

# **THE BLIND RELIEF ASSOCIATION**



## **Special Care Unit**



## **Annual Report**

**April 2017 to March 2018**

**JPM Senior Secondary School** is one of the leading special schools in the country for children with visual impairment. This school is established and run by the Blind Relief Association, Delhi under the Directorate of Education, Govt. of Delhi. It has been noticed that out of the 200 visually impaired students in the school, few are having associated conditions or disabilities along with visual impairment. In such cases, the effects of disability are more severe and the children having multiple disabilities need special training and individual care. To cater to these special needs, the Blind Relief Association runs a programme in the unit for visually impaired children with multiple disabilities. The main objective of this programme is to develop possible academic skills and independent living skills among these children to rehabilitate them into the mainstream society.

The unit has two full-time qualified and experienced special educators and two part-time trainers in music and craft. One house parent takes care of the unit in the pre and post-school hours. In order to make appropriate need-based intervention, the beneficiaries of the unit are divided into two groups:

**1. Functional Academic Group**

**2. Remedial Teaching Group**

In the current academic session (2017-2018), 5 students receive special care under Functional Academic Group and 21 students are placed in the Remedial Teaching Group.

## **Functional Academic Group:**

This group mainly consists of visually impaired children with mild mental retardation. In consonance with the basic tenants of the Right to Education Act 2009 and the Rights of Persons with Disabilities Act 2011, the unit serves children who are above 16 years of age as well. The main aim of the unit is to prepare these children to lead a meaningful, independent life in the mainstream society. Hence, emphasis is given to developing independent living skills and functional academics like concepts of numbers, money, clock, time management, orientation and mobility, personal hygiene, activities of daily living (ADL), cooking, shopping, pre-vocational activities etc.

The students of this functional academic group are given opportunities to take part in different activities of the mainstream school as much as possible, so that, they can interact with the visually impaired students of their age. Considering the limitations of these students, their evaluation procedure is flexible, hence, instead of Braille their evaluation is mostly in oral mode. Arranging oral examination and evaluating these children is one of the major responsibilities of this unit.

Inclusion of these children has proved to be beneficial for both the students of the unit and the students of the main school as both the groups can understand each other in a better way. The students of the unit are happy to be a part of the main school. The teachers of the main school are also satisfied with their performance.



A brief profile of the students is given below:

S.No	Name of Student	Age	Class	Nature of Disability	Area/Subject for which the student attend class in the unit
1.	Tinku Vishwakarma	10	II	Visual impairment with mild mental retardation	All subjects of Class II, Hindi & English Braille, number concept and pre-vocational training
2.	Aryan	10	IV	Visual impairment with border line intelligence	All subjects of Class IV, Hindi & English Braille, number concept, money concept and pre-vocational training
3.	Vansh	13	V	Visual impairment with mild mental retardation	All subject of Class V, Hindi & English Braille, number concept, money concept, and pre-vocational training
4.	Shivam	14	VI	Low vision with borderline intelligence	All subject of Class VI, Hindi & English Braille, number concept, money concept, and pre-vocational training
5.	Vishal Jadhav	15	VI	Visual impairment with mild mental retardation	All subject of Class VI, Hindi & English Braille, number concept, money concept, and pre-vocational training

1.     **Name**                         :     Tinku Vishwakarma  
       **Class**                         :     II  
       **Age**                         :     10 years  
       **Date of Birth**               :     25/05/2008  
       **Date of Admission** :     20/04/2015  
       **Sex**                         :     Male  
       **Religion**                   :     Hindu  
       **Mother Tongue**           :     Hindi  
       **Nature of Disability:**     Visual impairment with  
  mild mental retardation



### **Family Background**

Tinku comes from a nuclear and poor family. He is the first child and has two younger sisters. His parents studied till Class VIII and Class X. His father works as a carpenter and the mother is a homemaker.

### **Birth History**

He was born through a normal delivery and blind by birth. His birthweight and birth cry was normal.

### **Developmental history**

All the vaccinations were given to Tinku as per time frame. These include polio, BCG, DPT, tetanus, MMR, measles and hepatitis B. Motor developments such as head control, sitting, walking and other activities like babbling, first word spoken, adaptive skills etc. was delayed. He started speaking only at the age of 4, and overall his development was slow.

### **School History**

JPM was his first school. He was admitted in the nursery class in 2015. After a thorough observation and based on the IQ report, he became a full-time student in this unit from April 2017.

### **Initial Stage**

Tinku was very inactive, introverted, unresponsive and always missed his family. Most of the times he kept murmuring to himself. He did not want to do any class room activity and his basic concepts were not clear. Tinku was a punctual and an innocent child in class.

### **Intervention**

- Behavior modification techniques
- Individual attention and continuous positive encouragement
- Short and interesting stories
- Daily homework
- TLM (Teaching Learning Material)

### **Improvement**

Through intervention, he has become an outgoing, obedient child and started doing his homework on a regular basis. He started enjoying music and clay modeling activity. He became a happier child, started enjoying classroom activities and showed interest in studies.

