

**B. Ed. Spl. Ed. (M. R. / H. I. / V. I)-
ODL Programme**

AREA - C

**C - 13 (H.I) : CURRICULUM DESIGNING,
ADAPTATION AND EVALUATION**



**A COLLABORATIVE PROGRAMME OF
NETAJI SUBHAS OPEN UNIVERSITY
AND
REHABILITATION COUNCIL OF INDIA**



AREA - C
DISABILITY SPECIALIZATION
COURSE CODE - C-13 (H.I)
CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

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The Self Instructional Material (SIM) is prepared keeping conformity with the B.Ed.Spl. Edn.(MR/HL/VI) Programme as prepared and circulated by the Rehabilitation Council of India, New Delhi and adopted by NSOU on and from the 2015-2017 academic session.

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Mohan Kumar Chattopadhyay
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Netaji Subhas Open University

From the Vice-Chancellor's Desk

Dear Students, from this Academic Session (2015-17) the Curriculum and Course Structure of B. Ed.- Special Education have been thoroughly revised as per the stipulations which featured in the Memorandum of Understanding (MoU) between the Rehabilitation Council of India (RCI) and the National Council for Teacher Education (NCTE). The newly designed course structure and syllabus is comprehensive and futuristic has, therefore, been contextualized and adopted by NSOU from the present academic session, following the directives of the aforesaid national statutory authorities.

Consequent upon the introduction of new syllabus the revision of Self Instructional Material (SIM) becomes imperative. The new syllabus was circulated by RCI for introduction in the month of June, 2015 while the new session begins in the month of July. So the difficulties of preparing the SIMs within such a short time can easily be understood. However, the School of Education of NSOU took up the challenge and put the best minds together in preparing SIM without compromising the standard and quality of such an academic package. It required many rigorous steps before printing and circulation of the entire academic package to our dear learners. Every intervening step was meticulously and methodically followed for ensuring quality in such a time bound manner.

The SIMs are prepared by eminent subject experts and edited by the senior members of the faculty specializing in the discipline concerned. Printing of the SIMs has been done with utmost care and attention. Students are the primary beneficiaries of these materials so developed. Therefore, you must go through the contents seriously and take your queries, if any, to the Counselors during Personal Contact Programs (PCPs) for clarifications. In comparison to F2F mode, the onus is on the learners in the ODL mode. So please change your mind accordingly and shrug off your old mindset of teacher dependence and spoon feeding habits immediately.

I would further urge you to go for other Open Educational Resources (OERs) - available on websites, for better understanding and gaining comprehensive mastery over the subject. From this year NSOU is also providing ICT enabled support services to the students enrolled under this University. So, in addition to the printed SIMs, the e-contents are also provided to the students to facilitate the usage and ensure more flexibility at the user end. The other ICT based support systems will be there for the benefit of the learners.

So please make the most of it and do your best in the examinations. However, any suggestion or constructive criticism regarding the SIMs and its improvement is welcome. I must acknowledge the contribution of all the content writers, editors and background minds at the SoE, NSOU for their respective efforts, expertise and hard work in producing the SIMs within a very short time.



Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor, NSOU

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**Netaji Subhas Open
University**

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**C-13 (H.I) □ CURRICULUM, DESIGNING, ADAPTATION AND
EVALUATION**

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Unit - 1 □ Curricular and It's Designing

Structure

- 1.1 Introduction**
- 1.2 Objectives**
- 1.3 Curriculum-Concept, Types and Models**
- 1.4 Approaches and Steps for Curriculum Designing**
- 1.5 Curricular Needs of children with hearing impairment in Scholastic Areas.**
- 1.6 Curricular Needs of children with hearing impairment in Non-Scholastic Areas.**
- 1.7 Curricular Framework for 21st Century**
- 1.8 Let us sum up**
- 1.9 Check your progress**
- 1.10 References**

1.1 Introduction

Education for All is a universal dream. All the modern nations are trying their best to actualize this dream. Special attention is being provided to conventional known weaker links in the chain of education, self reliance, prosperity and development. These 'marginalized' groups which were untouched by education until very recently are now entering the mainstream education. We need to make our system more accommodative, flexible and warm, so that these groups not only enter the conventional classrooms but also make these classrooms more colorful and rich. Changes are being made towards this purpose. New ideas, modern technology and broad minded philosophy are being passed down from international to national level from national to state level and from state level to schools. Among the disabilities, hearing disability has a unique situation which may make the inclusion process slower and difficult. With other disabilities, in general, language and communication are not the primary concerns. With individuals with hearing impairment, this is not the case.

Inadequate language and communication have the potential to negatively impact almost all developmental aspects of a child. Moreover, if not dealt with carefully, hearing impairment may delink the child not only from the society but also from the family. You yourself can think of the serious concerns created by such a situation. This unit is named as Curricular and It's Designing and delineates five sub-units. These are Curriculum-Concept, Types and Models, Approaches and Steps for Curriculum Designing, Curricular Needs of children with hearing impairment in Scholastic Areas, Curricular Needs of children with hearing impairment in Non-Scholastic Areas and lastly Curricular Framework for 21st Century.

1.2. Objective:

Upon completion of the unit, the learner will be able to-

- to know about the curriculum concept, type and different model.
- to Understand different approaches and steps for curriculum designing.
- to explain the curricular needs of children with hearing impairment in scholastic areas.
- to delineate the curricular needs of children with hearing impairment in non-scholastic areas.
- To know about the curriculum framework for 21st century

1.3 Curriculum-Concept, Types and Models

Definitions of Curriculum

In Education **curriculum** is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction or its view of the student's experiences in terms of the educator's or schools instructional goals. Curriculum is to incorporate with the planned interaction of pupils with instructional content, materials, resources and processes for evaluating of educational objectives. The word "curriculum" began as a Latin word which means "a race" or "the course of a race" which in turn derives from the verb *curre* meaning "to run/to proceed". In history of education, the term 'curriculum' was originally related to the concept of a course

of studies followed by a pupil in a teaching institution. The concept of “curriculum” was used in the English-speaking tradition as equivalent to the French concept programme. In fact, the term curriculum is mostly used to refer to the existing contract between societies with regard to the educational experiences that learners should undergo during a certain phase of their lives. For the majority of authors and experts, the curriculum defines: (i) why; (ii) what; (iii) when; (iv) where; (v) how; and (vi) with whom to learn. Using educational concepts, we can say that the curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (e.g. textbooks and new technologies), evaluation and teachers’ profiles. Originally, the curriculum was considered as the product of a technical process. In other words, as a document prepared by experts, depending on the state of the art of disciplinary and pedagogical knowledge.

There is no generally agreed upon definition of curriculum. Some influential definitions combine various elements to describe curriculum as follows:

- ❖ **Jhon Kerr, 1966** defines curriculum as, “All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of school.”
- ❖ **Braslavsky, 2003** states that curriculum is an agreement amongst communities, educational professionals, and the State on what learners should take on during specific periods of their lives. Furthermore, the curriculum defines “why, what, when, where, how, and with whom to learn

Some cumulative definition are as follows:

- ❖ Outlines the skills, performances, attitudes, and values pupils are expected to learn from schooling. It includes statements of desired pupil outcomes, descriptions of materials, and the planned sequence that will be used to help pupils attain the outcomes.
- ❖ The total learning experience provided by a school. It includes the content of courses (the syllabus), the methods employed (strategies), and other aspects, like norms and values, which relate to the way the school is organized.

- ❖ The aggregate of courses of study given in a learning environment. The courses are arranged in a sequence to make learning a subject easier. In schools, a curriculum spans several grades.
- ❖ Curriculum can refer to the entire program provided by a classroom, school, district, state, or country. A classroom is assigned sections of the curriculum as defined by the school.
- ❖ Curriculum is such “permanent” subjects as grammar, reading, logic, rhetoric, mathematics, and the greatest books of the Western world that best embody essential knowledge.
- ❖ Curriculum is those subjects that are most useful for living in contemporary society.
- ❖ Curriculum is all planned learning for which the school is responsible.
- ❖ Curriculum is all the experiences learners have under the guidance of the school.
- ❖ Curriculum is the totality of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites.
- ❖ Curriculum is what the student constructs from working with the computer and its various networks, such as the Internet.
- ❖ Curriculum is the questioning of authority and the searching for complex views of human situations.
- ❖ Curriculum is all the experiences that learners have in the course of living.

1.3.1-Procedure of Curriculum

- ❖ Step 1: Diagnosis of needs
Example: Diagnosis of the hearing impaired child about the language potential skill.
- ❖ Step 2: Formulation of objectives
Example: Set goals for the development of language potential skill.
- ❖ Step 3: Selection of content

Example: After acquiring the language, he/she will be able to write psychomotor /hand skills and express the idea about the language with the help of Cognitive / head-knowledge.

❖ Step 4: Organization of content

Example: Language should be represented as per Chronological order, Maintain content sequence, Causes and effect and Structural logic.

❖ Step 5: Selection of learning experiences

Example: The language learnt in the class rooms and it has to be carried forward, transferred and enhanced outside the classroom situation too.

❖ Step 6: Organization of learning experiences

Example: Teacher can plan activities which are of the child's interest and should match with the current trends like taking about the picture, different activities, etc.

❖ Step 7: Determination of what to evaluate and of the ways and means of doing it.

Example: Teacher should maintain teaching language with the hearing impaired children to use the strategies like modeling, correction and speech teaching.

1.3.2-Types of curriculum

Anything and everything that teaches a lesson, planned or otherwise. Humans are born learning thus the learned curriculum actually encompasses a combination of all of the following the hidden, null, written, political and societal etc. Since students learn all the time through exposure and modeled behaviors this means that they learn important social and emotional lessons from everyone who inhabits a school from the staff, the secretary, peers as well as from the department, conduct and attitudes expressed and modeled by their teachers.

The following represent the many different types of curricula used in schools today:

Type of Curriculum	Definition
1. Written Curriculum	It is simply that which is written as part of formal instruction of schooling experience. It may refer to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the intentional instructional agenda of a school. Thus, the written curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively.
2. Social Curriculum	As defined by Cortes (1981). Cortes defines this curriculum is a massive, ongoing, informal curriculum of family, peer groups, neighbourhoods, churches organizations, occupations, mass media and other socializing forces that “educate” all of us throughout our lives. This type of curricula can now be expanded to include the powerful effects of social media.
3. The hidden or covert curriculum	That which is implied by the very structure and nature of schools, much of what revolves around daily or established routines. Longstreet and Shane (1993) offer a commonly accepted definition for this term the “hidden curriculum,” which refers to the kinds of learning children derive from the very nature and organizational design of the public school, as well as from the behaviours and attitudes of teachers and administrators. Examples of the hidden curriculum might include the messages and lessons derived from the mere organization of schools the emphasis on: sequential room arrangements, timed segments of formal instruction, disciplined messages where concentration equates to student behaviours were they are sitting up straight and are continually quiet, students getting in and standing in line silently, students quietly raising their hands to be called on the endless competition for grades and so on. The hidden curriculum

	<p>may include both positive and negative messages depending on the models provided and the perspectives of the learner or the observer.</p>
<p>4. The null curriculum</p>	<p>That which we do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society. Eisner offers some major points as he concludes his discussion of the null curriculum. Eisner (1985, 1994) first described and defined aspects of this curriculum. He states that something of a paradox involved in writing about a curriculum that does not exist. From Eisner’s perspective the null curriculum is simply that which is not taught in schools. Somehow, somewhere, some people are empowered to make conscious decisions as to what is to be included and what is to be excluded from the written curriculum. Since it is physically impossible to teach everything in schools, many topics and subject areas must be intentionally excluded from the written curriculum. But Eisner’s position on the “null curriculum” is that when certain subjects or topics are left out of the overt curriculum school personnel are sending messages to students that certain content and processes are not important enough to study. Unfortunately, without some level of awareness that there is also a well-defined implicit agenda in schools, school personnel send this same type of message via the hidden curriculum. These are important to consider when making choices. We teach about wars but not peace, we teach about certain select cultures and histories but not about others. Both our choices and our omissions send messages to students.</p>
<p>5. Phantom curriculum</p>	<p>The messages prevalent in and through exposure to any type of media. These components and messages play a major part in the enculturation of students into the predominant meta-culture or in anacculturating student into narrower or generational sub-cultures.</p>
<p>6. Concomitant curriculum</p>	<p>What is taught, or emphasized at home, or those experiences that are part of a family’s experiences, or related experiences sanctioned by the family. This type of curriculum may be received in the different context of religious expression, lessons on values, ethics or morals,</p>

	moulded behaviours or social experiences based on the family's preferences.
7. Rhetorical curriculum	Elements from the rhetorical curriculum are comprised from ideas offered by policymakers, school officials, administrators, or politicians. This curriculum may also come from those professionals involved in concept formation and content changes or from those educational initiatives resulting from decisions based on national and state reports, public speeches or from texts critiquing outdated educational practices. The rhetorical curriculum may also come from the publicized works offering updates in pedagogical knowledge.
8. Curriculum-in-use	The formal curriculum (written or overt) comprises those things in textbooks, and content and concepts in the district curriculum guides. However, those "formal" elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher.
9. Received curriculum	Those things that students actually take out of classrooms those concepts and content that are truly learned and remembered.
10. The internal curriculum	Processes, content and knowledge combined with the experiences and realities of the learner to create new knowledge. While educators should be aware of this curriculum, they have little control over the internal curriculum since it is unique to each student. Educators can explore this curricula by using instructional assessments like "exit slips," reflective exercises, or debriefing discussions to see what students really remember from a lesson. It is often very enlightening and surprising to find out what has meaning for learners and what does not.
11. The electronic curriculum	Those lessons learned through searching the Internet for information, or through using e-forms of communication. This type of curriculum may be either formal or informal, and inherent lessons may be overt or covert, good or bad, correct or incorrect depending on one's'

	<p>views. Students who use the Internet on a regular basis, both for recreational purposes (as in blogs, wikis, chatrooms, list serves, through instant messenger, on-line conversations, or through personal e-mails and sites like Twitter, Facebook, or Youtube) and for personal online research and information gathering are bombarded with all types of media and messages. Much of this information may be factually correct, informative, or even entertaining or inspirational. But there is also a great deal of other e-information that may be very incorrect, dated, passé, biased, perverse, or even manipulative. The implications of the electronic curriculum for educational practices are that part of the overt curriculum needs to include lessons on how to be wise consumers of information, how to critically appraise the accuracy and correctness of e-information, as well as how to determine the reliability of electronic sources. Also, students need to learn how to be artfully discerning about the usefulness and appropriateness of certain types of information. Like other forms of social interaction, students need to know that there are inherent lessons to be learned about appropriate and acceptable “netiquette” and online behaviors, to include the differences between “fair and legal usage,” vs. plagiarism and information piracy.</p>
<p>12. Learner Centered Curriculum</p>	<p>In learner centered curriculum there is a link between courses and children psychology. It is according to the interest and tendency of children. It facilitates the mind of children because it fulfills their psychological and mental requirements. In 18th century “Rousseau” highlight the importance of individual needs and interest of students. After “Rousseau”, it was “Pestalozzi” and “John Davi” who further enhanced the excellence of the concept. To know about this concept meaning that interest of student and to fulfill their needs was developed as the central part of the course by John Davi. More and more practical activities included so that children become able to take part with their own choice.</p>
<p>13. Activity Based Curriculum</p>	<p>Active Learning is in short, anything that students do in a classroom other than merely passively listening to an instructor’s lecture. This</p>

	<p>includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to “real life” situations and/or to new problems. According to Tanner and Tanner, “Activity curriculum is an attempt to treat learning as an active process. Activity curriculum discards the boundaries and the curriculum was centered largely on areas of child interest. The objective of curriculum was child growth through experience. According to Beans, “The major premise of activity movements was that learner ought to be active rather than passive participants in learning”.</p> <p>➤ <u>Components of good active learning:</u></p> <ul style="list-style-type: none"> ✓ A definite beginning and ending ✓ A clear purpose or objective ✓ Contain complete and understandable directions ✓ A feedback mechanism ✓ Include a description of the technology or tool being used in the exercise.
<p>14. Integrated Curriculum</p>	<p>Integrated curriculum is a learning theory describing a movement toward integrated lessons helping students makes connections across curriculum. The approach should be viewed as a tool that can help educate students and engage them in the learning process. Integrated curriculum is basically adding another element to existing materials or activities. What usually ends up happening is the child adds that element to their play or exploration and that stimulates more curiosity and possibilities, which exercises their thinking skills. According to Beane, 1995, “Educators seem especially interested in the development and use of curriculum integration as a means of increasing student interest and student knowledge”. Whenever possible, teacher work to integrate many subject areas under a common theme when teaching. For example, the second grade unit about insects in science may include reading “Going to be a butterfly” for reading, and graphing students’ favorite insects for math. Instead of seeing learning as separate subjects unrelated to each other, children gain a deeper</p>

	<p>understanding of overall knowledge and how it all relates. Teachers of different subjects within an existing curriculum can determine collectively the extent to which other domains are addressed already in their teaching and learning programs. For example: Thinking, Interpersonal Learning, English, History etc.</p>
<p>15. Core Curriculum</p>	<p>‘Core’ refers to the ‘heart’ of experiences every learner must go through. Fundamental knowledge that all students are required to learn in school. A core curriculum is a curriculum or course of study which is deemed central and usually made mandatory for all students of a school or school system. This is not an independent type of curriculum. It refers to the area of study, courses or subjects that students must understand in order to be recognized as educated in the area. The learner has no option but to study the prescribed course or subjects.</p> <p><u>Educators defines of Core Curriculum</u></p> <p>“A core curriculum is a pre-determined body of skills, knowledge, and abilities are taught to all students”. As in mathematics (in Arithmetic), all pupils need to acquire proficiency in addition, subtraction, multiplication, and division. It contains core or exact precise subject matter usable in society.</p>
<p>16. Hidden Curriculum</p>	<p>The messages of hidden curriculum may support or contradict each other as well as the written curriculum. For example, while school social studies curriculum typically emphasizes and even celebrates democratic political systems and principles, such as one person-one vote, majority rule and minority rights, equality before the law and due process, these principles are not always practiced in public school classrooms and corridors.</p>
<p>17. Collateral Curriculum</p>	<p>The collateral curriculum is designed intentionally to afford students the opportunity to learn empowering concepts, principles, and ideas peripheral or outside the subject being taught. Though the teacher intends learning outcomes for the collateral curriculum, the knowledge is not specified in the instructional objectives nor is it assessed. In this sense, the collateral curriculum is a planned hidden curriculum.</p>

1.3.3-Models of curriculum

To understand curriculum models we need to take a step back and talk about curriculum itself. Curriculum can be defined as a plan used in education that directs teacher instruction. Many schools use a tool designed to help teachers pace their lessons called a curriculum guide. But curriculum and a curriculum guide don't just come out of thin air. Time and energy goes into the creation of these documents. This process is known as curriculum development. It is clear that curriculum is the stuff teachers teach and they use a curriculum guide to help them decide what, when and how to teach it so both the guide and the stuff come from people who have developed or made up the material. All of these things are based on a curriculum model. A model is really the first step in curriculum development. A curriculum model determines what type of curriculum used and itemphasis educational philosophy, approach to teaching and methodology. That's why curriculum model is a format for curriculum design developed to meet unique needs, contexts and purposes. In order to address these goals, curriculum developers design, reconfigure or rearrange one or more key curriculum components and educators to be familiar with the models used in their schools.

Key concept of curriculum components models

The focus on concept of curriculum components and models to looks at a subject or a student and centres instruction on them. The approach component is a traditional or modern method and looks at the type of instruction that will be used. The process structure looks at assessment formative or accumulative. Finally structure components focus on the system of review, determining how the curriculum will come up for revision.

Product and Process Models:

Curriculum models can be broken down into two very broad models. These are product model and the process model.

- ❖ **Product Model** - This model is focused on results, like grades or reaching an objective. The majority of the weight is focused on the finished product than what is happening in the learning process.
- ❖ **Process Model** - Conversely, this process model focuses on how things happen in the learning and is more open-ended. Curriculum focusing on the process model

emphasizes how students are learning, what their thinking is and how it will impact future learning.

1.3.4-Popular Curriculum Models

1.3.4.1-The Tyler Model-

One of the best known curriculum models is The Tyler Model introduced in 1949 by Ralph Tyler in his classic book Basic Principles of Curriculum and Instruction in which he asked 4 questions: These are:

- What educational purposes should the school seek to attain?
- What educational experiences can be provided that is likely to attain these purposes?
- How can these educational experiences be effectively organised?
- How can we determine whether these purposes are being attained?

1.3.4.2-The Taba Model-

Another approach to curriculum development was proposed by Hilda Taba in her book Curriculum Development. Theory and Practice published in 1962. She argued that there was a definite order in creating a curriculum. She believed that teachers, who teach the curriculum, should participate in developing it which led to the model being called the grass-roots approach. She **noted 7 major steps** to her grass-roots model in which teachers would have major input. So seven major steps are:

- a. Diagnosis of need:** The teacher who is also the curriculum designer starts the process by identifying the needs of students for whom the curriculum is planned. For example, the majority of students are unable to think critically.
- b. Formulation of objectives:** After the teacher has identified needs that require attention he or she specifies objectives to be accomplished.
- c. Selection of content:** The objectives selected or created suggest the subject matter or content of the curriculum. Not only should objectives and content match, but also the validity and significance of the content chosen needs to be determined. i.e. the relevancy and significance of content.
- d. Organisation of content:** A teacher cannot just select content but must organise it in some type of sequence taking into consideration the maturity of learners their academic achievement and their interests.

- e. **Selection of learning experiences:** Content must be presented to students and students must be engaged with the content. At this point, the teacher selects instructional methods that will involve the students with the content.
- f. **Organisation of learning activities:** Just as content must be sequenced and organised, so must the learning activities. Often, the sequence of the learning activities is determined by the content. But the teacher needs to keep in mind the particular students whom he or she will be teaching.
- g. **Evaluation and means of evaluation:** The curriculum planner must determine just what objectives have been accomplished. Evaluation procedures need to be designed to evaluate learning outcomes.

1.3.4.3-The Saylor and Alexander Model

Galen Saylor and William Alexander (1974) viewed curriculum development as consisting of four steps. According to them, curriculum is “a plan for providing sets of learning opportunities to achieve broad educational goals and related specific objectives for an identifiable population served by a single school centre”. Four steps are

- I. **Goals, Objectives and Domains:** The model indicates that curriculum planners begin by specifying the major educational goals and specific objectives they wish to accomplish. Each major goal represents a curriculum domain and they advocate 4 major goals or domains: **personal development, human relations, continued learningskills and specialisation.** The goals, objectives and domains are selected after careful consideration of several external variables such as **findings from educational research, accreditation standards, views of community groups and others.**
- II. **Curriculum Designing:** Once the goals, objectives and domains have been established, planners move into the process of designing the curriculum. Here decision is made on the appropriate learning opportunities for each domain and how and when these opportunities will be provided.
- III. **Curriculum Implementation:** After the designs have been created the next step is implementation of the designs by teachers. Based on the design of the curriculum plan teachers would specify instructional objectives and then select relevant teaching methods and strategies to achieve the desired learning outcomes among students

in the classroom.

IV. Evaluation: Finally, curriculum planner and teachers engage in evaluation. The model proposed that evaluation should be comprehensive using a variety of evaluation techniques. Evaluation should involve the total educational programme of the school and the curriculum plan, the effectiveness of instruction and the achievement of students. Through the evaluation process, curriculum planner and developers can determine whether or not the goals of the school and the objectives of instruction have been met.

1.3.5-Curriculum Models Frameworks

There are many curriculum model frameworks. These are

1. Specific model
 2. The Developmental Model
 3. The Functional Model
 4. The Ecological Approach Model
 5. Subject/Teacher Centered Design
- 1. Specific model:** Five broad categories can be used to define the focus of these models. These are:
- **Subject or Discipline-Centered** - In this framework, the curriculum is organized around subjects, like math or science.
 - **Integrated** - Just like it sounds, this framework pulls many subjects together. We see this model used in problem based learning and experiential learning.
 - **Spiral** - In this framework, the content is presented several times across the span of the school year. Seen mostly in math, using this design allows students to be introduced, and then revisit material, often.
 - **Inquiry or Problem Based** - Not to be confused with integrated models, this curriculum focuses on a central problem or question. In this frame all curriculum is problem based, while in integrated it may or may not be.
 - **Experiential** - Using this framework allows students to participate in real-life ways with their work, experimenting with hypothesis, working through problems and finding solutions.

