CURRICULUM ADAPTATIONS FOR STUDENTS WITH HEARING IMPAIRMENT

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Abstract- **A teacher applies the same curriculum to all the students in the class and expects all his students to learn the curriculum equally, but in an inclusive classroom, due to physical and mental differences of students, all students are not able to learn the curriculum equally. Due to which the teacher needs to make adaptations in the curriculum. Curricular adaptation refers to making necessary changes in the existing curriculum with the aim of meeting the learning needs of children with disabilities so that they can access the general curriculum. An inclusive classroom has students with different physical and mental abilities. These students also include students with different types of disabilities. Therefore, their curriculum needs to be adapted according to the complexity of their disability. Due to hearing loss in hearing impaired students, many areas including their speech, language and communication are affected. Therefore, the complexity of their disability has to be kept in mind while adapting their curriculum. In the presented article, an attempt has been made to show the need for adaptation in various areas of the curriculum for easier learning of students with hearing impairment.**

Index Terms: **Curriculum, Hearing, Impairment, Children, Teacher, Student, Disability, Adaption, Learning, Teaching, Learning, Speech, Language, Communication.**

INTRODUCTION

Curriculum means- under any classroom teaching, both theoretical and practical knowledge is to be given to the students within a certain limit. According to C.V. Good, "The set of educational experiences prescribed under the direction of the school for the purpose of adjusting the individual to the society is called curriculum." Curriculum is a tool that connects the student and the teacher. Through this, the teacher makes efforts for the mental, physical, moral, cultural, emotional, spiritual and social development of the students. A teacher applies the same curriculum to all the students in the class and expects all his students to learn the curriculum equally. But in an inclusive classroom, due to physical and mental differences of students, all students are not able to learn the curriculum equally. Due to which the teacher needs to make adaptations in the curriculum. Curriculum adaptation refers to the improvement and modification of teaching methods and structures of education in order to accommodate all students. The concept of curriculum adaptation emphasizes child-centred education. The teacher should plan teaching activities keeping the all-round development of children at the center. Adapting the curriculum addresses the diverse needs of students because each teacher, each student, and each classroom dynamic is unique. The need for adaptation in the curriculum is different for different students according to their physical and mental capabilities.

Means of curriculum adaptation -

Every child is different and every child can learn. Different children learn at their own levels and through different mediums. As teachers we must know the needs of each child. As teachers we must find out what works best for the children in our classrooms and find creative ways to bring those ideas for improvement into our lessons. One way to make the teaching process creative is to adapt the curriculum. Curricular adaptation refers to making necessary changes in the existing curriculum with the aim of meeting the learning needs of children with disabilities so that they can also access the general curriculum. Adaptation of curriculum in an inclusive school for special children means adjustments related to the implementation of the curriculum. This adaptation is achieved by making the curriculum flexible or changeable, by adopting adaptation-oriented teaching methods, by making available adaptation-oriented reference books on a particular subject or topic to the children, by the guidance of experts and source teachers of specific disabilities, by making co-curricular activities suitable for disabled children. This is possible with the help of classmates, use of special supporting teaching materials, setting up special classes if needed, proper classroom management and school management etc. Curricular adaptation is an ongoing dynamic process that modifies and

adapts the prescribed program of study to meet the learning needs of students with special needs. 'Adaptation in inclusive education means making the education of children with special educational needs compatible, adjustable and harmonious with the education of normal children'.