**Number Concept**

- Can count orally 1 to 100
- Can count backwards 30 to 1
- Can count objects 1 to 30
- Can orally do addition of 2 digits e.g.  $10+2=12$ ,  $15+2=17$ .
- Can arrange the Taylor Frame horizontally and vertically

**Time Concept:** Can easily tell the number of hours in a day and minutes in an hour.

**Money Concept:** Can identify coins of Rs 2, 5 and Rs 10 but needs more practice.

**Language Comprehension**

- He became attentive in the class and made efforts to answer questions from the Hindi and English textbook.
- Can insert Braille sheet and use stylus properly and write 6 basic dots. However, he requires more practice.
- Can differentiate between long and short lines (Reading readiness activity)
- Can recite all the English alphabets from A to Z and made efforts to read few alphabets with the help of index finger. E.g. A, B, C, D, E, F, G, H, I etc
- Can spell small words e.g. cat, bat, rat, dog, fox, mat, fun, gun etc. and fruits such as apple, orange, banana, papaya.
- Can tell the gender nouns e. g. boy – girl, peacock – peahen, cock – hen, cow - bull etc.
- Can tell singular – plural forms of words. E.g. – copy – copies, window – windows, table – tables etc.

**Activity related to daily living skills**

**Personal hygiene:** He can properly wash his hand with soap.

**Cooking Activity:** He joyfully prepares veg sandwiches with the help of his teachers.

**Orientation and Mobility:** He can follow simple direction like right and left, front and back.

**Pre-vocational skills:** He is able to fold paper forward and backward, tries to make simple envelopes, but needs more time.

2.	<b>Name</b>	:	Aryan
	<b>Class</b>	:	IV
	<b>Age</b>	:	10 years
	<b>Date of Birth</b>	:	14/06/2008
	<b>Date of Admission</b>	:	23/10/ 2013
	<b>Sex</b>	:	Male
	<b>Religion</b>	:	Hindu
	<b>Mother Tongue</b>	:	Hindi
	<b>Nature of Disability</b>	:	Visual impairment with borderline intelligence





### **Family Background**

He comes from a nuclear family. The family is poor and he is the eldest child among three children and has two younger sisters. His parents are not well educated. His father is a Class X pass and works as a peon in a private eye hospital.

### **Birth History**

He was a premature child delivered at seven months. His birthweight was low at only 1.5 kg and his birth cry was normal. When he was born, he suffered from respiratory problems and had to stay in an incubator in the ICU for 25 days in a private hospital in Saharanpur (Uttar Pradesh). He was on medications for the first 2 – 3 months of his birth. He is blind since birth.

### **Developmental History**

All the necessary vaccinations were given to him, including polio, BCG, DPT, tetanus, MMR, measles and hepatitis B.

### **Motor Milestones**

His development was delayed vis-à-vis normal growth. Development of head control, sitting, walking and other activities like babbling, uttering first word, adaptive skills etc. were slow.

### **School History**

JPM Senior Sec School for the Blind was his first school. He was admitted in nursery class in 2013. Initially he came as a remedial student in 2015 – 16. After a thorough observation and I.Q. report, he became a full-time student in 2016 – 17.

### **Initial Stage**

From the very beginning he was a very challenging child. He suffered from inferiority complex and low self-esteem. Often his dress was untidy and he was not interested in studies at all. He was also not willing to come to class after lunch. It was difficult to speak to him and he often spoke irrationally.

### **Intervention**

- Behavior modification technique
- Individual attention and positive encouragement
- Used Teaching Learning Material(TLM)
- Daily homework

### **Improvement**

Aryan has shown tremendous change in his behavior as well as in studies. He has become a confident and obedient child and is now sincere towards his studies. He enjoys music and clay modeling.

### **Number Concept**

- Can count orally 1 to 500
- Can count backward 60 -1
- Can do addition and subtraction from 1 to 30 with objects
- Can arrange the type on Taylor Frame and write 2, 4, 6 and 8 but needs more practice.

**Time Concept:** He can read the time on Braille model watch e.g. 5:00 PM, 2:00 PM etc.

**Money Concept:** Can identify coins of Rs 2, Rs 5 and Rs 10 but sometimes gets confused and needs more practice.

### **Language Comprehension**

- He is attentive in class and tries to answer questions from Hindi and English textbook.
- Can read English alphabets from A to Z.
- He knows gender nouns, e.g. cow – bull, boy – girls, men – women, peacock – peahen, etc.
- Can tell singular and plural forms of words, e.g. chair – chairs, table – tables, copy – copies, window – windows, etc.
- Can tell the spelling of names of fruits, vegetables and different colors.

### **Activity related to daily living skills**

**Personal Hygiene:** Oiling and combing his hair properly.

**Cooking Activity:** He joyfully prepares veg sandwiches with the help of his teachers

**Orientation and Mobility:** He can follow simple directions like right and left, front and back.

**Pre-vocational skill:** He is able to fold paper forward and backward, tries to make simple envelopes, but need more time.

