



# INDEX

SL.NO	PARTICULARS OF THE ACTIVITY	PAGE NO.
1	Prepare case studies of two differently abled children (with different disabilities).	2-4
2	Observation of five class room teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers.	5-8
3.	Form a small group of 5-6 student teachers and conduct an awareness camp in any village / ward on causes, prevention and referral services available for differently abled children and prepare a report.	9-10
4.	Visit any one NGO offering vocational training for special children and prepare a report.	11-12
5.	critically analyse the needs, strengths and issues of differently abled children - mentally, visually and hearing challenged.	13-15





## ACTIVITY-1

Prepare case studies of two differently abled children (with different disabilities).

Introduction: A case study is a written report made on an intensive aspect of some unit which may be an intensive investigation of an important person or a group or a community or an institution.

Purpose of History: Normally case study is prepared keeping the following purpose in view:

1. To help the child to solve educational problems
2. To diagnose and treat some specific problems (mental and physical problems).

Characteristics of Case Study:

- 1] collection of data about the subject must be complete
- 2] The data must be reliable and valued otherwise it will give a wrong picture of personality of a child.
- 3] The case study implies that the record or information must be collected over a long time.

Main Points of Case Study:

- 1] observation of the child.





- 2] Knowledge about family members and conditions
- 3] customs of the family
- 4] Assignment in co-curricular activities.

Reporting the case: By observing the child's internal and external behavioral conditions, I observed some of the problems the child should be encouraged for better progress in her education.

- By asking her about school, lessons and what have been taught in the classroom on that day
- She should be discussed regularly about her studies, should be supplied with good food.

CASE 2: "This is about Harini who studied in a Government school in Visakhapatnam. She was affected with polio, her lower limbs were lifeless and she was not able to stand; she could only crawl. Her father would bring her to school in a wheel chair. While going back from school, her younger sister, who was incidentally in the same class, used to help her.

Interview with the parent: One may say that for parents of challenged children it is not





an easy life. No one denies that but various challenges / hurdles can be overcome.

Causes of Disabilities: one may be wondering as to why disabilities occur. There is no particular group in society which only has disabilities. Causes of disabilities may be grouped as:

- a) prenatal causes (before the birth of the child)
- b) peri-natal (during the process of birth)
- c) post-natal (after the birth of the child).

Suggestions for teachers to help the differently:

- \* Suggest installing ramps if there are steps into the classroom
- \* Suggest improving access to toilets.
- \* provide advice from a rehabilitation worker or physiotherapist.

CONCLUSION: Teachers can help pupils with

special needs in many ways at school. But they cannot do everything on their own. They need to work alongside parents, health personnel, easily divided into 'School life', 'home life', 'community life'. Education is everyone's responsibility and should not be left to teachers alone.



## ACTIVITY-2

Observation of five classroom teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by the teachers.

INTRODUCTION: Inclusion according to UNESCO (1994) is associated with commitment to the term "Education for all" by identifying the requirement and urgency of providing education for all children, youth and adults.

Strategies: Inclusive teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, learning styles and abilities.

Benefits of Inclusive teaching:

- \* You can connect with and engage with a variety of students
  - \* Students connect with course materials that are relevant to them
- \* Name of the teacher: Noorjahan Begum.  
 Name of the school: Lebir Selfie ; class : 6th  
 Date : ; Subject : ; Number of pupils : 04.  
 Name of the lesson : playing with sand.





1. Preparation of the teacher: Use of language and Pronunciation is Good and apt.
2. Teacher's class-room management: Motivation technique used using models like: Small-Small things.
3. Mode of presentation: Development of lesson; Yes, good no. of questions were posed to derive.
4. Continuous and Comprehensive evaluation: The teacher re-tests the weak areas of the pupils.
5. Effectiveness: At an overall the lesson presentation was good enough.

2] Name of the teacher: Noorjahan Begum.

Name of the school: Lebinselfie; class: Date:

Subject: , Name of the lesson: playing with sand

1. Preparation of the teacher: use of language and pronunciation, the teacher could have clearer
2. Teacher's classroom management: way of Introducing the topic: By receiving the responses.
3. Mode of presentation: clarity of concepts / Explanations / illustrations were well done.
4. Continuous and comprehensive evaluation  
Yes, the teacher recapitulated the concepts.
5. Effectiveness: Approximate percentage of outcome in the students is 60%

3] Name of the teacher: Srinivas; class:

Name of the school: Lebinselfie; Date:

Name of the lesson: Preparation of vegetables with wood.





1. Preparation of the Teacher: TLM presented Toys with colours; clarity of voice is good.
2. Teacher's class-room Management: way of Introducing with reference to the responses by children.
3. Mode of presentation: questions along with activity were posed to obtain, the concentration:
4. Continuous and comprehensive evaluation: Yes, the teacher repeated the concept again & again.
5. Effectiveness: Yes, the recapitulation was satisfactory.

4] Name of the teacher: Gollinda Reddy; class:  
 Name of the school: Lebinselfie; Subject:  
 Name of the lesson: Preparation of vegetables with wood.

1. Preparation of the teacher: classroom behaviour was friendly and caring towards children.
2. Teacher's class-room Management: way of introducing with the help of student responses.
3. Mode of presentation: Interaction with subjects was made possible by questioning.
4. Continuous and comprehensive evaluation: the teacher re-tests the weak areas of the pupils during lessons.
5. Effectiveness: Approximate percentage of outcome in the students is 75%, an overall the lesson was satisfactory.





