange the given numerals in ascending order.

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<p>22 Can rearrange the given numbers in descending order</p> <p>23 Can recognize the ascending order of numbers</p> <p>24 Can recognize the descending order of numbers</p>	<p>25 Can write numbers from 0 to 99 in a 10 x 100 grid</p> <p>26 Can write numbers from 1 to 60</p> <p>27 Can write numbers from 6-99</p> <p>28 Can write numbers from 609 in a 10x100 grid</p>	<p>29 Knows how to draw the number line up to 200</p> <p>30 Can identify the number on a number line given the starting and ending numbers</p> <p>31 Can recognize addition as movement in one direction along a number line</p> <p>32 Can count the numbers on a number line (line) up to 20</p> <p>33 Can add the numbers along a number line (below 20)</p> <p>34 Can subtract the numbers along a number line (below 20)</p> <p>35 Can add and subtract numbers along a number line</p>	<p>36 Knows the symbols <math>+</math>, <math>-</math>, <math>=</math></p> <p>37 Can recognize the signs <math>+</math>, <math>-</math> (plus) used in the operation of addition</p> <p>38 Can use the signs <math>+</math>, <math>-</math> while adding numbers</p> <p>39 Can recognize the signs <math>+</math>, <math>-</math> (minus) used in the operation of subtraction</p> <p>40 Can use the signs <math>+</math>, <math>-</math> while subtracting one number from another greater number</p> <p>41 Can recognize the signs <math>+</math>, <math>-</math> (times) used in the operation of multiplication</p> <p>42 Can use the signs <math>+</math>, <math>-</math> when multiplying numbers</p>	<p>43 Can add and subtract numbers using addition facts</p> <p>44 Can subtract 2 numbers using 10 by 10 grid</p> <p>45 Can subtract 2 numbers using 10 by 10 grid using backward counting (different not exceeding 19)</p> <p>46 Can subtract 2 numbers with or without regrouping</p> <p>47 Can add 2 numbers using learning aids</p> <p>48 Can add 2 numbers using 10 by 10 grid</p> <p>49 Can add 2 numbers using forward counting (not exceeding 19)</p> <p>50 Can add 2 numbers, with or without regrouping, using forward counting (not exceeding 19)</p>	<p>51 Can add 2 numbers, with or without regrouping, using forward counting (not exceeding 19)</p> <p>52 Can add 2 numbers using learning aids</p> <p>53 Can subtract 2 numbers with or without regrouping</p> <p>54 Can subtract 2 numbers using learning aids</p> <p>55 Can subtract 2 numbers using 10 by 10 grid</p> <p>56 Can subtract 2 numbers using learning aids</p> <p>57 Can subtract 2 numbers with or without regrouping using the without regrouping using addition-subtraction facts</p>	<p>58 Can identify that the difference between a number and zero is the number itself</p> <p>59 Can identify that the difference between a number and a number <math>- 0 =</math> the number</p> <p>60 Can identify that the difference between a number and the same number is <math>0</math>, <math>5-5=0</math>, <math>7-7=0</math></p>	<p>61 Can identify that when <math>0</math> is added to a number, the sum will be the number itself</p> <p>62 Can add <math>0</math> to a 2-digit or 3-digit number</p> <p>63 Can subtract <math>0</math> from a 2-digit or 3-digit number</p> <p>64 Can identify that the difference between a number and a number <math>+ 0 =</math> the number</p> <p>65 Can subtract <math>0</math> from a number</p> <p>66 Can identify that the difference between a number and a number <math>- 0 =</math> the number</p> <p>67 Can subtract one number from another number</p> <p>68 Can make tables of subtraction</p> <p>69 Can subtract one number from another number</p> <p>70 Can subtract one number from another number</p> <p>71 Can subtract one number from another number</p> <p>72 Can subtract one number from another number</p> <p>73 Can subtract one number from another number</p> <p>74 Can subtract one number from another number</p> <p>75 Can subtract one number from another number</p> <p>76 Can subtract one number from another number</p> <p>77 Can subtract one number from another number</p> <p>78 Can subtract one 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Understands that</p> <p>10 a number <math>+ 0 =</math> the number</p> <p>11 <math>0 +</math> a number = the number</p> <p>12 a number <math>- 0 =</math> the number</p> <p>13 a number <math>-</math> same number = 0</p>	<p>14 Add and subtract two digit numbers with the without regrouping (using forward counting, 10 by 10 grid and other learning aids)</p>	<p>15 Add and subtract two digit numbers (without regrouping) with the without regrouping using addition-subtraction facts</p>
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<p>22 Can rearrange the given numbers in descending order</p> <p>23 Can recognize the ascending order of numbers</p> <p>24 Can recognize the descending order of numbers</p>	<p>25 Can write numbers from 0 to 99 in a 10 x 100 grid</p> <p>26 Can write numbers from 1 to 60</p> <p>27 Can write numbers from 6-99</p> <p>28 Can write numbers from 609 in a 10x100 grid</p>	<p>29 Knows how to draw the number line up to 200</p> <p>30 Can identify the number on a number line given the starting and ending numbers</p> <p>31 Can recognize addition as movement in one direction along a number line</p> <p>32 Can count the numbers on a number line (line) up to 20</p> <p>33 Can add the numbers along a number line (below 20)</p> <p>34 Can subtract the numbers along a number line (below 20)</p> <p>35 Can add and subtract numbers along a number line</p>	<p>36 Knows the symbols <math>+</math>, <math>-</math>, <math>=</math></p> <p>37 Can recognize the signs <math>+</math>, <math>-</math> (plus) used in the operation of addition</p> <p>38 Can use the signs <math>+</math>, <math>-</math> while adding numbers</p> <p>39 Can recognize the signs <math>+</math>, <math>-</math> (minus) used in the operation of subtraction</p> <p>40 Can use the signs <math>+</math>, <math>-</math> while subtracting one number from another greater number</p> <p>41 Can recognize the signs <math>+</math>, <math>-</math> (times) used in the operation of multiplication</p> <p>42 Can use the signs <math>+</math>, <math>-</math> when multiplying numbers</p>	<p>43 Can add and subtract numbers using addition facts</p> <p>44 Can subtract 2 numbers using 10 by 10 grid</p> <p>45 Can subtract 2 numbers using 10 by 10 grid using backward counting (different not exceeding 19)</p> <p>46 Can subtract 2 numbers with or without regrouping</p> <p>47 Can add 2 numbers using learning aids</p> <p>48 Can add 2 numbers using 10 by 10 grid</p> <p>49 Can add 2 numbers using forward counting (not exceeding 19)</p> <p>50 Can add 2 numbers, with or without regrouping, using forward counting (not exceeding 19)</p>	<p>51 Can add 2 numbers, with or without regrouping, using forward counting (not exceeding 19)</p> <p>52 Can add 2 numbers using learning aids</p> <p>53 Can subtract 2 numbers with or without regrouping</p> <p>54 Can subtract 2 numbers using learning aids</p> <p>55 Can subtract 2 numbers using 10 by 10 grid</p> <p>56 Can subtract 2 numbers using learning aids</p> <p>57 Can subtract 2 numbers with or without regrouping using the without regrouping using addition-subtraction facts</p>	<p>58 Can identify that the difference between a number and zero is the number itself</p> <p>59 Can identify that the difference between a number and a number <math>- 0 =</math> the number</p> <p>60 Can identify that the difference between a number and the same number is <math>0</math>, <math>5-5=0</math>, <math>7-7=0</math></p>	<p>61 Can identify that when <math>0</math> is added to a number, the sum will be the number itself</p> <p>62 Can add <math>0</math> to a 2-digit or 3-digit number</p> <p>63 Can subtract <math>0</math> from a 2-digit or 3-digit number</p> <p>64 Can identify that the difference between a number and a number <math>+ 0 =</math> the number</p> <p>65 Can subtract <math>0</math> from a number</p> <p>66 Can identify that the difference between a number and a number <math>- 0 =</math> the number</p> <p>67 Can subtract one number from another number</p> <p>68 Can make tables of subtraction</p> <p>69 Can subtract one number from another number</p> <p>70 Can subtract one number from another number</p> <p>71 Can subtract one number from another number</p> <p>72 Can subtract one number from another number</p> <p>73 Can subtract one number from another number</p> <p>74 Can subtract one number from another number</p> <p>75 Can subtract one number from another number</p> <p>76 Can subtract one number from another number</p> <p>77 Can subtract one number from another number</p> <p>78 Can subtract one 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number</p> <p>97 Can subtract one number from another number</p> <p>98 Can subtract one number from another number</p> <p>99 Can subtract one number from another number</p> <p>100 Can subtract one number from another number</p>	<p>9. Understands that</p> <p>10 a number <math>+ 0 =</math> the number</p> <p>11 <math>0 +</math> a number = the number</p> <p>12 a number <math>- 0 =</math> the number</p> <p>13 a number <math>-</math> same number = 0</p>	<p>14 Add and subtract two digit numbers with the without regrouping (using forward counting, 10 by 10 grid and other learning aids)</p>	<p>15 Add and subtract two digit numbers (without regrouping) with the without regrouping using addition-subtraction facts</p>
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FOUR  
FUNDAMENTAL  
OPERATIONS

<p>69. Can become aware of the commutative law of addition          Ex: <math>12 + 10 = 22</math>, <math>10 + 12 = 22</math> etc          Can generate that two given numbers when added in either order give the same sum          Ex: <math>14 + 3 = 17</math>, <math>3 + 14 = 17</math></p> <p>70. Can add two numbers (two digit numbers) when their numerals are presented in a row or column form</p> <p>71. Can fill up the missing numerals in addition table</p> <p>72. Can use the signs "+" and "=" to write an equation involving addition facts</p> <p>73. Can recognize all subtraction facts of a given number (only two digit numbers)</p> <p>74. Can construct subtraction table</p> <p>75. Can find the missing number in the subtraction equation by trial and error</p> <p>76. Can find the difference between two numbers in column (2-digit numbers)</p>	<p>78. Can read a statement</p> <p>79. Able to observe the relationship between word-phrases with regard to quantities being merged and the sum of the merging in the operation of addition</p> <p>80. Able to arrive at the total based on the statements of addition</p> <p>81. Able to write statements in the form of equation</p> <p>82. Able to solve simple verbal problems in addition mentally and which does not involve changing</p> <p>83. Can identify the words or phrases "take away", "how many more" and "difference"</p>	
<p>69. Can become aware of the commutative law of addition          Ex: <math>12 + 10 = 22</math>, <math>10 + 12 = 22</math> etc          Can generate that two given numbers when added in either order give the same sum          Ex: <math>14 + 3 = 17</math>, <math>3 + 14 = 17</math></p> <p>70. Can add two numbers (two digit numbers) when their numerals are presented in a row or column form</p> <p>71. Can fill up the missing numerals in addition table</p> <p>72. Can use the signs "+" and "=" to write an equation involving addition facts</p> <p>73. Can recognize all subtraction facts of a given number (only two digit numbers)</p> <p>74. Can construct subtraction table</p> <p>75. Can find the missing number in the subtraction equation by trial and error</p> <p>76. Can find the difference between two numbers in column (2-digit numbers)</p>	<p>16. Identifies the operation of addition or subtraction involved in the word problems orally.</p>	