3.	<b>Name</b>	:	Vansh
	<b>Class</b>	:	V
	<b>Age</b>	:	13 years
	<b>Date of Birth</b>	:	15/06/2005
	<b>Date of Admission</b>	:	23/07/ 2012
	<b>Sex</b>	:	Male
	<b>Religion</b>	:	Hindu
	<b>Mother Tongue</b>	:	Hindi
	<b>Nature of Disability</b>	:	Visual impairment with mild mental retardation



### **Family Background**

Vansh comes from a nuclear middle class family and is the second child of three siblings. His parents are educated, his father is Class X pass and works as a stenographer in a Central Government office. The mother has passed Class IX.

### **Birth History**

His birth was through normal delivery at nine months of pregnancy and he weighed 3.2 kg at birth. Though he was a normal child at birth, he suffered from severe fever after three days and was admitted in a private hospital at Jhajjar for eight days. When he was six months old, his parents observed that he was not making eye contact with them. After clinical examination he was declared visually impaired by the doctor.

## **Development History**

All the necessary vaccinations were given time to time. This includes polio, BCG, DPT, tetanus, MMR, measles and hepatitis B.

## **Motor Development**

Vansh took a lot of time to do his normal activities and his overall development was delayed. He had no head control; sitting, walking and other activities like babbling, first word and adaptive skill etc. was slow.

## **School History**

JPM was his first school and he was admitted in the nursery class in 2012. Initially he came as a remedial student in 2013 – 2014, and after thorough observation and based on I.Q report, he was a full-time student from 2014.

## **Initial Stage**

Vansh was an attention seeker and emotional by nature. He had behavioral problems and most of the time exhibited hyperactivity. He was one of the most challenging kids in the group. When he came to the unit, he was not able to concentrate on any task. Sometimes he looked restless and disturbed other students as well. He was in the habit of speaking unnecessarily. His attention span was very short and was not able to concentrate on any task. Academically, his basic concept was not clear although he had some positive qualities like being well mannered, coming to the class on time and well prepared with the required study material.

## **Intervention**

- Individual attention and passive encouragement continuously.
- Behavioral modification techniques
- Used TLM (Teaching Learning Material)
- Daily homework
- Discussion with his parents from time to time.

## **Improvement**

As a result of intervention, Vansh started showing interest in studies. His overall performance also improved particularly in Maths. He exhibited curiosity to learn through class room and other activities such as sports and clay modeling. He was able to concentrate in the class room activities. He became energetic and developed a tendency to help his classmates. His obedience also improved greatly.

## **Number Concept**

- Can count orally 1 to 5000.
- He is able to do place value exercises from 1 to 1000.
- Can do sum of profit and loss up to Rs 1000 confidently.
- Can differentiate amongst 1kg, half kg and 250gms.
- Can do additions of three to four digit numbers (orally), e.g.  $255 + 15 = 270$  and  $3000 + 1500 = 4500$
- He started practicing subtraction of 3 digit numbers, e.g.  $165 - 15 = 150$ ,  $125 - 25 = 100$ .

**Time Concept:** Vansh can relate time with daily tasks.



### Money Concept

He can identify different Indian currency notes, such as Rs. 10, 50, 200 and 500 but needs more practice.

### Language Comprehension

- He can read few alphabets e.g. A, B, C, D, E, F, G, H, I, J, K, L. However, he needs to practice more.
- He can recite small spellings of color names, such as red, white, blue, black, yellow and green.
- He can answer questions from the Hindi and English text books.
- He can tell singular and plural forms of words, e.g. boy – boys, child – children, etc.
- He can differentiate gender nouns, e.g. boy – girls, men – women, etc.
- Can give antonyms, e.g. hot – cold, day – night, up – down, etc.

**Orientation and Mobility:** After intervention, Vansh can follow sighted guide technique.

### Activity related to daily living skills

**Personal Hygiene:** He is able to fold his bath towel and pants.

**Cooking Skill:** Joyfully prepares vegetable sandwich with the help of his class teachers.

**Pre-vocational Skill:** Vansh is able to make simple envelopes.

4.	<b>Name</b>	:	Shivam Pal
	<b>Class</b>	:	VI
	<b>Age</b>	:	14 years
	<b>Date of Birth</b>	:	28/06/2004
	<b>Date of Admission</b>	:	7/07/2011
	<b>Sex</b>	:	Male
	<b>Religion</b>	:	Hindu
	<b>Mother Tongue</b>	:	Hindi
	<b>Nature of Disability</b>	:	Low vision with borderline intelligence



### Family Background

Shivam Pal belongs to a poor and nuclear family. His father is a Class IX pass and works as a labourer and his mother has completed Class X. He has one brother and three sisters.

### Birth History

He was delivered at home and had an abnormally fast heartbeat at the time of birth. His birth cry was also delayed by 3 days. He was admitted in a local hospital in Ghaziabad. He was diagnosed with cataract in both eyes at the age of 8 – 9 months by doctors in Guru Nanak Hospital, New Delhi. Subsequently, he underwent treatment for 3 months and permanent lenses were implanted in both his eyes. He uses spectacles of -12 power for both the eyes.

