

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum		
Course Code	B24-SED-209		
Course Type	DSC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 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. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Concept and Types of Curriculum 1.1. Concept, Meaning and need for curriculum 1.2. Curricular approaches in Special Education – developmental, functional, eclectic and universal design for learning approach 1.3. Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum 1.4. Curriculum Planning, Implementation and Evaluation: Role of Special teachers of the visually impaired 1.5. Introduction to Expanded Core Curriculum (ECC) - Meaning, Need and Components		06
II	Teaching Functional Academics Skills 2.1. Areas of Functional Academics Skills: Reading, Writing, Arithmetic, Concept, Development, Listening, Spatial Awareness and Organizational skills 2.2. Learning media assessment: Meaning, importance, techniques of teaching Braille /Print 2.3. Pre-requisite skills for learning Braille, Abacus, Taylor Frame		06

	<p>2.4. Devices for facilitating academic/classroom activities by children with visual impairment</p> <p>2.5. Strategies for learning supported with Braille and /or Large Print</p>	
III	<p>Teaching of Independent Living Skills</p> <p>3.1. Independent living skills – Meaning, Importance, Components</p> <p>3.2. Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids</p> <p>3.3. Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills</p> <p>3.4. Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision</p> <p>3.5. Techniques of teaching social interaction skills, leisure and recreation skills and self - determination</p>	06
IV	<p>Curricular Adaptation</p> <p>4.1. Curricular adaptation – Need, Importance and Process</p> <p>4.2. Reasonable accommodation – Concept, Need and Planning</p> <p>4.3. Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing</p> <p>4.4. Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching</p> <p>4.5. Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps</p>	06
V	<p>Unit 5: Curricular Activities</p> <p>5.1 Curricular activities: Meaning and need for adaptation.</p> <p>5.2 Adaptation of physical education activities and Yoga</p> <p>5.3 Adaptation of Games and Sports – both Indoor and Outdoor</p> <p>5.4 Creative Recreational and Leisure Activities (eg. Orientation to accessible video games, adaptation of traditional games)</p> <p>5.5 Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India</p>	06
	<p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • Prepare reading readiness material for pre-school children with visual impairment • Prepare lesson plans for teaching ECC to children with visual impairment • Preparation and presentation of a kit to develop sensory efficiency • Select one chapter from a secondary 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 • Refer adapted sports norms and rules for persons with visual impairment prepared by various agencies (eg. Indian Blind Sports Association, Chess Federation of India, Paralympic 	30

	Committee of India, Abilympics, World Blind Cricket, and others)		
Total Contact Hours			60
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> •Lowenfeld, B. (1971). Our blind children: Growing and learning with them. Charles C. Thomas, Springfield. •Aggarwal, J.C. (2005). Curriculum development. Shipra Publication, New Delhi. •Arora, V. (2005). Yoga with visually challenged. Radhakrishna Publication, New Delhi. • •Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh. •Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi. •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. •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). Mobility training for visually handicapped people. Croom Helm. London. •Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York. •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. •Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publising House •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. •National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi. •National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun. •NIEPVD (2020). Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters). NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf •NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the 			

Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391

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- NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- 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.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- The expanded Core Curriculum. (2013). Retrieved from [http:// www.afb.org](http://www.afb.org)
- 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.
- 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)

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Reading and Reflecting On Texts		
Course Code	B24-SED-401		
Course Type	EPC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Discuss the role and importance of literacy in education 2. Describe the difference between reading and reading comprehensions and the skills required. 3. Narrate about the different types of texts. 4. Discuss writing as a processes and a product 5. Detail out the procedure for independent writing 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
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Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.			
Unit	Topics		Contact Hours
I	Reflections on Literacy 1.1. Role of literacy in education, career and social life 1.2. Literacy and self esteem 1.3. Literacy and first language 1.4. Literacy of second language & educational bilingualism 1.5. Braille Literacy		06
II	Unit II: Reflections on Reading and Comprehension 2.1 Reading – reading aloud, silent reading 2.2 Reading comprehension- learning to read and reading to learn(Chall’s stages of reading) 2.3 Developing reading and reading comprehension from foundational to higher level; activities and strategies 2.4 Self regulation and Meta cognitive awareness for reading 2.5 Reading and reading comprehension amongst children with disabilities		06
III	Unit: III		06

	<p>Responding to Texts</p> <p>3.1 Indicators of text comprehension: retelling, paraphrasing, summarizing, answering, predicting, commenting and discussing</p> <p>3.2 Type of texts narrative, descriptive, directing, and argumentative</p> <p>3.3 Responding to text - reports, policy documents, news, editorial, academic articles, advertisement, resume, story books and novels</p> <p>3.4 Web search, digital and e-books</p> <p>3.5 Reading preferences, reading for pleasure</p>	
IV	<p>Unit: IV</p> <p>Writing as a Process and Product</p> <p>4.1 Writing as a process: language, grammar, vocabulary, spelling</p> <p>4.2 Content, intent, audience and organization</p> <p>4.3 Process of writing - handwriting, neatness, alignment and spacing</p> <p>4.4 Self editing and peer editing using COPS (capitalisation, organisation, punctuation and spellings)</p> <p>4.5 Evaluating Students Writing: Conceptualisation, appropriateness, complexity, organization and literary richness and originality and creativity.</p>	06
V	<p>Unit: V</p> <p>Independent Writing</p> <p>5.1 Writing: Picture description, expansion of ideas, essays, stories, poems, original writing</p> <p>5.2 Professional writing: e.g. applications, agenda, minutes, note taking and others</p> <p>5.3 Converting written information into graphical representation</p> <p>5.4 Filling up Surveys, Forms, Feedback Responses, Checklists</p> <p>5.5 Professional writing in special education and ethics</p>	06
	<p>Transaction</p> <p>Lectures, journal clubs, seminars, debates and discussions for enhancing reading and writing skills</p> <p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • Have a peer editing of independently written essays and discuss your reflections upon this experience • Prepare a feedback form for parents and for teachers focusing on differences in the two forms due to different intent and audience • Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4 • Visit a book store for young children; go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills 	30
Total Contact Hours		60

Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York. • McCormick, S. (1999). Instructing students who have literacy problems. Merrill, New Jersey. • Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association. • Gallagher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers. • Heller, R. (1998). Communicate clearly. DK Publishing, New York. • Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners High Beam. • May, F. B. (1998). Reading as communication. Merrill, New Jersey. • May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon, Boston • McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books. • Miller, D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York. • Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune. • Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston. • Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House, New Delhi. • Tovani, C., & Keene, E.O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers. ---http://www.asercentre.org https://www.landmarkoutreach.org/wp-content/uploads/Challs-Stages-of-Reading-Development.pdf https://www.learner.org/wp-content/uploads/2019/06/RWD.DLU1_ChallsStages.pdf 			