<p>84. Can write verbal statements in the form of mathematical equations</p> <p>85. Can solve simple verbal problems on subtraction</p>	<p>17. Understands that multiplication is repeated addition and uses the symbol "x" for multiplication</p> <p>18. Prepares multiplication tables of 2, 3 and 10 using a grid, skip counting and number patterns</p>	<p>GEOMETRICAL SHAPES</p>
<p>86. Can memorize multiplication tables</p> <p>87. Can recognize that multiplication is repeated addition</p> <p>88. Can recognize that the symbol "x" represents multiplication</p> <p>89. Can use the symbol "x" for multiplication</p>	<p>19. Develops and uses vocabulary of points, rays, line segments, top, bottom, over, under, inside, outside, etc.</p>	
<p>90. Can memorize multiplication tables of 2 and 3 using a grid</p> <p>91. Can prepare multiplication tables of 2 and 3 using a grid</p> <p>92. Can prepare multiplication tables of 2, 3, 4 and 5 using a grid</p> <p>93. Can prepare multiplication tables of 2, 3, 4, 5 and 6 using a grid</p> <p>94. Can prepare multiplication tables of 2, 3, 4, 5, 6 and 7 using a grid</p> <p>95. Can prepare multiplication tables of 2, 3, 4, 5, 6, 7 and 8 using a grid</p> <p>96. Can prepare multiplication tables of 2, 3, 4, 5, 6, 7, 8 and 9 using a grid</p> <p>97. Can memorize multiplication tables of 2, 3, 4, 5, 6, 7, 8 and 9</p> <p>98. Can prepare multiplication tables of 2, 3, 4, 5, 6, 7, 8 and 9 using a grid</p>		

103 Can develop the concept under and use it referentially. 104 Know the concept of under and use its vocabulary. 105 Know the concept of outside and use its vocabulary referentially.			
106 Can recognize cuboid 107 Can name the given object as cuboid 108 Can recognize a sphere 109 Can identify objects that have curved surfaces 110 Can recognize sphere and name the given object as sphere 111 Can identify objects having plane surfaces 112 Can distinguish between plane and curved surfaces 113 Can recognize a rectangle 114 Can observe that a rectangle has four sides and the opposite sides are equal 115 Can observe that there are four right angles at the corners 116 Can identify the length and breadth of a rectangle 117 Can identify that in a rectangle length is not equal to breadth 118 Can recognize a circle 119 Can name any plane figure having three sides as triangle 120 Can recognize a triangle in a given set of figures 121 Can recognize that a triangle has three sides, three vertices and three corners 122 Can recognize solid figures such as cube, cuboid, sphere 123 Can recognize solid figures such as cylinder, cone and sphere 124 Can cite examples of objects in the surrounding which are cubical, cuboidal	20 Recognizes basic cuboid, sphere, rectangle, circle and triangle		

125 Can cite examples of objects in the surrounding which are cylindrical, conical and spherical 126 Have the concept of solid 127 Can identify the different kinds of solids possess different shapes 128 Can sort and classify solids 129 Can place solids of same shape together	21 Sorts and classifies solids and place shapes		
130 Know the concept of straight line 131 Can recognize a straight line 132 Can make straight line by folding 133 Can draw a straight line using straight edged objects 134 Can make straight line by searching strings 135 Can draw straight line by using a ruler	22 Makes straight lines by folding, straight edged objects, stretched strings and with a ruler		
136 Can identify a horizontal line 137 Can draw a horizontal line 138 Can recognize a vertical line 139 Can draw a vertical line 140 Know the meaning of slant 141 Can identify a slant line 142 Can draw a slant line 143 Can identify horizontal, vertical, and straight lines among a set of lines	23 Draws horizontal, vertical and slant lines		
144 Knows that a square has 4 sides which are equal 145 Can identify a square 146 Can draw the shape of a square free hand 147 Knows that a rectangle has 4 sides in which opposite sides are equal 148 Can draw the shape of a rectangle free hand 149 Can identify a circle	24 Draws (free hand) shapes of square, rectangle, circle and triangle		

169 Can weigh things with improvised unit like nuts				
170 Can identify that containers can be filled				
171 Can identify that containers have different capacities				
172 Can measure and express the capacity of a container using improvised unit such as a cup				
173 Can measure and express the capacity of a container using improvised unit such as a glass				
174 Can measure and express the capacity of a container using improvised unit such as a jar				
175 Can measure and express the capacity of a container using improvised unit such as a bowl				
176 Can estimate the capacity of a container				
177 Know how to measure by actual balance				
178 Know that different containers have different capacities				
179 Can identify that to fill a bigger container a liquid has to be poured by smaller containers				
180 Can find out the number of smaller containers, filled up to fill each bigger container				
181 Can compare capacities of different containers by finding out how many smaller containers filled up are needed to fill the bigger ones				
182 Knows that there are 12 months in a year				
183 Can recognize the 4 seasons				
184 Can name months in sequence				
185 Can name seasons in sequence				
186 Can fill spaces mentioning the names of seasons				
187 Can tell stories in which seasons are specified				
188 Knows months and seasons in sequence (names and things about the seasons)				
189 Knows months and seasons in sequence (names and things about the seasons)				
190 Knows months and seasons in sequence (names and things about the seasons)				
191 Knows months and seasons in sequence (names and things about the seasons)				
192 Knows months and seasons in sequence (names and things about the seasons)				
193 Knows months and seasons in sequence (names and things about the seasons)				
194 Knows months and seasons in sequence (names and things about the seasons)				
195 Knows months and seasons in sequence (names and things about the seasons)				
196 Knows months and seasons in sequence (names and things about the seasons)				
197 Knows months and seasons in sequence (names and things about the seasons)				
198 Knows months and seasons in sequence (names and things about the seasons)				
199 Knows months and seasons in sequence (names and things about the seasons)				
200 Knows months and seasons in sequence (names and things about the seasons)				

150 Can draw the shape of a circle roughly without using a compass				
151 Knows that a triangle has 3 sides which may or may not be equal				
152 Can draw the shape of a triangle free hand				
153 Knows that length is the distance between the two edges of a straight object				
154 Can recognize that different objects have different lengths				
155 Can compare the lengths of objects using a single improvised unit				
156 Can measure length using personal unit -span, in full units				
157 Can measure length using personal unit like cubit, in full units				
158 Can measure length using personal unit -pace, in full units				
159 Knows the concept that an object has a mass				
160 Knows the concept of weighing				
161 Can identify that different objects have different masses				
162 Can find out the masses of different objects by actual weighing				
163 Can compare and orders masses by actual weighing (using improvised units)				
164 Knows that things have weight				
165 Knows that things can be weighed using a balance				
166 Can weigh things with improvised unit like wooden cubes				
167 Can weigh things with improvised unit like marbles				
168 Can weigh things with improvised unit like cotton reels				
169 Knows that things have weight				
170 Knows that things can be weighed using a balance				
171 Knows that things can be weighed using a balance				
172 Knows that things can be weighed using a balance				
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200 Knows that things can be weighed using a balance				

1<sup>st</sup> STANDARD: ENVIRONMENTAL STUDIES

Theme – Me and My Surroundings

Theme	Concept/Content	Expected Learning Outcomes	Specific Learning Outcomes
1. My Body	1. * External parts of the Body	1. To enable the child identify the external organs of the body -Head, neck, chest, abdomen, arms & legs	<p>A</p> <ol style="list-style-type: none"> <li>1. Can identify different parts of the body of self -Head</li> <li>2. Can identify different parts of the body of self-Neck</li> <li>3. Can identify different parts of the body of self-Chest</li> <li>4. Can identify different parts of the body of self-Abdomen</li> <li>5. Can identify different parts of the body of self-Hands</li> <li>6. Can identify different parts of the body of self-Legs</li> </ol> <p>7. Can name different parts of the body of self-Head, neck, chest, abdomen, arms &amp; legs</p> <p>8. Can touch and show different parts of the body of self and others- Head, Neck, Chest, Hands, Abdomen, and Legs</p> <p>B. Maths- Can differentiate the number concept - 1&amp;2</p> <p>C. Language- Can name the body parts &amp; 6 words - head, neck, chest, abdomen, hands and legs</p>

Theme	Concept/Content	Expected Learning Outcomes	Specific Learning Outcomes
MONEY	31. Makes appropriate use of words today, tomorrow and yesterday 34. Makes amounts with coins	188 Knows the concept today. 189 Can use the word today in appropriate context. 190 Knows the concept tomorrow. 191 Can use the word today in appropriate context. 192 Knows the concept yesterday. 193 Can use the word yesterday in appropriate context.	194 Can identify a coin 195 Know the value of every coin 196 Can make given amount by putting together the required coins (readily summing up the values of the coins)