### School History

At the age of 3 years, Shivam Pal started going to RM Convent School in Kailash Puri, Palam Colony. But due to eyesight problem, he could not sustain his studies. In 2011, he

came to JPM Senior Sec. School at the age of 6 years and took admission in nursery class. After thorough observation and based on the results of the I.Q. report he was referred to our special unit in 2015.

### **Development History**

All the necessary vaccinations were given to him, including polio, BCG, DPT, tetanus, MMR, measles and hepatitis B.

### **Motor Milestones**

His development was delayed as compared to normal growth. Development of head control, sitting, walking and other activities like babbling first word and adaptive skill etc. were slow.

### **Initial Stage**

He was an introverted and fearful child, had a lazy attitude and was disinterested in studies. He did not respond whenever he was asked questions. He was a challenging child to deal with.

### **Intervention**

- Individual attention and positive encouragement
- TLM (Teaching Learning Material)
- Daily homework
- Sharing with his parents from time to time

### **Improvement**

Shivam became a hardworking student. He became punctual and did his homework on a regular basis. He is peace loving and follows the instructions given by his class teacher. He has started enjoying class room activities and his academic performance has improved.

### **Number Concept**

- He can write numbers from 1 to 10,000 in Braille using numerical indicator.
- He is able to do 1 to 1000 place value exercises.
- Can do sum of profit and loss up to Rs 1000 confidently.
- Can differentiate 1 kg, half kg, and 250 grams.
- He needs more practice of sum of 3 and 4 digit numbers e.g.  $195+185 = 380$ ,  $290 + 3000 = 3290$ .
- He is able to subtract three and four digit numbers .e.g.  $4000 - 3000 = 1000$ ,  $525 - 125 = 400$
- Can do simple division in Braille e.g.  $25 / 5 = 5$ ,  $64 / 8 = 8$ .

### **Time Concept**

Shivam Pal can read time from a Braille model watch e.g. 6:30, 8:00, 9:00 AM and can also relate time with his daily routine.

### **Money Concept**

Being a low vision child, Shivam Pal can identify new Indian currency notes e.g. Rs. 10, 200, 50, 500.

### **Language Comprehension**

- Tries to answer questions from Hindi and English text book.

- Can write an essay of 10 to 12 lines e.g. 'Holi festival' and 'Myself.'
- Can write difficult words from his English text book e.g. intelligent, enough, happiness, wisdom, angry, courage etc.
- He knows singular & plural forms of words, gender nouns and antonyms.
- Can identify noun as one of the parts of the speech.
- Can write in Hindi Braille.

### **Activity related to daily living skills**

**Personal hygiene:** He easily folds his hand towel and pants.

**Cooking Activity:** He joyfully prepares vegetable sandwich with the help of his teacher.

**Orientation and Mobility:** He can follow sighted guide technique though he needs more practice.

**Pre vocational skills:** He can do forward and backward paper folding and tries to make simple envelopes.

5.     **Name** : Vishal Jadhav  
        **Class** : VI  
        **Age** : 15 years  
        **Date of Birth** : 20/09/2003  
        **Date of Admission** : 07/04/2011  
        **Sex** : Male  
        **Religion** : Hindu  
        **Mother tongue** : Marathi  
        **Nature of Disability:** Visual impairment with mild mental retardation



### **Family Background**

He comes from a poor and nuclear family. He is the second child in the family and has an elder brother. His parents are Class VII and VIII pass. His father works in a private company.

### **Birth History**

He was delivered normally in a government hospital in Maharashtra. His weight at the time of birth was less than normal and birth cry was delayed. He is blind by birth. He suffered from severe fever after 15 days of birth and was admitted to Kalavati Hospital.

### **Development History**

All necessary vaccinations were given from time to time. These include polio, BCG, DPT, tetanus, MMR, measles and hepatitis B.

### **Motor Development**

His development was delayed. He had no head control, and sitting, walking, other activities like, babbling, first word spoken, adaptive skills etc. were slow.

### **School History**

JPM was his first school and he was admitted in nursery in 2011. After a thorough observation and based on IQ report, he became a full time student in the school from 2014.

### **Initial Stage**

He was very inactive, introverted, unresponsive and often missed his family. He used to murmur to himself and didn't indulge in any class activity or tasks. His basic concepts were not clear and most of the times showed mood swings. However, he was interested in music and used to sing well.

### **Intervention**

- Behaviour modification techniques
- Individual attention and positive encouragement
- Music class
- Short and interesting stories
- Daily homework

### **Improvement**

After intervention, Vishal is able to communicate well and has become better in music. He has also discovered that he is good at mimicry. Although he is slow in academics, he has the potential to fare better.

### **Number Concept**

- Can count orally from 1 to 2000.
- Can count backwards from 100 to 1.
- He can do addition or subtraction orally of numbers 1 to 50 including mathematical problems with objects.
- He can arrange the type on Taylor Frame both horizontally and vertically.

**Time Concept:** Vishal relates time with his daily routine.

### **Money Concept**

Though he can identify new Indian currency notes such as Rs. 10, 50, 200, he needs more practice.