2. **The Developmental Model:** This model proposes that development of typical and atypical children progresses in a predictable sequence and that this sequence should be taught to students with disabilities.
 - **Weaknesses:**
 - **First**, time can be wasted working on skills which may never be mastered.
 - **Second**, not all behaviors in the sequence are necessary for independent functioning nor are they age appropriate as the child grows well beyond the age that development skills are typically mastered.
 - **Finally**, the child is viewed as “developmentally young”. Consequently, the activities and materials used for intervention continue to be less than age appropriate which leads to negative perceptions and low expectations for children with severe disabilities.
3. **The Functional Model:** The philosophy of this approach is that students with severe disabilities need to acquire age appropriate and functional skills (i.e., skills necessary for functioning independently).
 - **Advantage & weakness:**
 - It reflects higher expectations for students with severe disabilities and promotes opportunities to acquire age-appropriate skills.
 - That there are not established criteria for determining what is functional and relevant for an individual student.
4. **The Ecological Approach Model:** The ecological approach reflects characteristics of both the individual student and the environments in which his or her participation is desired. The planning team using the ecological approach to curriculum development devises an individual curriculum which addresses the skills, activities, and environments most relevant to the student. The curriculum content is ever changing as the needs of the student change.
 - **Advantages**
 - It promotes teaching skills that are age-appropriate and relevant to the student’s daily life, while it respects the need to teach skills in order of progressive refinement and complexity.
 - It encourages the use of adaptations that accommodate the disability or simplify task demands.

The ecological approach also tends to unify team member efforts because the environments and activities that are identified as priorities for each student provide a natural context for integrating related services.

5. Subject/Teacher Centered Design:The subject centered curriculum is based on subject. All knowledge is transferred to student through the subjects.Subject matter taught should reflect basic areas that are essentials and agreed upon content for learner attainment.

1	Cognitive	
2	Emotional	
3	Environmental influences and	
4	Experiences for acquiring, enhancing, or making changes in learner's	
	a	knowledge
	b	skills
	c	values
	d	world views

Objective-

- To transfer cultural heritage
- To represent knowledge
- To impart information

Limitation of subject centered curriculum-

- Ignores interest of students
- No process of insight or thinking
- Rote memory
- Neglects social problems and demands
- Passive learning

1.4 Approaches and Steps for Curriculum Designing

Curriculum is a comprehensive plan for an educational training program course to offer new improved manpower to fulfill the rising needs of a dynamic society. The process of continuous course improvement, common to all education and training institutions, provides the framework for the approach to curriculum and course development proposed here.

1.4.1. Orientations to Curriculum

Curriculum orientation is a personal belief about the purpose of education such as curriculum intent, content, organization, teaching methods, learning activities and instructional assessment of a curriculum (Cheung, 2000). Eisner and Vallance (1974) have proposed classification scheme consisting of five curriculum orientations these are academic rationalism, cognitive processes, social reconstruction-relevance, self-actualization and curriculum as technology and these five curriculum orientation relation to about the Child-centered, Society-centered, Knowledge-centered, Eclectic.

1.4.2-Steps to Curriculum Development

There are six steps approaches are there. These are:

1. Problem Identification	<ul style="list-style-type: none"> ❖ Identify and characterize the healthcare problem ,, ❖ Know what we are talking about
2 Needs to Assessment of Learners	<ul style="list-style-type: none"> ❖ Know who our target audience is and what our target audience needs
3 Goals and Objectives ,,	<ul style="list-style-type: none"> ❖ Identify the end toward which an effort is directed ❖ Goals ❖ Objectives – specific and measurable ask. ❖ Direct the choice of curricular content ,, ❖ Clearly communicate the purpose ,, ❖ Suggest what learning methods will be most effective
4 Educational Strategies	<ul style="list-style-type: none"> ❖ Identify the educational strategies by which the curricular objectives will be achieved. Involve both content and method. ,, ❖ Provide the means by which curricular objectives are achieved
5 Implementation	<ul style="list-style-type: none"> ❖ Identify sufficient resources, support and others to successfully implement the curriculum.
6 Evaluation and Feedback	<ul style="list-style-type: none"> ❖ Describe the plan to evaluate the effectiveness of the curriculum ,, ❖ Provides information about continuous quality improvement

1.4.3.-Approaches to Curriculum

Issue	Traditional Approach	Learner-Driven Approach	Critical Approach
Who determines curriculum?	<ul style="list-style-type: none"> ● Curriculum developer (Publisher, state, institution) sets goals and chooses learning experiences, evaluates, plans and processes curriculum 	<ul style="list-style-type: none"> ● Students articulate learning goals that spring from their real-world roles. ● Students help plan curriculum 	<ul style="list-style-type: none"> ● Teacher leads the class white following the lead of learners ● Students, rather than ‘outsiders’, become experts
What does knowledge look like?	<ul style="list-style-type: none"> ● Appears neutral and equitable in its availability ● Exists ‘out there,’ can be organized and transmitted ● Is observable and measurable 	<ul style="list-style-type: none"> ● Created through the interaction of student and text ● Builds on what learners already know ● Relevant to students real-life context 	<ul style="list-style-type: none"> ● Not fixed–dependent upon interaction among students, text, and teacher ● Autobiographic–depends on the politics of identity brought to learning ● Complex interaction between text, the teacher, and what is taught ● knowledge is created, rather than taken in
What are the underlying assumptions?	<ul style="list-style-type: none"> ● Pre-determined goals ● Learning happens in a linear, step-by-step fashion ● Expert knowledge is important 	<ul style="list-style-type: none"> ● Learning happens in social contexts ● Instruction is transparent and based on purposes students determine ● Learners actively build on knowledge and experience 	<ul style="list-style-type: none"> ● Education is political ● Language and power are connected
What might this look like in action?	<ul style="list-style-type: none"> ● A classroom with lesson plans, homework, grades possibly Skills-based/ ● sequenced text-books or workbook with pre-determined learning goals 	<ul style="list-style-type: none"> ● A political on the surface ● Drawn from adults’ lives in their everyday contexts 	<ul style="list-style-type: none"> ● Abandons technician mentality ● Addresses social and community issues of importance ● Curriculum not set in advance : emerges from action and interaction of the participants (Doll, 1993)
How is learning assessed?	<ul style="list-style-type: none"> ● Objective, observable ‘scientific’ means ● Can provide comparative scores 	<ul style="list-style-type: none"> ● Performance of the student’s contextualized goal ● Continuing, involving metacognitive strategies 	<ul style="list-style-type: none"> ● Portfolios, self-assessment instruments Measures of social and personal change ● Levels of critical consciousness reached ● External performance levels do not apply

1.4.4- Curriculum adaptation in for the Children with Hearing Impaired

Curricular adaptations are mostly suggested for hearing impaired children who need non audio experience in adaptation of learning materials for the use of children with hearing disabilities. The teacher of the hearing impaired had to make special and planned efforts to provide opportunities in following the criteria repeatedly.

1. Listening with understanding especially in auditory training.
2. Interpreting the written symbol with picture (Stage by stage it has to be developing based standard).
3. Try to develop their reasoning capacity through experience.
4. To provide realistic experience for concept building.
5. Give opportunities for their expressive language (communicating by speaking or by writing).
6. Try to teach the concept in an enjoyable and interesting manner.
7. Need sustained efforts for a long period of time to get response, because the results will not be seen immediately.
8. Simply the actual lesson into small, small task and directed activity based.
9. Find out the meaning for the complex word in the particular lesson.
10. Try to avoid the complex sentence while speaking and writing.
11. Try to avoid the different meaning for same word.
12. Teach the task with appropriate aid.
13. To use visual aids as much as possible.
14. To avoid more speaking during taking class.
15. Speak clearly with correct pronunciation with appropriate sound level.
16. Don't insist in completing the task without comprehension.

1.4.5-Curriculum design for Children with Hearing Impaired Children

The main issue of Curriculum design for Children with Hearing Impaired Children is academic issues

Academic issues

Most of the hearing impaired students will suffer from low self-esteem or a greater than normal worry about their ability to cope with higher education. So you can monitor how well you are meeting their needs. Not all hearing impaired students have the same degree of hearing impairment or loss, nor have they the same technical and personal coping strategies. Some were born hearing impaired while others became hearing impaired after they had learned to speak. This will affect how they communicate with the hearing world. Avoid stereotyping hearing impaired students; explore the needs of each individual, undergraduate or postgraduate, full time or part time. For hearing impaired students who rely on signing, British Sign Language is their first language and English is their second. To them, English is a foreign language with a very different structure and grammar as well as vocabulary. The sign languages used in other countries are not mutually comprehensible with BSL; they are different languages in their own right. Sign Supported English is a half way house – English supported by some signs from BSL. A few hearing impaired students will find the use of English, written or spoken, very difficult. Some people, profoundly deaf from birth, may speak in a way that is difficult for hearing people to understand, though you can quickly ‘tune in’. Some hearing impaired students may need an interpreter to translate their signing into spoken English, though there is a shortage of these highly skilled people. The interpreter translates what the tutor says into BSL; and the student’s questions, expressed in BSL, are translated into English for the tutor to respond to.

The possibilities opened up by speech recognition software could be very helpful for hearing impaired students since it has the potential to produce an accurate, real-time, accurately digital record on a laptop of all that was said in class. However, the reliability of such software is not yet as high as one would wish, especially when there are several speakers with different accents and articulation recorded in far from ideal conditions. Digital

hearing aids can out-perform analogue ones by boosting the signal-to-noise ratio. The lecturer wears a radio microphone which transmits a signal to the radio receiver worn by the student. This can work well in a lecture where most of the talking is done by the lecturer. In a seminar a radio microphone could be passed around among the speakers, which helpfully limits who is speaking to one at a time. So there are many issues in related to academic issue. These are:

- a. Information and informed choices**
- b. Course induction**
- c. Room requirements**
- d. Techniques**
- e. Seminars and tutorials**
- f. Practical**
- g. Web-based learning**
- h. Virtual learning environments**

a. Information and informed choices

The most successful students are arguably the ones who start by making wise and well-informed choices amongst potential courses. Like all other students, those who are hearing impaired need full information on the content and assessment of modules so they can check courses' suitability and how they will fit with their career path. It is even more important for students with additional needs, such as d/Deafness, to make the best choice so that difficulties at a later stage are minimized. Of course, hearing impaired students' choices will also be affected by all the usual criteria students use, not just by issues of hearing. In order to make these choices students will need:

- Chances to meet admissions staff at open days.

- Opportunities to discuss their individual needs with a tutor to sort out issues in advance.
- Details of the desired learning outcomes and the teaching and assessment methods they are likely to encounter on a course and details of the fieldwork in particularly in terms of communication.
- Information in advance, so it can be studied carefully.
- To know something about the learning environment and support facilities.
- Different routes to this information – textual in handbooks and on websites, visual, diagrammatic and photographic.
- Clarity of language is paramount since d/Deaf users of BSL may have English as their second language.
- Tried and tested methods of information presentation (test that your use of language is accessible to, say, a non-native speaker of English).
- Access to advice (in person with staff; to Frequently Asked Questions sections of web pages; to students who have done the course before; to reports of fieldwork activities and to photographic records).
- Information that is consistent between departmental and institutional material and between various support units.
- Assurance that a degree of flexibility is built into the design of the curriculum.

b. Course induction

Institutions and individual academics make many assumptions about student knowledge and experience. Yet many students may not be familiar or at ease with the conventions of higher education and spend considerable time learning about university norms. This will be particularly true of students from backgrounds where going to university is not the norm.

What exactly is a lecture?

What do you do in a seminar?

What does fieldwork at university entail?

For d/Deaf and hearing impaired students it is much more difficult to get these cues since much is picked up through overheard remarks and chance comments – precisely what hearing impaired students have difficulty with. It therefore becomes the responsibility of the lecturer to find ways of helping hearing impaired students to access this information. A handbook and website will help – with some basic rules and principles of university education, and descriptions of the range of courses. It could also provide some informal reports of previous students' experiences.

Do remember here the part-time students (undergraduate and postgraduate) who need the same levels of course information, induction and one-to-one discussion of needs and coping adjustments, but may not be as readily available for these to take place as the full-time students. Their needs must also be met.

c. Room requirements

Check the room where you will be lecturing to hearing impaired students.

- Has it got an induction loop for students with hearing aids? If not, could the lecture venue be altered to a room which does?
- Check the microphone is working correctly; remember to switch on the microphone and ensure the student is getting a clear signal. Try not to touch the microphone when in use.
- The room got power points for students with tape recorders or laptops (though from a health and safety viewpoint, batteries are preferable to avoid trailing wires). These power points near the centre of the room which is the optimal location for a student who wishes to lip-read the lecturer.

- Is the room going to be overcrowded and is there background noise? Uses more microphone and several loudspeakers that will help the whole classes.
- Ensure lighting is adequate and correctly positioned for lip-readers and interpreters.

d. Techniques:

- Be clear, well directed and follow a logical pattern so that the lecture is easy to follow, which will help all your students but particularly hearing impaired ones who will not be able to lip-read everything.
- It is impossible to lip-read (or watch an interpreter) and take notes at the same time. So it helps if you can provide information about the lecture and copies of the handouts and overheads in advance, before the lecture or on a website.
- Do not speak too quickly, shout or over-articulate (which distorts sound and lip patterns).
- Ensure your lips are visible and not covered with hands.
- Re-iterate key points, re-phrase information; a repeat question asked from the body of the class to make sure everybody hears the question.
- Don't move about the room; lecture to the students, so lip-readers can see your face.
- Resist the articulation to keep speaking when you turn away to write on the blackboard/whiteboard or read material from an OHP, slide or PowerPoint display.
- Turn off the OHP when not in use because the noise of the fan can affect hearing aids.
- If the lecture uses audio material (e.g. video or DVD or an audio recording), ensure you provide a transcript or that material is captioned or sub-titled. Tools for captioning computer-based video and multi-media material can be downloaded from.

- If the lecture is long, remember that d/Deaf students find following a lecture very tiring even with lip-reading. Their interpreter may also need breaks.
- Ensure that lecture notes and copies of OHPs or PowerPoint slides are available (as a handout or on a website) in advance of the lecture if possible, so the student can become aware of the material and its vocabulary.
- If students wish to tape-record lectures for later transcription, ensure they sit at the front and that there is a plug for their machine. Battery-powered machines are preferred to avoid the need for compact wires which can be a health and safety.

e. Seminars and tutorials

For the hearing impaired student, the main difference between a lecture and a seminar/tutorial is the larger number of speakers, the more multidirectional nature of the teaching situation and the more varied the range of activities which can take place.

Here are some practical things which can allow full participation in a seminar or tutorial.

- If possible, choose a room in a quiet location; reduce background noise and reducing echo.
- Think about the seating arrangements, e.g. put chairs into a semicircle so students who lip-read can see everyone's face. This is very difficult if the seminar is in a lecture theatre where the seating cannot be re-arranged.
- Allow only one individual to talk at a time. Only one person at a time can be lip-read and people to speak in sequence. Students could be asked to raise their hand before speaking, so the d/Deaf student knows where to look.
- Repeat or paraphrase the discussion. Tutors can often make student contributions clearer by summarizing comments on a flipchart or board. .
- Provide a briefing paper before the tutorial. This lets students prepare for the discussion and potentially increases their confidence. Prior notice of the topic and

main ideas provides the context for successful lip-reading and students who use an interpreter will need notice of any new terms.

- Have breaks if the tutorial is particularly long so students remain active participants. Lip-reading is tiring and if a BSL interpreter is used, s/he should have a break every hour. If an interpreter is needed for more than half a day, two should be employed in turns.
- For students with hearing aids, the use of a radio microphone will assist them in participating fully in the tutorial, particularly if there is external noise. However, if talking individually to other students, remember to switch off the microphone, otherwise your voice will be sent needlessly to the d/Deaf ones.
- Give hearing students time to relax and feel confident enough to speak in a group situation.
- Ensure guest speakers are informed about the needs of hearing impaired students in a tutorial or seminar.
- In some seminars or tutorials, students may have to give an oral presentation, and this can be a source of considerable anxiety. Hearing impaired students may be anxious about group participation or carrying out a presentation. They may be sensitive about how their voice sounds. Be sensitive and encourage the student to be honest about any issues, so that there is room for discussion and resolution of the problem. Discuss the use of an interpreter to translate the hearing impaired student's BSL.

f. Practical

Here are some useful ideas for effective practical classes with hearing impaired students.

- Use written information for any instructions and captions or a transcript if video material is used.

- Distribute in advance a printed outline of the laboratory tasks so the student is prepared and can discuss with you any problems they think they may face.
- Provide an individual orientation to the laboratory including equipment and health and safety procedures.
- Always discuss procedures and any special safety issues before the experiment begins.
- Arrange and discuss evacuation plans for fire and other emergencies and ensure visual fire alarms.
- Alarm systems should be visual with flashing lights. In practice, expensive changes to equipment are seldom needed for deaf students. For example, they can feel a timer ringing if they hold it.
- Ensure that the hearing impaired students working partner is happy to be the ears for both of them but does not take over all the work.
- Text messages by mobile phone can be used for prompts or brief safety reminders.

g. Web-based learning

In general the web provides a very effective learning medium for the hearing impaired student because it is so visual. However, one area to watch is training in the use of the web. This will need to focus on instructions and support which can be read. It is impossible to lip-read a web trainer, operate a keyboard and mouse, and look at a PC screen all at the same time. Occasionally a website will have an audio clip or even audio streaming of say a speech, interview or radio station. This purely aural material will need interpreting for the hearing impaired student using a BSL signer or a note-taker or through a summary prepared by the tutor if possible provided in advance.

h. Virtual learning environments

A Virtual Learning Environment (VLE) can be configured in various features. These are websites, email, video-conferencing and telephone support to tutors along with paper-based learning materials. The elements of a VLE create no particular problems for hearing impaired students specially the paper-based materials, emails and websites. So, hearing impaired student before they start within a VLE and talk through how they can use this style of delivery most effectively.

1.5-Curricular Needs of children with hearing impairment in Scholastic Areas

1.5.1-Curricular Needs of Scholastic Areas

Education completes man. Students need quality education suitable for life. Perceiving the needs of the learners, appropriate changes are made in the curriculum, syllabus and textbook on a need basis. Currently changes have taken place in the evaluation system. The long-practised marking scheme has been done away with and grading system has been brought in its place. The students are assessed not only during examinations but all through the term. Evaluation is conducted through activities, observation and group discussion. The evaluation is done under two parts namely scholastic and co-scholastic activities. Scholastic activities have been further classified into two parts viz. Formative and Summative Assessments. Students get knowledge of the subjects through scholastic activities. They get knowledge of the society. The scholastic area and achievement of students with hearing loss is one of the most important determinants of recipient's quality of life in schooling system. The scholastic achievement of students with hearing loss attending the mainstream schools and to compare their scholastic performance to their normal hearing peers. So scholastic performance in mainstream schools is a most important factor because it is all round development of the children with hearing impairment is the dynamic trend in the new educational system. The school has now emerged as a place where students acquire

various skills. Effective schools follow a holistic approach to education i.e. an integrated development stressing on physical, mental, moral and social aspects. A lot of innovations are going on in the field of education. It has become child “centred”. A teacher inspires a child to know things himself through constructive activities. The main function of the teacher is to help children develop their talents, abilities and capabilities. This education system encourages a child to acquire more knowledge. A holistic approach to education at the elementary level is a must as it is the most important subsection of the whole education system. Such an approach will facilitate the total development of a child by providing the right atmosphere for learners to develop and enrich their talent. Building self-concept, self image, sense of enterprise and sportsmanship and so on should be part of the educational process. Therefore the curriculum is designed giving due emphasis on both scholastic and co-scholastic area.

1.5.2- Aims of Scholastic Activities

- Producing a generation of students who interact with their environment effectively.
- Developing the collective spirit and overcoming egoism.
- Developing desired behaviours, e.g., self-reliance, initiative, innovation, creativity, observation.
- Developing the ability to make informed decisions and the sense of responsibility.
- Training the students on political affairs, e.g., applying for student boards, participating in election and self-judgment.
- Getting used to planning for and implementing group work.
- Enjoying oneself through the gratification and the development of skills, interests and inclinations.
- Professional guidance and respect for manual work.

- Participating in some aspects of school administration and solving some student and administrative.
- Positive citizenship.

1.5.3-The Importance of Scholastic Activities

There are many important scholastic activities for children with hearing impairment. These are:

- Providing the students with the experience and skills that are necessary
- Enhancing the students' talents and abilities.
- Inculcating the collective spirit in the students and training them on collaborative work.
- Training the students on overcoming the problems by own self.
- Education the students with the ability to cope and respond to others.

1.5.4-Functions of Scholastic Activities:

There are many functions of Scholastic Activities in children with hearing impairment. These are Psychological, Social, Educational, Achievement, Recreational, Remedial and Economical.

Psychological:

- Activities develop to talents and the ability to adapt.
- Constitute a motive for learning self-confidence.

Social:

- Activities help the students to establish intimate relationships with others and inculcate in them responsibility, cooperation respect for others opinions.

- Activities involve work, which develops in them social skills and values. These skills and values are developed in the involve in the group work where they collaboratively and enthusiastically plan, set of goals.

Educational:

- Provide concrete and direct experiences and entail interaction with the components which helps with the learning of knowledge and skills and the gratification of the motive to do new idea.
- Strengthen the motive to learn and enhance the students' scholastic achievement and encourage active role in learning, allow for personal experience and help the students to learn many skills.
- Help the students to discover and promote their abilities and to make possible self-learning, life-long learning and problem solving idea.

Achievement:

Scholastic activities concern with the educational experiences included education in order to help the students to develop the different dimensions of personality.

Recreational:

This function is represented in art programs, school trips, games, celebration and competitions and other co-curricular activities.

Remedial

Scholastic activities help with the remedy of many psychological disorders such as introversion, disorders, etc.

Economical

This function is represented in the students' making use of time in doing something useful, encouraging work and raising the level of performance.

1.5.5-Guidelines for addressing children with hearing impairment concerns while developing curriculum:

When every child in the classroom including children with special needs are provided with an opportunity to learn maximum according to their learning potential, to make required adaptation in regular curriculum (learning content, learning approach, learning aids and evaluation), to apply all possible approaches, it is known as Curriculum adaptation. Curriculum adaptation is not a separate method for children with disabilities. It is a process of making necessary changes in learning content such as modification, substitution/ replacement, omission as a last resort and compensation etc. without changing the learning purpose. Keeping the children with disabilities in mind while adapting the curriculum, small changes in learning content, learning friendly environment, appropriate learning approach, adaptation in learning aid and evaluation should be done. If the curriculum is planned in this way and applied like this for all children in the classrooms, then learning can be maximized for all children, including children with disabilities. While planning curriculum, attention must be given to the needs of any child with disability. Here learning purpose may be the same for all students, but the learning experiences may vary from child to child. The following guidelines must be kept in mind while developing an inclusive curriculum for all children.

The curriculum must:

- Include child centred pedagogy keeping in mind the child's psychological development, interests and specific learning needs
- Ensure equal access in every possible manner (physical, attitudinal, academic and social) to maximize learning

- Facilitate learning in an inclusive learning environment with accessible material, positive attitude and relevant/adaptive teaching strategies
- Incorporate required adaptation in curriculum (learning content, learning approach, learning aids and evaluation) to address and accommodate individualised learning styles,
- Prescribe for use of all available educational / assistive technologies to ensure equal participation of and effective learning in all children specifically for children with special needs
- Include all children with and without special needs by providing differential opportunities to demonstrate learnt skills according to their learning abilities,
- Include components of life skills through transitional stages working towards independent living
- Include locally available conditions/ opportunities/ situations to develop pre-vocational and vocational competencies
- Integrate work pedagogy in education and include broad-based work experiences taking care of the needs of children with special needs
- Ensure participation of children with special needs in play, games, social and cultural activities to improve the physical and mental health by developing appropriate adaptations
- Provide flexibility in school and class time tables to address individual needs of children
- Create opportunities for facilitated social interaction
- Construct knowledge by connecting new ideas to existing ideas on the basis of materials/ activities.