		<p>3 To enable the child to state the functions of sense organs - Seeing, Hearing, Smell, Speech and Touch</p> <p>4 To enable the child understand that sense organs help us in different ways according to their functions</p>	<p>19 Can identify and state the functions of eyes</p> <p>20 Can identify and state the functions of Ears</p> <p>21 Can identify and state the functions of nose</p> <p>22 Can identify and state the functions of tongue</p> <p>23 Can identify and state the functions of skin</p> <p>24 Can see with my eyes. Can see men, animals, trees, birds, car, bus etc.</p> <p>25 Can hear with my ears. Can hear people talking, dog barking, birds chirping and many other sounds around me.</p> <p>26 Can smell with my nose. Can tell the smell of dosa, soap, jasmine, coffee, and many other items.</p> <p>27 Can taste with my tongue. Can say the taste of sugar, lime, curds, orange etc.</p> <p>28 Can feel with my skin. Can tell if some body touch me, prick me, can feel heat, cold etc.</p> <p>B Maths: Number concept-one and many</p> <p>Pre-number concepts like big/small, farther, distance (near and far)</p> <p>C Language: Gained vocabulary of Words on similarities and differences in body parts</p> <p>D Skills/Values: Gained skills of listening and speaking, and reflecting; Observations skills; vocabulary development through more and more words, discrimination skills in hot/cold, soft/hard, colours/shapes etc.</p>
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<p>• Similarities and differences in the external parts among peer group and elders</p> <p>2 * Varied functions of external body parts including sense organs</p>	<p>1 To enable the child to identify the similarities in the external body parts among the peer group and elders</p> <p>2 To enable the child to identify the differences in the external body parts among peer group and elders</p> <p>1 To enable the child to understand and state the functions of external body parts</p> <p>2 To enable the child to identify the sense organs - Eyes, Ears, Nose, Tongue and Skin</p>	<p>D Skills/Values: Can listen well and understand Can speak (reproduce the words) after hearing Can observe, retain and recall observations</p> <p>9 Can identify and state the similarities in the number of body parts - one, two, five etc. among the peer group and elders</p> <p>10 Can identify state the similarities in the size of the body parts among self and elders - long, short, big, small, tall, short etc.</p> <p>11 Can identify the similarities in the colour of body parts among peer group and elders</p> <p>12 Can point out the differences in colour and height among peer group, self and elders</p> <p>13 Can state the differences in the size of the body parts among peer group and elders</p> <p>14 Can point out the differences in the colour and length of hair among self, peer group and elders</p> <p>15 Can state the functions of head, neck, chest, abdomen, hands and legs</p> <p>16 Can point out the difference in the functions of body parts.</p> <p>17 Can recognize the sense organs</p> <p>18 Can identify the similarities in the number of sense organs</p>
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<ul style="list-style-type: none"> <li>• Regular habits of cleanliness (brushing, washing hands, before and after the meal, bathing, healthy toilet habits)</li> <li>• Keeping other personal things clean and tidy</li> <li>• Regular food habits</li> <li>• Safe handling of food and water</li> </ul>	<ol style="list-style-type: none"> <li>To enable the child to know the habits of cleanliness—brushing, washing hands, bathing etc</li> <li>To enable the child to know why cleanliness is important</li> <li>To enable the child to know it is important to keep personal things clean and tidy</li> <li>To enable the child to know taking food periodically and in time is important</li> <li>To enable the child to know that taking food at the same time every day is also very important.</li> <li>To enable the child to understand that the food</li> </ol>	<ol style="list-style-type: none"> <li>45. Can say what is cleanliness</li> <li>46. Can say different methods of cleanliness</li> <li>47. Can say how brushing helps us</li> <li>48. Can say why should we be bathing</li> <li>49. Can say when and how we should be washing hands</li> <li>50. Can say what things we use for to keep ourselves clean</li> <li>51. Can say how cleanliness helps us to be healthy</li> <li>52. Can say what are personal things?</li> <li>53. Can say why personal things should be kept clean</li> <li>54. Can say how personal things can be kept clean</li> <li>55. Can say to be clean and healthy we should keep both ourselves and our things clean</li> <li>56. Can say why to take food</li> <li>57. Can say what time to take food</li> <li>58. Can say how many times to take food</li> <li>59. Can say that food should be taken at certain particular times in a day</li> <li>60. Can say that if we don't eat every day same time it will give us problems</li> <li>61. Can say that before and after eating hands should be washed well</li> </ol>
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<ul style="list-style-type: none"> <li>• Need for wearing clothes, types of different times in a year</li> </ul>	<ol style="list-style-type: none"> <li>To enable the child to understand the need for wearing clothes</li> <li>To enable the child to understand different types of clothes, their functions and uses</li> <li>To enable the child to understand different seasons and the different clothes we wear.</li> <li>To enable the child to understand the times of the year</li> </ol>	<ol style="list-style-type: none"> <li>29. Can say that we wear clothes to protect us from heat, cold, sun rain etc</li> <li>30. Can say that clothes keep us clean</li> <li>31. Can say that clothes protect us from insects like mosquitoes, bees, wasps, caterpillars etc.</li> <li>32. Can say that clothes made from different materials through touch &amp; feeling texture clothes different</li> <li>34. Can say that some clothes are warm and some are cold</li> <li>35. Can say that we wear light clothes during summer and warm clothes during winter</li> <li>36. Can say when to wear cotton clothes</li> <li>37. Can say when to wear woolen clothes</li> <li>38. Can say woolen and leather clothes help us to protect from cold</li> <li>39. Can say that cotton clothes help us to keep ourselves cool.</li> <li>40. Can say it is summer when it is too hot</li> <li>41. Can say it is winter when it is very cold</li> <li>42. Can say it is monsoon when it is raining</li> <li>43. Can say there are four seasons in a year</li> <li>44. Can say what clothes to wear during different seasons</li> </ol>
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### 1.5 INCLUSIVE METHODOLOGY : DEVELOPING INCLUSIVE MATERIALS AND PHYSICAL ENVIRONMENT

Inclusive methodology addresses the need to provide education to children with any kind of impairment. Inclusive education means providing education to the disabled child in a regular school and class, together with non disabled children. This becomes possible when the regular school, and the regular teachers are equipped to meet the special needs of the child with disabilities. No matter how the child's disability may be, he will need some support and provisions, over and above those which the regular school has for the other children. One of the main features of inclusive education is the development of the capability of the regular education system to meet the educational needs of children with any kind of impairment.

The child is not taken away to a separate room or a separate class, as happens in Integrated education. He is provided all support services within the regular classroom.

By now you are familiar with the CCRD of the General Curriculum. You have also established the base line for children in your classroom.

Since each child learns at his or her own pace, it is necessary to develop an individual educational plan (IEP). To plan this the following steps need to be followed.

#### 1.5.1 To Establish the base line

Establish the base line in each subject;

1. Count the number of learning outcomes yet to be learnt by the child. This is the annual plan.
2. Divide this by the number of working months to get the monthly education plan.
3. Divide this or the annual learning outcomes by the number of working days to arrive at the daily education plan.

Please note: The planning has to be done for each subject area. The child may be capable of learning only a few concepts. Please do not force the pace of the child. The IEP is dynamic and will change as per the pace of the child. The child may learn a few concepts in a particular subject/area very fast and may be slow in acquiring the other concepts. Always remember that if the child is not able to learn it may be due to wrong methodology, inappropriate materials, or inaccurate task analyzed steps for the activity.

#### + Activity to do:

1. Prepare an individual education plan for 5 children. The plan should have annual, quarterly, monthly, weekly and daily learning of the child

#### Cooperative learning:

A child as already stated does not learn only at school. It is also true that the child does not learn only from the teacher. Cooperative learning is when the child learns from the other students in the class or the peer support group. This form of learning will enhance the learning levels of all children as the retention is very high due to constant repetition.

<p>62. Can say that clean vessels should be used for eating and drinking</p> <p>63. Can say that food should not be kept open</p> <p>64. Can say that drinking water should be clean</p> <p>65. Can say that moving in crowd creates confusion</p> <p>66. Can say that standing in a line helps to move faster</p> <p>67. Know that there are some rules on the road while crossing the road</p> <p>68. Can say the rules that have to be followed</p> <p>69.</p>	<p>We eat and water we drink should be clean and fresh</p> <ul style="list-style-type: none"> <li>• To enable the child understand that self discipline is important</li> <li>• To enable the child understand that there are some rules for crossing the roads</li> <li>• To enable the child understand that</li> </ul>	<ul style="list-style-type: none"> <li>• Habit of standing in a queue</li> <li>• Rules of crossing the road, level crossing</li> </ul>	
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In cooperative learning it is essential to first form groups. The groups are formed based on the learning levels of the children. For e.g. If 5 children have learnt activity 7 in language, they will naturally be ready to learn activity 8. Such children are grouped together. Similarly if 7 children have learnt concept 4 in Mathematics they will form into another group. Please remember that the groups are dynamic – that is they are ever changing – depending on the learning of each child.



**Facilitator cards:**

Facilitator cards describe the activity to be performed to achieve the desired learning outcome, the materials required for the activity, the place where the activity should be performed – whether outdoors or indoors, the task analyzed steps to be taken to complete the activity, the levels of success that may be achieved.

**Activity to do**

1. Examine the above facilitator card.

Competency: 10		Facilitator Card		Mathematics 2	Sub Code: 71	L
Sub Competency: 10.1		Location: Indoor / Outdoor				
Objective: To help them prepare the tables of number of days in a week, number of weeks in a month and number of months in a year.						
<b>The Tasks</b>		<b>The Method</b>				
<ol style="list-style-type: none"> <li>1. Observing a calendar</li> <li>2. Counting the days in a week.</li> <li>3. Counting the weeks in a month.</li> <li>4. Counting the months in a year.</li> <li>5. Preparing the table</li> </ol>		<ol style="list-style-type: none"> <li>1. Display a calendar in the classrooms.</li> <li>2. Ask them to observe the days marked in red. Tell them that they are Saturdays and holidays.</li> <li>3. Ask them to count the days from one Sunday to another. This is a week.</li> <li>4. Likewise, ask them to find out the days in a month and weeks in a month.</li> <li>5. Turn the pages of the calendar and ask them to count the number of months.</li> </ol>				
<b>Support Material</b>		<b>Evaluation</b>				
A calendar		<ol style="list-style-type: none"> <li>1. There are _____ days in a week.</li> <li>2. Saturdays are marked in _____ color.</li> <li>3. There are _____ days in the month of January.</li> </ol>				

2. Prepare a facilitator card for any 4 learning outcomes in each Subject. Please note that the 4 learning outcomes are from 4 different concepts/sub concepts.

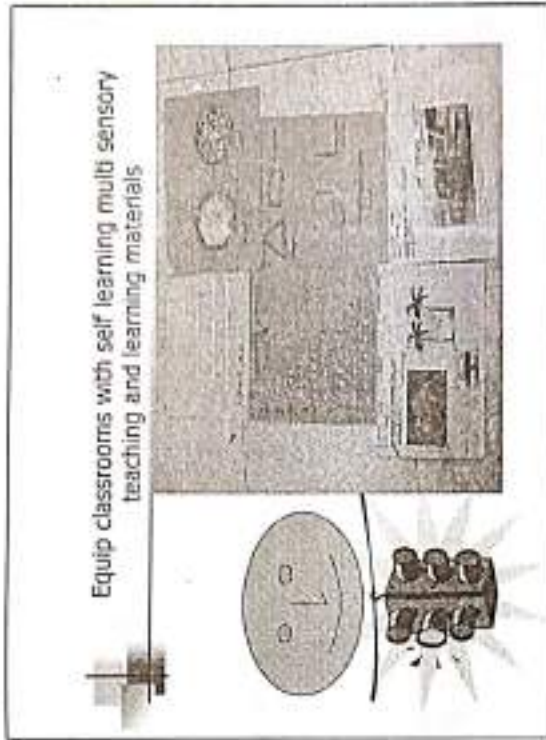
**1.5.2 Multi-sensory material**

When learning a new concept it is evident that well planned materials are important. But the quality of the activity being given also has a bearing on the learning that is taking place. The learning materials that are given to the child has a crucial role.

**“Teach me and I may learn, talk to me and I may listen, but make me do and I will retain my learning for a long time.”**

**What is multi-sensory material?**

This is self-explanatory. Multi sensory material is that which may be perceived by all our senses. Therefore it should be as close to reality as possible – If the real article can be shown it is ideal, if not then a replica needs to be made. This has to be realistic and to scale. For e.g. If the concept to be learnt is about domestic animals it is useful to show the child a real cow/dog/buffalo/cat etc. If these are not present in the locality, you may show them a model of the same. Please ensure that the model is closer to the real.



