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CHAPTER III

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3.0.0 INTRODUCTION

The nature of the curriculum was decided after an intensive observation of the cases regarding their developmental level and the type of the programme necessary for the group. The case observation report revealed the need of pre-school programme for the following three reasons: (i) the basic skills developed in majority of the children were unsatisfactory; (ii) majority of the children indicated adjustment difficulties; and (iii) the mental level of majority of these children was similar to that of the children of the pre-school age. The curriculum in the present study was designed to satisfy the developmental needs of the two categories of non-normal subjects, viz., trainable and educable.

Many studies in this direction have recommended the use of pre-school programmes to modify and ameliorate defects in these children. Roy (1970) states, 'Nursery programme is the foundation for the success of further procedure of the teaching to be adopted'. The author has rightly pointed out to start with developing basic skills in children which in turn would suggest the need for
further learning in them. Goldberg (1967) reported that trainable children learn how to take care of themselves all through pre-school activities. They also learn to get along well with others. Roy (1970) further added that this programme is suitable for inculcating social etiquette in children. It also develops the sense of health and hygiene through the activities related to personal cleanliness and dressing. Thus, the children adjust better in the family and the society in which they live.

Similarly, Rose (1968) reveals that pre-school experiences of both individual and group in nature, like, doll play, playing with live models, puppets, films, slides, etc., are necessary in order to improve the social behaviour of these subjects. She opines that pre-school experiences prepare the educable children for further academic learning.

Another study conducted by Harring and Shiefeltusche (1976) give two strong reasons for adopting this programme. First, it influences the character formation and second, it develops new behaviour patterns. These two aspects are most important for adjustment and future growth of an individual. Sweaney (1974) and Petrica (1974) stress on the human development programme and environmental life experiences. This includes the experiences which develop observation skills and stimulate thinking in the child. The human development programme suggests such programmes which provide experiences for developing general awareness
concerning self and the surroundings. Social interactions also have to be stressed in order to ameliorate the defect in the child. Thus, these studies clearly indicate the need of pre-school oriented programme for both the categories of children, namely, trainable and educable. The pre-school programme recommended by several authors for both the groups, suggests the provision of pre-school experiences in the group.

The literature suggests several activities based on the learning experiences of the children to be provided during this stage. Hutt and Gibby (1965) and Weber (1963) recommended play experiences contributing towards the development of gross motor skills. Michael (1972), Carter and Miller (1972) and D'Souza (1970) have expressed art experiences given to these children minimize their internal conflicts, develop ability to observe, imagine and appreciate, and improve their aesthetic sensitivity. Similarly, Obaldia and Marto (1969) and Alvin (1965) have emphasized on music. Music has been found to be very useful for developing auditory sensitivity and useful interest in learning. It also improves the vocabulary of the children. Music activity has been considered having therapeutic value to minimize emotional conflicts of a child.

The curriculum in the present study was designed
for a small mixed group of trainable and educable subjects. It was based on the following criteria: (i) Useful for the institutionalized non-normal subjects. (ii) The age group of children being 6-14. (iii) Facilitating overall improvement of skills in the subjects, and (iv) Satisfying developmental needs of the subjects. In order to develop a curriculum under the present study a list of seventy activities was prepared. Keeping the above criteria in view this list was prepared on the basis of readings and the related literature, namely, by Dorothy and Pickering (1974), Webb (1973), Smith (1971), Cratty (1971), Hutt and Gibby (1965) and Kirk (1951). The work experiences of the present investigator in this field were also considered while designing the programme. Later on, a final list of the fiftytwo activities was prepared under the guidance of experts in related disciplines. The activities on readiness, story-telling, mathematical concepts, etc. were deleted while making this final list as the children were found to have lack of communication, comprehension, imagination which was required for these activities. They were far behind the expectations and so the activities were finalized according to their level of performance.

Three factors were considered significant while developing curriculum. They were: (i) What to accomplish? (ii) The sequence of the programme and (iii) The approach, media, aids, etc. A few changes in the activities were made...
according to the needs of the group identified during the programme in action. For instance, some activities, like, preparing birthday cards, decorating room, etc., were introduced even though these were not planned earlier.

While planning the programme, the following limitations were taken care of: (i) absence of financial assistance, (ii) inadequate teachers and (iii) limited material help. The activities covered variety of experiences for the overall development of a subject. Thus, the curriculum was finally designed based on the guidelines drawn from literature, suitability to the subjects in a residential set up and time available at hand.

3.0.1 Basic Considerations in Preparing the Curriculum

For the planning of the programme, the following basic considerations were taken into account: (i) The programme-guide prepared by the investigator will be suitable to the residential institution for intellectually non-normal children of urban set up of India. (ii) The programme developed will be based on the mixed group of children, namely, trainable and educable who were admitted in the residential institution. (iii) It will be economical, factual and realistic to the extent that it incorporates the ideas and practices of the teachers of intellectually non-normal children, (iv) Since the curriculum guide be made most economical and practical, for which it is
necessary to emphasize the resourcefulness of the teacher who was to be involved in the education of such young children. (v) As the curriculum guide to be prepared for residential children, it would have to present subject matter and activities add recommendations in terms of generalizations. This would be applicable to the residential institution. Thus, after the considerations of the programme, it was necessary to chalk out the objectives.

3.1.0 OBJECTIVES OF THE CURRICULUM

While determining the suitable objectives for the curriculum, two factors were kept in view: (i) the adjustment of the subject in the institution, and (ii) the content of the curriculum through which the student had to undergo. In relation to these factors the investigator had to study the group of children under study, the institutional set up where the programme was to be conducted, and the content of the curriculum which would bring the desired change.

The broad objectives of the study were: (i) to study the behavioural characteristics of the subjects, (ii) to enhance the overall growth of the subjects in all the four major areas, namely, (a) physical, (b) socio-emotional, (c) communication, (d) intellectual development; and (iii) to develop a suitable pre-school programme with
an emphasis on recreational activities. The specific objectives for the above broad objectives were spelt out. These were related to physical development, educational development, social development, intellectual skills and emotional development. Each of the objectives related to these five developments which are further specified as below:

I. Physical Development

1. To develop control, associate and coordinate various body parts in visual motor activities.

(i) This includes body balance and locomotion such as, actions involved in walking, running, jumping, hopping, skipping and galloping.

(ii) Coordinate arms and leg movements.

(iii) Locate objects in space and try to coordinate the motor action i.e. batting a ball, hitting, catching a ball or floating balloon.

2. To promote physical growth by providing adequate and appropriate stimulation to bring forth development.

(i) To promote interest in participating activities which will help him to have more
(ii) To increase speed, strength and body flexibility.

(iii) To enhance better coordination, flexibility and control of muscles during gross motor movement and finer muscle movements, i.e. throwing, pushing, pulling, fixing, etc.

II. Emotional Development

(1) To develop positive attitude towards self care such as feeding, going to toilet, grooming, etc.

(2) To develop satisfactory health habits such as, brushing teeth, washing hands, blowing and wiping nose, taking bath, etc.

(3) To enhance exercise some control on their emotions, viz. (a) to tolerate and profit from assistance and guidance received from the adults with whom they are familiar, (b) to enable them to deal with problems in a more emotionally healthy manner, like, seeking help for problem solving instead of being destructive, verbalizing instead of sulking, etc.

(4) To provide opportunities for the development of maturity and self help.
III. Social Development in Terms of Social Skills

This intends to increase the quantity and quality of interpersonal interactions with other children, viz., (1) by engaging in parallel, cooperative (group) game, group activity and projects, (2) by developing social skills like sharing, cooperation, self assertion, leadership role, compliance, obedience, taking guidance, etc. (3) by showing readiness to be a leader and allow other children to become leaders, i.e. acceptance of a co-worker and leader in the group, and (4) by considering others' needs, difficulties and sympathizing with other children.

IV. Intellectual Skills

1. Perceptual skills: This includes to: (a) attend visual stimuli and discriminate sizes by selecting larger(est) and smaller(est); among colours, among shapes like triangle, square and circle, (b) respond to sound stimuli and identify it like: birds, animals, musical instruments, scooters, cars, trains, aeroplanes, etc. and (c) perception of tactile like smooth-rough, soft-hard, hot-cold, various tastes like: sour, salty, sweet, bitter, etc.