Need for curriculum adaptation -

Special children are not able to learn that curriculum as easily as normal children can learn a curriculum. Here 'special children' means 'disabled children'. In giving education to special children along with normal children, normal children have to face hindrances in movement and those who are hearing impaired, have low vision, are weak in walking, standing, writing etc. and those suffering from orthopedic problems and those who are retarded or slow learners have to be given education. One has to face various obstacles like fast pace of teaching, difficult subject matter, small letters written by the teacher on the blackboard, teacher's voice not being suitable, seat not being comfortable, difficulty in writing while holding the pen etc. Is. Along with subject teaching, special children also experience inconvenience in curriculum, learning, participation in co-curricular activities, playing sports etc. due to their physical or mental disabilities. This discrepancy may be different for different categories of disabled children. The teacher has to make adjustments in teaching by giving additional instructions and providing additional guidance keeping in mind the disabilities of special children. He also has to make different efforts to adapt the teaching aids to special children. An inclusive classroom has students with different physical and mental abilities. These students also include students with different types of disabilities. Therefore, there is a need to adapt their curriculum according to the complexity of their disability. Due to hearing loss in hearing impaired students, many areas including their speech, language and communication are affected. Therefore, the complexity of their disability has to be kept in mind while adapting their curriculum.

Areas of Curriculum Adaptation -

For easy learning of hearing impaired students, there is a need for adaptation in the following areas of the curriculum -

(1) Adaptation in the curriculum - The curriculum is prepared keeping in mind the general students. Hearing impaired students find themselves unable to learn this curriculum in its original form. Therefore these require adaptation. It is the responsibility of the subject teachers to adapt the curriculum to the hearing impaired students as per their special educational needs while teaching the curriculum and doing practical work. But it has to be kept in mind that adaptation should not change the basic concept of the curriculum used, because the purpose of adaptation is to provide some learning experience to all the students. To teach the curriculum to hearing impaired students, it can be explained in a simple and analytical way with examples. To make the curriculum suitable, the subject teacher should explain it with illustrations and examples based on the life of hearing impaired students. To make the topic or topic simple and understandable, it is appropriate to teach it by dividing it into small units, so that they can understand it. The subject matter should be taught in an experimental or practical manner. For example, subjects of Civics and Social Sciences can be given practical form through science laboratory experiments. Geography and economics can be taught better through pictures and graphs. In language teaching, lessons can be explained through dramatization.

(2) Adaptation in teaching methods - Hearing impaired students have to resort to many teaching methods, strategies, teaching formulas in classroom teaching according to their problems. Lecture cum demonstration method is more beneficial for teaching. In this method, pictures, cartoons etc. are displayed along with the lecture, which makes it easier for the students to learn the lesson. Hearing impaired students are less able to hear; hence the teacher should speak loudly and encourage them to wear hearing aids. If they can hear very little or cannot hear at all, then the teacher should make arrangements to write a carbon copy of what was said to the students sitting near that student and give it to the hearing impaired students. The teacher's teaching can also be recorded on a tape recorder, which the students can later listen to and understand by playing it out loud. During teaching, the subject teacher himself should use sign language along with oral language and if he does not have knowledge of sign language, then an interpreter proficient in sign language should also be present in the class; So that students can understand whatever the teacher is teaching. For the understanding of such students, it is appropriate to explain through audio-visual material. Audio-visual aids are interesting and understandable for all the children in the class.

(3) Adaptation in textbooks - Hearing impaired students read the same textbooks as normal students. The language of textbooks may be complex for hearing impaired students. Therefore, there is a need to present the language of text books in simple form. In the beginning of the lesson, the introduction of the lesson is followed by the objectives of the lesson, then the main points of the lesson and the meaning of the main words and then the lesson should start. It is beneficial for students to provide as many examples as possible to understand the concepts properly in the lesson. Giving appropriate pictures related to the lesson in each lesson helps in learning that subject matter. Therefore, a clear picture should be given at the appropriate place. At the end of the lesson, it is necessary to give practice work based on knowledge, understanding and application, so that immediately after reading the lesson, students can repeat the

lesson through practice and can learn the concepts presented in the lesson and improve their language and grammar. The level can also improve through this. The size of letters in text books should be slightly larger and in dark colors, so that even children with weak vision and hearing impairment can read easily. Because hearing impaired children learn the text by reading it many times, for which they have to open and close the books again and again, hence the size of the books should be slightly larger than the common size and the pages and bindings should be strong so that the book remains strong and durable.