This figure gives an example of multi-sensory materials prepared to teach various concepts. Most of the materials used are available either at home or in the community. Old textbooks, magazines, newspapers, photographs are used in some cards. In other cards grains, seeds, stones and pebbles, various grades of sand etc. are used.

Activity to do:

Make 5 activity cards for the concepts selected earlier.

Develop 5 game cards to teach concepts of language and maths.

### How to prepare multi-sensory learner (Child) cards?

Capacity: 101      Materials: 3      Size: 10x10cm

Location: Indoor/Outdoor

Objective: To learn to prepare the table of number of days in a week, number of weeks in a month and number of months in a year.

The Learning Process:

1. Colored paper, cardboard and glue were used to make a calendar as follows.
2. There are 7 days in a week.
3. There are 4 weeks in a month.
4. There are 12 months in a year.
5. There are 365 days in a year.

Sunday	1	8	15	22	29
Monday	2	9	16	23	30
Tuesday	3	10	17	24	31
Wednesday	4	11	18	25	Week month Year
Thursday	5	12	19	26	
Friday	6	13	20	27	

Let's learn to make the table of number of days in a week, number of weeks in a month and number of months in a year.

The calendar is made by using the following steps:

1. Cut a piece of cardboard of size 10x10cm.
2. Draw a grid of 7x7 on the cardboard.
3. Write the days of the week in the first row.
4. Write the numbers 1 to 31 in the grid.
5. Color the days of the week.
6. Write the number of days in a week, number of weeks in a month and number of months in a year.

3 dimensional - To ensure that the concept is as close to reality as possible, it is necessary to have a 3 dimensional model so that the child with difficulty or lack of vision will be able to touch and assimilate the concept.

Colorful - A colorful object catches the attention of young and very young children. However do not use too many colors. Using wrong colors leads to wrong concept formations.

Made of strong material - The multi-sensory material needs to be handled by children. Therefore it has to be made of strong material so that it can withstand rough handling.

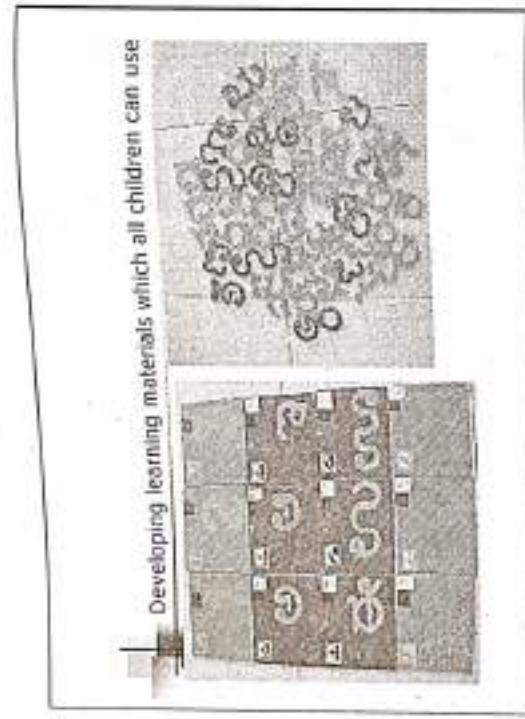
How does the inclusive classroom look like?

**MODEL CLASSROOM:** A model classroom needs to be child friendly. Children should feel enthusiastic about coming to school. Thus the classroom will have to be colorful and interesting, a place to investigate and to learn. Firstly since most of the schools are at a height above the ground it is necessary to provide ramps (for children with physical disability) and a hand rail (for children with visual impairment). A mug and bucket of water may be kept outside the classrooms to ensure that children maintain basic hygiene after playing outside.

**A mirror to enhance communication skills and self image**

At the entrance of the classroom, and at the height of the child, a full-length mirror may be placed (if a full-length mirror is not within the budget, 3 small mirrors may be placed). This is to give the child the notion that it is important to keep clean at all times. The mirror may also be used to teach children with speech and hearing impairment. The classroom may be decorated with potted plants, which may also be used to explain about numbers (counting leaves), agriculture and various other concepts. From the ground up to a height of 2 1/2 feet the wall may be used, after appropriate painting, as a blackboard. Each child could use this to learn various concepts, drawing etc.

**Use the waste to beautify the classrooms**



Examine these materials closely. See the number card. Each part of the card has a unique purpose.

The background is brightly colored - this has been internationally standardized - blue for numbers and red for the alphabet. If single colors are used it helps to maintain the attention of the child. The colors are soothing for all children and especially useful for children with mental retardation.

The contrast is used for the number - This is made of sand paper cut to shape. This will give tactile stimulation to the children as they will trace the numbers with their fingers. The size of the numbers ensures that even children with low vision are capable of seeing the number.

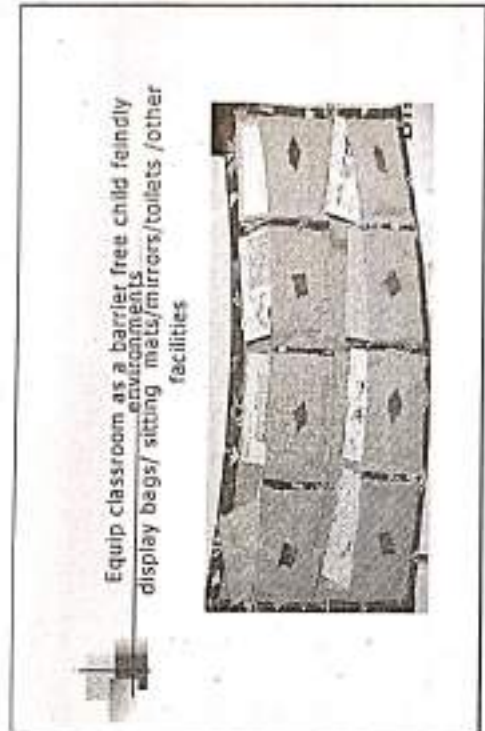
At the top is a small hole - This will help the child to hold the card in the correct position.

On the left is the sign for children with hearing impairment

On the right is Braille - both written and reading for children with vision impairment

**Activity to do:**

1. For the facilitator cards written earlier, make multi-sensory materials. Please make at least 5 types of materials.
2. Make cards for your language and numbers using the above example.



This slide shows an example of how a low cost material (gunny bag) is used to store the cards.

To keep the cards within reach of the child, a wall hanging with pockets to hold the various cards could be made using locally available material such as jute tacking (Teachers in government schools in villages have used old rice bags, saris to make beautiful decorative bags to display cards). The bags could be made with the help of senior children. They could be decorated to make them attractive. The

cards would have to be scored based on the curriculum objective and subject. Each subject would require a separate bag (In Karnataka only 3 subjects are taught at the primary level hence 3 bags would be required per classroom). The teacher cards may also be kept in a separate bag. One sided paper may be cut into small 4 inch square pieces. A large quantity of one sided paper is required to encourage children to actively draw or write. Thought for the day could be written on cardboard sheets and a different one put up every day. A resource teaching material store room could be made at the back of the classroom using a string to tie across and old saris or sheets as partition. The resource center could be used to store low cost teaching aids or to store children's activity such as paintings, drawings etc. Teaching materials could be developed by taking used items from the village itself. Based on the resourcefulness of the facilitator any item may be used as a teaching aid. But these materials must be cleaned, labeled, and kept in a systematic manner.

### 1.6 DEVELOPING INCLUSIVE EVALUATION SYSTEMS

In NERD, Norm Referenced Data system, the evaluation is in terms of marks given to each child. In this system parents could not recognize the progress of their children in each area. But in CRD which is used in inclusive evaluation system, even the illiterate parents could easily understand the progress of the child in each area which is indicated through colour code and the logos which represents the activity.

1.6.1 Evaluating the progress of each child using CRD.



You see for each concept in the curriculum there is a logo. For example listening skills has ear as a logo. There are four columns in the continuous evaluation form

- Concepts and logo
- Annual educational plan
- 1st quarter educational plan
- 2nd quarter .....
- 3rd quarter .....

There are three types of data you have to fill

How many activities child can do

without help

With partial help

With full help

Attendance

Attendance is an important parameter. If the child is not learning find out if it is because the child is not attending the school, ask reasons for absence. Talk to parents.

If the child is attending the school but not able to learn from activities without help check the baseline, teaching methods.

Activity to do:

- Fill one quarter progress for five children
- Discuss the progress of the child with the parents and note the observations of the parents

Unless we have activities designed for each learning outcome, it is not possible to identify the difficulties of the child in order to perform the activity. By now you know that the list of learning outcomes which is task analyzed, properly sequenced is available in the curriculum based checklist. While presenting these activities, you will identify, if there are any difficulties experienced by the child to perform the activities. If the child finds it difficult, it could be due to several reasons.

Some of the important reasons which will lead to difficulty in learning are as follows:

- The task is too simple - the child gets bored
- The task is too difficult - the child finds it hard
- The task is not properly broken into steps - the child finds it hard
- The learning materials are not relevant to the task - the child is confused
- The teaching materials are not relevant to the task - the child is confused
- The learning teaching materials are not accessible to the child in terms of time, distance, availability - the child is frustrated
- Prerequisites for learning are absent - Child cannot understand

Some other reasons that leads to difficulty in learning

- The child is ill - child cannot concentrate.
- Child is hungry - child cannot concentrate.
- Child cannot see - difficulty in performing activities that need seeing.
- Child cannot hear - difficulty in performing activities that need hearing.
- Child cannot communicate - difficulty in performing activities that need communication skills.
- Child cannot move - difficulty in performing activities that need movement.

- Child is slow in learning - difficulty in finishing an activity in the prescribed time frame.
- Child is slow in retention - difficulty to express in tests and exams.
- Child has difficulty in only certain concepts - difficulty to perform only specific activities.

**Activity to do**

1. Give example of difficulties experienced by child and analyze the reasons for the difficulty

**1.6.2 Introduce participatory evaluation system**

A child as already stated does not learn only at school. It is also true that the child does not learn only from the teacher. Cooperative learning is when the child learns from other students in the class or the peer support group. This form of learning will enhance the learning levels of all children as the retention is very high due to constant repetition.

**Cooperative learning**

In cooperative learning it is essential to first form groups. The groups are formed based on the learning levels of the children. For e.g. If 5 children have learnt activity 7 in language, they will naturally be ready to learn activity 8. Such children are grouped together. Similarly if 7 children have learnt concept 4 in Maths they will form into another group. Please remember that the groups are dynamic - that is they are ever changing - depending on the learning of each child.

When the children form into groups, it will be noticed that one group learns very fast, and the others are progressively slower. The group that has learnt the concepts very fast may require very little help from the teacher. The teacher may just demonstrate the activity and the children are able to grasp what needs to be done. The other groups may require a little more support. Thus there are 4 types of support to be given to the groups.