1.5.6. Scholastic key issues of learning areas

SL NO	Key learning areas within the curriculum guidelines for special educational needs	Curricular areas in Schools	Curricular areas in Subjects.
1	Communication and language	Language	Language and literature
2	Mathematics (including mathematical activities)	Mathematics	Mathematical studies
3	Social, environmental and scientific geography, science (understanding and relating to the environment)	Social, environmental, scientific education, history, geography science	Science and technology, Social, political and environmental education
4	Social, personal and health education	Social, personal and health education.	Guidance, counselling and oral care
5	Physical education (including functional movement)	Physical education	Physical education
6	Arts education (visual arts, music, drama)	Arts education (visual arts, music, drama)	Arts education
7	Religious and moral education	Religious and moral education	Religious and moral education

1.5.7-Curricular Inputs children with hearing impairment in Scholastic Areas

Education Evaluation is the process of characterizing and appraising some aspect/s of an [educational](#) process. There are two common purposes in evaluation which are, at times, in conflict with one another. Educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders and to provide a measure of performance for marketing purposes. Educational evaluation is also a professional activity that individual educators need to undertake if they intend to continuously review and enhance the learning they are

endeavouring to facilitate. The evolution are Formative Evaluation and Summative Evaluation

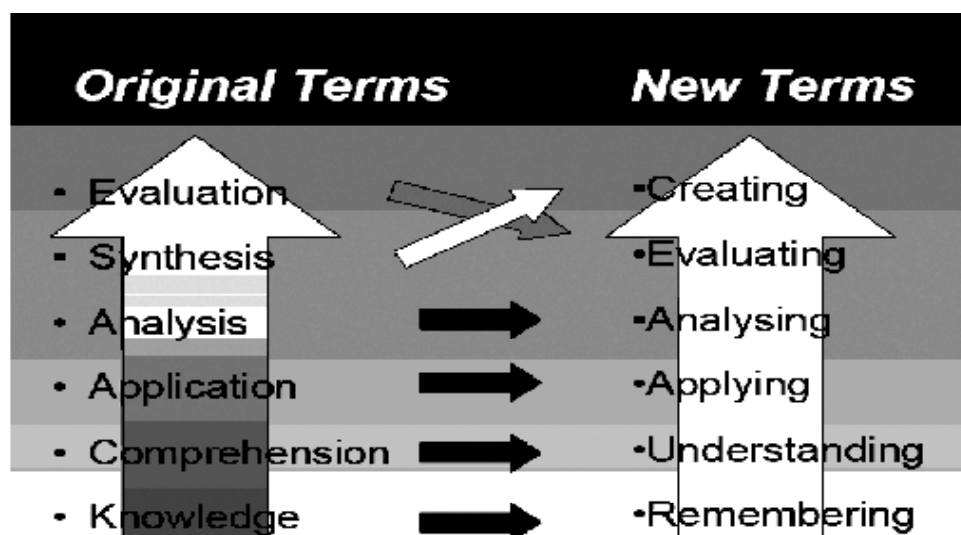
- **Formative Evaluation:** This evaluation accumulates information to enhance methods and optimize education while the education is in progress.
- **Summative Evaluation:** This final, total evaluation, which takes place after fixing and repairing by Formative Evaluation, gives a diversified decision about a completed education process or the total result or effectiveness of programme.

Assessment in education is the process of *gathering, interpreting, recording, and using* information about pupils' responses to an educational task. (Harlen, Gipps, Broadfoot, Nuttal, 1992). In Curricular Inputs children with hearing impairment in Scholastic Areas assessment is two types. These are:

- Areas of assessment
- Dimensions

Areas of assessment

The assessment is based on Revised Bloom's Taxonomy's on educational objective. The figure below depicts the tradition Bloom's Taxonomy's and Revised Bloom's Taxonomy's.



(Based on Pohl, 2000, *Learning to Think, Thinking to Learn*, p. 8)

Retrieved from: <http://www.kurwongbss.qld.edu.au/thinking/13bloom/blooms.htm>

Change in Terms

- The names of six major categories were changed from noun to verb forms.
- As the taxonomy reflects different forms of thinking and thinking is an active process verbs were used rather than nouns.
- The subcategories of the six major categories were also replaced by verbs and some subcategories were reorganised.
- The knowledge category was renamed. Knowledge is an outcome or product of thinking not a form of thinking per se. Consequently, the word knowledge was inappropriate to describe a category of thinking and was replaced with the word remembering instead.
- Copmrehension and synthesis were retitled to understanding and creating respectively, in order to better reflect the nature of the thinking defined in each category.

<http://rite.ed.qut.edu.au/oz-teachernet/training/bloom.html>

Dimensions

There are five steps of dimensions of Scholastic activities. These are:

- The cultural dimension
 - The social dimension
 - The artistic dimension
 - The Scientific Dimension
 - The Sporting Dimension
-
- **The Cultural Dimension:** This dimension includes the programs of the groups whose activities development of knowledge, experience, awareness, and literary production in an organized framework. These groups are the group of the school

press, the group of the library, the group of the activities language (handwriting, verse writing, story writing, reading poetry, acting and school broadcasting and religious activities.

- **The Social Dimension:** This dimension includes the programs of the groups whose activities development of social skills, values and attitudes. Examples of these groups are the group of the people, the group of school trips, the group of cooperation, the group of school exhibitions etc.
- **The Artistic Dimension:** This dimension includes the programs of the groups whose activities to practice activities like playing music, singing and drawing. It includes the groups of music, drawing, products and theatrical work.
- **The Scientific Dimension:** It includes the programs of the groups whose activities address research. An example of these groups are the science club (this includes various groups) the agriculture scientific projects group, the research group, and audio-visual presentations group.
- **The Sporting Dimension:** This encompasses the groups whose activities address physical skills. Like are ball teams (football, basketball and handball), swimming teams and scouts. All types of activities serve the same purposes. Besides, the same fulfilled through more than one activity type. A theatrical performance, for instance, can involve acting group, the electricity group, etc. That the group and the practice of the various groups are meaning that the aim is different. All the activities interact whether in aims and/or practices. Categorization only for the purposes of planning, implementation, follow-up and organization. An activity achieves the desired aim if given positive elements are secured. These elements or components the group, the activity supervisor and the organization of the group work:

1.5.8-Basic criteria of scholastic areas in children with hearing impairment:

1. **Cognitive validity** requires that the content, process, language and pedagogical practices of the curriculum are age appropriate, and within the cognitive reach of the child.

2. **Content validity** requires that the curriculum must convey significant and correct scientific information. Simplification of content, which is necessary for adapting the curriculum to the cognitive level of the learner, must not be so trivialised as to convey something basically flawed and/or meaningless.
3. **Process validity** requires that the curriculum should engage the learner in acquiring the methods and processes that lead to the generation and validation of scientific knowledge and nurture the natural curiosity and creativity of the child. Process validity is an important criterion since it helps the student in 'learning to learn' science.
4. **Historical validity** requires that the science curriculum be informed by a historical perspective, enabling the learner to appreciate how the concepts of science evolve over time. It also helps the learner to view science as a social enterprise and to understand how social factors influence the development of science.
5. **Environmental validity** requires that science be placed in the wider context of the learner's environment, local and global, enabling him/her to appreciate the issues at the interface of science, technology and society, and equipping him/her with the requisite knowledge and skills to enter the world of work.
6. **Ethical validity** requires that the curriculum promote the values of honesty, objectivity, cooperation, and freedom from fear and prejudice, and inculcate in the learner a concern for life and preservation of the environment.

1.5.9- Scholastic achievement of students with Hearing Loss.

- **Language and speech**- The ability to learn language and speech is the highest development of children with hearing impaired.
- **Intellectual ability**- Process of thinking of deaf children and normal peers are found to be similar also cognitive abilities and develop verbal intelligence.

- **Academic Performance-** Hearing impaired children are frequently handicapped in various degree of hearing loss and it affects educational performance and particularly reading which relies heavily upon language skill. So after scholastic achievement hearing loss student can develop the academic performance.
- **Adjustment of social-** Our social inter action depends upon communications. So deaf children have communication problems. That's why it should have problem of social inter action. Such children live in a world of isolation and form a group of their own, an association of the deaf for their common interest and interaction. So after scholastic achievement student with hearing loss can develop on adjustment in social inter-action.
- **Behaviral problem-** Deaf learners feel invariably inferior and helpless in adapting to circumstances that require verbal communication. So regard non-verbal communication absence of verbal they have poor self poor concept which damages the development of personality but with the help of mainstream education which is scholastic achievement they develop the personality and reduced the problem behaviour is reduce regard various social academic aspect.
- **Socially handicapped** – Learners with hearing loss cannot adjust with society because they suffer from communication difficulty and fail to understand what normal people say. But after scholastic achievement with the help of mainstream they develop communication skill and mixing the oral social which is social of communication and reduced of socially handicapped.
- **Problem in personal and social development-** Language becomes a barrier for deaf learner for purpose of communication with others. So this affects the socialization process and plays a vital role in the personal and social development of hearing loss learner. So with the help of scholastic achievement in mainstream in regular class room it develops the normal peer acceptance and reduces the problem in personal.

- **Personality problem-** Hearing difficulty may create personality problem. A deaf learner becomes more frustrated as he/she tries to reach the level of the normal. Hence a totally deaf child seems reconciled to his fate, but given well provided adequate facility of language and communication regard literacy development in regular school they develop personal adjustment and well developed scholastic achievement in hearing impaired students.
- **Provided in natural and social environment-** For a child with hearing loss to scholastic achieve developmental synchrony even development across the developmental domains programs need to provide a richer, more natural social environment and consistent exposure to hearing peers who can model age-appropriate language and social development.
- **Mainstream Placement-** Another choice commonly made for children with hearing loss is mainstream placement. The term *mainstreaming* is used to refer to the placement of regular education classes based on their skill level. Mainstream education does seek to educate the “whole child” and provide exposure to many preschool programmes. However, many schools turn to more directive teaching models by kindergarten wherein children sit at desks, teachers instruct, and children acquire facts, skills, and concepts through drill and practice.

1.6 Curricular Needs of children with hearing impairment in Non-Scholastic Areas

A Child’s holistic development is not measured only by his/her academic achievements. Sports & Games, Arts & Fine Arts and social skills combined together with intellectual excellence makes a student what he or she will be when he blossoms into an adult. In view of this, opens an avenue of Non-Scholastic activities to prepare children with hearing

impairment for his greater journey of life. Non-scholastic abilities are not just ‘nice to have’ or ‘desirable to have’, but ‘must have’ qualities. Non-scholastic activities like Yoga, Music, Dance, Sports and other activities moulds the wholesome personality in students and implemented for character development in students.

1.6.1-Meaning- The non-scholastic abilities are concerned with the learner’s attitudes, interests, values, feelings, habits, social interaction which cannot be accessed directly. It is assessed indirectly by merely observing the behaviour of the learner and his experiences and also through biographies, self-reports and checklists etc. The non-scholastic aspects of children with hearing impairment techniques have been Subjective Methods, Objective Methods and Projective Techniques

Subjective Methods	Objective Methods	Projective Techniques
Record maintain	Case History	Picture Projection
Observation	Check List	Presentation of Verbal Stimuli
Direct question with oral method	Rating Scale	Sentence Completion
Interviews of student with total communication	Psychological Evaluation	Role Playing
Inventory questionnaire	Situational Test	Drawing Tests
Projects and field work assignments	Audiological Assessments	
Group Discussions	Speech Assessment	
	Education Diagnostic	
	Parents Counselling	

1.6.2- Relevant Areas of Non-Scholastic Assessment

Some of the relevant areas of non-scholastic assessment are:

1.6.2.1- Health and Physical education–

- It is widely acknowledged that health is influenced by biological, social, economic, cultural and political forces. Access to basic needs like food, safe drinking water supply, housing, sanitation and health services influences the health status of a population, and these are reflected through mortality and nutritional indicators.

- Health is a critical input for the overall development of the child and it influences enrolment, retention and school completion rates significantly. This curriculum area adopts a holistic definition of health within which physical education and yoga contribute to the physical, social, emotional and mental development of a child. Therefore, the need to address this aspect at all levels of schooling, with special attention to vulnerable social groups.
- The more recent addition to the curriculum is yoga. The entire group must be taken together as a comprehensive health and physical education curriculum, replacing the fragmentary approach current in schools today. As a core part of the curriculum, time allocated for games and for yoga must not be reduced or taken away under any circumstances.
- There is growing realisation that the health needs of adolescents, particularly their reproductive and sexual health needs, require to be addressed. Since these needs predominantly relate to sex and sexuality, which is culturally a very sensitive area, they are deprived of opportunities to get the appropriate information. As such, their understanding of reproductive and sexual health and their behaviour in this regard are guided predominantly by myths and misconceptions, making them vulnerable to risky situations, such as drug/ substance abuse and HIV/ AIDS transmission. Age- appropriate context-specific interventions focused on adolescent reproductive and sexual health concerns, including HIV/AIDS and drug/ substance abuse, therefore, are needed to provide children opportunities to construct knowledge and acquire life skills, so that they cope with concerns related to the process of growing up.

1.6.2.2- Attitude& Values:

- Respects school property
- A ware of / sensitive to the threats posed to nature by mankind, shows responsibility towards the environment, is environmentally sensitive

- Participates in school driven activities relating to care for the environment
- Participates in community driven activities relating to care for the environment
- Takes the initiative and plans activities directed towards the betterment of the environment
- Cares for others, respect life, respect Mother Earth, love for one's own country.
- Understands the need for rules and follows them.
- Has Self – respect
- Exhibits leadership
- Respects diversity (culture, opinions, beliefs, abilities), respects the opposite sex
- Shows a kind, helpful and responsible behaviour/attitude.
- Displays commitment and an open mind works efficiently, respects time, his/ her own and others'
- Displays a positive attitude towards peers, adults and community; seeks and provides solutions.
- Peace loving; Strives for conflict management in all stressful situations.
- Ability to find happiness within oneself

1.6.2.3-Psychological Issue:

- Desirable interests, personality traits including motivation, concentration, independence, initiative, self-discipline, self-esteem, responsibility, drive, leadership.
- Analytical thinking, critical-thinking, lateral thinking and problem solving are required in most occupations on the needs based.

1.6.2.4-Emotional Issue:

- Development of emotional maturity with balance and integration.
- Identify one's own strengths and weaknesses.

- Be comfortable with one’s own self and overcome weaknesses for positive self-concept.
- Identify causes and effects of stress on oneself.
- Develop and use multi-faceted strategies to deal with stress
- Ability to express and respond to emotions with an awareness of the consequences.

1.6.2.5-Life skills

Life Skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are abilities that facilitate the physical, mental and emotional well-being of individuals (WHO)

COMPONENTS OF LIFE SKILLS		
Thinking Skills	Social Skills	Emotional Skills
<ul style="list-style-type: none"> • Self-Awareness • Problem Solving • Dealing with Stress 	<ul style="list-style-type: none"> • Interpersonal relationships • Decision Making • Creative Thinking 	<ul style="list-style-type: none"> • Managing Feelings/emotions • Communication Skills • Empathy

➤ Thinking Skills

These include decision-making, problem-solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions on others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

➤ Social Skills

These include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category are negotiation/refusal skills and assertiveness skills that directly affect one’s ability to manage conflict. Empathy,

which is the ability to listen and understand other's needs, is also a key interpersonal skill. Team work and the ability to cooperate include expressing respect for those around us.

Ø Emotional Skills

These refer to skills which help one to increase the internal locus of control, so that the individual believes that she/he can affect change and make a difference in the world.

1.6.2.6.-Literacy/Reading Skills Issue.

The development of literacy and reading skills hearing impairment children is not a multifaceted issue. It is possible to find a good number of parallels to literacy development in their hearing peers. Current millennium still reports that children with hearing loss are often severely delayed when compared to hearing children, especially in earlier development. Adolescents with hearing loss are still seen to have multifaceted problems involving literacy (reading and writing) and language that can influence their attitude to their ability to access and use academic information. This also has implications for how they regard academic information and whether they are willing to apply it. If adolescents with hearing loss are able to access and use academic information sufficiently, they will be able to fulfil a more significant role in society, as well as to study and work well. The acquisition of academic information will enable adolescents with hearing loss to function in such a way that they will be able to maintain their independence and improve their knowledge base throughout their education years. According to Briggie (2005) some class activities that are beneficial to hearing impaired or deaf children includes:

- 1) Time to explore writing, drawing, books and environmental print
- 2) Story time translated in to sign
- 3) Journal writing using invented spelling.

Like hearing peers hearing impaired or deaf children should have the opportunity to participate in literacy events. They should also use written language in many ways that are typical to their hearing peers. According to Briggie (2005) and Williams (1994) the teacher should provide them with the opportunity of demonstrating the following uses of languages in signed or spoken form:

- 1) To interact socially with peers and adults while writing.
- 2) To provide information about written text.
- 3) To label written creations.
- 4) To monitor the construction of text.
- 5) To request assistance with writing tasks from adults and peers,
- 6) To challenge others' knowledge of literacy, and
- 7) To evaluate literary works.

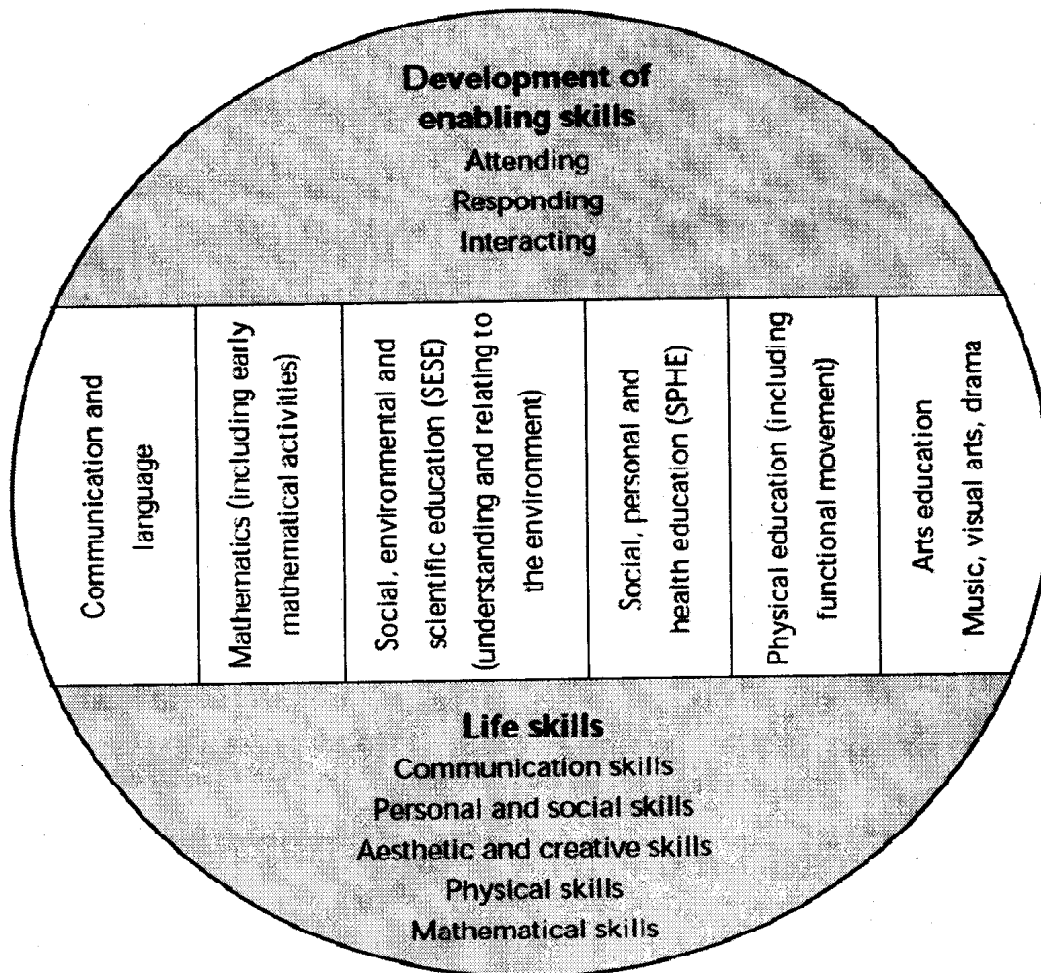
1.6.3-Curricular guidelines of children with hearing impairment in Non-Scholastic Areas

The Curricular guidelines develop for students with mild, moderate and severe and profound hearing disabilities will be flexible enough to be accessed by a broad variety of school and class types. They will allow for choice and have a practical life-skills orientation that addresses both the present and the future needs of the student. They will also address assessment issues with a view to providing an accurate record of the student's cognitive and attitudinal strengths and to identifying clearly opportunities for future learning. The curriculum guidelines will incorporate the development of key skills within broad content areas and it is a continuum of curricular provision that recognises and addresses students' appropriate levels of achievement and takes due account of needs, ability and age-appropriateness. The guidelines will be adaptable for use in different circumstances and be capable of extension and refinement.

Steps in assess in non-scholastic areas

- Identification of qualities to be assessed.
- Specification of the behavioural indicators
- Collection of the evidence to support behaviour through observation and other methods
- Recording of the behaviour
- Analysis of the behaviour
- Reporting or Grading
- Broad principles and aims of education for students with general learning disabilities
- The identification of realistic, time-referenced targets
- The use of individualised education programmes
- The use of a variety of assessment tools
- Lines of development in the skills areas, with short exemplars illustrating how they can be developed
- New content and linkage points to national curricula at both primary and post-primary levels where appropriate
- Whole-school and classroom planning approaches that will facilitate schools and teachers in developing and implementing an appropriate education policy for students with special educational needs
- A range of multi-disciplinary approaches in the education of students with special educational needs.

Fig: Block diagram in Curricular Guidelines Needs of children with hearing impairment in Non-Scholastic Areas



1.6.4-Types of Non-Scholastic Areas.

These are nine types curricular adaptation in children with hearing impairment in Non-Scholastic Areas. These are:

- Quantity
- Time

- Level of Support
- Input
- Difficulty
- Output
- Participation
- Alternate Goals
- Substitute Curriculum

Sl. No.	Types	Non-Scholastic Areas
1.	Quantity	Adapt the number of items that the learner is expected to learn or complete. For example: Reduce the number of social studies terms a learner must learn at any one time.
2.	Time	Adapt the time allotted and allowed for learning, task completion, or testing. For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.
3.	Level of Support	Increase the amount of personal assistance with a specific learner. For example: Assign peer buddies, teaching assistants, peer tutors, or cross age tutors.
4.	Input	Adapt the way instruction is delivered to the learner. For example: Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups.

- | | | |
|----|-----------------------|--|
| 5. | Difficulty | Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs. |
| 6. | Output | Adapt how the student can respond to instruction.

For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials. |
| 7. | Participation | Adapt the extent to which a learner is actively involved in the task.

For example: In geography, have a student hold the globe, while others point out locations. |
| 8. | Alternate Goals | Adapt the goals or outcome expectations while using the same materials.

For example: In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well. |
| 9. | Substitute Curriculum | Provide different instruction and materials to meet a learner's individual goals.

For example: During a language test one student is learning computer skills in the computer lab. |

1.6.5-Assesment Issue

There are many issues of Non-Scholastic Assessment in hearing impairment. These are:

- **Assessment of Communication and Interpersonal skills**
- **Cultural Competence Training and Assessment**
- **Assessing written communication skills**

- **Assessment of oral communication skills**

1.6.5.1-Assessment of Communication and Interpersonal skills

Assessments of Communication and Interpersonal skills are

- **Auditory Abilities and Skills**
- **Communication Evaluation**
- **Areas of Psycho-educational Evaluation**
- **Auditory Abilities and Skills:** Auditory Abilities and Skills information will help guide appropriate planning for educational and classroom accommodations to promote auditory access to the curriculum. An assessment should provide necessary information regarding the nature and degree of hearing, the child's auditory perception skills and abilities, use and benefit from amplification and assistive technology, and specifics related to their auditory and listening performance in the typical classroom. To ensure appropriate expectations, consider the overall needs of the student with respect to chronological age, age of full-time device use, and language and academic skills expected of their same aged peers. Testing should be completed under ideal listening conditions as well as under simulated classroom conditions, and may include traditional sound booth testing, classroom observation, and input from the student's instructors.

- **Communication Evaluation**

A communication evaluation includes signed, spoken, and/or written language, as deemed appropriate for the individual. This evaluation includes the testing and gathering of information in the following areas:

- a. Phonological educational evaluation: voice, manner, placement, syllabication and reception of speech sounds
- b. Prosodic features: intonation, pitch, rhythm, and stress
- c. Voice quality, including nasality

- d. Intelligibility of connected speech
- e. Semantic and grammatical accuracy
- f. Pragmatics/discourse
- g. Self-advocacy and independence with communication
- h. Cognitive academic language proficiency (CALP)
- i. Thinking and reasoning skills

➤ **Areas of Psycho-educational Evaluation**

A psychological evaluation includes the testing and interpretation of human development and learning domains (i.e., cognitive, achievement, adaptive behaviour, emotional, social, behaviour, language, and perceptual-motor) within a collaborative, databased frame, respecting diversity of student strengths, needs, learning styles and cultures. Standardized evaluations may provide information regarding the student's skills and abilities in comparison with that of hearing peers. It is important to consider the evaluation results in conjunction with other evaluation information (e.g., criterion-referenced educational evaluation, portfolio educational evaluation, etc.) when developing the individualized education program. In addition to taking part in academic achievement testing for initial and additional evaluations, deaf and hard of hearing students should participate in the age-appropriate state wide and local educational evaluation programs unless they qualify for alternative forms of testing as determined by established criteria. The criteria are:

- a. Early identification:** Early identification is important areas evaluated in visual discrimination, visual memory, visual-motor integration, visual figure-ground, visual closure, and spatial relations in related in auditory behaviour.
- b. Pre-Academic Skills:** Pre-Academic Skills, or a developmental evaluation of readiness skills (e.g., visual discrimination skills, identification of letters and numbers, identification of body parts, matching, predicting, sorting, and basic concepts) is important for developing IEP goals and objectives and for determining when the child is able to acquire age-appropriate standards leading to academic instruction.