### **Language Comprehension**

- He is able to answer questions from Hindi and English textbooks.
- He can write and tries to read words such as sparrow, laugh, angry, happiness, courage, wisdom, enough etc.
- He is able to tell the singular and plural forms of words, opposites and change in gender.

### **Activity related to daily living skills**

**Dressing Skills:** He can fold a single bedsheet.

**Cooking ability:** Joyfully prepares vegetable sandwiches with the help of his teachers.

**Orientation and Mobility:** He can follow sighted guide technique though he needs more practice.

**Pre-Vocational Activity:** He tries to do simple folding of paper and can make simple envelopes.

# REMEDIAL TEACHING GROUP

The group consists of 21 children of Class I and II of the primary wing of JPM Senior Secondary School. It was observed that the children were inattentive in class, had difficulty in comprehension and learning and slow in picking up Braille. Given these problems, the challenge was to deal with them through individual intervention and attention. As a remedial teaching initiative, the children were provided with individual care to improve their reading and writing skills.



A brief profile of the students is given below:

S. No	Name of the student	Age	Class	Nature of Disability	Subject for which student attended classes
1	Aryan	09	I	Visually Impaired	Braille
2	Saurabh Beghel	07	I	Visually Impaired	Braille
3	Lakshya	09	I	Visually Impaired	Braille
4	Aadarsh Dandotiya	08	I	Visually Impaired	Braille
5	Satyanand Rao	08	I	Visually Impaired	Braille
6	Lavesh Kumar	07	I	Visually Impaired	Braille
7	Ayush	09	I	Visually Impaired	Braille
8	Krishna	07	I	Visually Impaired	Braille
9	Joravar Singh	07	I	Visually Impaired	Braille
10	Samarth Gupta	06	I	Visually Impaired	Braille
11	Chanderakant Kumar	08	I	Visually Impaired	Braille

<b>S. No</b>	<b>Name of the student</b>	<b>Age</b>	<b>Class</b>	<b>Nature of Disability</b>	<b>Subject for which student attended classes</b>
12	Mohit	09	II	Visually Impaired	Braille
13	Tosh Dwivedi	10	II	Visually Impaired	Braille
14	Mohd Sakib	12	II	Visually Impaired	Braille
15	Manish Kumar	11	II	Visually Impaired	Braille
16	Sushil	11	II	Visually Impaired	Braille
17	Yashraj	09	II	Visually Impaired	Braille
18	Anand Kumar	10	II	Visually Impaired	Braille
19	Mayank Chauhan	10	II	Visually Impaired	Braille
20	Pratik	07	II	Visually Impaired	Braille
21	Ritik	09	II	Visually Impaired	Braille

## **INDIVIDUAL REPORTS**

1.     **Name**                         : Aryan  
**Age**                                 : 9 years  
**Class**                               : I  
**Nature of disability** : Visually Impaired

### **Initial Stage**

Aryan was a very calm and quiet child and did not interact with other children in the class. He was, however, an obedient child. He had the habit of banging his desk. He was slow in learning Braille and was able to punch only six dots.

### **Intervention**

- Reading readiness activities
- Doing homework daily.
- Primary and secondary rewards.

### **Improvement**

As a result of the intervention, Aryan showed improvement in his social orientation. He started talking to his classmates and was able to read and write simple sentences in Hindi and English Braille, e.g. This is a cat, this is a table and similar sentences in Hindi.

He was also able to read and write short paragraphs in Hindi and English.

2.     **Name**                         : Saurabh Beghel  
**Age**                                 : 7 years  
**Class**                               : I  
**Nature of disability**: Visually Impaired

### **Initial Stage**

Saurabh was a very challenging child to handle. He was naughty and had quarrels with his classmates. He did not show any interest in studying. After much coaxing and several instructions, he did his work.

### **Intervention**

- Doing homework daily.



- Use of letter, word method and sentence method for reading and writing.
- Behaviour modification training
- Reading readiness activities.

### **Improvement**

With the requisite intervention, the behavior of Saurabh changed positively. He stopped quarrelling with his classmates. He was able to write simple sentences in Braille e.g. He is a boy; she is a girl and similar sentences in Hindi.

3.     **Name**                         : Lakshya  
        **Age**                             : 9 years  
        **Class**                         : I  
        **Nature of disability:** Visually Impaired

### **Initial Stage**

Lakshya was a very naughty and restless child and often banged his desk. He did not pay attention to the teaching in class and showed little interest in studies.

### **Intervention**

- Reading readiness activities using letter and word method
- Doing homework daily.
- Behaviour modification training

### **Improvement**

Lakshya is now able to read and write all the alphabets. He is able to write sentences in Braille e.g. She is a girl; My name is Lakshya and similar sentences in Hindi. He is yet to grasp the concept of space between words while writing.