1. Complete support from the teacher: This support will be given to the children who have difficulty in understanding a particular concept easily. The teacher may have to sit with the group and help them to perform the activity. This help may be in the form of prompting. Prompting may be physical prompting, prompting through sign, prompting through words.
2. Partial support of the teacher: Here the teacher may have to demonstrate the activity a few times and then the group is capable of doing the task.
3. Complete support of the peer: The peer could be a child from the class who has completed the activity. This support would lead to repetition and thus retention of the child who is providing the support.
4. Partial support of the peer: In this the peer will perform the activity and the other children follow.

**Activity to do:**

1. Form groups in your class after establishing the baseline.
2. Analyze the kind of support each group requires and the effectiveness of the support given.

**1.7 HOW TO DEVELOP INCLUSIVE RESOURCE CENTRES AND ACCESSIBLE SCHOOL ENVIRONMENT**

**1.7.1 Introduction**

We used CBR principle to build the community which participates in Education. There are two Exemplar Strategies - Akshara resource center and Centration based illustration based evaluation system. Akshara is a Resource Center for ALL Children. In IEDC evaluative resource centers were developed only for children with disabilities. The underlying principle in establishing resource centers leads to developing excellent learning materials. Other children also need these materials. The resource room concepts in IEDC was inclusive. All children had no role to play. The approach was so inclusive. In Akshara this barrier was removed and expanded the definition of resource room, which could be used by all children. This principle should be used to develop Inclusive Resource Centre with community participation for education.

**1.7.2 Developing Inclusive Resource Centers**



A card library on village stories, riddles, craft work, folk songs, our village sports, our village theatre, our crops, our village needs etc. These cards are written by children in classes 4<sup>th</sup> and above and educated youth also participate in the preparation of these cards by conducting interviews with the elderly people, carpenter, blacksmith, potter, etc. in the villages.

All resource materials needed for children with special needs - wheel chair, sensory training materials, sign language kits, walkers, early stimulation materials for children with special needs, parallel bars, frame boards, corner seats etc, in various models made from low cost locally available materials.

A tape recorder and cassette for children with special needs such as talking books and music cassettes, speech training cassette(s).

How Inclusive resource center works

1. Children use it as library for additional reading materials
2. Teachers use it to enhance their own learning
3. Teachers borrow learning materials from it
4. Community uses it as a cultural center for documentation of the village resources.

### 1.7.3 Developing Accessible School Environment

The child may not come to school because of various barriers both social and physical. At the school level there are various barriers starting with the attitude of the teacher to the attitudes of the peer group and most importantly the physical barriers.

Many schools are at a height from the ground. The ground and the path leading to the school is uneven. Ensure that the path is even and a ramp is provided for a child on a wheelchair to reach the class. The ramp may be made of earth or wood. Make a guiding rail (bamboo or wood) so that a child with seeing difficulty can hold the rail and get to the class. Fix a thin bamboo or a rod at 2.5 feet height in the classroom and around the walking area for child with visual impairment to hold.

Parallel bars may be fixed in the open area to make children practice walking and play.

## 1.8 UNIT SUMMARY

*Every School has to become an Inclusive/Integrated School*

*Factors affecting inclusive classroom. 'Any child may experience a special need during school years'. Difficulties in Learning arise because of several factors. If a child has a disability such as difficulty in hearing, moving, communicating, learning, seeing, it does not mean that such a child will have special needs across the entire curriculum in all subjects. All classrooms are heterogeneous. They have children with different abilities, socio cultural backgrounds. Every child is unique and special. Unless the teacher respects and recognizes this uniqueness, no learning can take place.*

*A Curricular View: Child-Centered Pedagogy: Curriculum has to be further modified at classroom level. Inclusive education there is a tremendous focus on developing such curriculum, which is relevant to all children in the classroom. A curriculum for all means a curriculum that can be used by all children irrespective of their abilities. It is important to recognize the fact that every child is unique.*

A curriculum needs to be designed in ideal conditions, for every child taking into account i.e., social, cultural, and individual factors. As we have already mentioned, curriculum comes from life. Therefore the relevance to the individual child's life settings, gives the expected relevance and application of knowledge and skills. Some of the important modifications that are required are known as **SOMA features** - Specific, Observable, Measurable, Achievable. It is necessary to develop the general Curriculum-based Criterion Referenced Data (CCRD) which gives you a checklist of learning outcomes which has the SOMA features.

**Inclusive methodology:** Developing inclusive materials, physical environment and classroom management. Inclusive education means providing education to the disabled child in a regular school and class, together with non disabled children. This becomes possible when the regular school, and the regular teachers are equipped to meet the special needs of the child with disabilities. One of the main features of inclusive education is the development of the capability of the regular education system to meet the educational needs of children with any kind of impairment. The child is not taken away to a separate room or a separate class, as happens in integrated education. He is provided all support services within the regular classroom.

By now you are familiar with the CCRD of the General Curriculum. You have also established the base line for children in your classroom. Since each child learns at his or her own pace, it is necessary to develop an individual educational plan (IEP). To plan this the following steps need to be followed. Establish the base line in each subject.

**Developing inclusive evaluation system:** In inclusive evaluation system, CRD is used and not NRD (Norm Referenced Data) system. In CRD system, even the illiterate parents can easily understand the progress of the child in each area which is indicated through colour code and the logos which represents the activity.

*To manage inclusive school/classroom there is need to develop inclusive resource centres and accessible school environment.*

## 1.9 CHECK YOUR PROGRESS

1. What is the difference between a facilitator and teacher?
2. Every child has its own pace of learning. Comment.
3. What is the difference between traditional approach and inclusive approach?
4. Why should we identify the problem in the system and not see child as a problem?

## 1.10 ASSIGNMENT/ACTIVITIES

**Activity to do:**

1. Let children from 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> aids to Prepare 2 cards on local games, stories, folk songs, recipes, local festivals etc
2. Prepare a talking book-record two lessons on audiotape-read slowly with relevant emotions.
3. Ask questions and the activity the child needs to do at the end of the lesson.

- 4 Prepare large print materials for five lessons, which the child can use if the child has difficulty in seeing small print.
- 5 Prepare clay models of geometrical solids.
- 6 Make 2 display boxes-use old card board boxes and paper to make boxes for display of material.
- 7 Make 3 jute display bags to display cards.
- 8 Raise awareness in the community regarding the needs of children with disability.
9. With the help of the people in the community make a ramp, and parallel bars and other aids for children with special needs.

### 1.11 POINTS FOR DISCUSSION AND CLARIFICATION

After going through this unit you may like to have further discussion on some points and clarification. Note down those points below:

#### 1.11.1 Points for discussion

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#### 1.11.2 Points for clarification

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### 1.12 REFERENCES

1. Inclusive Education by Ture Johnson
2. UNESCO Resource Pack

## UNIT - 2 : EARLY IDENTIFICATION AND INTERVENTION

(For all Disability : V.J., M.R., H.I., L.I.)

### STRUCTURE

- 2.1 Introduction
- 2.2 Objective
- 2.3 Procedure
- 2.4 Observation Report
- 2.5 Observation of A Child

### 2.1 INTRODUCTION

Refer to Block-3 UNDERSTANDING OF EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION OF CHILDREN WITH DISABILITIES in this series. Unit-2 in this Block deals with EARLY IDENTIFICATION AND ASSESSMENT and Unit-3 deals with EARLY INTERVENTION.

It is intrinsically important to identify any delays in early childhood development, since early identification would lead to optimum use of residual potential in every child in early childhood. There can be deficits in the development of the child. The reasons for delays or deficits in the development is not necessarily because of disabilities alone but could also be due to social, cultural and health factors of the child.

The universal intervention model is known as the portage. Portage guide is basically a system for teaching skills to pre-school children with developmental delays. The portage project is a home based training system which directly involves parents in the education of their children in the early childhood i.e., 0-6 years of age.

The early identification and intervention can be learnt from direct observation. There are separate units in health delivery service system for early intervention which offer services to children with developmental delays between 0-3 years. The units will have the staff like occupational therapist, physiotherapist, social worker, pediatrician, etc. The teacher-trainers can be taken to such a Unit for direct observation of identification and intervention under the supervision of the previously engaged staff of the Unit.



## 2.2 OBJECTIVE

After completion of this Unit you will be able to

- understand the importance of early identification and intervention.
- be aware of the services and referral.

## 2.3 PROCEDURE

You should observe at least 2 (minimum of 4) cases in the Early Intervention Unit and submit the report as per Format given in 2.4 and 2.5.

## 2.4 FORMAT FOR OBSERVATION REPORT

1. Name of the Institute
2. Address
3. Type of Disability (indicate the type of disabled children given early intervention)
4. Number of children attending (average number per day)
5. Staff in the unit (write the staff working in the unit including helper)
6. Physical facility:
  - a. Space (whether the space in the therapy room is adequate or not)
  - b. Equipment and material (write the names of equipment and material used for stimulation).
  - c. Ppt. equipment.
  - d. Toilet facility.

7. Comments :

Signature of the Supervisor Signature of student trainee

## 2.5 FORMAT FOR OBSERVATION OF A CHILD

1. Name
2. Age/ Sex
3. Address
4. Type of Disability

5. Case History (briely write the presenting complaints with which the child came and the birth history. This information you can get from the case file)

6. Assessment tools used (write the assessment checklists used for assessing the performance of the child).

7. Intervention given by the staff (Describe stimulating activities given by the therapist.)

Skill/ Task	Activity given	Persons giving (OT, PT, SW)

8. Comments (you need to submit 4 reports)

Signature of supervisor Signature of student trainee

## UNIT - 3 : OBSERVATION OF TEACHING LESSONS DURING CONTACT MODE

### STRUCTURE

- 3.1 Introduction
- 3.2 Objective
- 3.3 Procedure
  - 3.3.1 Observation Report (Special School)
  - 3.3.2 Observation Report (Integrated/Inclusive School)

### 3.1 INTRODUCTION

Individual differences among children with disability, especially mental retardation vary to such an extent that planning of common group instruction is not possible. Therefore, you need to look into the individual needs of each child and plan the *Individualized Education Programme (IEP)*.

In special school, the teacher assesses and plans programme for each child (IEP). The programme includes, annual goals, objectives, methods and material. The teacher pupil ratio is 1: 8 in case of children with mild/moderate mental retardation and 1:5 in case of children with severe and profound MR.

There is provision in the Programme Guide for the Trainee-teachers to observe, during First Contact Programme, in Special School 2 Lessons in each disability area, i.e., total 8 lessons and 8 hours of after-observation conference-cum-discussion. They will also observe 4 lessons in Integrated/Inclusive School.

### 3.2 OBJECTIVES

After going through this Unit you will be able to :

- understand the process of educational programme in special class;
- observe and learn the methods of teaching and management of children with disability in class room in special school and integrated/inclusive school;
- understand the importance of special material and equipment;
- understand the need for maintaining records.

### 3.3 PROCEDURE

Observe the special teacher teaching children with disability in her class (special/inclusive). Write the report in the FORMAT given below.