2. General awareness: This aims to: (a) understanding why safety is essential in work and play, to
employ a cautious approach in activities which are potentially unsafe for him and for others, (b) increase sensitivity towards their surroundings and taking interest in developing contacts with them, individuals, situations and components of their environment which foster inquiry, interest and curiosity, (c) to increase general information about the topics they are interested in like animals, birds, transportation, personal safety, nature, etc., (d) integrate the knowledge and the skills that they possess in day to day situations, for instance, health and hygiene habit formation, and (e) develop interest in some skills or competencies as fully as possible within the limits of personal preference. Thus, the specific objectives provide guidelines for developing suitable curriculum for the group. In order to develop suitable and feasible programme, it is necessary to have sufficient knowledge about the institution, the group, material facilities and interest of the authorities concerned.

3.2.0 INFORMATION ABOUT THE INSTITUTION

This institution was started in 1963 by the Social Welfare Department, Gujarat, Government of India for the young children of the age group seven to eighteen. The objectives of the institution were: (1) to provide residential facilities for those children living in the places lacking such institutional facilities, (2) to cater
services for all the categories of intellectually non-normal children, i.e., severely, mild and educable group of children, (3) to provide training to enable the child for his total development, (4) to help the child to achieve better emotional and social adjustment in the society, and (5) to rehabilitate the child.

The admission procedure of the institution revealed that the children were diagnosed by the psychiatrist and the clinical psychologist before admitting them in the institution. At present, there were thirty-five children admitted out of which twenty were diagnosed as trainable and educable groups. The regular staff consisted of one superintendent, one occupation therapist, one teacher, one craft teacher, one nurse, one cook and four maid servants. The psychiatrist and the clinical psychologist visited the institution once in a week.

The programme in the institution provided was of two types, namely, (i) Montessory training and (ii) Occupational therapy. The group was divided into two groups, group A and group B. The group 'A' children were considered to have some ability to be trained in Montessory and occupational therapy whereas, those of group 'B' were considered to be trainable in some of the skills only. The Montessory programme aimed at developing academic skills in educable and trainable children. The occupational
therapy programme emphasized on developing the occupational skills in the children, like, weaving, knitting, tailoring, chalk making, etc. It also aimed at preparing the children for vocational training. Each programme was scheduled for two to three hours a day.

3.2.1 The Children

In order to have sufficient knowledge about the group, the children were observed for two hours a day for four weeks in different situations within the institutional set up. Such observations were related to physical development, emotional and social development, intellectual development and communication skills.

The Physical Development: Usually the normal children of seven to fourteen years are highly energetic and they prefer to be involved in physical exercise through play or adventurous activities. Inspite of having no physical disabilities in terms of organic defect, most of the children in the institution appeared inactive, dull and disinterested in any play. Many of these children used to sit idle, lie down or move about aimlessly. More than half of the children were reluctant to play on the swing, slide, merry-go-round and jungle gym (for climbing), strongly expressing that they were afraid of playing with them. Some of them did not even have the basic motor skills, like, jumping
from a height of two feet, catching the ball, throwing the ring, kicking the ball, balancing on one leg, hopping and doing exercises involving both the hands and the legs.

It was observed that there was a need for training of finger muscle skills in most of the cases. They faced difficulty in holding the scissors and cutting papers, stringing in various patterns, buttoning their shirts, lacing, etc., which required the eye-hand coordination. Majority of them could not fill in colours with crayons in medium and bigger structural shapes of design. It was observed that the rate of the performance of any activity was very slow in majority of the cases, indicating the need for developing gross motor and finer muscle skills.

**Emotional and Social Development:** Very few children indicated better emotional maturity in expressing emotions, tolerance, acceptance of one's own ability and disability, sympathising with others, etc. But case study observations revealed that most of the children had adjustment difficulties with other children and the staff due to interpersonal conflicts. They had adopted a negative approach to express their inner dissatisfactions. The socialization of the children appeared to be poor in most of the situations. Very few children played games cooperatively, while the majority of them preferred to play on
their own. They were gravely lacking in social skills, like, sharing, helping, cooperating, etc. The authorities concerned expressed their dissatisfaction in the children's lack of active participation in academic and occupational therapy programmes.

**Intellectual Development:** Very few children indicated difficulty in counting from one to ten but it was not meaningful learning. Many of them showed perceptual sensitivity but it was difficult for them to recognize and identify concepts. It was observed that two out of ten children had developed better concepts about colour, size and shape. The general knowledge about various projects, like, professions, health and hygiene, transportation, living and non-living things, birds, animals and seasons was lacking in almost all the children.

**Communicative Skills:** Majority of the children had some ability to communicate but they still needed to be developed as many of them indicated difficulty in expressing their thoughts in an organized manner. Some had very little self initiation in communicating with one another, a few stammered and the others made no effort to develop speech. Most of them lacked comprehensive abilities. It was observed that three children in the group could speak long and complicated sentences while the others showed lack of confidence in the individual and group
communication. The overall behaviour of the group in their achievement of various aspects (physical, social, emotional, intellectual and communication) indicated that they could benefit from the pre-school oriented programme. The performance of the group in overall development of the skills revealed that seven children out of ten needed the training in motor skills. The mental skills with special reference to perceptual skills and general awareness were poorly developed among the majority of the subjects. The emotional skills in eight children out of ten were not satisfactorily developed. Thus, these children needed activities which would initiate their physical, socio-emotional and intellectual skills.

The development ability of the group indicated that majority of the subjects needed help in adjustment with children and adults. The children's interest in play, academic and occupation therapy programme appeared poor. Thus, it revealed the need of a programme that would enable them to adjust better in the institution and develop self initiation in learning.

3.3.0 IMPLEMENTATION OF THE CURRICULUM

The investigator made an effort to make maximum use of the natural resources and waste materials for the programme in order to make it more economical and develop the resourcefulness in the person who works with these
The daily programme for the group was planned in such a way that it catered to the needs of the individual within himself as well as the group as a whole. The activities were structured by taking into consideration the two categories of the children in two groups, viz., the trainable and the educable. This means that the play activities and learning experiences were simple as well as complex in order to initiate maximum participation in the programme.

The detailed description of each activity has been given below. It explains the purpose of the activity, the materials required, the methods, the modifications and precautions wherever necessary. Following were the planned experiences divided into four major areas of the development: (i) Physical development, (ii) Socio-emotional development, (iii) Intellectual development, and (iv) communicative skills. The Table 3.1 gives the detailed list of the experiences planned for the group for all the above mentioned areas. The experiences were listed under a given category on the basis of its major emphasis of development. It may be noted here that an experience listed under a given category also contributes to the other areas of development in some or the other way,
## TABLE 3.1

Activity Chart

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>ACTIVITIES (GENERAL)</th>
<th>PURPOSE</th>
</tr>
</thead>
</table>

### 1. Physical Development

#### Jumping, Walking, Running, Balancing and Catching.

- Jumping from high level, long jump, high jump, jump and reach, run, jump and match the shapes, jump and count, see and jump, walking slow and fast, walking on different lines, walking on shapes, animal walk, birds' game, relay race, musical chairs, walking on wooden planks, rolling, cycling, driving scooter, etc.

**Purpose (i):**

- Development of motor skills:
  - (a) Locomotion of lower limbs. (Strength, Control, Flexibility).
  - (b) Eye-Leg/Leg-Leg, Coordination.
  - (c) Awareness of Rhythm (Speed).