- c. **Achievement:** Achievement or an evaluation of academic skills should provide information regarding the student's present level of functioning. This may include formal, standardized evaluations of student's skills as well as a review of academic progress in their current program and documentation of previous assessment data as pertinent to the current referral.
- d. **Adaptive behaviour:** Adaptive behaviour may be used for deaf or hard of hearing children for initial eligibility referrals as well as for those who are very young or who have multiple disabilities. Areas evaluated may include self-help skills, daily living skills, independent functioning, and communication and social skills.
- e. **Social-emotional maturity:** Social-emotional maturity should be a major component of the educational evaluation process for a deaf or hard of hearing student. Communication problems that result from lack of access to meaningful language contribute toward the development of personality and social/emotional adjustment. Emotional factors have a direct influence on the learning behavior. Social-emotional evaluations examine self-image, social/interpersonal skills, emotional adjustment, and life-style expectations.

1.6.5.2-Cultural Competence Training and Assessment

Culture is a set of shared values, practices, conventions and attitudes. Culture is learned through interaction and strengthened as individuals with shared experiences connect and further refine their values, practices, conventions, and attitudes. Traditionally, culture is learned from parents. However, deaf persons are typically born to hearing parents unknowledgeable of deaf culture. Most parents do not know Sign Language or learn to communicate with their children and a language delay develops. The deaf child may not be able to socialize and develop friendships. A lack of communication is a common shared experience for deaf individuals. This communication void and inability to communicate with the world is the first of many cultural experiences demonstrating that the individual is different and belongs to the deaf culture. As deaf individuals become exposed to sign language and other deaf persons, the enculturation process becomes complete, and deaf persons identify themselves as ethnically deaf. Ethnicity is a product of situational and strategic adaptive processes, which develop identity boundaries and cultural content and context.

Belonging to an ethnic group is a rational decision. It is not a matter of shared genetics or ancestry. Instead, ethnic groups share commonality. The ethnically deaf have similar physical abilities, customs, and shared experiences. Discrimination for inability and resistance to assimilate fully into the greater hearing culture creates a “sense of Peoplehood” among the deaf and defines their shared ethnicity.

1.6.5.3-Assessing written communication skills

- (1) To provide ample opportunity to the child to write his/her own thought.
- (2) Link development of writing with reading, listening – speaking (or signing), context and experiences. Teachers always want to make tasks simpler for students and simplest way to make tasks simpler is to link it with meaning and context. Teaching writing for that matter, teaching anything without context or pragmatic background cannot be good results in the long run.
- (3) In order to facilitate learning use of feedback is an essential factor. This in turn needs to be responded with feedback comprising:
 - Clear
 - In detail
 - Indicative of higher expectation
 - Appropriate
 - Immediate
 - In writing
 - Consistent
 - Objective
 - Pro-active
- (4) Writing should be enjoyable and communication oriented rather than task-oriented.
- (5) Develop the habit of self-editing. Many times, looking at the writings of the children one can hardly know his / her current level of language competency. The teacher is

confused about whether an error committed by the student is an error of accident or is an outcome of incorrect knowledge of language. If the children are made to edit their own writing, correcting their inner language structures becomes possible. Initially teachers can mark the sentences, parts where modification is required. This can work as a clue to help him/her edit the overall write up.

- (6) Carry out assessment of writing. Separate writing assessment needs to be carried out by the teachers on regular basis. Assessment of language or assessment of language text book cannot be considered as writing assessment. There is a difference between assessment of language through writing and assessment of writing. Like any other ideal assessment, writing assessment too has to be carried out systematically, consistently and objectively.
- (7) Involve parents in the process of writing development. As said earlier, writing needs to be developed in connection with context and real life situations. Home environment is rich from this point of view. Providing training to parents on follow up activities on development of writing is highly recommended.

1.6.5.4-Assessment of oral communication skills

According to Joughin and Collom (2003) there are six particular assessments of oral communication skills based on of educational practices. These are:

I. Primary Content Type

This refers to the particular skill or ability that is under scrutiny. Examples of such include the ability to demonstrate knowledge, communicate coherently and apply interview techniques.

II. Interaction

Whereas in some cases the student must compile and deliver a presentation and follow a rigid set of instructions with little or no interaction with the audience, in other instances the student is required to maintain a dialogue with his/her assessor/s. In the latter, assessors may probe into and challenge the knowledge attained by their students, thus testing the scope of their knowledge.

III. Authenticity

The authenticity of oral assessment is dependent on the context in which the assessment or presentation is taking place. Joughin (1998) describes the way in which in certain instances presentations are required to be carried out in the field of work that the students are aiming to find themselves in once qualified. On the other hand, Joughin (1998) describes reflects the lack of authenticity of the assessment, in that it is carried out “remote from the situation of professional practice,” (Joughin, 1998:372), often in the classroom.

IV. Structure

The structure of the oral assessment refers to the way in which the presentation is organised. While the ‘closed structure’ approach is defined by a present list of questions which are applicable to all students, the ‘open structure’ illustrates a loose flow of dialogue, questions and answers. In the latter, the assessor shapes their questions in accordance to the student’s findings and the issues they raise or cover.

V. Examiners

Joughin (1998) compares the assessment of written work to that of oral presentations, stating that in the latter there is greater opportunity for alternative methods of assessment and evaluation. While in written assessment generally one or two assessors scrutinise the work of students and agree the overall grade, orally assessed presentations may more easily be viewed and critiqued by peers, by the students themselves, as well as by “teachers or others in a position of authority” (Joughin 1998: 374). For example, Church and Bull (1995) evaluate the involvement of employers in assessing students ‘presentations.

VI. Orality

Orality refers to the extent to which the assessment is exclusively oral. Whilst in some cases the assessment criteria centres solely on a spoken presentation, at other times the assessment must be carried out alongside, or be centred on, a written or physical piece

of work. Recognition of these dimensions might lead to clearer understanding of the intended purpose of this form of assessment and better implementation. They offer a framework for designing oral assessments according to our intended learning outcomes, and enable university teaching staff to evaluate how relevant to their practice published accounts of approaches to assessing oral communication might be.

1.7 Curriculum Framework for 21st Century

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009. This would increase the demand manifold for qualified elementary school teachers. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. At the same time, the demand for quality secondary education is steadily increasing.

1.7.1-Context for NCTE's 21st Century Literacy's Framework

The NCTE definition of 21st century literacy's makes it clear that the continued evolution of curriculum, assessment and teaching practice itself is necessary. Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the 21st century demands that a literate person possess a wide range of abilities and competencies, much literacy. These literacy are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities and social trajectories of individuals and groups. Active, successful participants in this 21st century global society must be able to:

- Develop proficiency and fluency with the tools of technology.

- Build intentional cross-cultural connections and relationships with others so to pose and solve problems collaboratively and strengthen independent thought.
- Design and share information for global communities to meet a variety of purposes.
- Manage, analyze and synthesize multiple streams of simultaneous information.
- Create critique, analyze, and evaluate multimedia texts.

Attend to the ethical responsibilities required by these complex environments.

1.7.2-Elements of the Framework

Applied to students of English language arts, the literacy demands of the 21st century have implications for how teachers plan, support and assess student learning. Teachers benefit from reflecting on questions associated with 21st century literacy demands. The demands are:

1.7.2-A-Develop proficiency and fluency with the tools of technology

Students in the 21st century should have experience with and develop skills around technological tools used in the classroom and the world around them. Through this they will learn about technology and learn through technology. In addition, they must be able to select the most appropriate tools to address particular needs.

- Students use technology as a tool for communication, research and creation of new works.
- Students evaluate and use digital tools and resources that match the work they are doing.
- Students find relevant and reliable sources that meet their needs.
- Students take risks and try new things with tools available to them.
- Students independently and collaboratively solve problems as they arise in their work.
- Students use a variety of tools correctly and efficiently.

1.7.2-B-Build connections and independent thought.

Students in the 21st century need interpersonal skills in order to work collaboratively in both face-to-face and virtual environments to use and develop problem-solving skills. When learning experiences are grounded in well-informed teaching practices, the use of technology allows a wider range of voices to be heard, exposing students to opinions and norms outside of their own. Understanding the ways in which connections support learning and being intentional about creating connections and networks are important for 21st century learners. The understanding ways are:

- Students work in a group in ways that allow them to create new knowledge or to solve problems that can't be created or solved individually.
- Students work in groups to create new sources that can't be created or solved by individuals.
- Students work in groups of members with diverse perspectives and areas of expertise.
- Students build on one another's thinking to gain new understanding.
- Students learn to share new ways of thinking in ways that positively impact the work.
- Students gain new understandings by being part of a group or team.
- Students open to and intentional about learning from and with others.

1.7.2-C - Design and share information for global communities that have a variety of purposes:

Students in the 21st century must be aware of the global nature of our world and be able to select, organize, and design information to be shared, understood, and distributed beyond their classrooms.

- Students use inquiry to ask questions and solve problems
- Students critically analyze a variety of information from a variety of sources
- Students take responsibility for communicating their ideas in a variety of ways

- Students choose tools to share information that match their need and audience
- Students share and publish their work in a variety of ways
- Students solve real problems and share results with real audiences
- Students publish in ways that meet the needs of a particular, authentic audience
- Students consciously make connections between their work and that of the greater community.

1.7.2-D-Manage, analyze, and synthesize multiple streams of simultaneously presented information

Students in the 21st century must be able to take information from multiple places and in a variety of different formats, determine its reliability, and create new knowledge from that information.

- Students create new ideas using knowledge gained
- Students locate information from a variety of sources
- Students analyze the credibility of information and its appropriateness in meeting their needs
- Students synthesize information from a variety of sources
- Students manage new information to help them solve problems
- Students use information to make decisions as informed citizens
- Students strive to see limitations and overlaps between multiple streams of information

1.7.2-E-Creat critiques, analyze, and evaluate multimedia texts

Students in the 21st century must be critical consumers and creators of multimedia texts. The multimedia texts are:

- Students use tools to communicate original perspectives and to make new thinking visible

- Students communicate information and ideas in a variety of forms and for various purposes
- Students communicate information and ideas to different audiences
- Students articulate thoughts and ideas so that others can understand and act on them
- Students analyze and evaluate the multimedia sources that they use
- Students evaluate multimedia sources for the effects of visuals, sounds, hyperlinks, and other features on the text's meaning or emotional impact
- Students evaluate their own multimedia works
- Students consider their own design choices as much as their choices about text

1.7.2-F-Attend to the ethical responsibilities required by complex environments

Students in the 21st century must understand and adhere to legal and ethical practices as they use resources and create information. These are:

- Students share information in ways that consider all sources.
- Students practice the safe and legal use of technology.
- Students create products that are both informative and ethical.

1.7.3-Implications of the Framework for Assessments

Assessments need to take into consideration both traditional components and elements that may be different for 21st century student work.

1.7.3. A-Traditional elements of assessment of 21st century student learning

The traditional elements for assessing 21st century student work include relevance and reliability of information used in the work; significance of new information or understandings communicated throughout the process and in the final product; effectiveness of the work in achieving its purpose; impact of the work on the audience; creativity or aesthetics demonstrated in the final product; creativity, initiative, and effectiveness demonstrated in

solving problems; efficiency and effectiveness of the student's process; and the student's legal and ethical process and behavior.

1.7.3. B-Newer elements of assessment of 21st century student learning

Assessment of 21st century products of learning may be different because of technological tools. Some elements to consider include:

- Extent of students' access to 21st century tools both in and out of school;
- Range and depth of information readily accessible to students;
- Facility of students with technology tools;
- Extent to which tools can make artists, musicians, and designers of students not traditionally considered talented in those fields;
- Extent to which images and sound may amplify text;
- Extent to which students understand the power of their connections;
- Extent to which student products can emulate those of professionals;
- Extent to which students receive feedback from experts in the field;
- Potential interaction with and impact on a global audience;
- Students' selection of tools or media that most effectively communicate the intention of the product;
- Students' level of ethical and legal practice as they remix products;
- Level of ethics and safety exhibited in students' online behavior; and
- Extent to which students recognize the impact of their own digital footprint.

1.7.4-Assessment practices of 21st century student learning may need flexibility and responsiveness to situations such as:

- Students' greater proficiency with tools or formats than the teacher, which may generate outcomes not anticipated in an assessment rubric;
- Technology glitches beyond students' control that negatively impact the quality of the final products;

- Scope of collaboration, in the classroom and globally, leading to a greater need for processes that assess progress and achievement of individuals and groups;
- Support and celebration of the increasing diversity in students' talents, imagination, perspectives, cultures, and lived experiences;
- Recognition that the processes of learning and doing are as important as the quality of the final product;
- Students' self-evaluation and reflection on process and product integrated into the learning process and contributing to students' continued growth;
- Ability of students, parents, and teachers to examine growth over time in authentic ways.

1.7.5-Selected Standards for the Language Arts pertaining to 21st Century Literacy

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- Students conduct research on issues and interests by generating ideas and questions,

and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Flow Chart in 21st Century Pedagogy

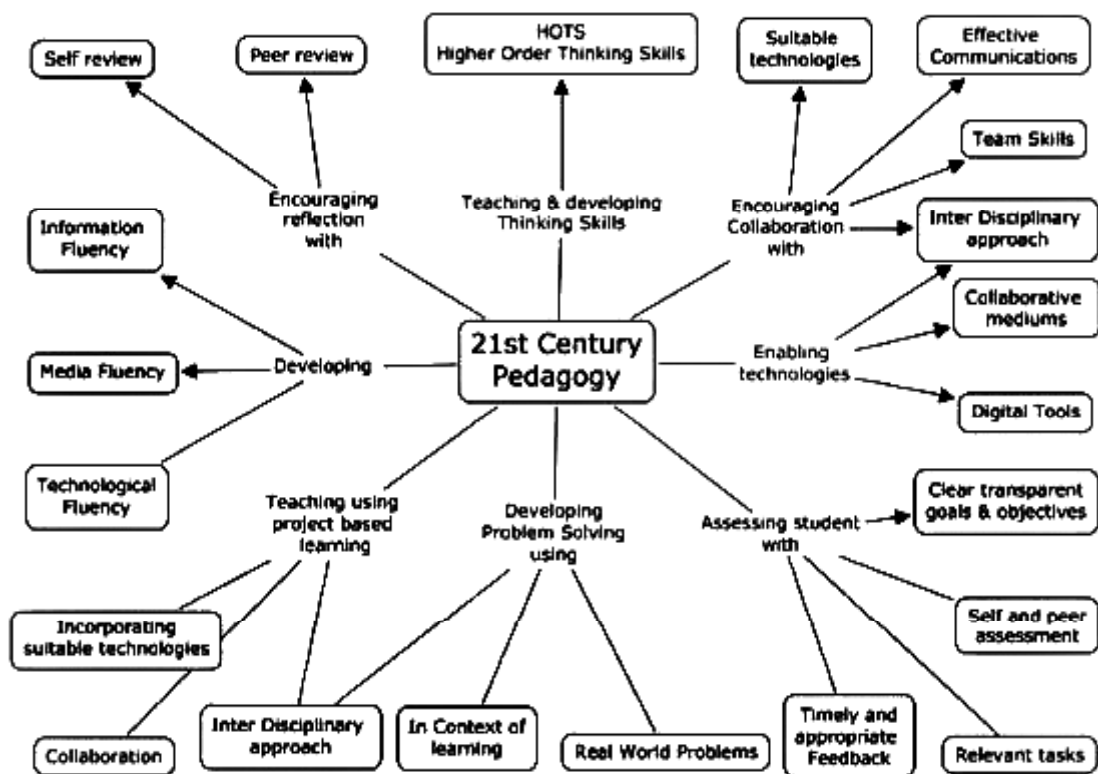


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1.8 Let us sum up

In education often refers specifically to a planned sequence of instruction or its view of the student's experiences in terms of the educator's or schools instructional goals. Curriculum is incorporated with the plan interaction of pupils with instructional content, materials, resources and processes for evaluating of educational objectives. In history of education, the term 'curriculum' was originally related to the concept of a course of studies followed by a pupil in a teaching institution. In fact, the term curriculum is mostly used to refer to the existing contract between societies with regard to the educational experiences that learners should undergo during a certain phase of their lives. Using educational concepts, we can say that the curriculum defines the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching (e.g. textbooks and new technologies), evaluation and teachers' profiles. Curriculum is a comprehensive plan for an educational program to offer new improved manpower to fulfill the rising needs of a dynamic society. Education completes a man. Students need quality education suitable for life. Perceiving the needs of the learners, appropriate changes are made in the curriculum, syllabus and textbook on a need basis. Currently changes have taken place in the evaluation system. Evaluation is conducted through activities, observation and group discussion. The evaluation is done under two parts namely scholastic and co-scholastic activities. Scholastic activities have been further classified into two parts viz. Formative and Summative Assessments. A holistic approach to education at the elementary level is a must as it is the most important subsection of the whole education system. Such an approach will facilitate the total development of a child by providing the right atmosphere for learners to develop and enrich their talent. Building self-concept, self image, sense of enterprise and sportsmanship and so on should be part of the educational process. Therefore, the curriculum is designed giving due emphasis on both scholastic and co-scholastic area. A Child's holistic development is measured not only by his academic achievements. Sports & Games, Arts & Fine Arts and social skills combined together with intellectual excellence makes a student what he or she will be when he blossoms into an adult. In view of this opens an avenue of Co-Scholastic activities to prepare children with hearing impairment for his greater journey of life. Co-scholastic abilities are not just 'nice to have' or 'desirable to have', but 'must have' qualities. Co-scholastic activities like Yoga, Music, Dance, Sports and other activities moulds the wholesome personality in students and implemented for character development in students. India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools.

1.9 Let us sum up

1. Write about details in approach to curriculum
2. Write about details in curriculum design for hearing impaired children.
3. Discuss about details curricular input children with hearing impairment in Scholastic areas.
4. What do mean by Scholastic activities. Discuss about details aim, important and scholastic achievement of student with hearing loss.
5. Discuss about details in relevant Areas of Non-Scholastic Assessment in hearing impairment.
6. Discuss about details in of Non-Scholastic Assessment Issue in hearing impairment.
7. Discuss about details Curricular guidelines children with hearing impairment in Non-Scholastic Areas
8. How many type of curricular adaptation in children with hearing impairment in Non-Scholastic areas? Discuss details.
9. Write about details Elements of theCurriculum Framework in 21st century
10. Write a short note about literacy frame work in 21st century.
11. Write a short noteabout Language Arts pertaining to 21st Century Literacy's with diagram.

1.10 References

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Unit - 2 □ Developing Literacy Skills: Reading

Structure

- 2.1. Introduction**
- 2.2. Objectives**
- 2.3. Pre-requisites for reading and emergent reading skills**
- 2.4. Assessment of reading skills at different levels**
- 2.5. Approaches and Strategies to develop reading skills and independent reading**
- 2.6. Types and Models of developing reading skills**
- 2.7. Challenges and Remedial strategies**
- 2.8. Let's Sum Up**
- 2.9. Check your Progress**
- 2.10. References**

2.1 Introduction

Reading is a Constructive Process. Reading may be described as "getting meaning" from written text. A reader's skill in comprehension depends on three things: (i) the background knowledge of the reader. (ii) The accuracy with which the reader responds to printed or written material. (iii) The reader understands of the message of the text. "Reading is a language process that involves a dialogue between the reader and the author." (Hedge, 2000). It is a constructive, interactive process which takes place behind the eyes.

Definition of Reading:

Reading is a process of comprehending ideas from printed or written symbols to

associate the known meaning with these symbols. Anderson, Heibert Scott and Wilkinson (1985) defined reading as a process in which information from the text and the knowledge processed by the reader act together to produce meaning.

2.2. Objectives:

After studying this unit, the students should be able to

- Understand the concept of Reading.
- Understand the concept of prerequisite of reading and types of reading.
- Understand the approaches and Strategies involved in Developing reading.
- Understand the assessment of reading skills at different levels of students with hearing impairment.
- Understand the types and models of developing reading skills.
- Understand the challenges faced by students with hearing impairment reading and its remedial strategies.

2.3. Pre-requisites for reading and emergent reading skills:

Pre-requisites for reading and emergent reading skills:

- Left to right or Right to left eye-hand-mind coordination.
- Knowledge of alphabets.
- Knowledge of pronunciation of symbols(phonetic skills).
- Ability to visually discriminate the symbol and group them to form word (she i.e. she).
- Ability to understand the meaning of word within the text.
- Ability to work out pronunciation of unknown word with the help of spelling.

2.4. Assessment of reading skills at different levels:

Receptive One-Word Picture Vocabulary Test (ROWPVT):

The ROWPVT assesses a student's knowledge of vocabulary by asking the child to point to the object being named. The test ends when the child cannot correctly identify the pictured meaning of the word in 6 out of 8 consecutive items.

Test of Early Reading Ability (TERA-3):

The TERA-3 measures reading ability of young children ages 3-6 through 8-6. Rather than assessing a child's reading readiness it assesses their mastery of early developing reading skills. The three sub tests include: Alphabet (knowledge of the alphabet and its uses), Conventions (knowledge of the conventions of print), and Meaning (measuring the construction of meaning from print). An overall Quotient is computed using all three subtest scores.

Test of Reading Comprehension (TORC):

Eligibility for testing:

- Ages, 0-7 and 11-17
- Able to understand directions of subtests
- Able to formulate the necessary responses
- Able to read English

Administration Time:

- No time limits
- The entire test varies from 30 minutes to 90 minutes
- The average time being an hour
- Each subtest generally takes 5-15 minutes

General Vocabulary:

- Purpose: to measure the reader's understanding of vocabulary that is related to a general concept
- Description: 25 vocabulary questions

Syntactic Similarities:

- Purpose: to measure the reader's understanding of meaningfully similar but syntactically different sentence structures
- Description: 20 questions

Paragraph Reading:

- Purpose: ability to answer questions related to the paragraph
- Description: 6 paragraphs with 5 questions each

Sentence Sequencing:

- Purpose: measure the ability to order sentences into a paragraph
- Description: 10 test questions
 - Consisting of 5 randomly ordered sentences and the reader has to put them in the correct order to form a paragraph.

Mathematics Vocabulary:

- Purpose: understanding of mathematics vocabulary
- Description: 25 test questions

Social Studies Vocabulary:

- Purpose: understand social studies vocabulary
- Description: 25 test questions

Science Vocabulary:

- Purpose: understanding of science vocabulary

- Description: 25 test questions

Reading of Directions of Schoolwork:

- Purpose: measures understanding of written directions commonly found in schoolwork
- Description: 25 test questions
 - Consist of a printed command that the student has to carry out on the answer sheet

2.5. Approaches and Strategies to develop reading skills and independent reading:

Phonics Approach

Word recognition is taught through grapheme-phoneme associations, with the goal of teaching the student to independently apply these skills to new words. Phonics instruction may be synthetic or analytic. In the synthetic method, letter sounds are learned before the student goes on to blend the sounds to form words. The analytic method teaches letter sounds as integral parts of words. The sounds are usually taught in the sequence: vowels, consonants, consonant blends at the beginning of words (e.g., bl and dr) and consonant blends at the end of words (e.g., ld and mp), consonant and vowel digraphs (e.g., ch and sh), and diphthongs (e.g., au and oy).

Critics of the phonics approach point out that the emphasis on pronunciation may lead to the student focusing more on decoding than comprehension. Some students may have trouble blending sounds to form words and others may become confused with words that do not conform to the phonetic "rules." However, advocates of phonics say that the programs are useful with remedial reading and developmental reading. Examples of phonics series are Science Research Associates, Merrill Phonics and DML's Cove School Reading Program.

Linguistics Approach

In many programs, the whole-word approach is used. This means that words are taught in families as a whole (e.g., cat, hat, pat and rat). The focus is on words instead of isolated sounds. Words are chosen on the basis of similar spelling patterns and irregular spelling words are taught as sight words. Some advantages of this approach are that the student learns that reading is talk written down and develops a sense of sentence structure. The consistent visual patterns of the lessons guide students from familiar words to less familiar words to irregular words. Reading is taught by associating with the student's natural knowledge of his own language. Disadvantages are extremely controlled vocabulary, in which word-by-word reading is encouraged. Others criticize the programs for the emphasis on auditory memory skills and the use of nonsense words in the practice exercises.

A sight word, or "look-say," approach:

Those who advocate a sight word approach, in contrast to phonics, claim to be concerned that meaning be emphasized from the very outset of reading instruction. They stress helping children develop a stock of words that the children can recognize on sight. Thus instead of stressing letter/sound correspondences and phonics rules, teachers might use flash cards and other devices to help children learn to recognize basic words.