### 3.3.1 FORMAT of Observation Report (Special School)

1. Name
2. Address
3. Type of Programme offered (Tick Mark)
  - Early intervention
  - Special School (day care)
  - Residential School
4. Type of disability
5. Age Group (range)
6. Severity level(mild, moderate, severe, profound)
7. Staff in the school
8. Physical facility
  - Space in the classroom
  - Wall space for display
  - Equipment
  - Furniture
  - Learning material
  - Play ground (play equipments)
  - Toilet facility (observe whether there are any special facilities for younger children such as sinks and mirrors at low level, western type of toilet for children with physical disability, provision for training dressing, cooking etc.)
  - Any other
9. Class room observation
  - Group (mild/moderate/severe no. of children in the group)
  - Teacher pupil ratio
  - Furniture (appropriately)
  - Activity taught (write what topic teacher is teaching)
  - Equipment and material used for teaching (Display of material, presentation of material while teaching quality and appropriateness of learning material).
  - Teacher and learner interaction.
  - Group management by the teacher
  - Any other
10. Comments

Signature of the supervisor Signature of students trainee

**3.3.2 FORMAT of Observation Report ( Integrated/Inclusive School )**

1. Name of the School
2. Address
3. Tel no. and email
  - a) Regular Class (for class, 1<sup>st</sup> class) with disabled children
    - > Number of disabled children in the class.
    - > Number of regular school children in the class
  - b) Special class in a regular school
    - > Number of children in the class.
    - > Type of activities for which children are integrated.
    - > With which class children are integrated ( 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> )

**Staff in the school**

**Physical facility**

- > Space in the classroom
- > Wall space for display
- > Equipment
- > Furniture
- > Learning Material
- > Play ground (Play equipment)

- > Toilet Facility (Observe whether there are any special facilities for younger children such as sinks and mirror at low level, western type of toilet for children with physical disability, provision for training dressing, cooking etc )
  - > Any other.
6. Class room observation
- > Group (mild/moderate/severe; no. of children in the group)
  - > Teacher pupil ratio
  - > Furniture (appropriately)
  - > Activity taught (write what topic teacher is teaching)
  - > Equipment and material used for teaching (Display of material, presentation of material while teaching quality and appropriateness of learning material).
  - > Teacher and learner interaction.
  - > Group management by the teacher.
  - > Any other
7. Comments

Signature of Supervisor Signature of student trainee

## UNIT - 4 : TEACHING PRACTICE OF 15 LESSONS

### STRUCTURE

- 4.1 Introduction
- 4.2 Objective
- 4.3 Procedure
- 4.4 Lesson Plan Formats for Teaching Practice
  - 4.4.1 Sample Lesson Plan Format for Group Teaching of Mentally Retarded Children
  - 4.4.2 Sample Lesson Plan Format for Teaching of Hearing Impaired Children
  - 4.4.3 Sample Lesson Plan Format for Teaching of Children with LI & CP
  - 4.4.4 Sample Lesson Plan Format for Teaching of Visually Impaired Children
- 4.5 Sample Lesson Plans
  - 4.5.1 Lesson Plan for Teaching LI & CP Children
  - 4.5.2 Lesson Plan for Teaching Visually Impaired Children
  - 4.5.3 Lesson Plan for Teaching Mentally Retarded Children

### 4.1 INTRODUCTION

After going through Blocks 1, 2 & 3 of the Foundation Course you will develop theoretical knowledge on the course. After orientation and training during the First Contact Programme of two weeks in the Study Center you will know how to plan and teach lessons particularly for catering to the needs of disabled children in inclusive mode. You may conduct supervised teaching in your school.

A total of 15 lessons must be taught by you to various groups of disabled children, 2 in Contact Mode and 13 in Distance Mode. You may have your teaching practice for different age group of children available in pre-primary or elementary schools or even lower secondary schools. See Procedure (4.3)

### 4.2 OBJECTIVES

- After completion of this Unit the trainee-teacher will be able to
- Plan the programme and teach in Integrated/Inclusive school;
  - Develop appropriate teaching learning material.

### 4.3 PROCEDURE

#### Formats and Sample Lesson Plans

Formats and Sample Lesson Plans are given in this section for your guidance to assist you to frame specific lesson plans required by you.

#### Contact Mode

Plan two lessons for a given group.

#### Distance Mode

Prepare 13 Lesson Plans for teaching in inclusive school. Your planning should also include task analysis. Out of them, 10 must be curricular and 3 must be co-curricular lessons. Use the FORMATS and Lesson Plans given in this Section.

Classroom Arrangement:

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Motivation:

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**SPECIFIC OBJECTIVE :**  
 Persons Affected Condition Behaviour Levels of Performance Duration

Name of the School: \_\_\_\_\_  
 Class: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name of the Teacher/Trainee: \_\_\_\_\_  
 Age Range: \_\_\_\_\_ Time: \_\_\_\_\_  
 No. of Children: \_\_\_\_\_  
 General Objective: \_\_\_\_\_  
 Skill: \_\_\_\_\_  
 Current level: \_\_\_\_\_

*Note: If possible select three different age group (6-8; 9-11; 11-15 years) of children. Plan 4 to 5 lessons for each child.*

**4.4 LESSON PLAN FORMATS FOR TEACHING PRACTICE**

The Exemplar Lesson Plan Formats presented below are suggestive and for providing guidelines to the trainee-teachers to frame their lesson plans. These are neither imposed on them nor obligatory to be followed. The trainee-teachers are free to add, delete or modify the format or even create a completely new format relevant to a specific situation confronted by them.

**4.4.1 SAMPLE FORMAT FOR LESSON PLAN FOR GROUP TEACHING OF MENTALLY RETARDED CHILDREN**

**NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED, SECUNDERABAD**  
**LESSON PLAN FOR GROUP TEACHING**



**4.4.2 SAMPLE LESSON PLAN FORMAT FOR WRITING A LESSON PLAN FOR TEACHING OF HEARING IMPAIRED CHILDREN**

The format is given in 2 parts - Part 1, and Part 2. Part 1 is the first page of a lesson plan. It gives an brief the important points covered in the lesson plan. The idea is that just by reading the first page the tutor/supervisor should get an idea of the layout of the entire lesson. Part 2 is the detailed description of the way the lesson will be conducted, and what and how the teacher will be teaching.

**Sample Format For Writing A Lesson Plan : PART 1**

- Name of Trainer: \_\_\_\_\_ Date : \_\_\_\_\_
- Name of School: \_\_\_\_\_ Time allotted: \_\_\_\_\_
- Class: \_\_\_\_\_ Number of children: \_\_\_\_\_
- Medium of Instruction: \_\_\_\_\_ Mode of communication: \_\_\_\_\_
- Subject: \_\_\_\_\_ Average age: \_\_\_\_\_
- Topic: \_\_\_\_\_ School age: \_\_\_\_\_

**CURRENT LEVEL OF FUNCTIONING (relevant to the topic of the lesson)**

- a) Knowledge : \_\_\_\_\_
- b) Language : \_\_\_\_\_

**SPECIFIC OBJECTIVES OF THE LESSON :**

- a) Knowledge goals : \_\_\_\_\_
- b) Language goals : \_\_\_\_\_

**INSTRUCTIONAL OBJECTIVES / ASSESSMENT :**

**TEACHING AIDS :**

*Signature of Supervisor Date :Signature of trainee*

**Sample Format For Writing A Lesson Plan : PART 2**

(1) 1/2"	(2) 2 1/2"	(3) 1/2"	(4) 1/2"	(5) 2 1/2"	(6) 1- (columns) 2 1/2 - (122)
Review	Subject matter	Language points	Teacher activity	Student's response.	Black Board Work and Teaching Aids

*(Use double full scope papers for part 2)*

**Introduction**

**Presentation**

**Recapitulation**

**Evaluation**

**Remarks and Signature**

4.4.3 SAMPLE LESSON PLAN FORMAT FOR TEACHING OF LJ & CP CHILDREN

Name of the student(s) :

Date :

Time :

Subject :

Topic :

Behavioural objective :

Materials needed :

Procedure :

Teacher behaviour	Student response	Teacher feedback
Introduce the topic in relevance to the student's base level in the topic you have chosen (e.g. if you are teaching Addition introduce the topic by asking the students to say the numbers.)	Active participation of the students throughout the lesson is needed. Asking them questions during the lesson can promote this.	Immediate feedback from the teacher for the student's response is very essential.
Teach the topic with selection of appropriate method of teaching depending upon the student's learning style and rate of learning.		
<b>Recap:</b> After teaching the topic completely, plan either questions or activities to help the children to recall the learnt topic. This involves re-teaching if in case the child is not able to recall.		
<b>Evaluation:</b> This is to examine the learnt topic. This can be done either verbally (questions) or by performance (activity).		

Follow up activities:

4.4.4 SAMPLE LESSON PLAN FORMAT FOR TEACHING VISUALLY IMPAIRED CHILDREN

Name of the School:

Standard:

Period: Time :

No. of students : Average Age: Medium of communication :

Subject :

Sub-subject:

General Objectives: 1

Teaching Aids:

S.No.	Teaching Point	Teacher's Activities	Pupil's Activities	Teaching Materials
1	Questions based on previous knowledge			
2	Presentation			
3	Statement			
4	Statement			
5	Statement			
6	Capitulation			
7	Evaluation			
8	Assignment			



#### 4.5 SAMPLE LESSON PLANS

##### 4.5.1 LESSON PLAN FOR TEACHING LI & CP CHILDREN

Name of the students: Mary, Joseph, Surya, Madhan and Pushpa.

Date: 11.9.2010

Time: 10.30 a.m. to 11.15 a.m.

Subject: General Knowledge

Topic: Directions ( East, West, North, South)

Behavioural objective: when asked questions on directions, the children will be able to answer correctly with minimum verbal prompt with an accuracy of 80% at the end of the session.

Materials needed: pictures showing directions and a magnetic needle

Procedure

Teacher behaviour	Student response	Teacher feedback
Good morning children	Good morning teacher.	
The teacher will ask Mary, 'where are you sitting?'	She points out the chair non-verbally	'Very good! Mary
'Surya where are you sitting?'	Childy 'on the chair miss'	'good Surya'
The teacher will ask, 'who is sitting in front of you?'	'You miss' the children will answer as follows	'Very good' children
'Who is sitting at the back of you?'	'Durga Miss and Anasuya Miss are at my back'	'very good'
'Surya can you say who is sitting at the sides of you?'	The child will look at the sides and will say the correct names	'very good'
As a conclusion the teacher will say the front, back, right and left are the four sides	The children will listen to the teacher carefully.	
The teacher will continue saying there are four main directions: east, west, north and south. 'children can you name the four directions?'	The children may or may not answer.	Okay. I'll explain.