**Purpose (ii):**

- Emotional-Social Development:
  - (a) Minimizing fear, developing self-confidence and satisfaction of self-achievement.
  - (b) Increasing Alertness and Concentration.
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<tr>
<th>SKILLS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(ii) Emotional-Social</td>
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<tr>
<td></td>
<td></td>
<td>(a) Self-expression (Achievement), (b) Expression of Environmental, Stimulus and Retention, (c) Habit Formation (Self help-Putting things back, etc.)</td>
</tr>
<tr>
<td>(i) (a) Locomotion of Upper Limbs.</td>
<td></td>
<td>(c) Adjustment with group (Waiting for turn, following norms, self-discipline, etc.)</td>
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<tr>
<td>(ii) Intellectual Development-Concept formation:</td>
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<td>(iii)</td>
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### TABLE 3.1 Continued

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>ACTIVITIES (GENERAL)</th>
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<tbody>
<tr>
<td>(a) Developing observation and exploration in environment.</td>
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<td></td>
</tr>
<tr>
<td>(b) Observe, touch and feel.</td>
<td></td>
<td></td>
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<tr>
<td>(c) Increasing Group Interaction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Increasing Group Interaction.</td>
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<tr>
<td>(e) Aesthetic Satisfaction.</td>
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<tr>
<td>(f) Developing social skills (Sharing, cooperation, etc.)</td>
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#### (iii) Intellectual

| (a) Planning (Thinking how to start, proceed and accomplish). | | |
| (b) Concept formation (colour, size, texture). | | |
| (c) Initiating and Trying out. | | |
| (d) Creativity. | | |
| (e) Vocabulary. | | |

### 3. Mental Development

<table>
<thead>
<tr>
<th>Blowing Balloons and Counting, Observation in Environment, Collection, Matching, Mirror, Play, Seeing Picture Books and Picture Cards, Play with a Puppy or Birds, Project Talk, Science Experience (Experiments), News reading, Work Book, Story, Observing Bulletin Board, etc.</th>
<th>(i) Intellectual Development</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>(a) Developing observation and exploration in environment.</td>
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<td></td>
<td>(b) Observe, touch and feel.</td>
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(TABLE 3.1 Continued)

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<th>SKILLS</th>
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<tr>
<td>(c) Developing Inquisitiveness and Satisfying it.</td>
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<td>(d) Awareness about Social system and personal cleanliness.</td>
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<tr>
<td>(e) Improving communication.</td>
<td></td>
<td>(e) Improving communication.</td>
</tr>
<tr>
<td>(f) Retention.</td>
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<td>(f) Retention.</td>
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</tbody>
</table>

(ii) Emotional-Social Development

(a) Expression of feeling.
(b) Developing patience (Hearing others)
(c) Carefulness (Handling objects).
(d) Increasing Concentration.
3.4.0 ACTIVITIES FOR THE PHYSICAL AND SOCIAL SKILLS

This deals with the physical activities which aimed at enhancing the gross motor and finer muscle skills in the subjects. The planned learning process will create for them a happy and enjoyable experiences by including various games and physical activities. The following was the list of the activities planned to provide physical exercises and learning to the group. The activities were divided into the aspects of basic skills of the gross motor development. They were: (i) walking, (ii) running, (iii) jumping, and (iv) balancing and motor coordination. The various play activities were planned under each basic skill.

Walking

This was considered to be an essential activity in the programme, as this develops the subjects' capacity to balance the body and increases the skills related to locomotion and the perception of speed. The experiences provided were following:

1. Walking Slow and Fast:

   Time: 15 minutes.

   Material: Chuna Powder
Method: Long and short vertical lines were drawn and three to four subjects were made to stand on them. Slow and fast rhythms were played and demonstrated. The subjects were instructed when to start and stop walking on the lines according to the fast and slow rhythm.

Modification: The trainable subjects found difficulty in following the instructions in a group. It was preferred that the subjects play alone initially and then in a group.

Comments: The trainable subjects enjoyed this game.

2. Walking on Different Lines

Time: 5 - 15 minutes.

Material: Chuna Powder.

Method: Eight to ten lines were drawn on the ground as shown in the figure below in different ways - single joint, straight and curved at angles.
The subjects were made to move on the lines according to the music played on the record.

Modification: The trainable subjects preferred the thick and long lines. It was better to make them walk individually before making them walk in a group.

Comments: The educable group of these subjects did not play but helped others in developing active interest in the game.

3. Walking - Forward and Backward

Time: 10 - 20 minutes.

Materials: Powder to draw a line, poster stand with directions.

Method: The subjects were made to stand in a group of three or more on the horizontal line. They were then made to move forward and backwards according to the instructions given. The subjects who followed the instruction and responded accordingly, won the game. Similarly, 'right to left' and 'left to right' side walking was given.

Comments: Initially it was difficult for the children to walk according to the instructions. Some of them got frustrated and said that they 'cannot play it'.
But gradually their interest in learning increased as they gained the control on the movements.

4. Walking on the Shapes

Time: 15 - 20 minutes.

Material: Chalk powder and poster stand.

Method: First of all familiar shapes like circles were drawn and then gradually triangles, rectangles, etc., were also drawn. In order to introduce the shape, first its part and half shape was drawn as shown in the figure and gradually the whole pattern was drawn. The subjects were made to walk on these shapes.
Comments: Some of the trainable 'subjects' experienced difficulty in coordinating eye-leg movement. Few of them could identify half and full shape. The educable group of the subjects also enjoyed this game. The trainable subjects needed training initially in individual walking and then in the group. Music was necessary to stimulate the game.

5. Animal Walk

Time: 10 - 30 minutes

Teaching aids: Masks of animals, stories and flash cards on animals.

Method: Songs with music on different animals was introduced to the children. They were then made to walk like animals according to the songs sung by the teacher or played on the records, e.g., they were expected to walk like the elephant while the song was played or sung on the elephant.

Comments: It was observed that the group indicated greater interest in this game. They enjoyed free expression and the movement. Repetition of the vigorous walking with action was enjoyed by them. The short stories on animals with song could be dramatized and the subjects could be encouraged to walk like them.
6. **Walking - Right and Left**

**Time:** 10 minutes.

**Method:** Two lines were drawn showing the directions - left to right and right to left. The subjects were explained how to move side ways. They were first asked to do it individually and then in a group. It was observed that slow and quick movements created more interest in the game.

**Comments:** The response of the subjects revealed that trainable subjects could not develop the concept of right and left. The educable subjects indicated no difficulty in identifying it. However, their interest in this game was increased as they followed the game. To increase their interest in play few materials could be arranged on the right and the left side. The children could be asked to bring them and explain from which side they brought them.

**Running**

All the young children prefer to use their motor skills to the maximum. Running was one which enabled them to achieve better control on their movements and the skills of motor coordination.
7. Squirrel on the Tree

Time: 10-20 minutes.

Equipments: Twelve to fourteen wooden blocks.

Method: The equal number of blocks were arranged in two rows at a distance of 2 ft. - 2½ ft. The group was divided into two batches. Each subject from the two batches was asked to run around the blocks as shown in the following figure.

When the first subject returned to the original starting point the next subject took his place. In this way, there was a competition to see which group completed its turns earlier. Then all the subjects were asked to run
around. The subject who reached back at the starting point after going around all blocks, was declared the winner. Slow and fast rhythms were given on the Khanjari (a musical instrument) to increase their excitement.

Comments: The subjects enjoyed the game very much and tried sincerely to help and encourage each co-member of their group to play the game actively. The group which won the game was given play material as a reward. This technique strengthened their interest in making maximum efforts to play well. It also developed a healthy competitive spirit among the group as they played the game in two batches.

8. Running on Shapes

Time: 15 - 30 minutes.

Method: Five to six large shapes namely, squares, circles, triangular, etc., were drawn and inside them smaller shapes of the same bird were drawn in varying sizes. The subjects were asked to run on the shapes while the music was tuned. When the music stopped they had to accommodate in the smaller shape. Those who could not accommodate had to get out of the game.

Comments: The younger - seven to ten years old subjects appeared highly frustrated in the beginning as they could not follow the instructions. They were given
sufficient chances to learn by letting them observe the older subjects play the game. They all enjoyed the game very much once they learnt to follow the instructions and accommodate themselves in the smaller shapes. The majority of the subjects did not like it and they became rude and aggressive when certain rules were followed strictly in the game. Hence, it was necessary to be more flexible according to their interest and level of achievement.

9. Birds' Game

Time: 5 - 20 minutes.

Material: Birds' masks.

Method: Names of different familiar birds were given to all the subjects. The masks of the birds were kept at a distance on a table. Two to three names of the birds were called out and the subjects with those birds names had to run, wear their respective masks and return.

Comments: This game was appreciated more by all the subjects. Initially the trainable subjects needed to be reminded about their names and also in sorting out the correct mask. The investigator had to have patience and lower down the expectations in order to develop their interest in the play. The older subjects
said that this game was good and they wanted to act out the characteristics of the animals and birds.