4.     **Name**                         : Aadarsh Dandotiya  
        **Age**                             : 8 years  
        **Class**                         : I  
        **Nature of disability :** Visually Impaired

### **Initial Stage**

Aadarsh is an obedient child. Sometimes he got talkative and disturbed the class while the teacher is teaching. He was not able to read and write in Hindi and English Braille. Due to partial vision, he used to read by seeing the dots.

### **Intervention**

- Use of flash cards
- Reading readiness activities using letter and word method
- Doing homework daily.

### **Improvement**

Aadarsh was able to read and write all the alphabets of Hindi and English in Braille. He also started writing small simple words such as red, cat, bat, mat etc. He also learnt to write sentences e.g. This is a tree, *Ram bazaar ja, ghar sey aam la.*

5.     **Name**                         : Satyanand Rao  
        **Age**                             : 8 years  
        **Class**                         : I

**Nature of disability:** Visually Impaired

### **Initial Stage**

Satyanand was a very naughty child and did not show any interest in studies. He was restless when the teacher teaches in the class. Though he was able to place the Braille sheet in the slate he was unable to write the alphabets.

### **Intervention**

- Behaviour modification training
- Reading readiness activities using letter and word method for both reading and writing
- Doing homework daily.

### **Improvement**

The intervention yielded positive results as Satyanand started showing interest in studies. He was able to read and write simple sentences e.g. This is a kite, he is a boy, Ram aaya, bazaar ja etc. He was also able to read short and simple paragraphs in Hindi and English.

6.     **Name**                         : Lavlesh Kumar  
       **Age**                             : 7 years  
       **Class**                         : I  
       **Nature of disability:** Visually Impaired

### **Initial Stage**

Lavlesh was a calm and introverted child. He did not have any friends and didn't talk to his classmates. He showed no interest in studies and in learning Braille.

### **Intervention**

- Reading readiness activities.
- Doing homework daily.
- Primary and social rewards.

### **Improvement**

Through intervention, Lavlesh started participating in class. He started interacting with other students, helped them and started becoming an outgoing boy. He started showing interest in Braille and also made his best efforts to read and write. He was able to read and write short and simple paragraphs in Hindi and English. E.g. *Ram utkar sabka aadar kar.*

7.     **Name**                         : Ayush  
       **Age**                             : 9 years  
       **Class**                         : I  
       **Nature of disability:** Visually Impaired

### **Initial Stage**

Ayush was a very naughty child. When asked a question, he would not answer, instead, insist on knowing the answer. He would answer a question only after several attempts. He was unable to put the Braille sheet in the slate and was not able to read and write in Braille.

### **Intervention**

- Behaviour modification training
- Reading readiness activities using letter and word method
- Doing homework daily.

### **Improvement**

Ayush showed improvement with the intervention and was able to read and write alphabets in English and Hindi Braille. He was also able to write simple sentences in both Hindi and English, e.g. This is a cat; This is a book; *Ram gaya; Bazaar jaa* etc.

8.     **Name**                         : Krishna  
       **Age**                         : 7 years  
       **Class**                        : I  
       **Nature of disability:** Visually Impaired

### **Initial Stage**

Krishna was a naughty child and quarreled with his classmates. He showed no interest in his studies and did not follow the instructions of the teacher.

### **Intervention**

- Behaviour modification training
- Reading readiness activities using letter and word method
- Primary and social rewards.

### **Improvement**

Through persistent efforts and intervention techniques, Krishna started showing noticeable changes. Making the best of his ability he picked up Hindi and English Braille. He could write simple words, such as cat, mat, bat etc. and Hindi words, such as *nus, sab, tab, ghar* etc. He also helped other students in their work.

9.     **Name**                         : Joravar Singh  
       **Age**                         : 7 years  
       **Class**                        : I  
       **Nature of disability:** Visually Impaired

### **Initial Stage**

Joravar was a very challenging child to handle. He often fell ill and couldn't come to school on a regular basis. He did not show interest in studies and often sat idle. He was not able to place the Braille sheet in the slate and was not able to read or write even few alphabets.

### **Intervention**

- Reading readiness activities using letter and word method
- Doing homework daily.
- Primary and social rewards.

### **Improvement**

With the strategic interventions, Joravar was able to place the Braille sheet in the slate, punch all the six dots, read and write a few alphabets.

10. **Name** : Samarth Gupta  
**Age** : 6 years  
**Class** : I  
**Nature of disability:** Visually Impaired

### Initial Stage

Samarth was a tough child and demanded personal attention. He was super active, attention deficit, did not concentrate on his studies and did not follow the instructions of the teacher.

### Intervention

- Behaviour modification training
- Reading readiness activities using letter and word method
- Doing homework daily.

### Improvement

With the requisite intervention, Samarth showed visible improvement in his behavior, concentration and remembered the Braille alphabets in English and a few in Hindi as well. His concept about dots improved and he was able to write the alphabets in Hindi and English. He became obedient and followed the instructions of the teacher.



11. **Name** : Chanderkant Kumar  
**Age** : 8 years  
**Class** : I  
**Nature of disability:** Visually Impaired

### Initial Stage

Chanderkant was a naughty child. He used to indulge in activities which disturbed the class while the teacher was teaching like banging the desk and irritating other children. He showed little interest in studies and was not able to place the Braille paper in the slate.