- 5] Name of the teacher : GOVINDA REDDY ; class :  
 Name of the School : Lebinselfie ; Date :  
 Name of the lesson : preparation of vegetables  
 with wood.
1. Preparation of the teacher : The faculty prepares before hand, with toy models.
  2. Teacher's class-room management : Testing previous knowledge was done well.
  3. Mode of presentation : Questioning and dealing with answers was fair and was done well.
  4. continuous and comprehensive evaluation : The teacher reinforced difficult concepts again.
  5. Effectiveness : The recapitulation done to a satisfactory level.

CONCLUSION : A good teacher is the one who knows his or her students' needs. They ~~flame~~ will not be able to know the need of children, if he or she doesnot know the level of understanding between the learners.

So, we have observed that teachers are well trying to bring in progress in the learning of the students with special needs in different ways possible. To a normal child any strategies and methods would work to the child.





## ACTIVITY-3

Form a small group of 5-6 student teachers and conduct an awareness camp in any village / ward on causes, prevention and referral services available for differently abled children and prepare a report.

Introduction: As part of our B.Ed. course we had been to Parluwada the surrounding village, of our college and took the permission of local Panchayat members and circulated pamphlets in the surrounding 4 villages. We invited doctors from KGH and VGH to alert about.

Early identification and prevention of Retardation. The gist of doctors suggestions as follows:

Pre-natal procedures:

- \* Blood tests for the pregnant mothers for any anemic condition, diabetes, Syphilis, Rh. and neutral tube defects in the foetal stage.
- \* ultrasonography (during pregnancy) is carried out in the second trimester of pregnancy to detect any disorders
- \* foetoscapy is done during second trimester of pregnancy in diagnosing certain physical anomalies.



Pre-natal prevention? Dealing with casual factors such as Rh incompatibility, maternal illness, infections and other high risk conditions, such as malnutrition in mother and child during the 1st trimester of pregnancy, environmental and occupational hazardous.

Natal prevention? Delivery conducted under hygienic conditions by a trained person and/or in a hospital, to prevent breech delivery, asphyxia, prematurity with low birth weight, occurrence of jaundice, and other post-illnesses in the child. Postnatal prevention relates to neonatal screening with simple blood and urine tests for metabolic abnormalities.

CONCLUSION? In India, like in other developing countries, early detection of our mental retardation has been achieved at the national level. In recent times, creation of awareness and education has facilitated the development of positive attitudes in the family and in the community. Learning environments and experiences that promote independence and inclusion in the community have now become mandatory.





## ACTIVITY-4.

Visit any one NGO offering vocational training for special children and prepare a report.



NGOs are voluntary organizations which work for the welfare and development of the general people, a particular segment of the society, members of the cooperatives and professionals etc. Role of NGOs and their contributions to Society. NGOs/VOs exist to satisfy those human beings, which are unfulfilled by other social, economic. NGOs by functions: NGOs exist to support, exchange, promote the religion, education, research and sports. Vocational training: The training programme for disabled children, for school drop-out girls, for working children as well as other children.

The following training programs are currently:

- \* Tailoring and basket-weaving: 90 students received training of which 75 successfully completed the course and received a training certificate, able to make a living.





- \* Type-writing: 25 students successfully received this training. This typewriter center is recognized by the government.
- \* Computer-training: During the past year, 25 students received computer training.
- \* Book-binding: Activities include note-book production, book-binding, spiral-binding.
- \* Greeting Card production: This is a training plus production program. The greeting cards are produced to provide them with personal income, to support many ongoing programs.

### CONCLUSION:

- \* The primary goal is to provide an opportunity to the under privileged children for their constitutional rights to basic education
- \* To provide access to basic education to the beneficiaries
- \* To use innovative and alternative teaching methodology to teach the children
- \* To impart job oriented skill training to the youth from the center as well as from the nearby villages.
- \* To expose the youth to the requirement of various job skills used to develop in their skills that are needed for specific



## ACTIVITY-5

Critically analyze the needs, strengths and issues of differently abled children - mentally, visually and hearing challenged.

Disability is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory or some combination of these and that substantially affects a person's life activities. A disability may be present from birth or occur during a person's lifetime.

Equality in classroom: Usually children with special needs are more likely to be bullied compared to other subjects in the class. Set common rules for the entire class and make sure that the differently abled students follow the rules and has equal rights in the classrooms.

Communicate frequently with the parents of differently abled children: Communicating with parents of differently abled children is necessary. Some parents think that no one values their child because of their challenges, you can't only share the concerns but also get parent's support in helping their children.





Research and know about the Strategies:

The strengths and weaknesses of the differently abled child is your classroom. Know in which areas they excel and where there are lagging to improve themselves and help with their weaknesses to strengths.

Encourage differently abled child to contact you:

At times, the only support differently abled child need is moral support. They just need some one to share their concerns with.

Denial of disability: The pseudo-stigma attached to disabilities, makes them hide the fact of having a disabled or challenged member at home, ultimately leading to social isolation and restrictive behaviours.

As a teacher working with students with hearing challenges one can use the following.

- \* Slow down your rate of speaking.
- \* Use short, one-concept statements
- \* Present information to the chalkboard or through written handouts.
- \* relate to ideas being presented.



- while working with students with visual problem a teacher can keep the following in mind. Keep visual information simple and uncluttered
- \* Encourage students to discuss ideas with other students
  - \* Have students outline papers verbally before writing
  - \* Teach reading through phonics approach
  - \* Never underestimate these student's
  - \* provide prompt feedback.

Classroom Management: If a student has limited note-taking capacities, teacher can arrange someone else in the class to take notes for her, for this carbon notebooks are a big help. Also giving the child a sloped edge to write on can be useful to a student with upper body extremely difficult.

CONCLUSION: Beyond this the teacher plays the role of therapist as well a counsellor not only for the special children but for the parents too. Partnership with parents of such children is crucial to maximize success for students with disabilities as learners.