Advocates of a sight word approach argue that if children can begin with a stock of about one hundred basic sight words, they will be able to read about half the words in any text they might ordinarily encounter. This approach was widely used from about 1930 until about the mid-1960s, when it became increasingly intertwined with (or permeated by) a phonics approach. Although prominent advocates of the sight word approach commonly expressed concern with meaning, during the heyday of the sight word approach actual classroom instruction came to focus heavily on the identification of words, and this emphasis continues implicitly in many of today's basal readers. Thus, like advocates of phonics, practitioners of sight word instruction as well as the general public reflect the "commonsense" assumption that once words

are identified, meaning will take care of itself. The sight word, or "look-say," approach differs from a phonics approach in that it focuses on whole words rather than on parts of words, but in practice, both are concerned more with word identification than with meaning. Today, the sight word approach survives primarily as part of a basal reader program, as a supplement to a basal program (e.g., Developing a Basic Sight Vocabulary), and/or as the labeling of objects in children's homes or the classroom environment. A whole language approach to education is sometimes claimed to be nothing-more than a new name for the sight word approach.;

Basal Reading

Basal reader series form the core of many widely-used reading programs from preprimary to eighth grade. Depending on the series, basal readers may be meaning emphasis or code emphasis. Teacher manuals provide a highly-structured and comprehensive scope and sequence, lesson plans, and objectives. Vocabulary is controlled from level to level and reading skills cover word recognition, word attack and comprehension.

Advantages:

Advantages of basal readers are the structured, sequential manner in which reading is taught. The teacher manuals have teaching strategies, controlled vocabulary, assessment materials and objectives. Reading instruction is in a systematic, sequential and comprehension-oriented manner. Many basal reading programs recommend the directed reading activity procedure for lesson presentation. Students proceed through the steps of motivation preparation for the new concepts and vocabulary, guided reading and answering questions that give a purpose or goal for the reading, development of strengths through drills or workbook, application of skills and evaluation. A variation of the directed reading method is direct reading-thinking, where the student must generate the purposes for reading the selection, form questions, and read the selection. After reading, the teacher asks questions designed to get the group to think of answers and to justify their answers.

Disadvantages:

Disadvantages of basal readers are the emphasis on teaching to a group rather than the individual. Critics of basal readers claim that the structure may limit creativity and not provide enough instruction on organizational skills and reading for secondary content levels. Basal readers, however, offer the advantage of a prepared comprehensive program and may be supplemented with other materials to meet individual needs.

Language Experience Approach

The language experience approach is similar to whole language in that reading is considered as a personal act, literature is emphasized and students are encouraged to write about their own life experiences. The major difference is that written language is considered a secondary system to oral language, while whole language treats the two as parts of the same structure. The language experience approach is used primarily with beginner readers but can also be used with older elementary and with other older students for corrective instruction. Reading skills are developed along with listening, speaking and writing skills. The materials consist, for the most part, of the student's skills. The philosophy of language experience includes:

- 1 What students think about, they can talk about?
- 2 What students say, they can write or have someone write.
- 3 What students write or have someone write for them, they can read. Students dictate a story to a teacher as a group activity. Ideas for stories can originate from student artwork, news items or personal experiences, or they may be creative. Topic lists, word cards or idea lists can also be used to generate topics or ideas for a class story. The teacher writes down the stories in a first draft and the students read them back. The language patterns come from the students and they read their own written thoughts. The teacher provides guidance on word choice, sentence structure and the sounds of the letters and words. The students edit and revise the story on an experience chart. The teacher provides specific instruction in grammar, sentence structure and spelling, if the need arises, rather than using a specified schedule. As the students' progress, they

create their individual storybooks, adding illustrations if they wish. The storybooks are placed in folders to share with others. Progress is evaluated in terms of the changes in the oral and written expression, as well as in mechanics. There is no set method of evaluating student progress. That one disadvantage of the language experience approach. However, the emphasis on student experience and creativity stimulates interest and motivates the students.

Strategies Involved in the Reading Process

Reading is said to be a complex process and takes place in various steps. According to Searfoss and Readnece (1994), reading is a process, which involves four essential cue systems interacting with each other. They are:

- 1. The Graphophonic Cue System:** The graphophonic cue system is the system of relating sounds or phonemes to the symbols or graphemes of print. Therefore learning the names of the letter and the various sounds they stand for is often part of beginning of reading instruction. For example, phonic instructions: words ending with 'at'-cat, bat, rat.
- 2. The Syntactic Cue System:** The syntactic cue system is the set of underlying natural rules by which the language operates. Language is arranged and rearranged according-to' these 'rules. The acquisition of syntactic knowledge is accomplished without being able to state formally the rules of syntax that are used.. The child acquires the pattern of sentence-'Raju wants a ball.' But later on learns that Raju is noun (subject), wants is verb etc. and a sentence in English is generally written in SVO pattern.
- 3. The Semantic Cue System:** The semantic cue system gives meaning to words, sentences and longer units of prints. It is the knowledge, gained through prior experiences, which readers carry around in their heads and bring to ea reading situation. Semantic development includes not on how much vocabulary is acquired, but also how words a used and understood at various stages of cognitive development arid in different context.
- 4. The Pragmatic Cue System:** The pragmatic cue system incorporates the cultural

and social aspects of using language. Language is used to perform many functions an: how it is spoken and written varies according to purpose and audience. Language use varies among ethnic group social classes and geographical regions.

When all cue systems are present in a reading situation, we can reasonably predict that the reader will be able to construct meaning from the print. Development of these cue systems is crucial to the development of reading skills.

2.6. Types and Models of developing reading skills

Reading instruction is not limited to a single period in a school day. Reading goes on all day long in relation to all school subjects and activities. Types of reading can be based on: Purpose, Type of Material, Style of Reading and Level of assistance.

Types of Reading

Purpose

- Developmental
- Remedial
- Functional
- Recreational

Type of Material

- Conversational
- Text based

Style of Reading

- Loud
- Silent

Level of Assistance

- Guided

- Independent

Reading based on the purpose:

The reading experiences can be differentiated into four types: Developmental, functional, remedial and recreational. It makes possible to separate and integrate the teaching of reading and the teaching of language through reading.

(i) Developmental Reading: (Reading known language)

Developmental reading consists of designed and planned reading lessons. Its purpose is to systematically develop and promote sequential skills in reading. Ideally, developmental reading is conducted with material where the language is completely known to the child so that there is no interference with the child's development of mature reading habits and skills.

In this type of reading the child is presented with appealing reading material. The teacher observes and guides the child to strengthen the growing skill in reading. This helps the child to learn to use appropriate reading skills to independently figure out the meaning of known language. Whenever unknown language interferes with this process, the teacher takes steps to remove this obstacle. She either pre-teaches the unknown linguistic forms, or freely explains them during reading and teaches them in depth afterwards.

The early readers and textbooks are especially useful for developmental reading as they provide a gradual progression from easy to more difficult level through grades.

(ii) Remedial Reading: (Teaching language through reading)

The aim of remedial reading is to correct specific language deficiencies. Remedial reading is especially used to promote language, but the activities can serve varied purposes. The teacher can return to the language forms found difficult during developmental reading and teach them thoroughly during remedial reading. The teacher can construct games, exercises and tests for further drill in understanding and use of these linguistic 'forms. Teachers can find opportunities in activities and experience for it. Systematic programmes may also be devised to teach aspects of

vocabulary (synonyms, antonyms, idioms, multiple meanings, figures of speech etc.), morphology (plural, verb forms, etc.) and syntax (clauses, question forms etc.)

Remedial reading may also be used to provide drill in specific reading skills. Children who need more practice than is provided in developmental reading may benefit from special remedial activities. Remedial reading thus becomes part and parcel of special education. Also, as language and reading go hand in hand developmental reading and remedial reading go hand in hand.

(iii) Functional Reading: (Reading as means to an end)

Functional reading represents reading in its natural form. In functional reading, reading is not the primary activity but there is a task, which is to be completed through reading. E.g. Reading a recipe to make a food item like pulav, follow directions to complete a puzzle, read label to know the owner of a book etc.

There are numerous occasions for functional reading-following directions for a new game, putting together things to assemble a toy, comparing weights and prices on boxes of food items etc. All such activities demonstrate the children the importance of reading in life.

Functional Reading at Preschool Level

Following activities can be taken:

- Incidental reading in class (names of biscuits etc.)
- Writing names on chair.
- Attendance charts.
- Health charts.
- Writing plans for the day/week and reading them.

At Primary Level

- Reading newspapers.
- Doing activities following instructions (making paper caps, lime juice etc.).

- Exposing to reading names of streets, names on shops, bus numbers through visits and daily travel from home to school.

(iv) Recreational Reading: (Reading for pleasure and information)

Reading to gain pleasure is recreational reading. Structured reading activities are usually difficult task for the children. Therefore it is very important to include reading without struggling in the reading programmes. Children should be given daily opportunities to read whatever material they choose, whatever purpose they set for themselves, in whatever way and whatever level of comprehension they are capable of, without adult interference or guidance. Children should be provided with access to good libraries in class, in school and at home. Attractive book displays, talks with authors, and storytelling sessions help to make reading an enjoyable experience. Such type of reading is very useful for cultivating the 'habit' of reading outside the school world. At the preschool, picture books should be provided. Activities of reading stories to the child can be undertaken.

Based on Type of Reading Material

The achievement in reading also depends on the type of material. On the basis of the material there are two types at reading.

Conversational Reading

Conversational reading is one of the levels of reading proficiency developed gradually in the early school years. It is a transition step from informal to formal reading.

Conversational reading is the reading of any non-commercial text that deals with the interest and experience of a child or group of children. The teacher writes the normal conversation that goes on during the various activities. The words and sentences used in language activities e.g., news conversations and other activities like projects about family, food, holidays, etc. direct experiences through trips, visits, etc. are written on the board, chart, cards or in teacher made books. The written words correspond to the spoken language and are known to the children, so these words become sight words, i.e., the children recognize and identify the meanings of the

written words at sight (audio-visual reading). The teacher then implants these words in the various experiences.

Types of Conversational Reading

News: The news period is usually a conversational period. Children enjoy telling about their new possessions their places of visit, what they did with their families and friends. The news period offers an excellent opportunity for meaningful repetition of simple language pattern in oral and written form. This reading begins generally with some calendar work to identify the day of the week and the date, attendance and weather. Afterwards the sentences elicited from the students are written. At first, the sentences are very simple stating bare facts. Gradually variations in language can be introduced, always keeping pace with children's progress.

1. For example: Raju said, "I did not eat the ice cream." Mother was very angry. She scolded, "Don't tell lies."

News books can also be introduced where the child writes news from the class for the parents and from home for the class.

2. Direct Experience: Conversational reading can be based upon direct experience like.
 1. Trips: The teacher can make experience chart about what the children have seen.
 2. Activities: After an activity the experience of the children can be elicited from them and written down.

The follow-up of experiential reading can be:

1. Books and Stories similar to children's experience.
2. Letter written in conjunction with some activities-to request permission or information, invitation, thank you letter, letters telling an absent child about the trip.

3. Making list of things required e.g., for trip, material needed during craftwork, steps carried out to perform an activity.
4. Signs labels and caption for pictures.
5. Teacher made stories based on the children's experiences.

The experience chart should be the expression of the children's impressions, discoveries, and reactions. The teacher should act as recorder and co-ordinate the impressions of all the children.

These charts should be illustrated as required. The benefit of experience charts is that the children will move easily with the text to read the printed symbols of incidents significant to them.

Example of conversational reading:

Topic -Visit to the garden

Yesterday was a wonderful day. We went to the garden. There were many plants with flowers. Oh what fun, we played on the swing and seesaw.

Text Based Reading

In the text based reading the meaning has to explicitly or implicitly drawn from the written words. It means that the meaning may either be clear or may be hidden and has to be understood. In schools teachers \ undertake text-based reading i.e., they impart information and knowledge usually through reading textbooks.

The two types of texts commonly used in schools are:

Narrative Text: Text that tells a story or an event is narrative text. Stories come in variety of forms. Reading narrative texts requires readers to keep track of, and remember sequential events, flash back, and cause-effect events. The traits of the key players-human, animals etc. are prominent in a narrative text it has direct descriptions and provide subject matter for comprehension instruction.

Narrative text helps the students to acquire interest in reading.

Expository Text: Expository text is informational text. A subject textbook like

geography, science etc. is composed of expository text material. Articles in magazines and encyclopedia are also expository since they provide information. The structure or composition of expository text usually consists of one or more central ideas that are supported with related details. This is reflected in the headings and subheadings provided in the text. The specific expository style of a textbook varies depending on the information that is being conveyed. The expository text is usually less familiar. The social studies textbooks usually deal with a theme through grades. It is presented in an expository style.

While Teaching: Learning from expository text, the context and the text that communicates it have to be dealt with. For successful instruction of the expository text the following is necessary.

- identification of the important content.
- identification of concepts and vocabulary that students must know if important content is to be understood and retained.
- previous knowledge assumed by the author.
- identifying features of text that might be confusing (For example, figurative language).
- usefulness of graphic aids included in the text.

Expository text needs higher-level skills in comprehension.

3. **Procedural Text:** Procedural text is composed of description of procedures for doing something, for making something or for getting somewhere. The directions on numerous practice exercises that students are asked to do are procedural text. The purpose of procedural text is to 'read and follow' the directions or procedures exactly so that the desired goal is realized.

The students should be provided more opportunities of reading such text through various activities which may also improve the functional reading skills in them.

Loud Reading and Silent Reading

In a classroom situation reading takes place in various forms. When children start reading independently, they are presented with reading material. The reading of these materials in the teaching learning process may be loud or silent. Both oral and silent readings have their own significance in the process of comprehension.

Loud Reading: Loud reading refers to reading aloud, i.e., using vocalization for reading. It is also known as oral reading. Oral reading can serve various purposes such as instruction, diagnosis and sharing.

Loud Reading for instruction: Certain instructional objectives for improving comprehension abilities rely on loud reading for their attainment.

(a) Instructions about Typographic Signals: Written language is characterized by physical properties (typographic signals) that aid comprehension. The students have to be taught the significance of these signals, which is possible through loud reading.

1. The function of commas.

Raju, my friend, is your classmate.

Raju, my friend is your classmate.

2. Understanding the supra segmental aspects:

- Will you do me a favour?

This is my new dress.

This is my new dress.

Thus loud reading demonstrates the importance of careful pronunciation and enunciation of words, appropriate volume, communicating feelings and facts.

- Loud Reading for Diagnosis: Loud reading can be used in schools for diagnosis- to identify a student's particular abilities and shortcomings.

For example:

Cues being used with unfamiliar words.

Use of contextual cues, spellings etc.

Rearrangement of sequence of sounds (felt read as left etc.)

Attention given to position of sound (initial, medial, final).

Strategy for working out long complicated words.

Tendency to omit words or depend on outside help.

Understanding the errors made while reading etc.

• **Loud Reading for Sharing:** children need to read aloud to share what they have read. For the children who are shy, reading habits can be fostered through group oral reading, which reduces fear.

Usually round robin reading-one child reads and others follow it silently) IS practiced in schools.

Silent Reading: The difference between loud reading and silent reading is that loud reading is heard and silent is not heard. In silent reading subvocalisation is commonly present. Subvocalisation, also called as inner speech is a mental pronunciation of words that is neither heard nor seen. It is observed that subvocalisation may facilitate the comprehension of difficult material by focusing the reader's attention on meaning.

The primary purpose of silent reading is to get or construct an author's message. Silent reading is assumed to be faster than the loud reading, because the eye movement on the text is faster. This type of reading can be used in classroom instruction when the focus is not on teaching reading and the children know to read. It should be used with increasing grades, as the children should learn to construct meaning from the text rather than just pronouncing it.

Guided Reading and Independent Reading

Variety in reading experience should be provided to the children for maximum effectiveness in reading. Guided and independent reading should always be a component of a lesson fostering reading.

Guided Reading: Guided reading is an important step for a lesson. It is useful for

monitoring the student's progress. Guided practice can be written or oral. It gives a chance to the students to use what they have learnt while teacher is supervising. Since the students are being observed they can get a prompt feedback. Wherever the student faces a problem, he can be explained there itself or the lesson can be retaught. The child can be given reinforcement for their performance. Developmental, remedial and functional readings are types of guided reading.

Independent Reading: Independent reading is reading without assistance. Many things that further facilitate growth in reading comprehension ability-general knowledge, vocabulary, and syntactic knowledge are developed through independent reading. This is reading extended pieces of textbooks, magazines, newspapers etc. The benefits of reading independent level material are:

- It allows for the consolidation and realistic use of what had been taught.
- It moves attention away from individual words to the meaning of connected text.
- It fosters good habits in reading.
- It adds to the reader's knowledge of the world.
- Promotes self-confidence and arouses greater interest in reading.

Models of Reading:

In the last 40 years reading researchers have been studying the link between the reading process (what goes on in the brain) and how to teach reading. Depending on their interpretation of the reading process, they have developed a model of reading.

Definition

A reading model is a graphic attempt "to depict how an individual perceives a word, processes a clause, and comprehends a text." (Singer and Ruddell ,1985)

Here are some kinds of reading models.

Although there are many models of reading, reading researchers tend to classify them into three kinds.

- Bottom-up
- Top-down
- Interactive

Processing in Bottom-Up Model:

Reader builds meaning from the smallest units of meaning to achieve comprehension.

Example

letters → letter clusters → words → phrases → sentences → longer text → meaning
= **comprehension**

Processing in Top-Down Model:

Reader generates meaning by employing background knowledge, expectations, assumptions, and questions, and reads to confirm these expectations.

Example

Pre-reading activities (i.e. activating schema, previewing, and predicting) + background knowledge (cultural, linguistic, syntactic, and historical) = **comprehension**

Processing in Interactive Model:

Reader uses both bottom-up and top-down strategies simultaneously or alternately to comprehend the text.

Example

Reader uses top-down strategies until he/she encounters an unfamiliar word, then employs decoding skills to achieve comprehension.

2.7. Challenges and Remedial strategies:

Students with hearing impairment and reading

Students with hearing impairment, like hearing children, need to learn how to read and understand stories, passages and sentences from all subjects in school. They have to be able to distinguish the important facts and ideas from words they are

reading and identify which words are unimportant. Sometimes this is difficult for Students with hearing impairment because they are reading words or sentences they cannot understand. Some Students with hearing impairment will simply read each word, without understanding the meaning of what the words are conveying.

It is important to check they understand what they are reading by questioning the child on the vocabulary, asking them to repeat the passage in their own words, asking them to draw or act it out and/or by asking the child questions about what they have read.

What are some ideas for developing Students with hearing impairment enthusiasm for reading and writing?

- Read books to the Students with hearing impairment every day. The books should be age appropriate and interesting. Reading together will improve the child's vocabulary, develop visual skills and assist in reading comprehension. They will begin to develop a love of books. This can be varied by asking the child to read a section, and then adults read a section, or both can both read at the same time.
- Don't put pressure on your child to read books which are too difficult or if they really don't want to. Instead let your child know indirectly that reading is encouraged, for example, let them stay up a little later on the condition that they read.
- Encourage an "enjoyment of reading by sharing the book together and talking, commenting on and questioning the story as it is read.
- Make a journal. Each day, write a short passage about anything at all, something experienced something which will happen, something noticed, etc. The deaf child reads what is written, and then writes back. Don't correct the spelling, punctuation or grammar in this journal. It is simply a "communication book" to support the development of positive attitudes towards reading and writing.
- Write notes to the Students with hearing impairment instead of telling them

what is wanted. Ask them to write a note in reply. Write down where they will find a surprise.

- Read a story together and then together, use the theme of the story to make a new version or a new ending.
- Let your child dictate a story and you write it down or type it on the computer. Check frequently with your child that the meaning is correct. Ask your child to read the story along as you write it down.
- Your child can illustrate the story if they wish to. Keep these in a special folder for reading together later.
- Your child can write about pictures, photos, write letters, emails and shopping lists.
- Be a role model. Let the child see adults enjoy reading. Provide plenty of reading material, both for enjoyment and reference, in the home and make sure there is a special place for the deaf child's books. Join the local library and visit often.
- Establish a "reading time" for a short period each day to focus only on reading. Make it pleasurable.
- Always watch the television or DVDs with captions.

2.8. Let's Sum Up

In this sense reading goes on long relation between school subject and activities. So, one needs to learn and understand the content matter. It is the most important factor for a student with hearing impairment. That is why reading skill is a most important factor of student with hearing impairment because with the help of reading skill student with hearing impairment understand the meaning of a word and conveying the inner meaning of the text passage.

2.9. Check your Progress

1. Define reading. What are the prerequisites of reading?
2. Describe in brief about the various assessment tools for reading skills of students with hearing impairment.
3. Describe in detail about various types and models of reading.
4. What are the strategies followed in developing reading? Describe approaches to develop reading skills.
5. Write the challenges faced by students with hearing impairment while reading. Discuss its remedial strategies in detail.

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Unit - 3 □ Developing Literacy Skills: Writing

Structure

- 3.1. Introduction**
- 3.2. Objectives**
- 3.3. Pre-requisites for writing and emergent writing skills**
- 3.4. Assessment of written language at different levels**
- 3.5. Components and types of writing**
- 3.6. Steps and Strategies in Developing Writing**
- 3.7. Challenges and Remedial Strategies**
- 3.8. Let's Sum Up**
- 3.9. Check your Progress**
- 3.10. References**

3.1 Introduction

Writing is an act of communication and a purposeful means of addressing an audience. It is not only writing a sentence but an activity of producing a text in a context. Writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience (Weigle, 2002). It means writing is not only as the product of an individual but also as a social act because writing is activities that are socially and culturally shaped and individually and socially purposed. Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text.

Writing is a process of thinking in which writers figure out their thoughts then put them into written language (Brown, 2001). During the process of thinking that sometimes needs a long time, the writers are asked to explore their knowledge, experiences, or memories to find and then determine a topic to write.

Furthermore, Harmer (2004) sees writing as a kind of process wheel, where the writers move both around the circumstance of the wheel and across the spokes. It describes the complex stages that the writers need to go through to write something.

Each stage can be continuously repeated until the writers feel no need to go to the previous stages.

Based on the above definitions of writing, it can be concluded that writing is an act that takes place within a context, which accomplishes a particular purpose a relatively permanent record of information, opinions, benefits, feelings, arguments, explanations, and theories. In addition, writing is also a process of developing ideas into a coherent written language.

3.2. Objectives:

After studying this unit the students should be able to :

- Understand the concept of writing
- Understand the concept of prerequisite of writing, components and types of writing
- Understand the Steps and Strategies involved in Developing Writing
- Understand the assessment of written language at different levels of students with hearing impairment
- Understand the challenges faced by students with hearing impairment while writing and its remedial strategies

3.3. Prerequisites of writing and emergent writing skills:

Various activities should be given to the children from a very early age to develop the skills of writing. Some of the Prerequisites are:

- **Good Observation:** Good observational skills are needed to be developed right from an early age. They should be exposed to various things in the house, environment, etc. They should be exposed to various pictures, story books to relate and understand things around them. Various exercises can be given for finding out what is missing in the picture, finding out what is wrong in the picture, completing the given picture etc.
- **Good Eye Hand Co-ordination:** Eye hand co-ordination should be developed to have good writing skills. Small children could be given various activities

like water play, stringing beads together, lacing and swing boards, butting and zipping, etc.

- **Developments of fine motor skills:** Gross and fine motor skills should be develop in the children to enable them to hold a pencil and write properly. Activities like piling of blocks, stringing beads, picking up lumps of sugar, sorting dal and grains can be taken.

Also playing, tracing in damp sand, clay and plasticize would help in developing gross and fine motor skills. The children should also be given a lot of scribbling and colouring exercises.

- **Development of pattern perception:** Development of pattern perception is also very important aspect for learning to write. Activities like sorting block, beads etc. according to the shapes, colours, sizes can be undertaken. Placing the items in order, completing the given pattern can be given to the children. The children can also be asked to move things along a given line or move their fingers along the given pattern.
- **Good Memory:** Writing also requires a good memory, recall and ability to recapitulate. Without these, the children will not able to write on their own. For this, memory games could be taken like placing things in the same order, remembering the sequence, remembering various actions, pattern writing etc.
- **Regular Practice:** Foe developing writing skills the children should regularly practice at the school and home. They should do various activities at the home also to develop good eye hand co-ordination, fine motor skills, memory, etc. Only with regular practice and repetition the children will be perfect. It is very important for the cliildren with H.I to develop this habit right from an early age, as they tend to forget very fast.
- **Language Development:** It is a very important prerequisite for writing. The child could express himself adequately through writing only if he has base of good language, so it has to be developed adequately from the beginning.
- **Reading Comprehension:** It is also necessary that the reading comprehension

of the child be developed. Only if the reading skills are developed the children would be able to write.