10. Relay Race

Time: 10 - 25 minutes.

Method: The subjects in their respective groups had to run to a certain distance where one of the subjects dressed as a joker was made to stand and then return as fast as he could. The three subjects who ran first were given big hand-made gifts while others were given smaller gifts.

Comments: The subjects who could run well, highly enjoyed the game and it was observed that giving out rewards or gifts stimulated active participation in them. It was observed that rewarding them was necessary at times. All the subjects made sincere efforts for which they were given some gift.

11. Number Game

Time: 5 - 7 minutes.

Method: The subjects were made to stand in different corners and they had to form chains according to the numbers called out while the remaining were considered out.
Comments: This game was not appreciated or enjoyed by anybody in the group as they were not familiar with the number concepts. This game was found unsuccessful after a gap of some period also.

12. Musical Chair

Time: 15 - 20 minutes.

Method: The chairs were first placed in the same direction. The directions of the chairs were changed as their understanding developed.

Comments: The subjects having better understanding enjoyed the game while the young or trainable subjects had to be instructed patiently. They could later on play the game with confidence.

13. Clown Game

Time: 10 - 30 minutes.

Material: Shirt, pajama, cap, children's gown, etc.

Method: Two to three pairs of every garment were kept in a bucket in the centre of the room. Music was played for some time and then three names of the subjects were called out. The subject who wore the garments first won the game. The recognition was given by appreciation and rewarding with sweets.
Comments: The younger two subjects of ten to twelve years from the trainable category did not enjoy participating in this game. But they enjoyed observing the older subjects play and derived a lot of enjoyment and pleasure from this game. About seven of the older subjects participated actively. They were initially allowed to wear one piece of garment and then gradually they had to wear two or three garments in order to develop their interest in play. The subjects were permitted to take help of other subjects in wearing the garments. In the end they were rewarded by the group.

14. Walking on Wooden Plank

Balancing Time: 5 - 20 minutes.

Equipment: Narrow and broad wooden planks.

Method: The subjects were made to walk on the planks, first with support and then without support.

Comments: This exercise was highly enjoyed by the younger subjects who had very poor motor coordination. The older subjects supported the younger subjects whenever the help was required and this helped to minimize their fears. The younger subjects gained lot of confidence due to the support from the elders.
15. **Rolling or Somersault**

**Time:** 10 - 20 minutes.

**Method:** This was introduced by two subjects from the group. They were required to somersault with the help of their hands.

**Comments:** The subjects tried to learn it by imitating each other. Most of the subjects enjoyed doing it because the movement of the whole body was involved and they could play it with the least bit of inhibition. Their maximum satisfaction was observed.

16. **Cycling**

**Time:** 15 - 30 minutes.

**Equipments:** Two cycles.

**Method:** The group was given introduction to the different parts of the cycle and they were shown their functions. Two adults helped the subjects to learn cycling.

**Comments:** Six out of the ten subjects showed readiness to learn. Three of them could ride the bicycle independently at the end of the programme. Three subjects could not learn as they were afraid of falling down or getting hurt but they could walk confidently with cycle.
17. **Scooter Riding**

**Time:** 15 - 30 minutes.

**Method:** Two children's scooters were provided to the younger children and they were taught to balance on them.

**Comments:** Initially they only walked holding it. They helped walking with one leg, keeping on it and slowly riding it with some speed. The subjects enjoyed driving the scooters independently, but they had maximum conflicts as they were not ready to share.

18. **Outdoor Free Play**

Different kinds of packing material was provided during outdoor free play. The subjects played individually and in small groups.
FIGURE 3.1
Imaginative Play with Waste Material

FIGURE 3.2
Imaginative Play with Waste Material
Jumping

It helped the subjects to develop physical strength and balancing skills in play activities. It was very essential for every child to achieve this skill in order to increase his physical efficiency. The opportunity to develop this skill was provided in the following ways:

19. Jumping from High Level

Time: 10 to 25 minutes.

Material: Wooden plank: 1½ ft. by 6 ft. x 7 ft. bricks, mattress (big).

Method: The wooden plank was made to rest on some bricks and the height was increased as the game progressed. The subjects were allowed to jump individually and then gradually in groups from the wooden plank on to the mattress spreaded in front of the floor.

Comments: The older subjects who had already achieved these skills showed no interest in the play. They only helped in arranging bricks and wooden plank. Some of the younger subjects of eight to nine years showed fear and reluctance. They slowly showed the readiness to play the game, when support and individual attention was given. There was no difficulty later on, once they developed self confidence.
20. **Long Jump**

**Time:** 10 - 30 minutes.

**Material:** String and chalk powder.

**Method:** Two thick lines were horizontally drawn. One thick line was drawn to stand from where the subjects were expected to jump and the other was drawn to show the distance to which they were expected to jump. The children were asked to hold the string at both the ends. The children were asked to jump when their turn came. The distance (upto which) each child jumped was marked to know who could jump the longest distance.

**Comments:** Most of the older subjects who could do it, enjoyed the game, while some subjects showed difficulty in jumping. The subjects who could jump a little developed competitive spirit and made sincere efforts to jump longer distance. Other subjects seeing these subjects also developed an interest in jumping and made efforts to jump as much as they could.

21. **High Jump**

**Time:** 5 - 10 minutes.

**Material:** Thick coloured string.

**Method:** A line was drawn, where the subjects
were expected to stand in a queue. Two subjects were asked to hold the thick string, each time changing the height. Then the instructions were given to the subjects to show how to run and jump. The subjects who jumped without touching the string, won the game.

Comments: The young trainable subjects preferred to be the observers rather than participants. The older subjects started playing the game but they did not enjoy it and suggested a change of game. Thus, this game proved to be failure. The reason for this could be that the investigator had not sufficiently prepared the group to play it. Instead of the thick coloured string, other suitable equipments, like, blocks of different heights could have been arranged so that the subjects might have been able to locate them. The subjects who were holding the string either held it too high or too low. And by the time the exact height was attained, the subjects had already lost interest in the game.

22. Jump and Reach

Time: 30 minutes.

Material: Twenty one coloured strips of stickers.

Method: Twenty strips of stickers were pasted on
the classroom wall at different heights. The game started with the shortest subject in height from the group. After marking the head level, each subject was asked to stand against the wall with the toes touching the ground. Then they were asked to stretch their arms above their heads as high as they could reach. This level was marked. Then they were made to turn on their sides and jump as high as they could reach. The difference between the two heights was calculated with coloured strings to see who could jump the highest.

Comments: The subjects showed interest for some time. But as soon as their turn was over, they lost interest and ran away from there. This created disturbance in the group. Balloons were hung at different heights in order to make the game interesting. The subjects had to catch them from the given three chances. If they could not catch then they had to wait for their turns to come again. It was observed that the subjects enjoyed this game more and participated whole-heartedly.

23. Run, Jump and Match the Shapes

Time: 10 to 30 minutes.

Equipments: Square shaped plates and a magnetic board with squares.

Method: Coloured shapes were placed in the
squares drawn on the ground. The magnetic board was kept at a distance. The subjects were asked to stand in a line at a little distance from the two squares. The moment the signal was given they were asked to run and jump into the squares as shown and pick up the coloured shapes and against run and match them with the similar shapes kept on the magnetic board.

Comments: The subject took some time to follow this game. But once they followed the game they enjoyed it very much and wanted to play it again and again. Some of the subjects from the trainable group preferred to play with the magnetic board as they could not jump even though they were encouraged and coaxed to do so. When they were permitted only to run and match the shapes and colours, they enjoyed it and more participation was observed. The time was increased from fifteen to thirty minutes.

24. Jump and Count

Time: 10 - 25 minutes.

Equipment: Grid containing numbers and magnetic board.

Method: The subjects were made to jump from one to any number in order. After jumping they were made to pick up the numbers and put them on the magnetic board. While one child was playing the others had to watch
whether he was correct or not.

Comments: The subject who could count and recognise the numbers enjoyed the game while those who could not, lost interest. To make the game more simple, two children were asked to jump rhythmically two together on both the sides. Others had to find out all the matching numbers and put them on the board against the similar number. They enjoyed this game as more than one subject was involved in it at a time. After few trials majority of the subjects participated actively. The time was increased from ten to twentyfive minutes.