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'You know Sun always rising in the morning. Wasn't you?'	Yes miss	Good
'Madhan, do you know in which direction the sun rises?'	I don't know miss	
The teacher will explain that every day the sun rises in the east and sets in the west.	The children will keenly observe the teacher.	
The teacher will show a picture of a child facing the rising sun, with hands stretched on sides and will explain as follows, when we face the rising sun in the morning with extended hands in a horizontal position the direction we are facing is east and the direction at the back is west. The direction of our right hand is south and the direction at the left hand is north.	The children will be interestingly participating in the activities	Good children
The teacher will make the children imitate her as demonstrated above (facing east with stretched hands).	The children will be actively participating	
The teacher will show a flash card with 'east' written on it. Then she will touch the forehead of the child and show the card to the child and ask the child to repeat the word 'east'. Then a flash card with 'west' touched on back and shown to the child. Again flash cards with south and north will be touched by right and left hand respectively and the child will repeat them.	East West North South	Very good
Now can you tell me The direction we face is -- The direction at our back -- The direction at our left -- The direction at our right --	The children look carefully at the magnetic needle.	
Then the teacher will show the magnetic needle to the children and will explain that the magnetic needle always points towards north and south and the front and back directions can be known as east and west. This needle is used as mariner's compass.		

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#### 4.5.2 A SAMPLE LESSON PLAN FOR TEACHING VISUALLY IMPAIRED CHILDREN

Name of the school : SHARP MEMORIAL SCHOOL FOR THE BLIND, DEHRADUN.

Standard : Fourth

Period: 2nd Time. -40 mins

No. of students : 10 Average Age:-11 yrs. Medium of communication :Hindi

Subject : Properties of different leaves

Sub-subject: To impart knowledge about leaves used in vegetables on the basis of taste, smell and shape.

General Objectives : 1. To acquaint students with various leaves which are used as vegetables and medicines.  
2. To enhance touch and smell sense in students.

Special Objectives: 1. To give knowledge about Mint, Coriander, Basil and fenugreek leaves.  
2. Let the students to identify shape, smell and taste of all the above mentioned leaves.

Teaching Aids : Mint, Coriander, Fenugreek & Basil leaves

RECAP: The teacher will ask, 'What are the 4 main sides?'	Front, back, right and left. says Mathan	Very good
What are four main directions? (-Pushpa)	East, west, north and south.	Very good, Pushpa.
'When we face the rising Sun in the morning what direction are we facing Mary?'	Mary points to the word 'east' in the flash card.	Excellent.
'What will be our back side, Joseph?'	West, Miss.	Very good.
'What will be the direction in the right side while facing Sun, Mathan?'	The right side shows south.	Good.
Our left hand is showing what direction while facing the Sun, Surya?'	North, Miss.	Very good.
The teacher will show the magnetic needle to the children and ask them to name it and tell the uses of magnetic needle.	The children may or may not answer.	The teacher will explain the whole procedure again showing the flash cards and will help the children to recall.
EVALUATION: The teacher will ask questions about the 4 main directions and how to find directions.		

Follow activity:

The teacher will give homework to find out in which direction is their school situated from their houses.

#### ASSIGNMENT

The trainees are required to conduct 15 lessons for practice teaching as follows:

- 5 on pre-primary level- language and mathematics
- 3 at primary level- language and mathematics
- 5 at secondary level- elective subject and related language points
- co-curricular activities at 2 levels.

For this purpose they are required to plan each and every lesson as per specific need of each lesson at specific level as per format of lesson plan.

Besides they are required to learn about the other aspects of school activities.

S.No.	Teaching Point	Teacher's Activities	Pupil's Activities	Teaching Materials
1	Questions based on previous knowledge	1. In preparation of sauces generally what are the materials we use? 2. To which plant do we offer water on the name of God after taking bath in the morning? 3. Generally at the time of cold and cough which leaves do we use in tea? 4. Which leaves are used in curing diseases of skin?	Tomato, mint, Tamarind, Coriander Tulsi (Basil)  Tulsi (Basil)  Neem leaves	Leaves of Mint, Coriander, Fenugreek, & Basil leaves.
2	Presentation	Today I shall tell you about leaves often used in daily life.	Pupil will listen carefully.	Some tablets of Mint
3	Statement-1	The teacher will tell the students about the qualities of all four types of leaves after handing over the leaves to them.  1. First of all the teacher will ask the students to smell and to notice the structure of the leaves of coriander by touch. 2. Now the teacher will explain regarding the qualities of the same, that it works as a digestive and the powder of its seeds are generally used in different dishes.	Pupil will try to learn the shape by touch and know the colour after smelling them.	

### 4.5.3 LESSON PLAN FOR TEACHING MENTALLY RETARDED CHILDREN

As per format developed by National Institute for the Mentally Handicapped, Secunderabad  
 Lesson Plan for Group Teaching

Name of the School : Miriam School for the M.R. Class : Primary Date : 14.7.2001

Name of the Teacher Trainee : \_\_\_\_\_ Age Range: 6 to 8 Time: 10-30 to 11:15

No. of Children : 05

General Objective : Developing Personal Hygienic Skill

Skill : Washing hands using soap.

Current level :

- Student can identify the soap, wash basin, functioning of tap.
- They have adequate motor ability like, grasp, eye-hand coordination
- Know concept of heat or see
- Aware of tactile sensation.

SPECIFIC OBJECTIVE : Develop the skill how to wash hands with soap

Persons Affected	Condition	Behaviour	Levels Performance	Duration
	Provision: <u>wash basin with soap.</u> Students are asked to wash there hands with soap	students will wash their hands	with the help of physical and verbal prompting	30 to 40 minutes

Motivations: Friends, every one should wash their hands before & after every meals & after elimination. We must wash our hands using soap. Soap kill the germs from the hands.

Classroom Arrangement : Half circle around a wash basin.

Statement-2	Similarly the teacher will provide the leaves of mint and ask the students to feel the difference in shape and smell of the mint and will explain the qualities of mint leaves - that it is often used in summer. Crushed mint leaves are used in vomiting and loose motions. In case of indigestion mint juice is very effective. It is also given with food or as jello in case of heat attacks. Now a days mint tablets are available in the market since fresh mint is not available. Mint tablets will be provided to the students.	Pupil will try to know the shape by touch and know the colour after smelling them.
Statement-3	The teacher will assign the students with the shape and smell of basil leaf. Teacher will explain the qualities of basil leaf. Every Hindu family pay due regard to the plant of Basil. The leaves are used as medicine generally in cold and cough and fever too. According to the ancient scriptures it is also helpful in curing diseases like Cancer.	Pupil will again try to know the shape by touch and know the colour after smelling them.
Recapitulation	Now the teacher will tell them to taste those leaves separately and ask 1. Is there any difference in the shape of leaves of Mint, Coriander, Basil and fenugreek? 2. Is there any difference in the colour of leaves of Mint, Coriander, Basil and fenugreek? 3. Is there any difference in the taste of leaves of Mint, Coriander, Basil and fenugreek?	Yes Sir Yes Sir Yes Sir
Evaluation	Today you learnt about those leaves which are generally used in our daily life i.e. leaves of Mint, Coriander, Basil and fenugreek. 1. The teacher will give basil leaf to the students and ask them to identify the leaf by smell, taste and shape. 2. The teacher will give Mint leaf to the students and ask them to identify the leaf by smell, taste and shape. 3. The teacher will give fenugreek leaf to the students and ask them to identify the leaf by smell, taste and shape.	Pupil may reply regarding Basil leaf. Pupil may reply regarding Mint leaf Pupil may reply regarding fenugreek leaf
Assignment	The teacher will assign the students to collect information from the community about the use of the leaves of Mint, Coriander, Basil and Fenugreek in different ailments.	

## UNIT - 5 : COMMUNITY CONTACT PROGRAMME

### STRUCTURE

- 5.1 Introduction
- 5.2 Objective
- 5.3 Procedure
- 5.4 Outline of Report
- 5.5 Assignment
  - 5.5.1 Assignment 1 ( Group Work)
  - 5.5.2 Assignment 2 (Individual Work)

### 5.1 INTRODUCTION

A candidate preparing for the Foundation Course on Education of Children with Disabilities (FC-DE) should have a clear perception of the Status of Disability in the community as well as about the interrelated measures undertaken for Community Based Rehabilitation / Community Based Education (CBR/CBE) implemented in the country for the disabled sector of population. For this he/she has to carry out a Project Work on Disability Status in the local community. This will enable him/her to understand the needs of the disabled children and will be in a position to sensitise the peers, parents and the community to overcome attitudinal barrier as well as to meet the specific educational needs of the children with disability in inclusive classroom and school.

During the First Contact Session the teacher-trainees will carry out a Community Contact Programme under the supervision of a Counselor and learn the art of community survey, and develop a perspective and skill how to identify and assess status of disability in a Community.

### 5.2 OBJECTIVE

- After going through this Unit the trainee will be able to
- perceive the concept of CBR/CBE
  - have an understanding of CBR services and the education for the all disabled children
  - conduct survey of a community to identify and assess status of disability in the community, record faithfully and prepare an authentic report of the specific programme undertaken on CBR/CBE.
  - have a broad perspective on specific educational needs of the school going population in the community and formulate appropriate programme for effective curricular transaction in inclusive environment.

### 5.3 WHAT IS CBR/CBE

"Community based rehabilitation involves measures taken at the community level to use and build on the resources of the community, including the impaired, disabled and the handicapped persons themselves, their families and their community as a whole."

-World Health Organisation

"Community based rehabilitation is a strategy within community development for the rehabilitation, equalization of opportunities and social integration of all people with disabilities. CBR is implemented through the combined efforts of disabled people themselves, their families and communities, and the appropriate health, education, vocational and social services."

- Joint Position Paper, 1994 of I.L.O., UNESCO and WHO

### Objectives of CBR/CBE

The main objectives of CBR programme are :

- to make the home of the disabled person to become the rehabilitation centre.
- to make the community ( village/slum) to become the training site.

The specific objectives of CBR/CBE are :

- to integrate the disabled persons into family and community with active participation.
- to dissuade family members and community people from the deeply rooted and prevailing attitude that disabled people are idle and unproductive.
- to create awareness in the community regarding specialist and referral services when the need arises.
- to find out educated young people in the community who are willing to serve and undergo training as CBR workers.