3.4. Assessment of written language at different levels:

Writing is one of the most complex and difficult tasks for all students. At a basic level, writers must produce letters, words, and sentences that are readable by an audience by an audience. In other words, they must know the conventions of spelling and punctuation and use appropriate vocabulary and syntactical structures. At a higher level, they must be able to select topics, plan and organize ideas, and make decisions about the information to provide their audience (Powers & Wilgus, 1983). Several authors (Moore, 1996; Paul, 1998) have commented on the difficulty that students with hearing impairment have writing in English. Because of difficulty accessing and learning English syntactical and morphological structures, either auditorily or visually, they make numerous errors at the sentence level. In addition, because many students with hearing impairment have difficulty with reading, their exposure to models of good writing may be limited. Research on the writing of school-age students with hearing impairment shows that they display considerable delays when compared with hearing classmates. The assessment of written language at different levels is discussed below.

Oral and Written Language Scales (OWLS)

The OWLS assesses higher order thinking, semantics, syntax, vocabulary, and pragmatics. It includes a Listening Comprehension Scale (picture pointing), an Oral Expression Scale (answering questions, and sentence completion) and a Written Expression Scale (use of conventions, syntactical forms, and ability to communicate meaningfully).

TOWL-4: Test of Written Language-Fourth Edition

Ages: 9-0 through 17-11

Testing Time: 60-90 minutes

Administration: Individual or Group

The fourth edition of Test of Written Language (TOWL-4) is a norm-referenced, comprehensive diagnostic test of written expression. It is used to (a) identify students who write poorly and, therefore, need special help, (b) determine students' particular strengths and weaknesses in various writing abilities, (c) document students' progress in special writing programs, and (d) measure writing.

Subtests

The TOWL-4 has two forms (i.e., Form A and Form B), each of which contains seven subtests. The sub tests represent the conventional, linguistic, and conceptual aspects of writing. Subtests 1-5 use contrived formats; subtests 6-7 use a spontaneously written story to assess important aspects of language.

The subtests are:

Vocabulary - The student writes a sentence that incorporates a stimulus word. E.g.: For ran, a student writes, "I ran up the hill."

Spelling - The student writes sentences from dictation, making proper use of spelling rules.

Punctuation - The student writes sentences from dictation, making proper use of punctuation and capitalization rules.

Logical Sentences - The student edits an illogical sentence so that it makes better sense. E.g.: "John blinked his nose" is changed to "John blinked his eye."

Sentence Combining - The student integrates the meaning of several short sentences into one grammatically correct written sentence. E.g.: "John drives fast" is combined with "John has a red car," making "John drives his red car fast."

Contextual Conventions - The student writes a story in response to a stimulus picture. Points are earned for satisfying specific arbitrary requirements relative to orthographic (E.g.: punctuation, spelling) and grammatical conventions (E.g.: sentence construction, noun-verb agreement).

Story Composition - The student's story is evaluated relative to the quality of its composition.

3.5. Components and types of writing:

Writing is an ongoing process. It is necessary to develop interest of the children in reading and writing from an early age. A sound base of language and reading habits would help a child to express himself or herself independently.

There three types of writing.

1. Copying
2. Guided writing
3. Independent writing

1. Copying:

It means observing, looking and doing the same. It calls for imitation of the same pattern and do the same accordingly. At the beginning, the children could be asked to imitate gesture, or actions. Teachers can play games of imitation like clapping hands, jumping, putting hands up etc. Later children could be asked to imitate the teachers' action song, words or sentences. The children gradually learn to copy various things. They would also learn to copy the patterns in the sand, blackboard with their fingers. Activities like placing of beads, blocks from left to right in a line, would also be taken for copying. Copying patterns with matchsticks is an enjoyable experience. Step by step children should be encouraged to move eye-hand coordination, pattern perception skills and development of fine motor skills should be developed amongst the children.

Various age appropriate exercises can also be given to the children like:


- Copying the pictures and colours
- Joining dots to complete the picture
- Copying the alphabets

- Joining the dotted words
- Tracing over the patterns
- Copying the whole word
- Copying the short phrases and sentences altogether
- Copying the short passages, stories, conversations, picture description etc.

2. Guided writing:

After the children learn to copy patterns, pictures, words, sentences from the blackboard, charts or books, they can be slowly guided to start writing their experiences. In special schools the teacher's guide the children to write words, phrases, sentences after a news or conversation, directed activity or visit. The teacher can also provide clues and guide the children to expand on a given topic or printed form. The teacher can guide the children to read instructions and solve various writing exercises and answer the questions. Various exercises can also be given to the children based on stories, passages or picture talks. Later, the teacher can guide the children for writing passages and essays on a given topic.

Various exercises can be given to the children for developing guided writing like:

- Choosing and writing the words, sentences correctly by looking at the objects or pictures.
- Writing various words related to a given word. e.g. Mango the words made would be fruit, raw, red, sweet, sour. seed etc.
- Rebus game For example,  + cil = Pencil
- Writing one word answer, short answer, long answer based on the passage prepared on conversations, visits, textbooks etc.
- Circling/underlining/ filling the proper noun, verbs, adverbs, adjective from the given choices.
- Sequencing a conversation/story

- Writing sentences in various tenses
- Forming various questions for underlined word/phrases

3. Independent writing:

Once the children are guided to write slowly and steadily, they need to be weaned from guided to independent writing. Children have to think, reason out and write from their memory, relating it to their experiences. The writing process consists of composing, spellings and handwriting. Composing involves planning and expressive language skills.

3.6. Steps and Strategies in Developing Writing:

The process of writing is a good way to know students' ability and creativity in expressing their ideas. Students need to be aware of the writing process. It is because composing is a series of stages that can vary in sequence and are often recursive, even though they must be ordered in certain ways in a text.

Focusing on the process does not mean that the result of writing is not important. The final written product could be the written evidence of the writers' creativity. In other words, it can be said that a good process will lead to a good result. To develop the topics in a good process, there are some ways to go through (Brown, 2001).

The writing process that is the stages the writer goes through in, order to produce something in his final written form. There are four-steps in the writing process- planning, drafting, editing and final draft (Harmer, 2004). Each step is described as follows:

Step 1: Planning

In planning stage, students plan and decide what they are going to write. They start gathering information and ideas for writing by making notes or planning in their minds. While planning, they consider three main aspects i.e. the purpose of the writing, the target group or audience they are writing for and the content structure which they have decided to include.

Step 2: Drafting

In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors.

Step 3: Editing (reflecting and revising)

After making draft, they re-read their draft to see where it works or not. Perhaps the order of the information is not clear or the sentence is ambiguous. The process of editing may be taken from oral or written comments by peers or teachers. They will help the students to make a revision of their writing. Revising is looking back over what has been written.

Step 4: Final version

The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. All of the writing process above cannot be separated because those are elements in composing a good written text.

Writers are made as well as born. Teachers who give time and energy, lots of practice and stimulus and who foster good writing will reap great reward in the classroom. The management of the writing class needs to be flexible and meet the needs of the strategies in developing writing of the children. It is most important therefore to understand those strategies. They can appear to have different labels in academic writing but are basically similar in description.

Pre-Emergent Writing:

The child at this stage has no great alphabetic understanding and so cannot decode letter-sound relationships. He will mainly scribble and use symbols and signs and very often will show evidence of letters in various places on the page. At this scribble stage the child will have a good understanding that communication of a message is at work. Knowledge of story content and structure will also be present at this stage. Personal stories, sentences or phrases for pictures will be based on experiences both real and imaginary. Most children will begin to develop phonemic

awareness and begin to write some letters but will use reversals and other common mistakes. As he progresses to word writing, spacing, directionality and even invented spelling the confidence grows. Some basic sight words will be used from memory. Children at this stage will greatly benefit from teacher modelling of this process and a consistent use of the Language Experience Chart.

Emergent Writing:

At this stage the child will have had experience of the different stages of phonological awareness and will have the ability to replace phonemes to make new words e.g. cat to mat. The letter order within words may not be fully developed and reversals may still occur. The child will write full sentences but very often the pattern is the same and each sentence will have the same beginning or ending. Very often at this stage it is difficult to maintain a topic and so the sequence may vary. Experiences with literature and use of books will begin to change the way in which the child writes and so style will develop and an experimental use of punctuation. Ideas and opinions are evident at this stage and a variety of genres should be explored.

Early Writing:

At this stage sentence construction develops further and more complete thoughts are evident. Practice at expanding sentences and use of descriptive words will help here. The maintenance of the topic has improved and the related sentences will be seen. The length of the piece of writing will have changed. Approximate spelling will still be used but evidence of spelling patterns will also help the child to attack difficult words. Work done on story structure will show here, as character, setting and action will form the basis of story writing. A good grasp of the "who," "doing what", and "where" will become habit. Pictorial recording will still be common. Help will be needed with simple editing and use of editing symbols will foster independence in this area.

Developing Writing:

Expanding story writing will include character, setting, plot, time and very often a personal response. Greater evidence of fluency in spelling will be a feature here

including knowledge of silent letters and homonyms. Punctuation will be seen here also but it will not be fully developed. Greater detail and more descriptive writing will develop. Exploration of a greater variety of writing styles and genres will begin and lots of practice is needed here. Constant practice at editing and redrafting will continue to develop independent writing.

Established Writing:

At this stage beginning, middle and endings are clear. A greater sense of audience and purpose influences the writing. Sentence construction, has developed even further and more complex sentences will be found. The use of paragraphs will show good sequence as a piece is introduced, developed and concluded. Editing and redrafting should be well developed as the child revises use of grammar and punctuation, but also revisits written ideas. Spelling will be more consistent and use of dictionaries and a thesaurus will be evident here. Story-writing elements will be more developed here, as resolution of problems and dialogue will be mixed with persuasive writing and clear personal responses.

3.7. Challenges and Remedial Strategies:

There is a strong relationship between language, reading and writing. Hearing children usually start school with a strongly developed language; they know how language works, how it fits together to make correct sentences, they know the purpose of language and they have many words to express themselves. Language has given them a link to the outside world and through language they will have developed a strong general knowledge base. They can question, debate, argue and reason and use language to control the world around them.

But due to lack in hearing, students with hearing impairment are significantly delayed in language and written expression; many teachers have struggled with ways to assist their students when writing paragraphs. Often the students struggle with prewriting skills where they are to formulate and organize their ideas before writing. This is the most creative step in the writing process.

Sometimes students with hearing impairment will have errors in grammar, tenses and word endings. Writing sentences with correct sentence structure depends on having an understanding of how our language fits together. They show through their written work that they may have gaps in their understanding of how language works. Many students with hearing impairment have wonderful ideas and it's at this stage they become motivated to write. Once their ideas are organized, they are then ready to write, but English syntax, grammar, and word order complicate the process often leading to the student's frustration and loss of interest in writing. Students with hearing impairment will often need repetition of correct usage of different sentence structures so they can gain a clear understanding of how words fit together to make sentences correctly.

They will need to have encouragement so they gain confidence in written expression. Often students with hearing impairment prefer to write about facts they know rather than to use their imagination. There is some evidence that young students with hearing impairment may have limited opportunities for imaginary play and this limits the development of their imagination. Reading requires imagination as each word adds to the picture building in the reader's mind.

Interactive Writing Strategies:

Interactive Writing Strategies was created in 1991 by a research group from The Ohio State University and from Columbus, Ohio (Fountas, McCarrier, & Pinnell 1994). Interactive writing was developed from Moira McKensie's work with shared writing and from the language experience approach by Ashton- Warner (Collom, Tompkins 2004). During shared writing and language experience the teacher acts as scribe for the students. Interactive Writing differs in that the teacher and the students work together to write a text, or as the literature calls it "sharing the pen". This allows the students to take an active role in the writing process while the teacher scaffolds the support given to the students (Button, Johnson, & Furgerson 1996). During Interactive Writing students use their skills in language, conventions of print, and how words work to create meaningful writing and become competent, independent writers (McCarrier, Imnell, & Fountas, 2000).

Strategic and Interactive Writing Instruction (SIWI) Strategies:

SIWI largely involves guided and collaborative writing. Students work along with the teacher to co-construct, monitor and edit a piece of text. When the group reaches a consensus to add a phrase or a sentence to the text, the teacher writes the students' word for word expressions (including grammar and meaning errors as they are communicated) on an essay. The teacher then opens the floor for further generation of ideas, or the beginning of revising or editing dialogue. Writing as a recursive process is demonstrated, for participants fluidly move back and forth between ideal text generation, revising and editing. The teacher provides scaffolding and support to students in performing tasks beyond their current levels, with the expectation that students will gradually appropriate: these skills and strategies for independent use. As students grow in confidence, the teacher will move to paired or small group writing and then independent writing. SRWI consists of two major instructional components: (a) the use of writing process strategies or *strategic writing instruction* and (b) apprenticeship in writing through guided and interactive practice or *interactive writing instruction*.

(a) Strategic writing instruction: SIWI is strategic in the sense that students are introduced to the approaches of expert writers through the use of word or symbol procedural facilitators. These are temporary supports in place to guide students' planning of successful action around writing processes. It is intended that students become deliberate writers during all parts of the writing process.

(b) Interactive writing instruction: SIWI is designed to apprentice students in the construction of text through interactive or discursive instruction using an activity format comparable to the adapted format. The collaborative format of SIWI provides a way for teachers to transfer the control of writing processes and strategies over to students. Students are exposed to the thinking, words and actions of more-knowledgeable-writers in the context of activity and, over time, appropriate these for their own.

Power Writing Strategy:

It is a writing strategy adapted from J.E.Sparks Write for Power. It is a framework

or strategy that can be used By teachers at all grade levels and across all content areas to, teach writing. Through the implementation of graphic or visual organizers, Power Writing develops organization and commuriication skills while providing a consistent formula for writing paragraphs. Each paragraph contains: 0 - Background, 1 - Main Idea, 2 - Details, 3 - Supporting Details. Power Writing has 4 steps/writing levels.

Step 1, beginning paragraph writing:

The student writes about the main idea, adds three detail sentences, and concludes with a closing remark about the main idea. The student follows the 1-2-2-2-1 format.

Example:

- 1 Junk Food I Enjoy (Main Idea)
- 2 Brownies (Detail)
- 2 Pizza (Detail)
- 2 M&M's (Detail)
- 1 Favorite Foods (Main Idea Restated)

I really like three kinds of junk food. I love brownies. I also like pizza. I think M&M's are awesome. I love junk food.

Step 2, adding more details:

When a student has become proficient at Step 1; he is ready to add more details in his writing. It's time to go to Step 2. Step 2 introduces number 3 which is another supporting detail. It follows a 1-23-23-23-1 format.

Example:

- 1 Junk Food I Enjoy (Main Idea)
- 2 Brownies (Detail)
- 3 Lots of Chocolate (Supporting detail)
- 2 Pizza (Detail)

- 3 Pepperoni (Supporting detail)
- 2 M&M's (Detail)
- 3 Red ones (Supporting detail)
- 1 Favorite Foods (Main Idea Restated)

I really like three kinds of junk food. I love brownies. They have lots of chocolate in them. I also like pizza. Pepperoni is the best! I think M&M's are super. I always eat the red one first. I love junk food.

Step 3, adding background information and more details:

It follows a 001-233-233-233-133 format.

- 0 Night (Background)
- 0 Hungry (Background)
- 1 Junk Food I Enjoy (Main Idea)
- 2 Brownies (Detail)
- 3 Lots of Chocolate (Supporting Detail)
- 3 Warm Inside (support Detail)
- 2 Pizza (Detail)
- 3 Pepperoni (Supporting Detail)
- 3 Thick Crust (Supporting Detail)
- 2 M&M's (Detail)
- 3 Red Ones (Supporting Detail)
- 3 Bags and Bags (Supporting Detail)
- 1 Favorite Foods (Main Idea Restated)
- 3 Eating all day (Detail)
- 3 Tastes great (Detail)

It was late at night. I was really hungry. I thought about the three kinds of junk food I like to eat. I love brownies. They have lots of chocolate in them. They make me feel warm inside. I also like pizza. Pepperoni is the best. I like pizza with a thick crust. I think M&M's are super. I always eat the red ones first. I could eat ten bags of them. I love junk food! I could eat these foods all day. They taste great.

There is a Step 4 for more proficient writers that follow a 001-2333-2333-2333-1333 format.

In conclusion, because this writing strategy is so visual and follows the same format story after story, the students have been able to write paragraphs with amazing ease. After teacher modeling as a shared writing activity, students with hearing impairment quickly become familiar with the format.

3.8. Let's Sum Up

Writing is an act of communication and a purposeful means of addressing an audience. In this unit basic prerequisites have been discussed thoroughly. Three basic types of writing along with steps and strategies like pre-emergent writing, emergent writing, early writing, developing writing are also mentioned in this unit. Students with hearing impairment faced various challenges while writing but strategies like SIWI, Interactive writing and Power writing makes them independent writer.

3.9. Check your Progress

1. Define writing. What are the prerequisites of writing?
2. Describe in brief about the various assessment tools for writing of students with hearing impairment.
4. Describe in detail about types of writing.
5. What are the steps followed in developing writing? Describe the strategies involved in developing writing.
6. Write the challenges faced by students with, hearing impairment while writing. Discuss its remedial strategies in detail.

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Unit - 4 □ Curricular Adaptation

Structure

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4.1 Introduction

There is no recipe for adapting general education curriculum to meet each student’s needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation. Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. We all know that children with hearing impairment often have in adequate language in all forms especially in spoken or written .they find it difficult to understand the information given in text books or other material. They also find it hard to understand what the teacher teaches, if their learning style and mode of communication does not match the

teachers teaching style and mode of communication. The only way to overcome this difficulty is to make teaching learner centric via use of simple terms or providing a glossary ,avoiding use complex sentences and saying things in simpler sentence or reorganizing the language in a way that child finds it easier to comprehend. Illustrations and diagrammatic representations could also be used with the help of teaching aids. Many examples may be given visually, orally or in writing to make the information clear; in this way the child would be able to learn even the difficult and higher order concept. All such improvisation in materials and methods to assist the process of learning constitute curriculum adaptation.

4.2 Objectives

After going through this unit you will be able to

- Understand the meaning and principles of curricular adaptation.
- Conduct necessary assessment and make decision for adaptation.
- Understand the area of adapting curriculum- content, teaching-learning material, and instruction.
- Understand types of adaptation and process.
- Discuss adaptation and accommodations in student’s evaluation and examinations

4.3 Curricular adaptation-meaning and principle

Adaptations in its lay terms mean the act of fitting in a situation. Curriculum adaptation of, curriculum when planned well will certainly benefit all pupils, not just those with special needs. The adapted curriculum should be helpful and advantageous to the students. It must be feasible for the teacher and the system to implement. For children with special needs, the curriculum should be planned in such a way that it inter-relates the facets of classroom services special support services and personnel and co-curricular activities. Which can facilitate Curriculum integration in its most specific situation. The needs of learners with specific disabilities are varied. They should be given an

opportunity to have access to curriculum throughout the school span just like their age mates. The learning atmosphere should be such as to generate self motivation, and self-monitoring among the learners. The instructional materials developed should create conducive conditions and provide experience to the learners. The adapted curriculum should be such that it suits the needs of the deprived, the disadvantaged and the challenged view to bringing them at par with other students. Several writers have described appropriate procedures for adapting curriculum and instruction. The steps identify by Deschenes et al (1999); Dettmer et al. (2002), Hoover and Patton 1997 can be summarized as:

- Selecting the subject or topic to be taught; identifying the specific content to be included;
- Deciding on the way the lesson will be organized and conducted for most students; repairing any necessary adaptations (e.g. shorter assignments, easier textbook, extra use Of concrete materials) Teaching the lesson., along with necessary additional changes.
- Providing extra assistance to certain students while the lesson is in progress. Adaptation can, be made in different areas like the entire curriculum. Itself or different areas of curriculum like the text book material or resources, teaching strategies and assessment. However It is also recommended that adaptations and modifications should not be used unless absolutely necessary and should be faded as soon as possible in order to make the student independent at later stage of schooling. Before proceed further we will discuss about the meaning and differences of adaptation, accommodation and modification.

- **Curricular Adaptations** are changes permissible in educational environments which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement. These adaptations consist of both accommodations and modifications. Some curricular adaptations do not fundamentally alter or lower standards or expectations in either the instructional or assessment phases of a course of study and can be designated as “**accommodations.**” These accommodations provide access to participate in the Least Restrictive Environment (L.R.E.) and an opportunity to demonstrate mastery of performance standards. Some adaptations do alter or lower standards or expectations and can

be termed “**modifications.**” These modifications, although providing access, will necessitate careful selection of assessment components to achieve accountability for performance.

General Principles in adapting the Curriculum and Selecting the Curriculum Content

1 Breadth and Depth

Considering the total development of the children and time constraint, attention needs to be given to maintaining a good balance in the curriculum in terms of breadth and depth when making adaptations or when designing learning materials for the children. Neither of these elements in the curriculum should be emphasized to the exclusion of the other.

2 Continuity

Change in levels, particularly from the primary to the secondary, change of schools and change of teachers may possibly leave gaps in the children’s knowledge, which are often an obstacle to progress in learning. To ensure continuity, the teacher needs to identify these possible gaps in individual children through assessment and take remedial action to bridge these gaps without, however, neglecting the general progress of the whole class.

3 Previous Knowledge

Learning is often easier and more effective when built upon previous knowledge. It is therefore important that the teacher should identify the previous knowledge of individual children in specific subjects and establish their baselines. Plans as to what learning materials and teaching approaches to use can then be formulated. This will not only bridge possible gaps in the children’s knowledge but also avoid unnecessary overlapping of learning materials.

4 Individual Differences

Though basically schools and classes for hearing impaired children are encouraged to follow the mainstream curriculum with adaptations, consideration needs to be given to

individual differences in the children in terms of ability and interest so that individual learning materials can be designed.

5 Communication Competence

As the ability to communicate is a prerequisite skill both in studies and in everyday life, every effort needs to be made to develop communication competence in the children.

6 Residual Hearing

There is a general misunderstanding that hearing impaired children cannot perceive sounds whereas in fact most of these children have residual hearing. With sufficient training given to the children and with the help of effective amplification equipment, their use of residual hearing will help to improve their abilities to perceive sounds in the environment, which in turn will be helpful to language development. Therefore, the teacher needs to encourage the children to maximize their use of residual hearing for language development.

Language Across the Curriculum

The learning of language should not be confined to language lessons only. Instead, it should be extended across the curriculum. Spontaneous language situations can be built casually into the lessons of other subjects to motivate the children to practise using the language for communication purposes. However, this should not be overdone, or these lessons will be turned into language lessons.

4.4 Need assessment and decision making for adaptation

If the IEP team decides that a child needs a particular modification or accommodation, this information must be included in the IEP. Supports are also available for those who work with the child, to help them help that child be successful. Supports for school staff must also be written into the IEP. Some of these supports might include:

- attending a conference or training related to the child's needs,
- getting help from another staff member or administrative person,

- having an aide in the classroom, or
- getting special equipment or teaching materials.

Assessments:

Assessments are procedures that are individualized for each student. An Educational Institution may use a variety of assessment tools and strategies to gather sufficient relevant functional, developmental, and academic information about the child. This information may assist in determining if the child is a student with a disability and the content of the child's IEP. Academic information includes your child's progress in the general curriculum, or for a preschool child, participation in appropriate activities. Assessments include printed tests, observations, information from parents, as well as other sources of information that are:

- Selected and administered in a way that is not racially or culturally discriminatory;
- Administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to do so;
- Used for the purposes for which the assessments or measures are valid and reliable;
- Are administered by trained and knowledgeable personnel according to the instructions provided by the producer of the test;
- Tailored to identify specific areas of educational need, not merely to provide a single general intelligence quotient; and
- Selected to accurately reflect a child's aptitude or achievement, rather than the impaired sensory, manual, or speaking skills, except where these skills are the factors that the test is to measure.

Each report of assessment procedures shall include:

- A description of the child's performance in each area of suspected disability;
- Relevant functional, cognitive, developmental, behavioral, and physical

information;

- Instructional implications for the child's participation in the general curriculum or, for a preschool child, participation in appropriate activities; and
- For any assessments not administered under standard conditions, a description of how it varied from standard administration procedures.

Initial Evaluation:

The initial evaluation shall be comprehensive enough to ensure a child is assessed in all areas related to the suspected disability, including, if appropriate:

- Academic performance
- Communication
- General intelligence
- Health, including hearing and vision
- Motor abilities
- Social, emotional, and behavioral status

No single procedure is used to determine if a child is a student with a disability and to determine an appropriate educational program for the child.

A child may not be identified as a student with a disability in need of special education and related services if the determinant factor is:

- A lack of appropriate instruction in reading, including the essential components of reading instruction, which are:

A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student's needs.

Identify the student's individual educational goals and objectives to be emphasized during general education activities

Next

Articulate the expectations for the student's performance in general education activities

Next

Determine what to teach

As a team, determine the content of the general education activity, theme or unit study

Next

Determine how to teach

As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled classmates. If the student cannot achieve the same outcomes...