25. See and Jump

Time: 15 - 20 minutes.

Equipment: Picture cards, Chuna Powder.

Method: Square, triangular and round shapes, as shown in the figure, were drawn:
Two subjects at a time were made to jump on the picture cards as per the instructions given. The subject who jumped according to the instructions won the game. They were first made to jump slowly and then quickly to test their presence of mind and quick grasping power.

Comments: This was enjoyed by the subjects who had better understanding power. Two trainable subjects enjoyed only watching the game due to their inability to jump and follow the instructions.

3.4.1 Activities for Emotional and Finer Muscular Skills

Following activities were provided to the subjects in order to develop their concepts of colour, size, shape and general awareness about health and hygiene, transportation, animals, etc. These activities also provided the subjects with an opportunity to develop eye-hand coordination, finer muscle exercise, perceptual sensitivity, aesthetic satisfaction and mental exercise and so on.

26. Painting

Time: 10 - 25 minutes.

The group was given experiences in various types of paintings, like, easel painting, mirror painting, glass painting and colouring different materials. Painting is a good method for capturing and channelizing the
imagination of the subjects.

Material: Powder colour, cotton, easel, painting brushes of big and small sizes, soft board and newspapers, white, printed or brown papers.

Method: The colour was prepared by gradually adding a little water and gum in it. In the beginning, the paste was prepared and then the necessary amount of water was added to it. Big sizes of printed papers or newspapers were pinned on the soft board. Every subject was provided with brush and colour in a small transparent glass after instructing them about the use of the colours. Colours in variety were used, and two different colours were provided at a time.

Comments: The subjects demanded for lot of colour and they spilt it on the floor or on the board. After a short time the subjects enjoyed painting but it was observed that they needed more guidance and supervision as they were excited seeing the bright colours and were tending to spill and smear everything with the colours. They painted well when the restriction was put on them to sit at once place and paint with the given amount of colours. The subjects from the educable group preferred to paint on the papers with small brushes and the children from the 'trainable group', preferred to paint
on glass and mirror with big brush. They showed better concentration when they were provided with bright colours and were allowed to paint individually.

The painting done by the subjects was preserved from the very beginning by writing dates and names of the subject on each painting. At the end it was evaluated by the art educator. Brief evaluation report indicated that the educable and few trainable subjects expressed imagination and creativity in the last two months. It was observed that most of the later phase of the paintings were done with specific purpose. Few of them showed good talent in painting. The earlier paintings done by them showed only patches of colour. Some of the trainable subjects showed creativity in using colours in different ways. They showed some imagination in their work.

27. **String Painting and Printing**

*Time: 15 - 25 minutes.*

Printing with different materials was given in order to produce different designs. This was done with printing blocks, string, bottle tops and also vegetable, like, potato, onion, ladies finger, carrots, etc., of various sizes and shapes.

*Material: Powder colour, flat plates, paper and above mentioned printing material.*
Method: The liquid colour was spread evenly on a folded wet newspaper or a piece of cloth. The plain paper was pinned to a soft board and then the group was demonstrated how to print on the paper. Printing with other materials mentioned above was also given often demonstrating the activities by dipping vegetable in colour and printing it carefully.

Comments: The group enjoyed string printing very much. They got so excited that they spilt the colour on the floor and messed up their clothes and body in the initial phase. The educable subjects showed a lot of imagination and creativity. The trainable subjects had a lot of conflict as they did not want to share the printing material. However, there was general satisfaction and enjoyment in doing this activity, when they were sure of getting it. They developed patience, concentration and creative expression through using variety in colour, papers and arranging design. String painting was highly appreciated by the majority of subjects.

28. Pasting

Time: 5 - 15 minutes.

Material: Cardboard, plain paper, thermocol, old gramophone record, kodias, marble paper, cotton, coloured pieces of cloth, feathers, dry leaves, coloured grass,
cardboard boxes, etc. Big piece of cloth for them to dry their hands.

Method: The glue was prepared by heating the flour in water. A little colour was added to make the glue colourful. Big pieces of cardboards or such similar papers were given to the subjects and sketches were drawn on them so that they could paste the pictures. The glue was given to them on folded leaves and other materials on a plate. No instructions were given as it was taken for granted that the subjects knew what to do.

Comments: Some of the subjects from both the groups started doing their work actively and enthusiastically but they left it in the middle saying that the glue was dirty. Some of the subjects pasted the pictures on the walls instead of the paper and most of them started tasting the glue. They wiped their hands on their clothes instead of the cloth provided to them for the purpose. Some of the trainable subjects had difficulty in identifying the right and wrong side. The educable subjects pasted many pictures on the cardboard. This indicated that the subjects needed clear instructions and demonstrations with limited material. The investigator felt that the activity should have been introduced first with non-structural designs and then with structural design. The subjects participated better when the expectations were reduced
and helped them with given specific instructions, repeated demonstrations and careful supervision.

FIGURE 3.3

Pastling

29. Sorting out Different Items

Time: 10 minutes.

Material: Coloured capsules, small round cardboard shapes, colourful glass beads, small plastic items, etc.

Method: The group was instructed with demonstrations how to separate different items according to their
shape and colour and then make a design on the floor.

Comments: The subjects showed less preference towards this activity. They played with these materials as they liked. They liked closing and opening the lid of the capsules, arranging bottle tops and heads in horizontal line, etc. However, the educable subjects preferred this activity in the later phase of the programme as they were able to identify different shapes, sizes, colours, etc. The trainable group of subjects could do it well when they were provided with only three items. The educable subjects identified the colour while other subjects only matched it.

30. **Soap and Water Play**

**Time:** 10 - 30 minutes.

**Material:** Powder soap, big tub, colourful rubber roys, sponge, places of cloth, transparent plastic glass.

**Method:** A tub filled with soapy water was provided to the group. Some colour was added in it to make it colourful. The tub was kept in such a way that the subjects could play in the water, without much disturbance.
or interference.

Comments: The trainable subjects enjoyed this game the most. They collected different objects and played freely. For instance, they brought some tubes and blew into the soapy water so that more foam was produced. Some poured water from the bottles into the tub. Some subjects even washed their hankies in the soapy water. This activity was first done in the room but later on it was shifted outside so that the subjects could play with minimum restrictions. The educable subjects asked many questions to satisfy their curiosity, but they did not enjoy the game for a long time.

FIGURE 3.4
Soapy Water Play
31. **Colour Preparation**

**Time:** 10 - 25 minutes.

**Equipments:** Transparent beakers, spoons and powder colours.

**Method:** This activity was given to a small group. The basic colours were provided in small transparent beakers and the group was shown how to prepare them at least thrice. They were encouraged to prepare colours that were matching with the things in the surroundings, like, flowers, trees, leaves, pictures, blackboard, play things, etc. While one group prepared the colours, the others matched them at the same time. Slowly the subjects learnt to prepare the colours independently in small groups.

**Comments:** (i) More than two colours should not be provided as the subjects got excited seeing so many colours and they were difficult to control. (ii) There should be mixed grouping, i.e., few who understand the process and few who could assist. (iii) The few subjects who had clarity of the concept and process participated well. Supervision was easier if the activity conducted in a small group, viz., two-three subjects. (iv) Educable and some trainable subjects identified the colours but others could only match them.
32. **Blowing the Balloons**

*Time:* 25 minutes.

*Material:* Plain coloured big and small balloons and thread.

*Method:* The subjects were asked to blow as many balloons as they could and tie and hand them in different corners as instructed by the investigator. Each subject counted the balloons they had blown.

*Comments:* This activity was enjoyed the most by the majority of the subjects. Those who could not blow the balloons preferred to observe and then try it themselves. Every subject was asked to identify the colour, size and texture of the balloons and then they were asked to count them. The subjects from the educable group showed better progress in the concept formation. The trainable subjects showed the ability to match, discriminate and identify the balloons but could not state colour. The subjects were allowed to burst the balloons at the end. They showed maximum interest and enjoyment in this game, may be due to the balloons themselves provided in sufficient quantity, and served as a stimulative factor.

33. **Colouring Material**

*Time:* 20 minutes.
Various shapes and sizes of boxes, cardboard, thermocol, colour, brushes, etc.