(4) Adaptation in teaching aids - Present time is the time of use of technology in the classroom. To make the subjects or topics of the curriculum interesting and understandable, subject teachers should try to explain the subject matter through modern digital means like smart class, television, overhead projector and screen, video film etc. This will make it easier for hearing impaired students to understand the topic or topic. Since these students are more of macro learners rather than micro learners, that is, they learn the subject matter better by seeing and doing rather than by listening and reading, hence some traditional teaching materials like picture cards, charts, etc. are used in their teaching. Use of models, real objects and real experiences etc. play an important role in making their teaching-learning process more effective.

(5) Adaptation in co-curricular activities - Co-curricular activities are an integral part of the curriculum. Their area is wide. These activities are based on the approach of multi-sensory development. These activities help in the all-round development of children. These include many activities like literary, social, physical, cultural etc. Hearing impaired students should be encouraged to participate in sports activities according to their physical ability. These students have many grammatical difficulties related to reading, spelling and punctuation. To overcome them, activities like copying, writing beautiful articles, writing through listening or lip reading should be encouraged. Participation of hearing impaired students in activities like science exhibition, children's fair, annual festival, painting for school magazine etc. should be encouraged and appreciated. Theme based quiz competitions can also be good co-curricular activities. Exposure visits should be conducted to teach some lessons on social subjects in a better way. Excursion visits are also beneficial in awakening interest in studies.

(6) Adaptation in the classroom - Hearing impaired students should be seated in a semi-rectangular, semi-circular, L-shaped or straight line in the classroom so that the teacher and the students can have easy access to each other and the students can follow the teacher. Able to listen and lip read. The distance between teacher and students should not be more than three-four feet. The teacher should not be too dynamic while speaking, because being too dynamic cause's problems in lip-reading to the students. There should be adequate lighting in the room so that students can lip-read by seeing the teacher's face. The temperature of the room should be normal so that students can learn diligently. To remove the noise from the school, carpet should be spread on the floor or ground, acoustic tiles should be installed on the windows and walls so that the noise can be absorbed. If possible, trees and plants should be planted outside the classroom, so that outside noise can be prevented. All the electrical appliances in the room like tube lights, fans etc. should be noise free, because such noise can interfere with the child's use of residual hearing. The class room should be in the inner part of the school so that the noise of office, auditorium, road traffic etc. does not reach the room. Students should be seated a little away from windows and doors, so that students' attention is not distracted by the brightness and sound of windows and doors during teaching and learning.

(7) Adaptation in hearing amplifying devices - Hearing impaired students need to be fitted with hearing amplifying devices to utilize their residual hearing ability. These devices are of both individual and group types. For fitting individual hearing aids, it is necessary that the hearing aids be fitted as per the child's residual hearing ability. Because sometimes it is seen that children are fitted with such hearing aids which are not capable of utilizing their residual hearing ability. Similarly, the students of the class also need to be fitted with suitable group hearing aids, so that all the students of the class can avail the benefits of hearing equally. Induction loop, frequency modulated and infrared systems are more advantageous than hardwire system. In these systems students get more freedom in mobility in classroom or nearby allocated areas. The above article shows that there is a significant need for adaptation of curriculum in various areas for accessible learning for students with hearing impairment.

Conclusion -

Curriculum is a tool that connects the student and the teacher. Through this, the teacher makes efforts for the mental, physical, moral, cultural, emotional, spiritual and social development of the students. A teacher applies the same curriculum to all the students in the class and expects all his students to learn the curriculum equally. But in an inclusive classroom, due to physical and mental differences of students, all students are not able to learn the curriculum equally. Due to which the teacher needs to make adaptations in the curriculum. Curriculum adaptation refers to the improvement and modification of teaching methods and structures of education in order to accommodate all students. Adaptations can be made to many areas of students' curriculum. Such as - adaptation in curriculum, adaptation in teaching methods, adaptation in textbooks, adaptation in teaching aids, adaptation in co-curricular activities, adaptation in class room, adaptation in hearing amplifying devices etc.

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