Next

Select of design appropriate adaptations

next

Select instructional arrangement	Select lesson format	Employ student-specific teaching strategies	Select curricular goals specific to the lesson	Engineer the physical and social classroom environment	Design modified materials	Select natural supports and supervision
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Next

If the above adaptation strategies are not effective, design an alternative activity

Next

Evaluate effectiveness of adaptations

Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student's needs as identified on an IEP.

a. Curriculum as is. This is the type we forget most frequently. We need to constantly

be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.

b. Different objective within the same activity and curriculum. The student with an IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include.

- A student with a short attention span staying on task for 5 minutes.
- Using a switch to activate a communication device to share during a class discussion.
- Expressing one's thoughts by drawing in a journal instead of writing.
- Holding a book during reading time.
- Understanding the effect World War II has on the present rather than knowing the names and dates of key battles.

c. Material or environmental adaptations. The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:

- 5 spelling words from the weekly list instead of the standard 20.
- Completing a cooking assignment by following picture directions rather than written directions
- Changing the grouping of the class from large group to small groups (possible with the additional support staff).
- Changing the instructional delivery from lecture to the cooperative learning format
- Using a computer to write an assignment instead of paper and pencil.
- Reading a test to a student.
- Highlighting the important concepts in a textbook.
- Having the student listen to a taped textbook.
- Using enlarged print
- Using an assistive technology device

- Using visual cues such as picture and/or word schedules for those who have difficulty staying on task.
 - Using a note taking guide listing the key concepts during a lecture.
- d. Providing Physical assistance.** Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student's life. If the use of peers is not possible, then either the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations.

Examples include:

- Starting a computer for an student with an IEP (Individualized Educational Programme) to use.
- Guiding a hand during handwriting.
- Assisting in activating a switch.
- Completing most of the steps of an activity and having a student with an IEP do the remainder.
- Pushing a student in a wheelchair to the next activity.

e. Alternative/substitute curriculum.

This is sometimes referred to as functional curriculum as it usually involves the acquisition of "life skills." The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom.

Examples include:

- Community-based instruction (which all students may benefit from!)
- Learning job skills in the school cafeteria.
- Learning how to use a communication device.

- Doing laundry for the athletic department
- Learning cooking/grooming skills at the home.

4.5 Adapting curriculum-content,teaching learning material, and instructions. Adaptation of Curriculum

We already know that curriculum has a broad range of experiences. It is the totality of all teaching learning experiences provided to a child inside and outside the classroom for bringing about the desired results. Hence curriculum adaptation would include adaptation in:

1. syllabus, methods and techniques of teaching.
2. co-curricular activities.
3. evaluation procedure.
4. teaching learning materials.

All the above would have to be adapted differently at different levels i.e., preschool, primary and secondary.

1. Adaptation of Syllabus, Teaching Methods and Techniques

The special school for children with hearing impairment is planned for duration of four to five years. This is so as to develop the natural language base required for primary education. However the duration depends upon the language level. It may even be curtailed if the child's achieves age appropriate language and communication skills. The teacher student ratio of 1:4 or 5 is maintained in pre-schools. Similar to regular schools, a special curriculum for the hearing impaired is prepared by the respective schools taking into consideration the children's needs and social and cultural background. It is especially aimed at developing functional language so as to facilitate the development of communication skills. Activities are specially contrived to develop receptive and expressive language. Various special methods like natural, structural and maternal reflective method are also used to teach language. Variety of techniques like show and tell, news conversation, storytelling, directed activity, visits; poems etc. are used to

enhance language learning. Rigorous drill work is done through play way method. Calendar activities, mathematical skills, environmental studies and physical activities are included to provide language rich experience. Adaptation in these includes changes like teaching mathematical concepts through word problems and emphasizing the verbs and question forms in the language classes.

Along with language, listening and speech skills are developed through auditory training. Speech reading is also fostered. Different techniques are used for the development of reading skills. The ' Whole word method 'is used for teaching reading along with phonic method. The entire learning is based on the experiences of the children. Parents are also empowered to become equal partners in the educational process because much of the language learning experiences are experienced at home.

Adapting the resources

Resource materials are not just the text books, but also those materials, which the teacher selects for instructing the students. Adapting resources is considered to be one of the areas which require improvement. Resource materials include texts, worksheets, exercises, black board notes, and computer software. Some strategies given by James and Brown (1998) Squires (2001) which can be employed for modification of resource materials which are a follows:

- Simplify the language (use short sentences, substitute simple words for difficult terms)
- Pre-teach any new vocabulary (if a difficult word cannot be simplified, ensure that it t looked at and discussed before students are expected to read it unaided)
- Provide clear illustrations or diagrams
- Improve legibility of print and layout
- Remove unnecessary detail Present information in small blocks of text, rather than dense paragraphs.
- Use bullet points and lists, rather than paragraphs where possible

- make printed instructions or questions clear and simple
- Use cues or prompts where responses are required from the students (e.g, provide the initial letter of the answer, or use dashes to show the number of words required in the answer).

Adapting the text books

Text book is an important resource material and is central to the whole teaching learning process. It is always a guide for the teacher and a uniting factor in language learning of a wide area .it is unquestionably the most widely used instructional tool. According to Hummel (1998) text books constitute the primary vehicle for delivering content knowledge and for determining in large measure what goes in a class. Access to text books is a significant factor in predicting academic Achievement (Heyneman et. al 1998) text hooks is a I .11 1998) Textbooks are thus a significant aspect of the educative process as necessary as the classroom itself, as indispensable as the classroom teacher.

Textbooks have been commonly developed for all children. In some of the western countries a choice exists for selection of textbooks according to the reading level of the child. Such a kind of facility is not available in India and all children special or reading deficits follow the same text books. A study conducted by Wadekar and Mathew (2002) reveals that the special teachers of children with hearing impairment opine that the textbooks followed for children with hearing impairment are actually written for typical children and so the hearing impaired find it difficult to comprehend the textual language or content. Teachers strongly recommended for developing adapted textbook for instructional purpose and for self learning .one of the observations of the teachers is that the text books language is too complex and differs from everyday language of the hearing impaired. Usually the textbook language is attuned to the Language of the hearing, children. Too many concepts are presented together. The presentation does not facilitate conceptual clarity among children with hearing impairment, because of the following:

- Vocabulary load.
- Complex and long sentence structure.

- Use of too many abstract word.
- Usage of idiomatic language.

Wadekar and Mathew (2002) opine that due to the above mentioned factors, children with hearing impairment show less interest in using the textbooks rather they refrain from using these. Children try to pronounce the words without understanding the meaning, and use superficial visual matching while answering the question. However problems like unfamiliar vocabulary, idioms and phrases, and specialized vocabulary are some of the problems faced by normal hearing children also. Adaptation of the material could overcome some of these problems. Adaptation is not reducing or changing the content, but the thrust is on the simplicity for knowledge acquisition some strategies suggested can be the following. Simple meaning, to the new vocabulary can be provided.

Complex sentences can be made into simpler ones.

Abstract words can be explained with illustration.

For idiomatic expression suitable explanation has to be given. If the adaptation is minimum it can be done on the existing material itself.

If required, additional booklets can be used to supplement the textbook.

Adapting the approach

Since children with hearing impairment have problem with understanding and expressing their needs through language, there is a need to improvise the approach to teach them. Given below are some approaches that are suitable to teaching children with hearing impairment

As per the convenience of the particular child, a teacher has to adapt the approach to communicate effectively to the child. Children with hearing impairment can be taught to understand what has been communicated to the end respond appropriately through different ways like.

Verbal or oral-aural approach

When a child is taught to communicate using speech, it is known as the verbal approach. In the verbal approach both the sender of the message as well as the receiver of the

message would use speech for communication. There are several advantages of teaching speech to a child with hearing impairment. The advantage of communicating through speech is that they adjust more easily to their surroundings, throughout their life, thus improving the quality of their life. When a child uses the verbal mode for communication, he/she can study more easily in an inclusive set-up, thereby widening the vocational options. The Pasco can participate I utilize the information I entertainment provisions available in the society. Hence the child will have less psychological stress. However, while using this approach to teach. The teacher has to be careful to use clear speech, short sentences, well-timed pitch and slow pace of speech. It is also necessary to make the children with hearing impairment position in such a way that they get a clear view of the teacher to facilitate better reception of speech. It is essential to make the children seated away from the source of noise. If any in the vicinity of the class to avoid auditory distraction.

Non-verbal approaches - Non-verbal approaches include any method where the individual with communication disorder tries to communicate without using speech. The most common among nonverbal method is communicating with hand shapes and movements. When, a person uses his/her hands in a specific and systematic way to communicate, it is known as manual form of communication. There are different ways in which the manual form of communication can take place. Some of them are finger spelling and sign language. Children who use the manual method communicate comprehend better even if there is no useful residual hearing. The person can learn easily and faster than speech and as a result psychological stress is less. To use these approach in teaching process, the teacher has to be well versed with it the care has to be taken to see that the sign used by the teacher means the same to the students. since the written form of communication use verbal language there is additional burden for children to learn that also because writing is mandatory in our education system.

Combined approach

Sometimes children with communication disorders are helped to learn and use both verbal and manual methods. Combining the two approaches may help them to learn to

communicate easier and better. Some of the examples of combined approach are cued speech and total communication.

Depending on the situation, the teacher has to make use of the communication approaches. The main idea is that the child comprehends the lesson. While adapting the material, the approach that may be used to communicate the same may also be decided. In our classrooms most of the times, total communication is used to reach children with hearing impairment.

Adaptations in methods

Different methods of teaching are used to teach typically developing children in the classroom: However, while teaching children with hearing impairment, the same methods could be used, but it has to be modified according to the needs of the children with hearing impairment. Bellow given are some methods that can be improvised to suit children hearing impairment.

Project method

Project method applies the principle of learning with through planning which requires total involvement of the children. Children with hearing impairment learn better when they are involved in the teaching learning process and when they become a part of it. So, teachers can make use of the project method so that children become actively involved in teaching learning process. Project method aims at providing community life activities on small-scale in the school. The project-method is the outcome of the pragmatic educational philosophy of John Dewey, the noted American philosopher-cum-educator. The pragmatic educational philosophy lays great stress on providing different kinds of rich experiences to children. The project method is the expression of the wide spread dissatisfaction against the bookish, encyclopedic method which makes children passive and in which children are drilled and spoon-fed with information which mostly is unconnected with real life situations.

Activity method

There is no doubt that given the chance children with hearing impairment can achieve

better when curriculum materials emphasize active learning and hands on activities. Children learn enthusiastically and quickly, when they are actively involved in the teaching-learning process. The biological science curriculum study (BSCS) has developed materials characterized by low verbal content, and an emphasis on hands on activities, The study resulted in substantial gains and retention of the content for children with hearing impairment who participated in the study.(Grant et al., 1975). In activity method a person engages in an activity in which they are free to do what they want. They learn through their mistakes, as they are sure to make errors in their freedom to explore the situation, There is ample opportunity given to the child for self-expression.

Heuristic method

The word 'Heuristic' is derived from a Greek word 'heuriskein' which means 'I discover' or 'I find'. Hence the heuristic method is the method in which children discover and find things for themselves and are placed in the position of discoveries or inventors. This method was first used by Prof. Henry Edward Armstrong of the Imperial College London in the teaching of science. Prof Armstrong involved his students in finding out by themselves instead of telling or lecturing them. Laboratory work was compulsory for every student where he could discover instead of being told. The main objective of the heuristic method is "to make pupils more exact, more truthful observant, thoughtful and dexterous to lay the solid foundation for future self- education and to encourage the growth of a spirit of enquiry and research. School subjects could be made interesting if the right kind of method and technique is employed. A child with hearing impairment learns better when different senses are involved in the learning process. When a child with hearing impairment is allowed to touch,. feel, see, hear and manipulate, he learns better. The same principle is utilized by the heuristic methods wherein children learn by themselves by discovering it. Guidance of teacher at every stage is essential.

Depending on the content, suitable method can be adapted. The teacher has to be creative to adapt the material, approach and method as per the situational demand. Though this seems laborious initially, as the benefits are multifold, teachers will be motivated to - use improvised techniques in their day today classes.

2. Adaptation of Co curricular Activities

In special preschool curriculum the drawing and craftwork are considered as supplementary for language learning. Every subject and every lesson in a preschool programme becomes a language-learning lesson. Hence celebration of functions and festivals are included not only for social purposes but also for providing language learning experiences. Competitions are also organized with a dual purpose. First, to develop competitive spirit and secondly to provide an experience to learn language. E.g. through fancy dress competition of community helpers teachers increase the general knowledge about the community helpers and also encourage communication through interaction.

3. Adaptation of Evaluation

The assessments are a continuous activity conducted both, individually and in group in the preschool curriculum. The children are assessed prior to teaching in order to know their language and knowledge levels. These are need used to plan the objectives, lessons and while deciding the teaching strategies. Various standardized tests and teacher made tests are used for assessing the development of linguistic, conceptual and literacy skills in the children with hearing impairment. In a special preschool curriculum assessment of both language and knowledge are given equal importance. Need based adapted worksheets are prepared by the teacher for evaluation. Depending upon the levels, teachers may give clues in brackets, use pictures in the sheets, or give different kinds of puzzles etc. Auditory skills and speech skills are also evaluated for setting the teaching goals.

4. Adaptation of Teaching Learning Materials

Amplification devices have to be installed in a preschool class. Induction loop system, Frequency Modulated hearing aids are more suitable at preschool level as they do not obstruct the mobility of the children and provide flexibility to both the teachers and the preschoolers. Lot of teaching learning material are required while teaching the children with hearing impaired at pre-school. Flash cards, charts, models etc. are extensively used, Storybooks' scrapbooks for conversations, teacher made reading materials are also prepared. Sometimes experiences are enriched through real objects. For this a variety

of material is used like pieces of different types of cloth, feathers, stones, sand pebbles, etc. Though globes, weather cock, maps are not required for the curricular subjects; these teaching aids are also sometimes used by the teachers for developing concepts while undertaking news conversations in the preschool class. The various adaptations done for the children with hearing impairment in the curricular transactions have been discussed. All these are done with an aim of to facilitating language development. The set goals of special education can be achieved only if these adaptations are implemented properly. This is possible when an appropriate infrastructure is made available and the activities are scheduled properly. Therefore certain adaptations have to be made in the environment to make it learner friendly. So adaptations are required in the infrastructure and time-table for the children with hearing impairment. Since opportunities for learning especially for language development have to be 'seized', adaptation in the time-table are also very essential.

(a) Adaptation of Classroom Infrastructure and Arrangement:

Adaptation of infrastructure has to be made in terms of arrangement of light, furniture including blackboard, level of teacher's chair etc. This is done to facilitate good listening and speech reading. The walls and floor is also adapted considering the acoustic features to reduce noise.

The arrangement of a preschool is flexible as the small children have to undertake various activities. Group activities are conducted in a semicircular seating arrangement to facilitate communication skills. While as for other activities like free play, individualized teaching, reading' speech teaching the arrangement can be different. Sometimes speech booth with mirrors are also created in the class.

(b) Adaptation of Schedule:

The time-table at preschool level is very flexible. The duration of each period is also flexible. the techniques used for teaching language like directed activity, story visits usually find a place in timetable itself .Also ,auditory training ,speech teaching and reading are also include in the time table .though there may be an allocated slot for news conversastion,this slot also get adjusted according to the seized opportunity

for news conversation. Usually the morning hours are allocated for the teaching of new things and later hours for the drill work, The recess time is also utilized for providing teaching learning experiences and language learning experience by either the teachers, or voluntary workers or teacher assistants.

Adaptations at Primary and Secondary Level

1. Adaptation of Syllabus, Teaching Methods and Techniques

The syllabus at these levels is similar to that of the regular schools. However only one language is compulsory. The activities of news conversation, auditory and speech training are still continued at least during the list levels. However as the children progress towards secondary level, emphasis on these activities is gradually reduced. At the secondary level the syllabus is similar to that of the regular schools but only one language is compulsory. There is flexibility to choose either higher or lower level of this language. Various vocational subjects are offered in place of the other two languages. In some state educational boards, children are given choice of lower Maths (Maths of Std. 7th) instead of algebra and geometry. Instead of science they can opt for Home science (Physiology and Hygiene). Special vocational training subjects are also included in some educational boards. Work experience is included in the syllabus of some educational boards too.

Since the Preschool 'focuses on language development, at the primary and secondary level along with language, subject teaching is also emphasized. Reading lessons are geared towards development of independent reading skills take an important position. Development of mathematical language is emphasized for solving word problems and other equations through mathematics. Various methods like project method, demonstration method, heuristic method, lecture method are also used in an adapted form. While teaching from textbooks, different techniques of teaching like narration, questioning, and dramatization are used instead of the routine Listening, Reading and Speaking Method (LRS Method).

Many a times children are group as for auditory training and speech teaching. Gestures and finger spellings (if required) are also incorporated while teaching the primary and secondary children.

Art and craft subjects are again supplementary lessons for language development. Physical education is also used for development of auditory skills and language. Various activities to develop observation skills, communication skills are included along with the regular school subjects. Rigorous drill work is done through follow-ups.

2. Adaptation of Co-curricular Activities

All co-curricular activities are geared towards language development. Festivals and competition are conducted with dual purpose of language teaching and socialization. Outdoor sports are also conducted and these experiences are used for developing interaction and communication. Girl guides, hiking and excursion are taken for promoting social integration. Inter and Intra School (both special and regular schools) competitions are specially undertaken to facilitate mainstreaming. Vocational skills are developed through activities like fabric painting, book binding, screen printing, computer training etc. in these sections.

3. Adaptation of Evaluation Strategies

Continuous and ongoing evaluations is a regular feature of special education at all levels. Every topic ends with an evaluation. Due to problems in understanding of language and difficulties in reading, sometimes less weightage is given to inferential type of questions in the evaluation. While evaluating the children with hearing impairment equal weightage is given to knowledge and language assessment. Auditory and speech skills are also evaluated to plan further strategies of teaching. At the secondary level, marks assigned may vary depending upon the subjects opted. Marks of some subjects like lower maths, home science are combined with vocational subjects. Extra half an hour is given to the students for the exams if required. Adaptations in the infrastructure and schedule are also required at the primary and secondary level also for successful implementation of the - adapted curricula.

4. Adaptation in Teaching Learning material

Group amplification devices are installed in the classroom. Teaching aids like charts, models are extensively used. These days even Computer Assisted Instructions are given to the children in special schools. Considering the problems of language and reading, textbooks used for the special children are adapted so that the children understand the concepts through reading. While adapting the textbooks, the language is made simple, concepts are made clear through simple presentation and extra examples, illustrations are also added and the presentation of matter is made simple through use of bullets forms, tree diagrams, pie-diagrams etc.

(a) Adaptation in Classroom Arrangement and Infrastructure: The seating arrangement in the primary and secondary sections of the students is semicircular or U shaped and is usually fixed. Group hearing aids are installed. Folding blackboards with provision of graphs are also used. Soft boards are placed near the blackboards to pin charts etc. Arrangement of lights in the class is also adapted. Assistive listening devices like glowing lights instead of bells etc. are also some of the adopted features. Acoustical treatment is given to the walls and floor to reduce noise levels. Classrooms have different corners for individual and group teaching and other pre-vocational activities.

(b) Adaptation of Time-Table:

Auditory training and speech training have a place in the time-table along with other subjects. Distribution of hours is need based. More hours are allocated for language. Co-curricular activities also have place in the time-table.

Adaptations in Continual Education :

The avenue of open education through distance mode is also available to the children with hearing impairment. This programme has flexibility in terms of age, time, choice of subjects and evaluation. Adaptation is done in terms of Special Accredited Institutions setting up to provide barrier free environment to the disabled students. Though the syllabus and subjects remain the same as students with normal hearing, the number of hours of contact programme, the methods and techniques of teaching during the contact sessions is adapted for the children with disabilities.

4.6 Types of adaptation and process.

Nine Types of Adaptations

Size

Adapt the number of items that the learner is expected to learner compete.

For example:

Reduce the number of social studies terms a learner must learn at any one time.

Time

Adapt the time allotted and allowed for learning, task completion or testing.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Input

Adapt the way instruction is delivered to the learner.

For example:

Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.

Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:

Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.

Degree of Participation

Adapt the extent to which a learner is actively involved in the task.

For example:

In geography, have a student hold the globe, while others point out the locations.

Alternate Goals

Adapt the goals or outcome expectations while using the same materials.

For example:

In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.

Level of Support

Increase the amount of personal assistance with specific learner.

For example:

Assign peer buddies, teaching assistants, peer tutors.

Output

Adapt how the learner can respond to instruction

For example:

Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.

Substitute Curriculum

Provide the different instruction and materials to meet a learner's individual goals.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

For adapting curriculum successfully an educator should follow the process-

Step 1. Create a Plan for Adapting Materials

Effective adaptations require sustained development and support. They must be made

within the framework of a larger plan that includes consideration of (a) basic and strategic skills instruction and (b) the roles of people involved in the adaptation process. In some cases, it is important to involve your administrator and curriculum or program coordinator from the beginning, and identify exactly who will be responsible for making, implementing, supporting and evaluating the adaptation over the course of the year. As much as possible, involve students, parents, paraprofessionals, and others. Adaptations that can benefit an entire class or several classes are more likely to be supported and maintained.

Step 2. Identify and Evaluate the Demands that Students Are Not Meeting

The purpose of this step is to define the problem to be addressed by the adaptation. Observe students' performance when they use typical instructional materials. They may have difficulty acquiring or getting the important information from written materials, storing or remembering the information presented in the materials, or expressing the information or demonstrating competence on written tests. If students have difficulty with a given task, different solutions may be required depending on the level of difficulty and the student's individual needs.

Step 3. Develop Goals for Teaching Strategies and Making Adaptations

Some problems can be solved by adaptations; other problems may signal the need for intensive instruction in skills or strategies. Often, teachers may need to provide adaptations while simultaneously teaching the student the learning strategies he or she needs in order to perform the work. All adaptations lead students to become dependent on the person who makes them. Before an adaptation is made for an individual student, educators must carefully consider the best approach to addressing the student's difficulty and promoting success. Adaptations should be approached as short-term solutions within a long-term plan for teaching skills and strategies that will promote the student's independence as a learner and ultimately reduce the need for adaptations.

Step 4. Determine Whether Content or Format Adaptations Are Needed

Content adaptations may be made only when the student's Individualized Educational Program (IEP) notes that the general curriculum is inappropriate for this student. Content

adaptations must also meet local and state education standards. In some cases, the IEP may address the degree to which the requirements associated with meeting state standards and taking assessments may be modified. The teacher must decide which parts of the curriculum the student will be required to learn and will constitute mastery of the course content.

When the curriculum is considered appropriate for the student, adaptations may focus on format rather than content. Again, the teacher must identify the critical elements of course content that students must learn: First, identify the critical course ideas or concepts. Then identify the information that must be mastered in each unit to ensure that the critical course ideas are mastered. Finally, determine how students will demonstrate their mastery at the end of each unit and at the end of the course. Format adaptations are made to compensate for mismatches between the presentation or design of the materials and the skills and strategies of the student. In format adaptations, the content is not altered.

Step 5. Identify the Features of the Materials that Need To Be Adapted

The design of materials can present many different types of problems for students who struggle. Teachers adapting materials should examine each curricular unit for features that might cause a learning problem. For example, the content may be very abstract, complex, or poorly organized, or it might present too much information. It may not be relevant to students or it may be boring. Further, it may call for skills or strategies or background information that the student does not possess. It may present activities that do not lead to mastery, or it may fail to give students cues about how to think about or study the information. Materials also may not provide a variety of flexible options through which students can demonstrate competence. Guidelines for identifying these and other problems in the design of instructional materials may be found in resources like those listed at the end of this article.

Step 6. Determine the Type of Adaptation That Will Enable the Student To Meet the Demand

Once the materials have been evaluated and possible problem areas identified, the type

of format adaptation must be selected. Format adaptations can be made by Altering existing materials-Rewrite, reorganize, add to, or recast the information so that the student can access the regular curriculum material independently, e.g., prepare a study guide and audiotape. Mediating existing materials-provide additional instructional support, guidance, and direction to the student in the use of the materials. Alter your instruction to mediate the barriers presented by the materials so that you directly lead the student to interact with the materials in different ways. For example, have students survey the reading material, collaboratively preview the text, and create an outline of the material to use as a study guide.

Selecting alternate materials-Select new materials that are more sensitive to the needs of students with disabilities or are inherently designed to compensate for learning problems. For example, use an interactive computer program that cues critical ideas, reads text, inserts graphic organizers, defines and illustrates words, presents and reinforces learning in smaller increments, and provides more opportunities for practice and cumulative review.

Step 7. Inform Students and Parents About the Adaptation

Adaptations are more successful when they are offered and introduced to students at the beginning of the year. Parents should also be informed about them at the beginning of the year. Students should be taught clear strategies to use any adaptation effectively and how to process the information received through the adaptation. As students' progress, they should be taught how to recognize the need for and request materials adaptations.