Method: The group was not shown how to colour, assuming that they already knew it. The material was provided in small batches. The newspaper was spread on the floor to prevent the latter from being messed up.

Comments: Very few subjects painted the material carefully with the brush provided to them. Some of the subjects dipped the material in the colour, some coloured with their fingers and few other things. Very soon the subjects lost interest in the game and the investigator had to involve them again by showing them easier methods. The subjects from both the groups showed better interest in the activity, when investigator joined them, close supervision of the teacher was essential.

3.4.2 Activities for Mental & Social Skills

(a) Size Concept

34. Puppet Making

Time: 15 - 30 minutes.

Material: Cigarette boxes or broken paper bags of small and big sizes.

Method: The boxes were covered with plain paper.
The two upper sides of the brown paper bags were folded to give them the shape of a ear. The subjects were made to cut out red and black paper round and triangular shapes. These shapes were pasted on the boxes and the paper bags to give them a look of a face with eyes and nose. Sticks, thrice the size of these bags were pasted at the back to give them support.

Comments: The demonstration of puppet making was done thrice by explaining it to them in short and simple sentences. The subjects took some time to follow it, but once they had gained confidence, they could prepare more than three pieces each. The educable and few trainable subjects appreciated this activity very much. They could distinguish the different shapes and sizes whereas, few subjects found it a difficult task. They assisted the other subjects who could do it.

35. Observation in the Environment

Time: 10 minutes.

Method: The subjects were shown different things in the environment, like, trees, leaves, furniture, utensils, different shapes and sizes, objects, etc. The subjects were asked to observe, identify and list them out by calling out their names.

Comments: The subjects got bored with these
activities within a very short time. Therefore, this activity was abandoned. Remembering was difficult for majority except for three subjects.

36. **Collecting Things**

**Time:** 5 - 15 minutes.

**Method:** The subjects were asked to collect three different types of similar objects fine pieces from each type in varying sizes. They had to arrange it in their respective places.

**Comments:** Few of the subject showed active participation in this activity but they were distracted by other children who were flying kites and involved these children in collecting the materials. It was observed that a few children concentrated on the activities that required independent individual efforts in completing them. The other subjects could arrange the objects in different designs and colours as they could identify them. Subjects from trainable category showed minimum interest.

37. **Pasting: Preparing Note Books**

**Time:** 15 minutes.

**Material:** A note book, coloured papers and some glue.
Methods: The colour papers were cut in different shapes and sizes and the subjects were asked to paste them in the respective column as shown in line note book.

Comments: Some of the educable subjects did work systematically while others pasted the papers shabbily and without any organization.

38. Drawing

Time: 10 - 20 minutes.

Material: Festal crayons, coloured chalk, felt pens, magic marker and plain paper.

Method: The children were made to draw in order to give them an opportunity to express whatever they had observed in the field visit and project talk. This activity was given so that the subjects could learn to develop their observation power and their imagination.

Comments: The subjects could not draw from their memory and very soon left the crayons and paper saying they could not draw. The reason for this could be that the subjects lacked self confidence or the investigator had failed to provide enough stimulation. They were then shown how to draw simple designs by arranging lines and shapes, for guidelines. Few pictures with simple outlines were placed on the bulletin board for guidelines. Half of the subjects
could copy some simple designs and gradually they showed fairly good imagination by drawing several designs and figures. Their concentration increased as they developed self confidence.

**FIGURE 3.5**

**Drawing**

39. **Colouring**

**Time:** 15 minutes.

**Material:** Crayons, felt pens, coloured pencils, work papers, big and small sized brushes.

**Method:** Papers with simple and complex patterns
were drawn on the paper. The trainable subjects were shown how to colour these patterns carefully with whichever colour they liked.

Comments: The subjects initially needed supervision and help but gradually they started enjoying their work. They could easily colour any kind of patterns. The same subjects could easily match the patterns but they could not name them. They could identify the things in the environment and distinguish their sizes.

The educable subjects had already developed the finger muscle control so they enjoyed colouring and drawing by themselves. The trainable subjects indicated imagination through drawing some patterns.

40. Mirror Play

Time: 15 minutes.

Material: Big mirrors and objects of various sizes.

Method: One subject was made to stand facing the mirror while another subject was asked to arrange the objects on the table at the back of the first subject. The subject facing the mirror was asked to identify the objects with their shapes, sizes, and colour. This was given during the follow-up of the activity.
Comments: The educable and trainable subjects who had better understanding about the colour, shape and size, enjoyed the game. The educable subjects tried to confuse each other by changing the positions of the objects on the table. Only one subject said that he did not want to play.

(b) Activities for Shapes

41. Cutting and Pasting

Time: 30 minutes.

Material: Big plain paper, magazine paper for cutting 3" x 2½" marble papers, crepe papers, etc., small and medium sized scissors and a big cardboard box to throw the waste papers, and small pieces of cloth.

Method: The subjects were asked to draw different shapes on the paper and then they had to cut them out carefully and paste them on the newspaper. Only those subjects who had developed the concept of shapes were asked to do it.

Comments: The subjects who could match the shapes pasted them in their respective columns. Few of the subjects could cut properly. However, everyone made sincere efforts to learn cutting. Most of the trainable subjects could not cut well whereas, very few of the educable subjects had difficulty in holding scissor and paper, and
then cutting. Some of these subjects learn to cut lines after some practice. Thus, this activity also increased better control on finer muscle skills.

42. Rangoli

Time: 5 - 7 minutes.

Material: Waste materials like seeds, bottle tops, coloured saw dust, wooden beads, card boards, coloured shapes, coloured sand, small stones, etc.

Method: Different shapes were drawn on the floor with the help of the subjects. They had to fill in with the materials into the designs, and outline these designs by arranging seeds or anything they preferred.

Comments: Very few subjects from both the groups preferred to do this activity. The reason could be that they required more concentration or as some felt that it was meant for girls.

43. Collage (Pasting)

Time: 10 - 15 minutes.

Material: Waste material with different shapes, colour and sizes was provided, viz., seeds, dry rose petals, flat strips, straw, abangles, capsules, papers, any piece of thermocol or boxes and glue.
Method: One collage (pasting) piece was prepared in front of them by demonstrating how to paste and where to paste. Then they were asked to do it themselves. Explanation was not necessary once they knew the method.

Comments: They prepared a piece each by imitating each other. Gradually they were provided with a model from which they could prepare easily. This activity was appreciated by majority of the subjects in the groups. They insisted to get colourful material to make a final product attractive.

3.4.3 Activities for General Awareness

The project was adopted in order to develop general awareness. The project was decided on animals health and hygiene, and birds, transportation and personal safety. The same project was continued for about two to three weeks. The related story, songs, project talk and activities were provided on each project.

44. Story and Dramatization

Time: 5 - 15 minutes for story.
30 minutes for dramatization.

Story: Selection of story was done according to their interests and the level of the group. Stories with very clear instructions were given to them. Dramatization of story was encouraged.
Material: Masks of animals, caps, tails, etc.

Story techniques, like, puppets, flash cards, flannel technique, sand tray, film strips, slides, etc.

Method: The story with some aids, like, pictures, puppets, masks, film strips, etc., was told to the subjects. Sometimes it was tape recorded and played on to them and in between at the end, the questions were put to them to see if they were following. The dramatization of the story was done by the investigator playing the major role and also by other subjects who wished to participate. Music also was provided at times by the group on musical instruments while others played their part.

Comments: The subjects demanded that the story be repeated very often. They showed less interest when the stories were told without any teaching aids and too much talking done. They understood better when teaching aids were used. The children often failed to act their parts and they only initiated. However, the role of others showed enthusiasm and expressions which were encouraged by providing them with adult help. They enjoyed boxing, shooting, fighting, shouting and such actions through dramatization of the story. Subjects of both the groups participated satisfactorily in doing the drama or role play. They performed well with repetition. Excitement and the group spirit amongst the subjects was observed during this experience.
FIGURE 3.6
Story with Flash Cards

FIGURE 3.7
Story with Glove Puppets
45. **Seeing Picture Books and Picture Cards**

**Time:** 10 - 25 minutes.

**Method:** Sitting arrangements were made in the garden. The subjects were made to sit in a circle and they were provided with picture books and picture cards of animals, birds, transports, health and hygiene. These pictures were shown to them during story session and project talk. The subjects who had better understanding, helped the other subjects. It was provided as one of the activities in the beginning. Close supervision was provided to satisfy their curiosity. It was provided in one of the
corners.