### Intervention

- Behaviour modification training
- Using Braille reading readiness material (Letter method for reading and writing)

- Doing homework daily.

### **Improvement**

After several attempts and persistent drill, he was able to place the Braille paper in the slate, punch six dots and was able to read and write few alphabets, such as A,B,C,D,E,F,G. He is giving his best efforts to improve according to his ability.

12.     **Name**                         : Mohit  
           **Age**                         : 9 years  
           **Class**                        : II  
           **Nature of disability:** Visually Impaired

### **Initial Stage**

Mohit was a quiet child and did not talk to anyone. He showed lack of confidence. He could write names of fruits and vegetables could identify and write Hindi alphabets and small words in Hindi and English.

### **Intervention**

- One to one interaction (Individual attention).
- Positive encouragement

### **Improvement**

The interventions bore fruits and Mohit became more sociable and made friends. He showed significant improvement in reading and writing in both Hindi and English language. Some noticeable improvements in him include writing simple sentences and paragraphs.

E.g. झूला झूल रही है डाली,  
       झूल रहा है पत्ता-पत्ता।  
       इस झूले पर बड़ा मजा है,  
       चल दिल, ले चल कलकत्ता।

13.     **Name**                         : Tosh Dwivedi  
           **Age**                         : 10 years  
           **Class**                        : II  
           **Nature of disability:** Visually Impaired

### **Initial Stage**

Tosh was always a well behaved child. Sometimes he was overconfident and eager to complete his work as soon as possible. He was familiar with all the Hindi and English alphabets. He was able to read and write small words from his text books.

### **Intervention**

- Positive encouragement
- Reading readiness (Flash Cards)

- Doing homework daily.

### Improvement

After intervention, he has developed the habit of checking his work before submission. He can now write long words. He checks the words phonetically and then tries to write. Some of the other significant improvements include initiating paragraphs, using punctuation marks, and numbers in Braille.

E.g. बुढ़िया चला रही थी चक्की,

पूरे साठ वर्ष की पक्की।

दोने में थी रखी मिठाई,

उस पर उड़कर मक्खी आई।

14. **Name** : Mohd. Sakib  
**Age** : 12 years  
**Class** : II  
**Nature of disability:** Visually Impaired

### Initial Stage

Sakib was a shy boy and sometimes did not respond when asked questions. He tried to hide his emotions from others. He knew all the dots of Hindi and English Braille and was able to write short words from his textbook.

### Intervention

- Behaviour modification training
- Use of letter and word method for reading and writing.
- Doing homework daily.
- Positive reinforcement.
- Group activities

### Improvement

Through intervention, Sakib started expressing his emotions. He remembers the instructions given and also applies whenever necessary. His reading and writing skills has improved. He started making efforts to spell the words on his own. He showed improvement in Hindi and English braille. Sakib is the topper in the class. Some other significant improvements include initiating paragraphs, use of capital letters, punctuation marks and numbers in Braille. E.g. किसी जंगल में एक शेर रहता था। वह रोज बहुत से जानवरों को मारकर खा जा था। (There lived a lion in the jungle and he ate many animals everyday)

15. **Name** : Manish Kumar  
**Age** : 11 years  
**Class** : II  
**Nature of disability:** Visually Impaired

### Initial Stage

Manish was a well behaved and a peace loving child. He could read and write Hindi Braille but had difficulty in writing English Braille. He was able to write simple sentences.



### **Intervention**

- Individual attention
- Rhythmic learning of words
- Doing homework daily.
- Positive reinforcement.

### **Improvement**

Manish was able to read and write English Braille after intervention. However he takes time to read difficult words. Some other significant improvements include initiating paragraphs, use of capital letters, punctuation marks, and numbers in Braille.

E.g. एक बंदर पेड़ पर बैठा था। बंदर की पूँछ बहुत लंबी थी। (There was a monkey sitting on a tree and its tail was very long)

17. **Name** : Yashraj  
**Age** : 9 years  
**Class** : II  
**Nature of disability:** Visually Impaired

### **Initial Stage**

Yashraj was a quiet boy in the class. Though he could identify and write alphabets, he confused the alphabets like D, F, H, J, R, and W. He learnt all the Hindi alphabets in Braille.

### **Intervention**

- Individual attention
- Doing homework daily.
- Positive encouragement

### **Improvement**

As a result of intervention, Yashraj started participating in class activities. He also learnt to distinguish between, D, F, H, J, R, W. He can write alphabets from A to Z, simple words and simple sentences. He can read Hindi and English Braille. He takes time to read difficult words.

18. **Name** : Anand Kumar  
**Age** : 10 years  
**Class** : II  
**Nature of disability:** Visually Impaired

### **Initial Stage**

Anand was not friendly with his classmates. He was in the habit of tearing papers and used to utter meaningless words. He was familiar with six dots and was able to punch (1), (1,2), (1,2,3), (1,2,3,4). However, he was not familiar with alphabets in their correct sequence.