### 5.4 PROCEDURE OF COMMUNITY CONTACT PROGRAMME

1. The Trainee-Students will be divided into groups of 4/5 trainees per group.
2. Each Group of trainees shall identify a village or a slum area, separate for each group, for CCP.
3. Collect data as per FORMAT 4.4.1 and FORMAT 4.4.2.
4. A complete report of the work will have to be submitted by each trainee separately as per FORMAT 4.4.3 :

**5.4.1 FORMAT FOR COLLECTION OF DATA ON SELECTE COMMUNITY / VILLAGE / SLUM AREA**

- i. Name of the Community : \_\_\_\_\_  
and address : \_\_\_\_\_
- ii. Location : State \_\_\_\_\_ District/Block \_\_\_\_\_
- iii. Land Area (in Hectares) : Total/Cropland Forest Grassland/Others \_\_\_\_\_
- iv. Population : Male \_\_\_\_\_ Female \_\_\_\_\_ Children \_\_\_\_\_  
Total \_\_\_\_\_  
Disabled \_\_\_\_\_
- v. Occupational Profile : Agriculture/Industry/Service : \_\_\_\_\_  
1. (a) Owners/Capital : \_\_\_\_\_  
(b) Employees/Labour : \_\_\_\_\_  
2. (a) Professional : \_\_\_\_\_  
(b) Skilled Manpower : \_\_\_\_\_  
(c) Unskilled Labour : \_\_\_\_\_
- vi. Economic Profile : HIG M/LIG BPL : \_\_\_\_\_
- vii. Educational Profile : Graduates & ++210/Primary Illiterate : \_\_\_\_\_

- viii. Housing conditions : \_\_\_\_\_
- ix. Sanitation : \_\_\_\_\_  
(a) Safe water : \_\_\_\_\_  
(b) Disposal of Waste : \_\_\_\_\_
- x. Health Facilities : \_\_\_\_\_
- xi. Educational Facilities : \_\_\_\_\_
- xii. Awareness about Disability : \_\_\_\_\_
- xiii. Attitude towards disability : \_\_\_\_\_
- xiv. Rehabilitation facilities : \_\_\_\_\_
- xv. Name of the Contact person in the slum / village : \_\_\_\_\_
- xvi. Agency, if any, which work for the disabled : \_\_\_\_\_  
(You may add more information if relevant to your case-study and the general report.)

5.4.2 FORMAT FOR CASE STUDY HISTORY (A SAMPLE)

Name : \_\_\_\_\_ Date : \_\_\_\_\_  
Age / D.O.B. : \_\_\_\_\_ Sex : M / F / MC / FC

Address : Permanent: \_\_\_\_\_  
Temporary: \_\_\_\_\_

Religion : \_\_\_\_\_ Aids User : Yes/No, If so, Model : \_\_\_\_\_  
Nature and type of disability : \_\_\_\_\_ Degree of disability : \_\_\_\_\_

<b>Father's / Guardian's Name</b>	<b>Mother's Name</b>
Age : _____	Age : _____
Education : _____	Education : _____
Occupation : _____	Occupation : _____
Income : _____	Income : _____
Religion : _____	Religion : _____

Education : \_\_\_\_\_ Mother tongue : \_\_\_\_\_  
Occupation : \_\_\_\_\_ Income : \_\_\_\_\_  
Earlier investigation / treatment : \_\_\_\_\_  
Child's Educational History : Attends school : Regular / Special, Studies in class : \_\_\_\_\_  
Age of Admission : \_\_\_\_\_ Medium of instruction : \_\_\_\_\_  
Mode of Communication : \_\_\_\_\_ Failure, if any, Indicate level : \_\_\_\_\_

**Prenatal History :**  
Problems during pregnancy, if any : Viral infection / Drug taken / Physical and emotional Trauma / Rh incompatibility / Any other : \_\_\_\_\_  
**Perinatal History :**  
Delivery at : Home / Hospital, Full time / Premature / Post mature  
Birth cry : Normal / Delayed / Feeble  
Birth weight : \_\_\_\_\_ Birth status : Yes / No

**Postnatal History :** (Indicate the age of onset and duration of illness)  
Viral infection / Drugs taken / Respiratory infection / Neurological Problems / Head Injury / Convulsions (with or without fever) / Exposure to noise / Any other : \_\_\_\_\_

**Family History :**  
a. Nuclear family / Joint Family : \_\_\_\_\_ b. Congenital : Yes / No  
a) History of family deafness / other handicaps : \_\_\_\_\_

**Social and behavioural history :**  
Gross motor activity : \_\_\_\_\_  
Fine motor activity : \_\_\_\_\_  
Social interaction : \_\_\_\_\_  
Receptive language : \_\_\_\_\_  
Expressive language : \_\_\_\_\_  
Reading : \_\_\_\_\_  
Writing : \_\_\_\_\_  
Numbers : \_\_\_\_\_  
Time : \_\_\_\_\_  
Money : \_\_\_\_\_  
Domestic activity : \_\_\_\_\_  
Recreation / leisure time activity : \_\_\_\_\_

**Additional information for child / adult if any :**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
(You may add more information if relevant to your case-study and the general report.)

Name of Interviewer : \_\_\_\_\_ Signature  
Date : / /

#### 5.4.3 FORMAT OF THE REPORT ON CCT (All Disability Areas, M.R; B.I; L.I; V.I.)

1. **Project Title :** Assessment of Status Disability and CBR/CBE Services in a Community (mention the Name of the Community chosen)
2. **Introduction :** Briefly mention the perspective and nature of your project work, the need and reason for selection of the community, the nature of problems you encountered, your target group, statistics or previous studies/data if any.
3. **Objectives :** Mention the specific objectives of your project work, i.e., point out what you wanted to achieve.
4. **Profile of the Community :** (1) Describe the location of the community (village/ slums / locality / area) chosen. (2) Briefly mention the demographic, social, economic, cultural, environmental status of the District/Block to which your selected community belongs. (3) Write on the basis of your survey data (See Annexure 1) (a) the profile of the population, human resources, educational and health and social welfare services, socio-economic status and environmental resources and carrying capacity of the community and its location (geographical boundary, block, District, State). (b) the existing profile of the disabled (NIMR/MLL/CCP) children and adults in the community (Village/slum). (c) the CBR/CBE services available. (d) referral services available when the need arises.
5. **Plan of Action to meet Specific Educational Needs of the Children with Disability:** Make a critical analysis of your survey data. Study the Community profile and outline a Plan of Action that you will follow in meeting the specific educational needs in inclusive classrooms and integrating children in the school, families and community.
6. **Methodology :** Give an outline of your approaches, materials used, mode of communication, cases identified, referral/management, labajon developed and so on.
7. **Outcome :** Give details of the outcome of your effort in quality and quantity. Attach Charts, Illustrations, Graphs, Tables, Photographs, any other Teaching Aids. You have prepared/collected and used in your project.
8. **Experimenter :** You have made an attempt to apply your knowledge and skills you learnt in a practical situation. Describe what you experienced and what are your impressions? What are the positive features of your project? What are the negative features of your project?
9. **Limitations :** What were the limitations of the project work?
10. **Follow up Work :** Give your recommendations on follow up work which can be undertaken in inclusive education in the school.
11. **References :** Give references of books and journals that you had consulted or referred.
12. **Annexures :**
  1. Data on demographic, social, economic, cultural, environmental status of the District/Block to which your selected community belongs (Collect from District statistical office).
  2. Data on the Disability status of the selected community.
  3. Data of the Selected Community (See Format of Community Profile for CBR Project Work)
  4. Charts, Illustrations, Graphs, Tables, Photographs, any other Teaching Aids, Clippings used for the Project Work.

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4. Dr. JAYANTHI NARAYAN (Ed. 2002) : *A Practical Manual on Special Education: Practical and Teaching Practice in Mental Retardation*. B Ed Special Education Self Instructional Material, MPBOU, Bhopal.
5. MRS ALOK GUHA (Ed. 2002) : *A Practical Manual on Special Education: Practical and Teaching Practice in Locomotor Impairment and Cerebral Palsy*. B Ed Special Education Self Instructional Material, MPBOU, Bhopal.

## FOUNDATION COURSE ON EDUCATION OF CHILDREN WITH DISABILITIES

### BLOCK - 1 : DEVELOPING BROAD POSITIVE PERCEPTION OF CHILDREN WITH DISABILITIES AND INTERVENTION MEASURES

- Unit - 1 Identifying People With Disabilities
- Unit - 2 Understanding The Needs Of Children With Disabilities
- Unit - 3 Intervention Measures and Legislative Frame Work
- Unit - 4 Concessions Available for the Disabled, Schemes and Benefits
- Unit - 5 Role of Families and Community

### BLOCK - 2 : UNDERSTANDING EDUCATION FOR CHILDREN WITH DISABILITIES

- Unit - 1 Factors Affecting Learning
- Unit - 2 Understanding Educational Needs Of Children With Disabilities
- Unit - 3 Types Of School And Models Of Education For Children With Disabilities
- Unit - 4 Curriculum Adaptation For Children With Disability
- Unit - 5 Equipment And TLM Needed In Resource Rooms For Children With Different Disabilities

### BLOCK - 3 : UNDERSTANDING OF EARLY CHILDHOOD DEVELOPMENT AND INTERVENTION OF CHILDREN WITH DISABILITIES

- Unit - 1 Early Childhood Care And Development
- Unit - 2 Early Identification And Assessment
- Unit - 3 Early Intervention
- Unit - 4 Behavioral Modification Skills

### BLOCK - 4 : DEVELOPMENT OF ADAPTIVE SKILLS, ASSISTIVE DEVICES AND SPECIAL THERAPIES FOR CHILDREN WITH LOCOMOTOR IMPAIRMENT, CEREBRAL PALSY AND SPINAL INJURY

- Unit - 1 Development Of Adaptive Skills, Assistive Devices And Special Therapies For Children With Hearing Impairment
- Unit - 2 Development Of Adaptive Skills, Assistive Devices For Children With Visual Impairment
- Unit - 3 Development Of Adaptive Skills, Assistive Devices And Special Therapies For Children With Mental Retardation
- Unit - 4 Development Of Adaptive Skills, Assistive Devices And Special Therapies For Children With Locomotor Impairment & Cerebral Palsy

### BLOCK - 5 : BASIC TRAINING FOR TEACHING CHILDREN WITH SPECIAL NEEDS

- Unit - 1 Managing Inclusive schools/classrooms
- Unit - 2 Early Identification And Intervention
- Unit - 3 Observation Of Teaching In School
- Unit - 4 Teaching Practice of 15 Lessons
- Unit - 5 Community Contact Programme



द्विर्दिष्टां पदं वाचयन्तिवाच्यं वाच्यम् ।  
यस्याः सूत्रमपि भेदेन साधेयी तागुपारणम् ॥



The above idol of Varaha (The Goddess of Learning), of International fame, which was initially placed in *Abanishala* (the school of Learning created by the great King Bhoj of Central India in the Year 1025 AD) is now in British Museum. With a very generous support, of King Bhoj, scholars from all the parts of India converged to *Abanishala*, which produced 84 monumental works in Sanskrit. The last two words in the shloka written on the top mean *Dedication for the cause of learning*. These words appear in the emblem of the Madhya Pradesh Bhoj (Open) University.

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The following Act of Parliament received the assent of the President on the 24 September, 1992, and is hereby published for general information—

THE REHABILITATION COUNCIL OF INDIA ACT, 1992  
No. 24 of 1992 (1st September, 1992)

An Act to provide for the constitution of a Rehabilitation Council of India for regulating the training of rehabilitation professionals and the maintenance of a Central Rehabilitation Register and for matters connected therewith or incidental thereto.

Enacted by Parliament in the Forty-third Year of the Republic of India.

# RCI

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