Step 8. Implement, Evaluate, and Adjust the Adaptation

As the adaptation is implemented, the teacher should evaluate its effects to determine whether the desired outcomes are being achieved. If not, adjustments will need to be made either in the adaptation or the instructions to the student in its use. Adaptations should significantly reduce failure and learning difficulties.

Step 9. Fade the Adaptation When Possible

Adaptations usually are short-term solutions to allow classroom learning and participation

until the needed skills and strategies can be taught. Once the adaptation is in place, the teacher should begin to plan with other teachers how to teach the needed skills and strategies. Once the student has learned the necessary skills and strategies, the adaptation should be faded. The adaptation should not be removed until the student possesses the skills and strategies to learn and complete tasks independently. For some students, an adaptation may be required for several months, while for others; it may be maintained for years.

4.7 Adaptations and accommodations in students evaluation and examinations.

Accommodations are not the same as instructional interventions for student with hearing impairment. It helps hearing impairment students access information and show what they know and are able to do and who are unable to achieve grade-level benchmarks due to a significant disability and may learn alternate achievement standards about the next generation.

Continuous and ongoing evaluations is a regular feature of special education at all levels. Every topic ends with an evaluation. Due to problems in understanding of language and difficulties in reading, sometimes less weightage is given to inferential type of questions in the evaluation. While evaluating the children with hearing impairment equal weightage is given to knowledge and language assessment. Auditory and speech skills are also evaluated to plan further strategies of teaching. At the secondary level, marks assigned may vary depending upon the subjects opted. Marks of some subjects like lower maths, home science are combined with vocational subjects. Extra half an hour is given to the students for the exams if required. Adaptations in the infrastructure and schedule are also required at the primary and secondary level also for successful implementation of the - adapted curricula.

- Use peer tutor, paraprofessional, or volunteer to work with student to review for test.
- Allow test items to be signed to the student and the student to respond in sign.
- Allow tests to be taken with teacher or paraprofessional who works with students who are deaf or hard of hearing.
- Provide extra time to complete tests and quizzes.
- Allow test items to be read to the student.
- Modify vocabulary used in test items to match student abilities.
- Modify the number of test items.
- Provide short tests on a more frequent basis.
- Chart progress or lack of progress.
- Provide additional information to explain test questions and instructions.
- Allow student to use notes/study guide/textbook on tests.
- Evaluate daily work/participation in addition to tests.
- Use projects or portfolios in lieu of tests.
- Provide graphic cues (e.g., arrows, stop signs) on answer forms.
- Give alternative forms of the test (e.g., matching, multiple choice questions, fill in the blank, true/false questions, short answer questions, essay questions).
- Teach test-taking skills.

4.8 Let us sum up

In this unit we have discussed about the Meaning and Principles of curricular adaptation. We have also discussed about the necessary assessment and decision making for curricular adaptation. We came to know about the areas where adaptation is done. We

discussed different types and process of adaptation .The unit ends with the discussion on the adaptation and accommodations in Student's Evaluation and Examinations

4.9 Check your progress:

1. What is curricular adaptation write down the principles of curricular adaptation?
2. Why assessment and decision making is important for Adaptation of curriculum?
3. Which are the important areas in which adaptation is necessary for successful teaching and learning for a classroom with hearing impaired students?
4. What is different type s of adaptation? Write down the process of adaptation in detail.
5. Write down the Adaptation and Accommodations in Student's Evaluation and Examinations.

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Unit-5 □ Curricular Evaluation

Structure

5.1 Introduction

5.2 Objectives

5.3 Concept, Need for Curricular Evaluation

5.4 Factors associated with curricular evaluation (Learner, Content, Instructor and Resources)

5.5 Areas of curricular evaluation : Context, Input, Process and Product.

5.6 Methods and Tools for Curricular Evaluation.

5.7 Challenges in Curricular Evaluation

5.8 Let us sum up

5.9 Check your progress:

5.10 Reference

5.1 Introduction

Education is a dynamic process. It is flexible in nature. So a number of challenges arise. The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. A developmental approach to curriculum building have brought major changes in curriculum and the development of new field of research –curriculum evaluation .Evaluation developed to provide feedback on primary material in use and to describe the finished product .a series of new concept put to use in relation to the use of developmental approaches: antecedents,transactions,outcomes,formative evaluation ,summative evaluation,and micro evaluation.

5.2 Objectives

After going through this unit you will be able to

- Understand concept, need for curricular Evaluation
- Understand different factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
- Understand Areas of Curricular Evaluation: Context, Input, Process and Product
- Explain Different types of Methods and Tools for Curricular Evaluation
- Discuss recent trend and Challenges in Curricular Evaluation

5.3 Concept Need for Curricular Evaluation

What is the curriculum?

Curriculum is a set of planned and purposeful learning experiences, based on intended learning outcomes and organized around the developmental levels of students. It can take many forms according to the viewpoints from which it is approached. Tyler (1949) quoted in Kelly suggested that the curriculum has to be seen as consisting of four elements: objectives, content, methods and evaluation. He seeks to answer the four fundamental questions in developing any curriculum: 1. What educational purposes should the school seeks to attain?

2. What educational experiences can be provided that is likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

These four questions can be viewed as the four main elements in the Curriculum Development Process. As can be seen in Tyler's last question and the model of the Curriculum Development Process, curriculum evaluation is an integral part of curriculum development. Curriculum evaluation is used not only to determine the attainment of the purposes but also "to gauge the value and effectiveness of any

particular piece of educational activity - whether national project or any particular piece of work undertaken with our own pupils” (Kelly 1989, p. 187). Curricular evaluation means rendering value judgment to a set of experiences selected for educational purposes. It is a process that involves gathering information about the effectiveness of Curricular and measurement is done in terms of levels of achievement of the pre-set objectives.

Among the many reasons for undertaking Curriculum evaluation we have the following:

- To allow the curriculum developers and implementers be certain about the functions of the curriculum put in place (feedback)
- It also gives information on the relevancy of the curriculum in the society.
- Information on the effectiveness of the instructional materials is obtained through evaluation.

Curriculum evaluation is a necessary and important aspect of any national education system. It provides the basis for curriculum policy decisions, for feedback on continuous curriculum adjustments and processes of curriculum implementation.

The fundamental concerns of curriculum evaluation relate to:

- Effectiveness and efficiency of translating government education policy into educational practice;
- Status of curriculum contents and practices in the contexts of global, national and local concerns;
- The achievement of the goals and aims of educational programmes.

5.4 Factors associated with curricular evaluation (learner, content, instructor and resources)

Learner

The ultimate goal of curriculum evaluation is to ensure that the curriculum is effective in promoting improved quality of student learning. Student assessment therefore

connotes assessment of student learning. Assessment of student learning has always been a powerful influence on how and what teachers teach and is thus an important source of feedback on the appropriateness implementation of curriculum content.

Fulfilling the diverse objectives of diagnosis, certification and accountability requires different kinds of assessment instruments and strategies selected to achieve specific purposes. Assessment of student learning could be summative or formative, and there are various types of tests to address different needs such as standardized tests, performance-based tests, ability tests, aptitude tests and intelligence tests.

Curricular Content

The goals of education reflect perceived needs and expectations of society. Curriculum decisions are made within the context of these goals. It is important that goals determine content. Allowances must be made for variations in curriculum content to reflect the unique needs of communities in general and of students in particular. Thus a close association among those who set goals, create content and implement curriculum is essential.

Goals for education include possession of respect for self and others, a sense of social responsibility, feelings of self worth and integrity, and the knowledge, skills (including ethical and living skills) and attitudes required in a democratic society.

The basics in education are those learning experiences that assist students in acquiring knowledge, skills and attitudes that contribute to continued learning, social awareness, and cognizance of a changing society, responsible citizenship and personal well being.

Instructor

The Code of Professional Conduct and the Declaration of Rights and Responsibilities for Teachers identify members of the teaching profession as major advocates for the educational welfare of students. Because it is teachers who must translate curriculum into specific learning experiences, teachers must be central figures in curriculum decision making. Decisions concerning objectives, content, interaction and student evaluation must be made by sources as close to the students as possible. Classroom

teachers are also in the best position to develop evaluation strategies that align with the curriculum and address the individual learning needs of students.

It is a teacher's role to facilitate learning experiences of students. Efficient expedition of this role requires the provision by school jurisdictions of adequate time and resources to translate the aims and objectives of curriculum into learning activities that will meet the needs, motivation and capabilities of students. Professional education and teaching experience prepare teachers well for having a major voice at all levels of curriculum decision making. Curriculum evaluation involves, Intra-curricular evaluation, Teacher evaluation of students, Student evaluation of teachers, Materials evaluation, Verification of methods, Evaluation of tests and improvement/ change/ modification, System revision. Curriculum development phases consist of Instructional development, Materials & media development, Methods of teaching & testing .Implementation of the Curriculum involves Instructional scheme of each subject to be completed in the semester, Planning the lessons as per the timetable, Using the transactional strategies, Using the appropriate media, Providing the learning resources, Promoting classroom learning experiences, Progressive testing

After evaluating the prepared curriculum it is observed that the curriculum is not satisfactory then developer turns for revising and improving phase.

Curriculum Support

Even with good curriculum content and processes in place, attention needs to be given to mechanisms that will support curriculum. Without adequate funding and resources, the best curriculum becomes difficult to implement. Implementation of a new curriculum requires that draft program and resources are evaluated through a pilot project, approved programs and resources are available at least eight months prior to implementation and sufficient funding is available for teacher inservice and purchase of approved resources. An important support mechanism to the delivery of curriculum is the provision of library services via libraries and qualified teacher librarians; these services can bolster all levels of instruction.

In meeting needs of students, considerable attention must be given to those students with special needs. While this may be done via special programs and courses to meet a wide range of talent and ability, there is an obligation for society to provide the

education system with the resources to identify those with special needs and, where required, provide professional assistance to design and offer special programs.

Relationship Between Curriculum, Student Assessment and Evaluation

Student assessment and evaluation are an integral part of curriculum development. Teachers understand the complexity of curriculum which in Alberta is expressed in the form of learning outcomes. They further recognize that many learning outcomes cannot be measured using the traditional pencil-and-paper techniques. As such, students must be assessed and evaluated on the curriculum they have been taught. Classroom teachers design student evaluation based on the curriculum that students have been taught. It is unfair and unethical for teachers to evaluate students on material they have not had the opportunity to learn.

5.5 Areas of Curricular Evaluation : Context, Input, Process and Product.

The CIPP Evaluation Model

One very useful approach to educational evaluation is known as the CIPP, or Context, Input, Process, Product approach, developed by Stufflebeam (1983). This provides a systematic way of looking at many different aspects of the curriculum development process. There is a risk, however, that it may be directed only by experts or outsiders, and for this reason it is vital to identify ways in which various stakeholders can be meaningfully involved.

CIPP Model Component	Use for Curriculum Development	Use for Curriculum Evaluation
Context	To define the operating context within which the curriculum will be delivered. Determine the specific characteristics of the learners. Most importantly, it helps to establish a rationale for the determination of the curriculum objectives.	To define the environment relevant to the curriculum, describing the actual and intended conditions of the program, identifying unmet needs, and diagnosing barriers that prevent needs from being met.

CIPP Model Component	Use for Curriculum Development	Use for Curriculum Evaluation
Input	To identify and assess the capabilities, strategies, and designs available for implementing the curriculum as related to the curriculum's objectives. Determine what internal resources are needed to enable achievement of the objectives and to search for external resources when required. Also, the input phase considers the cost to implement the curriculum.	To determine to what extent available resources were used to achieve the curriculum objectives.
Process	To identify the procedural design that will be used to implement the curriculum. The curriculum objectives are translated in specific activities that constitute the instructional design.	To identify deficiencies in the procedural design or in the implementation of the curriculum, i.e., what actually took place during instruction. To provide information necessary to make modifications to the implementation strategies used during instruction. To maintain procedural documentation.
Products	To define the measurable outcomes of the curriculum both during and at the completion of instruction. These outcomes are directly related to the curriculum objectives.	To compare actual outcomes against a standard of what is acceptable to make judgments to continue, terminate, modify, or refocus an activity.

Context evaluation

Objective:

- To determine the operating context
- To identify and assess needs and opportunities in the context
- To diagnose problems underlying the needs and opportunities

Method:

By comparing the actual and the intended inputs and outputs

Relation to decision making:

- For deciding upon settings to be served
- For changes needed in planning

Input Evaluation

Objective:

To identify and assess system capabilities, available input strategies and designs for implementing the strategies

Method:

Analyzing resources, solution strategies, procedural designs for relevance, feasibility and economy.

Relation to decision making:

For selecting sources of support solution strategies and procedural designs for structure changing activities.

- Entry behavior of students
- Curriculum Objectives
- Detailed contents
- Methods and media
- Competencies of teaching faculty
- Appropriateness of teaching / learning resources

Process evaluation

Objectives:

To identify process defects in the procedural design or its implementation

Method:

By monitoring the procedural barriers and remaining alert to unanticipated ones and describing the actual process.

Relation to decision making:

For implanting and refining the programme design and procedure for effective process control.

Feedback to judge

- The effectiveness of teaching –learning methods
- Utilization of physical facilities
- Utilization of teaching learning process
- Effectiveness of system of evaluation of students performance

Product evaluation:

Objectives:

To relate outcome information to objectives and to context input and process information

Method:

Measurement Vs Standards interpreting the outcome

Relation to decision making:

For deciding to continue, terminate, modify, build or refocus a change of activity.

5.6 Methods and tools for curricular evaluation.

● Action Research:

Why Do We Promote School-based Curriculum Action Research?

Collaborative school-based curriculum action research aims to :

- enable teachers to enhance quality learning and teaching through knowledge

generated and constructed in the process of critical and systematic inquiry into different learning and teaching issues;

- develop teachers' competence in curriculum development and research literacy as well as their sense of curriculum ownership; and
- develop schools into learning organizations through collaborative team work within schools and professional sharing in school networks.

How Do We Conduct Collaborative School-based Curriculum Action Research?

In the course of school-based curriculum development, teachers' critical reflections will help them identify issues worth addressing in the form of an action research. The following steps illustrate the basic cycle in action research :

1. Examine critically learning- or teaching-related issues worth researching into.
2. Define the research focus and review literature for current theories and practice.
3. Develop action plans or intervention strategies.
4. Implement action plans in contexts.
5. Collect evidence and reflect on effectiveness of actions.
6. Draw conclusions and use feedback to improve learning and teaching.
7. Start a new cycle if necessary.

As teachers progress through this spiral cycle, they improve their teaching through continual reflection and move closer to the solution of the identified problems. Taking the role as facilitator, Curriculum Officers from the SBCD(P) Section work as partners with teachers, rendering professional support throughout the research cycle, assisting them in reflecting and conceptualizing tacit knowledge embedded in their practice.

How Can These Reports Be Used?

This series of action research reports portrays the participating teachers educational beliefs and philosophy, and the developmental pathway undertaken to improve the school curriculum. The curriculum design, intervention strategies, action plans, research tools and instruments, as well as the findings and recommendations may be valuable references for teachers who intend to launch school-based curriculum development and/or collaborative action research in their schools. We sincerely hope that this series can serve as a platform to stimulate professional dialogue in curriculum research and development, and to spark off a research culture in primary schools in Hong Kong.

- **Student Feedback:**

When using student feedback to evaluate your curriculum it is important to be clear what kind of information you want and therefore how you elicit it.

Methods of obtaining student feedback

Methods of obtaining student feedback may be formal or informal, structured, semi-structured or unstructured. They include surveys, minute papers, focus groups and student consultations. Formal, structured student surveys etc.

- **Teaching Evaluation for Development Service (TEDS)**

TEDS provides formal student surveys focused on teaching and unit. TEDS receives survey orders from individual staff and Department Administrators, creates the surveys, receives and processes the data and provides reports on the results to individuals and Department Heads.

Method

TEDS surveys are usually conducted towards the end of the semester, providing feedback on students' experience of teaching and learning in the unit as a whole. Early Feedback surveys can be conducted in weeks 2-4 of the semester, to provide formative feedback and enable teachers to respond to student needs as the teaching period unfolds.

Documentation

TEDS provides summary reports for all surveys with at least four responses. These reports include:

- a graphical and numerical summary of the distribution of student ratings for each question;
- the response rate, and the mean and variation (standard deviation) of student ratings for each question;
- copies of student responses to open ended questions;
- A Reflection Sheet for you to record your own reflections and responses to the results you have received.

Reports and completed reflection sheets should be kept in your Academic Portfolio, as they provide evidence of your critical reflective practice in teaching.

Informal, semi-structured surveys

- **Early Evaluation**

Early evaluation is useful in providing you with information on current student experience in your unit, especially if you are new to teaching. It gives you the opportunity to respond to issues identified by current students, engages students early with the feedback process, and also helps produce higher quality feedback at the end of the semester.

- **Minute Paper or “3 Minute Evaluation”**

An excellent means of collecting information about your teaching during the semester is the Minute Paper or 3-minute evaluation.

Method

Ask the students to write comments about no more than two specific aspects of your class each week or two, and to leave the comments on a table as they leave the room. For instance:

- What are the best aspects of the teaching?
- What could the lecturer improve on?
- What was the most important thing you learned in class today?
- What do you still have questions about?

An example of this type of informal, quick survey is provided in the Useful Links section below.

From this form of feedback, it's easy to see areas in which you can make changes quickly (a request for sources of more information on a topic, for example, can simply be provided on an overhead the following week). Responding promptly to this type of feedback demonstrates to students that you care about the learning environment and their experience. If students raise issues that are not so easy to respond to quickly, you can still acknowledge their concerns and indicate your willingness to address them when time permits. You might also, if appropriate, take this opportunity to advise them about changing their own approach to learning in the unit.

Documentation

Keep a record of Early Feedback Surveys and Minute Papers you've used, including your rationale for any optional questions you've chosen to include. Record and reflect on the feedback you receive and document your reflections and any action taken in response, in your Academic Portfolio. Follow this up by relating the results and your responses to the results of any later formal evaluation you undertake.

- **Informal, unstructured feedback**

Method

Ad hoc student consultations and discussions are an important source of informal feedback on how things are going in your unit. For this reason, in units with multiple teachers (lecturers and tutors) it's vitally important that the whole teaching team come together several times over the course of the teaching period to share information gained through this type of informal interaction with students.

It is especially useful for a lecturer to hear from tutors about frequently asked questions, and aspects of the unit content or delivery that might be causing confusion or might be particularly challenging for some groups of students. Identifying these types of difficulties and challenges as the semester unfolds enables both lecturers and tutors to respond by focusing on those areas causing problems and by giving detailed feedback on relevant assessment tasks. This also provides an opportunity to follow up on the effectiveness of responses in a later, more formal evaluation .

Documentation

Note observations from teaching team meetings and your own informal interaction with students, and record your reflections on these and any actions taken in response, in your Academic Portfolio.

- **Semi-formal, semi-structured student feedback**

Focus groups

Focus groups are in-depth qualitative interviews conducted with a small group of carefully selected people, brought together to discuss a specific aspect of concern. Unlike the broad, one-way flow of information you receive from written evaluation instruments, focus groups provide a rich source of detailed information through the exchange of ideas and viewpoints from the group discussion. Focus groups allow a

more in-depth exploration of student experience and perspectives on a range of learning and teaching issues.

Method

Focus groups should be facilitated by an independent person unconnected with the teaching and assessment of the unit being evaluated. Their role is to develop a trusting relationship with the group, ask questions and elicit discussion.

Decide on the aspects of curriculum on which you would like to obtain feedback, and the type of feedback you would find most useful. Discuss this with the focus group facilitator and together devise some questions to trigger group discussion. An experienced facilitator will be able to steer the discussion in the required direction, while maintaining an informal atmosphere and approach.

The invitation to students to participate in a focus group should:

- clearly state the purpose of the focus group;
- include an assurance of anonymity of student responses;
- note that the focus group is to be conducted by an independent facilitator; and
- direct students to contact the facilitator to indicate their willingness to participate.

Further, you should ensure that the timing of the focus group doesn't clash with times in which students will be preparing for major assessment tasks or examinations.

It is appropriate to offer students some form of incentive for participation.

If you would like to use the focus group method to obtain feedback on your unit, speak to your Department. Ideally, this should form a component of a planned cycle of unit evaluation, coordinated at Program or Department level, so that you would normally only conduct a focus group at most every three years in any one unit. Alternatively, focus groups are useful to run before and after a substantial change or development in curriculum (including changed mode of delivery), in order to accurately assess the impact of the change.

Documentation

The focus group facilitator should provide you with a report including analysis of results and a summary of key points. If you have requested it, the report might also include recommendations for development. You should include key points from the report and record your reflections on this and any actions you take in response to its findings, in your Academic Portfolio.

● **The Peer Review Process**

The purpose of peer reviewing our curriculum is to improve the quality of our work by strengthening our understanding of curriculum development, quality assessment, and effective instruction. Teams of teachers engage in a process during which a curriculum unit is analyzed to determine the extent to which it meets certain criteria. Adjustments are made to the unit based upon feedback from the team.

Ideally, teachers from both within and outside the discipline or grade level participate in the peer review process. Thus, teachers gain a stronger perspective on the vertical and cross-disciplinary connections within our curriculum.

Method

Ask a trusted colleague (this might be your supervisor, mentor or one of your peers) to sit in on one of your face-to-face or online classes and provide you with feedback. Brief them in advance about the aspects of your teaching that you would like them to focus on. For instance, are you able to be heard clearly in the class? Are your explanations coherent? Do your slides communicate important ideas clearly? Do you need slides at all? Do your students seem involved in the class? Are the questions you ask and answer suitable? Below you will find links to some resources that may assist you and your colleagues with this process. Although much peer observation naturally focuses on classroom performance, there are many other aspects of teaching and the curriculum to which it can be applied. The scope of POT may therefore include but is not limited to: a review of learning and teaching materials and activities; assessment items; supervision; field work; classroom performance; learning outcomes; moderation of assessment; postgraduate supervision; online teaching; etc. A separate advice section on collegial review of curriculum and resources is included here, but really the advice is similar and any of the resources can be adapted and modified to suit.

Documentation

Include your colleague's comments and your own reflections and subsequent responses (changes in approach, curriculum development, professional learning) in your teaching portfolio.

- **Technique used to evaluate the curriculum**

There are many ways to evaluate the curriculum. Here are some common ways. Several of these would normally be used in combination:

- discussion with class
- informal conversation or observation
- individual student interviews
- evaluation forms
- observation in class/session of teacher/trainer by colleagues
- video-tape of own teaching (micro-teaching)
- organizational documents
- participant contract
- performance test
- questionnaire
- self-assessment
- written test

5.7 Challenges in curricular evaluation

Problems of Evaluation and Supervision

- (i) The greatest problem of education the world over is that of responsibility and control. According to Adeyinka (2008), "As a result of the prevalence of multiple system of education in the country, there is the problem of diversification and

control. Who controls what levels of education? Most times, people do not have the requisite skills to ensure that activities in schools are carried out in the most effective and efficient way possible. Some of which are the ability to find and interpret information and also communicate with people. Furthermore, people do shy away from evaluation because it exposes the weakness of the organization.

- (ii) Unstable subject syllabi: There are many examination bodies and there is need for schools and colleges to meet the requirement of the examining bodies. The school subject syllabi are changed or modified regularly. This poses a major problem to curriculum evaluation and supervision.

Prospect for Curriculum Development

- The numbers of pilot schools should be increase and fully utilized in order for the trial testing in curriculum development and evaluation.
- For any new change in curriculum development, there should be regular annual long vacation courses for school teachers to get them acquainted to the philosophy, objectives, content and delivery method of project materials and also expose them to new techniques in education.
- Mandatory continuing professional development. There is provision in the National Policy on Education relating to the continuous training of teachers and instructors. This will avail the teachers the opportunity to develop and demonstrate their profound competence against set standards.
- Use of information technology for teaching and learning: ICT programmes have been incorporated in all teachers training programmes. These will boast the curriculum implementation when fully harnessed. Furthermore, technology should be used in the curriculum development process to reduce the time taken to develop the curriculum. In using the electronic process, materials are developed and distributed on an information data base and made accessible to stakeholder to go through and make inputs. This reduces the meeting times and stakeholders. Grey areas are also involved using conference call.

5.8 Let us sum up

In this unit we have discussed about the concept and need for curricular evaluation. We have also discussed about the important factors associated with curricular evaluation like learner, content, instructor and Resources. We came to know about different areas of curricular evaluation and different types of methods and tools for curricular evaluation. The unit ends with the discussion on the recent trend and Challenges in Curricular Evaluation.

5.9 Check your progress:

1. What is curricular evaluation? Explain the importance of curricular Evaluation.
2. Enumerate the important factors associated with curricular evaluation?
3. Explain in detail the Areas of Curricular Evaluation?
4. Which are the Methods and Tools for Curricular Evaluation?
5. Discuss the Challenges in Curricular Evaluation.

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