Comments: Almost all the subjects enjoyed looking at the picture books. They handled the books very carefully. They asked several questions relating to the things in the environment and the pictures in the book to satisfy their curiosity. The subjects showed greater interest in pictures and books with clear illustration.

FIGURE 3.9

Seeing Picture Cards
46. **Songs**

Time: 20 - 30 minutes.

Musical Instruments: 'Dholak', 'Khanjari', 'Harmonium', 'Manjira', 'Metka' and 'Coins'.

Method: The songs relating to the project were selected. The songs with music were sung to the group. Three blind children were involved in the music session as they could play the musical instruments. The songs were introduced by the investigator initially and slowly by children from other institution.
Comments: The music session was highly enjoyed by the group throughout the six months of the programme. It proved an effective measure to control their behaviour and organize them. Some of the subjects from the group started dancing to the rhythm of the music in the open space provided for free movements.

FIGURE 3.11
Songs with Puppets
47. Effect of Heat on Different Material

Time: 10 - 20 minutes.

Material: Cotton, nylon and silk cloth pieces, thick and thin cotton and woollen cloth, dry leaves, green leaves, etc.

Method: The subjects were made to sit in a semi-circle and were given several material that could burn. The candle was lighted in the centre of an iron box. The
investigator first lit some material and the group observed it carefully. The burning material was categorized according to the time it took to burn. Later on the older subjects were allowed to burn the material and to categorize them. They were involved in putting off the fire by sand and mud. The discussion about safety from fire was then initiated.

Comments: The subjects showed a lot of curiosity and inquisitiveness in knowing how fire was lit and which material burns quickly, and then they were explained how to stop it burning. The time had to be increased from fifteen to thirty-five minutes as the experiment had to be repeated twice or thrice so that the subjects could gain better understanding.

FIGURE 3.13
Science Experience
43. Observation of Birds or Animals

Time: 15 - 30 minutes.

Method: Some of the animals and birds that were available were brought to the institution itself, like, Parrot, Doves, Rabbit, Goat and Puppy. The group was explained all about their body parts and their food habits. The subjects were allowed to play with them under close supervision.

Comments: The subjects were very affectionate and played with the birds and animals without harming them. They showed the maximum interest in learning. Few subjects remembered half of the information given to them. Many retained most of the information. It was easier to learn simple science experiments which they observed in daily life.

FIGURE 3.14
Observation of a Bird
49. **Field Visits**

**Time:** 3 hours.

Field visits to the various places related to the project were arranged. They were taken to Sayaji Garden Zoo, Aerodrome, Fire Brigade Station and Post Office, etc. The project was introduced and reinforced through various experiences. Field visit was one of the methods to give the subjects direct learning experiences. The different field visits and experiences were arranged with the cooperation of the agency personnel. The group was prepared in advance by making them aware of the purpose of the visits and things they had to observe. The instruction was given to the subjects and repeated it one week earlier about how they should behave and what they will see. The responsibility was given to the group.

**Comments:** Maximum group cooperation and enjoyment was observed. They obeyed the instructions. Some of the subjects had put the relevant questions to satisfy their curiosity. Many subjects retained the things satisfactorily and showed it through imagination by drawing and pointing whatever they saw earlier. This experience was found most effective for their learning. The excitement was increased during recapitulation which may be because they achieved it by direct learning. The more interesting aspect for them was having snacks in the field visit. The snacks were
provided twice but later on the difficulty of finance was expressed to them. They perceived it immediately and suggested that they will earn through doing work for others, like, sweeping room, doing boot polish, bringing milk from centre, etc. Of course, this was against the rules of the institution. However, it reflected their thinking, and problem-solving ability and willingness to help.

50. **Project Talk**

**Time:** 10 - 20 minutes.

**Method:** The project talk included the information regarding the various topics selected for the period. It was given in brief and with some teaching aid. The group, for instance, was given information about different vehicles, its working, and how it moves when the project concerning the transportation was planned. This information was given by showing them the pictures of the different vehicles on bulletin board. Whatever vehicle was around was shown and explained to them. The field visit to the railway station and Aerodrome was arranged to show them the train and plane.

**Comments:** The subjects showed no interest in the project talk when it was given without any teaching aids. The time limit was increased by ten to twenty minutes when the subjects wanted to observe the pictures of the vehicles carefully and they put many questions to the investigator.
The subjects were not satisfied with explanation given only once, they demanded that the explanations be repeated several times. It was observed that sometimes the subjects were not in the mood to listen to any project talk and so the other activity was provided in place of it.

**FIGURE 3.15**

Project Talk with Flannel Graph Aid

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**51. Film Show**

**Time:** 60 minutes.

**Equipments:** Slide projector and film projector, film strips and slides on stories of projects like health, hygiene and transportation.
Method: Brief introduction about the film strip was given to the subjects. The films shown were on topics like fire safety, road safety, health and hygiene and stories, etc. A running commentary was given so that the subjects understood in a better way. This was shown late in the evening.

Comments: The subjects showed interest and enthusiasm during the film shows. This method appeared to be the best and most effective in making the subjects understand and retain or memorize things. During follow-up the subjects asked many related questions and the scenes shown in the film with their day today life. The investigator felt that they were enthusiastic and alert during the film sessions. This may be because they were living into the four walls of the institution and did not get such opportunity to learn through play way method.

52. News Reading (Hearing)

Time: 5 - 10 minutes.

Method: Few cuttings from the newspaper about the accidents were read out to the group. They were encouraged to discuss about what they had understood concerning the accidents. It was related to their daily life to make learning meaningful.

Comments: This activity proved a failure as the
trainable and educable subjects found no interest and asked to stop it. The reason for this could be that the news readings were not very interesting and were difficult to be understood. However, subjects from the educable level showed some interest and many a time brought the newspaper from the office to read out some interesting news. So, this opportunity was planned and given to only three subjects.

Thus, an effort was made to cover variety of experiences to develop and retain their interest in learning. Special care was taken in planning and implementing the programme and making changes carefully whenever necessary. Maximum utilization of the resources from the group and community was made to provide better programme to the group.

3.5.0 CRITICAL DISCUSSION OF THE CURRICULUM

The discussion is based on the three important aspects of the curriculum, viz., the programme, the approach and its effect on the group. The programme offered to the group was based on the list of the activities developed earlier.

The group showed no cooperation when the programme was planned in a structured setting right from the beginning. For instance, rarely anyone showed interest in story
telling, observing bulletin board pictures or participating in informative conversation. The investigator realized the frustrations in the group. The frustrations were due to high expectations when certain things were beyond their ability and interest. Hence, the programme was planned spontaneously considering their mood and desire to play. Simple action games like standing and sitting, 'hitting bobo', rhythmic movements, etc., were appreciated by them and they derived some satisfaction from these types of activities. However, their interest in any game was of short span. So the game was given with some material, for example, wooden bobbin tied with coloured thread. While running game, they were asked to hang it on nails kept at high and low level. This effort was made to bring stimulation in the games. Gradually the group response indicated interest in participation.

In due course of time it was observed that the group had common interest in music activities. They showed maximum enjoyment and interest in the musical experience, introduced by the investigator in the form of nursery rhymes. This initially aimed at giving them enjoyment and satisfaction. Later on, the children started demanding more of such activities. Gradually songs were introduced with the musical instruments. Seeing their interest and preference, variety of musical experiences were planned, such as, fast and slow music and simple and complicated
music. The children liked to play with the musical instruments, like, 'dholak', 'manjira', 'khanjari', 'matka', 'ghungru' and 'rattle' (Hindi words for musical instruments). Some of the children expressed the desire to play the musical rhythms with actions. The rhythms enjoyed by them, were further developed into action songs, where the children could move with the rhythms of the song. Looking at the group's interest and desire, the duration of this activity was increased from ten minutes to one hour. Thus, during the first two months of the programme, the emphasis was given to only those activities which were enjoyed by the group and motivated them. This also helped in developing good relationship with the group. By the end of the second month some stability was found in the group. According to the responses received there was a gradual introduction of the activities for developing physical skills and expression of emotions. As soon as the rapport was built, the unstructured programmes were shaped into partially structured programmes by underlying the brief objectives.

