

**An Assessment of Curriculum Adaptation for Intellectually  
Challenged Children in Special Schools in Pakistan**



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## **ABSTRACT**

The education of children with intellectual impairment is an area which has traditionally been grossly neglected in Pakistan. Recognizing that special education is in need of some urgent attention, this paper aims to shed light on the manner in which education for intellectually impaired children is conducted in Pakistan. In order to do this, the present research appraises the way in which the curriculum for intellectually impaired children is adapted in classrooms, as well as the way that teacher training influences the successful adaptation of the curriculum. Furthermore, this paper also discusses theoretical developments in regards to the placement of special children, and attempts to show where Pakistan currently stands in regards to the global shift from congregate care in special schools towards inclusive schooling in regular educational institutes.

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