**Bachelor of Education in Special Education- Visual Impairment (B.Ed. SE-VI)**

**(Semester: IV)**

**Course code: C 13**

**Title of the Course: CURICULUM, ADAPTATION AND STRATEGIES FOR TAHING EXPANDED CORE CURRICULUM**

##  Credits: 04

**MM: 100 (External: 70 Internal: 30)**

**Contact Week 15**

**Introduction of the Course**

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 that 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.

**Learning Outcomes**

After completion of the course student will be able to:

1. Define curriculum, its types and explain its importance.

2. Demonstrate techniques of teaching functional academic skills.

3. Explain importance and components of independent living skills.

4. Explain curricular adaptations with reasonable accommodations.

5. Illustrate how physical education and creative arts activities can be adapted for the
children with visual impairment.

**Unit I: Concept and Types of Curriculum (12 hours)**

1. Concept, Meaning and Need for Curriculum
2. Curricular Approaches in Special Education - Developmental, Functional, Eclectic and Universal design for learning Approach
3. Types of Curriculum - need based, knowledge based, activity based, skill based and hidden curriculum
4. Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired
5. Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

 **Unit 2: Teaching Functional Academics Skills (12 hours)**

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

 **Unit 3: Teaching of Independent Living Skills (12 hours)**

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

**Unit 4: Curricular Adaptation (12 hours)**

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

**Unit 5: Curricular Activities (12 hours)**

1. Curricular activities - Meaning and Need for Adaptation.
2. Adaptation of Physical education activities and Yoga
3. Adaptation of Games and Sports - both Indoor and Outdoor
4. Creative Arts for the children with visual impairment
5. 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

**Practicum/ Suggested Projects / Assignments (Any Two)**

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| * 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
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**Essential/ Recommended Readings**

* Lowenfeld, B. (1971). Our blind children: Growing and learning with them,
Springfield, Charles C. Thomas.
* Aggarwal, J.C. (2005). Curriculum development.Shipra Publication. Delhi
* Arora, V. (2005). Yoga with visually challenged.: Radhakrishna Publication, New
Delhi
* Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.
* Chapman, E. K. (1978). Visually Handicapped Children and Young People.
Routledge and Kegan Paul, London.
* Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North
Carolina.
* Dickman, I.R. (1985). Making life more liveable. AFB, New York.
* Dodds, A. (1988). Mobolity training for visually handicapped people. Croom Helm.
London.
* Dubey, S.K. (2012). Drishtibadha aur awasayak kaushal (Hindi). New Delhi: Kanishka Publication.
* Jose, R. (1983). Understanding Low Vision. American Foundation for the Blind, New
York.
* Kauffman, J.M., & Hallahan, D.P. (1981). Handbook of Special Education. Prentice
Hall, New Delhi
* Kelly, A.V. (1997). The curriculum: theory and practice. Harper and Row, London.
* Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day
Company, New York.
* Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special
Education. PHI Learning Pvt.Ltd. New Delhi.
* Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers
Pvt. Ltd., New Delhi.
* Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
* Mason, H., & Stephen McCall, S.(2003) . Visual Impairment - Access to Education
for Children and Young people. David Fulton Publishers, London.
* Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988).
Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
* Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples'
Association, Ahmedabad.
* Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped
children and youth: Theory and Practice. AFB Press, New York.
* Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot,
Meerut.
* Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka
Publication, New Delhi.
* Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility.AFB, New York.

**Additional 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.

**Keywords: Olfactory, Functional curriculum,Core curriculum,Independent living skills**