

DISABILITY SPECIALIZATION (C)**SEMESTER – III****C13 CURRICULUM, ADAPTATION AND STRATEGIES FOR
TEACHING EXPANDED CURRICULUM****Credits: 4****Internal: 40 marks****Hours/Week: Theory-4hrs& Practical- 4hrs****External: 60 marks****Total: 100 marks****Introduction**

Curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum unique to visual impairment. Apart from those certain curricular adaptations and modifications are required to be done to enable the students to access visually oriented concepts. Adapted physical education and creative arts also form a part of this course of study.

Course Learning Outcomes**At the end of the course, the student-teachers will be able to**

- point out the importance and classify the types of curricula;
- demonstrate techniques of teaching, functional and academic skills;
- explain the components of independent living skills and its importance;
- construct curricular adaptations with reasonable accommodations; and
- adapt appropriate curricular activities for the visually impaired

Unit I: Concept and Types of Curriculum

Concept, Meaning and Need for Curriculum - Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach - Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum

Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired - Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components.

Unit II: Teaching Functional Academics Skills

Learning media assessment - Braille reading readiness - Techniques of teaching Braille - Techniques of Teaching print to children with low vision - Braille aids and devices, optical devices for print reading and writing.

Unit III: Teaching of Independent Living Skills

Independent living skills – Meaning, Importance, Components - Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids - Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills - Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision - Techniques of teaching social interaction skills, leisure and recreation skills and self – determination.

Unit IV: Curricular Adaptation

Curricular adaptation – Need, Importance and Process - Reasonable accommodation – Need and Planning - Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing - Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching - Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps.

Unit V: Curricular Activities

Curricular activities – Meaning and Need for Adaptation -Adaptation of Physical Education activities and Yoga - Adaptation of Games and Sports – both Indoor and Outdoor - Creative Arts for the children with visual impairment - Agencies/Organisations promoting – Sports, Culture and Recreation

activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket.

Course Work/ Practical/ Field Engagement

- Prepare reading readiness material for pre-school children with visual impairment
- Preparation and presentation of a kit to develop sensory efficiency
- Select one chapter from a primary level text book of your choice and adapt it for learners with visual impairment
- Adapt one diagram and one map from secondary classes into non-visual format

Suggested Readings

- Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.)
- Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York.
- The expanded Core Curriculum. (2013). Retrieved from [http:// www.afb.org](http://www.afb.org)
- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from [http:// www.lofob.org](http://www.lofob.org)