### **Intervention**

- Reading readiness activity
- Doing homework daily.

- Positive encouragement

### Improvement

After consistent efforts and hard work, Anand is able to write A to Z alphabets in correct sequence. He can write words using the alphabet A, such as cat, rat, bat, mat etc. He can write names of fruits such as apple, mango, pear etc. He can also spell the names of his family members.

19. **Name** : Mayank Chauhan  
**Age** : 10 years  
**Class** : II  
**Nature of disability:** Visually Impaired

### Initial Stage

Initially, Mayank used to be quiet in the classroom. He made many excuses to escape from studies. He knew dots of all alphabets and could recognize them very well. He had difficulty in comprehending English Braille. He was in the habit of shaking his head continuously.

### Intervention

- Individual attention.
- Doing homework daily.
- Behaviour modification training.
- Reading readiness activities.

### Improvement

After persistent efforts and hard work, Mayank started showing interest in studies. He can read his textbooks and can also write difficult words with a few errors. He makes efforts to spell words on his own. He also learnt to write simple paragraphs.

E.g. इंजन इसका भारी-भरकम

बढ़ता जाता गमगम गमगम

धमधम धमधम धमधम धमधम

करता ठेलम ठेल।

20. **Name** : Pratik  
**Age** : 7 years  
**Class** : II  
**Nature of disability:** Visually Impaired

### Initial Stage

Pratik was very naughty and would often beat up his classmates. He also had behavioral issues and didn't follow the instructions of the teacher. He used to read words by breaking them into alphabets, such as R+ A+D+H+A. He knew how to read and write English alphabets in Braille.

### **Intervention**

- Individual attention.
- Doing homework daily.
- Behaviour modification training.

### **Improvement**

As a result of intervention there was a positive change in Pratik's behavior. He became more fluent in both Hindi and English Braille. He can write short sentences and paragraphs. E.g. रामू उठ। सूरज निकल आया। (Ram wake up, the sun has risen.)

21.    **Name** : Ritik  
      **Age** : 9 years  
      **Class** : II  
      **Nature of disability:** Visually Impaired

### **Initial Stage**

Ritik felt homesick and regularly asked about holidays and weekends. He made excuses during class to go back home. He knew how to write alphabets and simple words and sentences.

### **Intervention**

- Individual attention.
- Doing homework daily.
- Reading readiness activity(Flash Cards)

### **Improvement**

As a result of intervention, Ritik was ready to stay back in the hostel and also stopped asking about holidays. He was able to write in Hindi and English Braille but had difficulty in reading Braille. He also learnt to frame simple sentences. E.g. महेश के साथ जा ( Go with Mahesh)

## **OTHER ACTIVITIES**

### **Clay Modelling Activity**

The children were involved in clay modelling activity. They enjoyed mixing clay and water. Being visually impaired, they were thrilled to make various shapes from the wet clay and enjoyed their creations through tactile perception. Besides objects like snake and its burrow, tree, birds, some children also made more difficult objects such as pots and lamp. Overall, it was a creative initiative enjoyed by the children.



## Music

Like clay modeling music is also an important and integral part of co-curricular activities for children under the functional academic group. There were five children admitted to the music class during the session. They were Tinku, Aryan, Vansh, Shivam Pal and Vishal Jadhav. All the children were taught under a basic music programme.

They were taught vocal music and playing rhythm. As a part of graded vocal music practice they were made to do foundational exercises, elaboration etc. They were taught melodic note sequences (swarmalika) and the concept of lower, middle and high octaves.



## Outdoor Visit

### Visit to Children's Park and India Gate



Children from the functional and remedial teaching group along with 3 teachers went for a visit to the Children's Park and India Gate on 9 December 2017. The children were first taken to the park and were highly excited about the rides. They enjoyed the rides immensely which was followed by refreshments. After a short rest, the children went to India Gate, not far from the children's park. The teachers explained briefly the history of the monumental gate that it was built in 1931 and was designed by Edwin Lutyens. The children were also told of the 'Amar Jawan Jyoti' and the National Flag. They were explained the appearance and significance of the 'Jyoti'. The children listened attentively to the narration with a lot of interest. The children were told that there were students from other schools. The children spontaneously interacted with them. This was a positive sign that they had the ability to socialize on their own which was a healthy sign of a wholesome personality. At the end of the visit, a group photograph was clicked.





### **Parent-Teacher Meeting**

At the beginning of the academic year, on 1 July 2017 a parent-teacher meeting was held to explore ways to contribute to a holistic development of the child with inputs from both the parent and the teacher. The interactions helped in understanding the strengths and weaknesses of the child and find the best possible way to work on both. The meeting bridged the gap between the parent and teacher and the child also benefited from these interactions.

### **Strategies/Future Plans**

- IQ assessment of some students by clinical psychologists of VIMHANS Hospital and functional assessment of students by special educators.
- Inclusion of the students from the remedial group into the school i.e. JPM Senior Secondary School.
- Vocational training suggested for functional academic group.
- Orientation and mobility training will be provided to the students approaching adolescence.