From the beginning of the third month, the children showed better concentration and interest in the planned programmes, so the programmes were made completely structured. The time limit was also increased from two to three hours. Thus, due importance was given to the readiness of the group to learn.
The activities offered comprised simple and complicated activities in order to satisfy the needs of both the groups i.e., the trainable and the educable. Walking on lines, for example, was considered suitable for the trainable groups and similarly for the educable. Cricket was also considered suitable for both the groups. Similarly, stories in simple and complicated forms were designed separately for both the groups. It was observed that both the groups of children very often preferred to play the games which were not planned for their respective groups. However, they preferred stories prepared for their respective groups.

It was observed that the activities for emotional health was highly preferred by the trainable subjects during initial phase of the programme. While educable subjects preferred activities developing gross motor and finer muscle skills. Some of the trainable subjects took time to develop interest in gross motor and finer muscle skills. During the later phase (i.e. by the end of the fourth month), activities developing mental skills were preferred by majority of the subjects. The activities that required thinking and retention (memory games) were preferred by only four children out of the ten.

The Guidance

The approach adopted in the implementation of the
programme was carefully evaluated at the end of the day. The investigator initially adopted the guidance approach similar to the one adopted for the normal children. Verbal guidance, for instance, with repetition worked to some extent with trainable subjects and more suitable for the educable subjects. In the later stage, the verbal guidance given in short and simple sentences with repetition was helpful to them. The direct guidance was found suitable to these children. This helped in showing them what to do or how to do rather than providing hints to perceive it by themselves.

The mixed group approach was found very effective in utilizing the group resources within themselves. Both the group members helped one another in the activity in which they were good. It was observed that there was a larger scope to initiate and learn from one another. However, it is necessary to keep in mind that exposure of these children with normal children, is beneficial in strengthening their self image and also inculcating in them healthy habits. It was observed that they derived aspirations from others. The inferiority complex was not found in them which could be due to the discipline and their acceptance by the normal children.

The punishment had very little positive impact in teaching them desirable behaviour. The positive handling
technique with warmth and affection convinced them readily to change their behaviour. They wanted their feelings to be respected and their activities to be appreciated and given recognition. They did not like to be forced into doing some activity or games. In the beginning, for instance, initially the investigator expected them to participate in any activity offered to them. This was highly resented by them which they showed by running away, crying, shouting and breaking the materials. The investigator realized that this was a wrong approach. Thus, the motivation of the group was highly dependent upon the approach and technique adopted for the group. Sensitivity towards satisfaction and dissatisfaction of the group was to be given due importance to initiate maximum participation in the group.

The curriculum design in the present study cannot be considered an ideal framework of the activities formulated for the group. The reason accounted for it may be: (i) The clinical evaluation report indicated the lack of reliability and underestimation of the child's ability, i.e., some of the trainable group of subjects showed ability to retain and learn mental skills which were learnt by the educable group. The clinical report did not provide detailed information about the possibilities of developing skills in the subjects. (ii) Other necessary reports, like, medical, speech, auditory and visual testing were not available in order to understand the
disability in the subjects, and (iii) Challenging activities were limited due to lack of financial resources.

The curriculum developed by the investigator has indicated positive impact in improving skills in subjects. However, one should not ignore the fact that the success of implementation of the curriculum depends on readiness with which the group responds to the programme. Their active involvement, self initiation, zeal and interest in the opportunities are very important. The use of appropriate audio-visual aids serve as stimulant variable. Thus, the curricula developed in the present study, though may not be an ideal one, but it was certainly found beneficial to both the group of subjects. The potential abilities in these subjects through the curricula certainly could be improved by: (i) accepting their defects, (ii) increasing their involvement in routine, (iii) reducing expectations upto individual level, (iv) developing cordial relations, and (v) giving recognition to any improvement in their abilities. Thus, with little modification, the curriculum could be applicable for both the groups of children in a residential set up. The Table 3.2 gives precautions in general regarding planning and implementation of the curriculum.
### TABLE 3.2

**Precautions in General for Activities**

<table>
<thead>
<tr>
<th>Planning the Activities</th>
<th>Preparation</th>
<th>Conduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Develop sufficient sensitivity to perceive their developmental need.</td>
<td>The plan activity in a free space to encourage free movements in the children.</td>
<td>Develop sensitivity towards the physical ability of a child i.e., a child who is sick or is hurt. Should not be forced to participate.</td>
</tr>
<tr>
<td>(ii) Provide simple and difficult activities simultaneously.</td>
<td>Make maximum use of play equipments and material during any activity.</td>
<td>Try to perceive the mood of the group and start with that activity which they prefer.</td>
</tr>
<tr>
<td>(iii) Their needs and interests should be perceived from their behaviour.</td>
<td>Try out the sequence of the activity before giving it to the group.</td>
<td>Do not have over expectations or do not underestimate the abilities of the group in order to prevent frustrations on both the sides i.e., yourself and the group.</td>
</tr>
<tr>
<td>(iv) Consider the spontaneous suggestions from the group for changing the activities.</td>
<td>Before starting the activity prepare the group for it. By giving introduction, demonstration, etc. (Mental readiness).</td>
<td>Friendly participation in any activity is essential.</td>
</tr>
<tr>
<td>(v) Involve the children in planning the activities.</td>
<td>Involve the children in making the preparations.</td>
<td>There should be no comparison between any two children.</td>
</tr>
</tbody>
</table>
Planning the Activities

Preparation

- Have enough patience to keep the children to make the proper use of the material provided.
- Provide close supervision to those who are difficult and need extra help.
- Keep the material for the activity ready and laid out before calling the children.
- If possible invite few children from neighborhood agency who are in a better position to do the activities properly so that these children can observe and learn.

Conduction

- Avoid any expression or language which would have a negative effect on the group.
- Recognize and appreciate any little achievement of every child.
- Try to develop skills by providing opportunities in various forms.
- Provide paper or cloth bags to preserve their work.
- Give creative form to their products (work).
- Record the skills achieved by every individual child.
- Provide structured designs for activities, like, pasting, drawing, etc.
- Repeat the activity with which they express maximum satisfaction.
- Respect each individual's feelings as the children are highly sensitive.

(vi)
(vii)
(vi)
(vii)
(viii)
(ix)
(x)
(xi)
(xii)
(vii) Provided structured designs for activities, like, pasting, drawing, etc.
(vi) Repeat the activity with which they express maximum satisfaction.
Thus, an effort was made to cover variety of experience and also to develop and retain their interest in learning. Special care was taken in planning and implementing the programme and making changes carefully whenever necessary. Maximum utilization of the resources from the group and community was made to provide meaningful programme to the group.

3.6.0 CONCLUSIONS

It was quite evident from the experiment conducted that a special education for the teacher has significant role to play in accomplishing the expected goals. Therefore, the investigator had prepared certain guidelines for a teacher who would go forward in framing curriculum and implementing it for the group of non-normals.

They are: (i) initial overall assessment and periodical assessment of the individuals by the teacher, (ii) programmes should be designed based on the individuals and the group needs and level of performance (sequential approach), (iii) Programme should be flexible depending upon the situation (environment and time) and the mood of the subjects, (iv) It should cover a wide range of stimulations in various forms for reinforcement. The time intervals must be set so as to avoid monotonous and rigid reinforcement to sustain their interest. (v) It should have ample scope (for every individual as well as
the group as a whole) to promote maximum self expression, independent thinking, and encouraging urge to learn.

However, the implementation of the curriculum depends upon how successfully and sensitively a special education teacher handles the group and the individuals within the groups. The special education teacher indeed, needs to have at least some knowledge of the multiple disciplines (e.g., neurology, occupational therapy, psychology, psychiatry, social work, etc). The teacher (she) must be capable of integrating this knowledge for the practical applications in curriculum planning. Besides this, the teacher needs to be unbiased. She at the same time should be involved with the children, to such an extent that she has enough understanding, patience to give to the child what he needs at the appropriate time in an appropriate manner. Thus, the job of a special education teacher, in fact, begins with a thorough understanding of the children as a whole within his environment and with all the disabilities.