

18BDDSSH2 - Specialization: Curriculum Designing, Adaptation and Evaluation for
Children with Hearing Impairment

Course Outcomes:

- CO1: explain the curricular needs of children with hearing impairment in scholastic and non-scholastic areas
CO2: judge the reading skill of children with hearing impairment
CO3: know the challenges in developing writing skills in children with hearing impairment
CO4: use different approaches and strategies to develop reading and writing skills
CO5: devise curricular adaptation to meet the needs of individuals with hearing impairment and utilize appropriate methods and tools for curricular evaluation

PART – A

5 x 1 = 5

Choose the correct answer

1. The word “curriculum” as it is defined from its early Latin origins means
literally
a. to run a school
b. to run a course
c. to frame syllabus
d. to conduct extension activities
CO1 K1
2. _____ are the sub-skills of Life and Career skills, which have to be developed by the current generation learners to navigate the complex life and work environments in the globally competitive information.
a. Social and Cross-cultural skills
b. Information Literacy
c. Environmental Literacy
d. Critical Thinking and Problem Solving
CO1 K2
3. Children in the beginning stages of learning to read need to learn that spoken words are composed of a limited number of identifiable
a. syllables
b. words
c. Phonemes
d. Phrases
CO4 K2
4. In _____ reading, the goal of the teacher is not to teach them how to read, but to inspire them to want to read.
a. Loud
b. Independent
c. Silent
d. Guided
CO4 K4
5. Which of the following is NOT carried out while teaching students to write for a variety of purposes?
a. Help students understand the different purposes of writing
b. Expand students' concept of audience
c. Teach students to emulate the features of good writing
d. Teach students techniques for writing for a particular purpose
CO4 K4

PART – B

5 x 2 = 10

Answer the following in one or two sentences

6. Differentiate between Subject-Centered and Learner-Centered curriculum.
CO1 K2
7. List out the curricular needs of CWHI in scholastic areas.
CO1 K1
8. Mention the importance of developing pre-requisite skills for reading among CWHI.
CO4 K2
9. Plan an assessment to assess the letter knowledge among CWHI.
CO2 K3
10. How will you teach students to spell words correctly?
CO3 K3

PART – C

3 x 5 = 15

Answer ALL Questions

Answer should not exceed 200 words or one page

11. a. Explain the steps in Taba Model for Curriculum Designing.
(or)
CO1 K2
11. b. How will you develop behavioral changes in hearing impaired children?
CO1 K3
12. a. Categorize the types and models of developing reading skills.
(or)
CO4 K2
12. b. Discuss on developing Independent Reading among hearing impaired.
CO4 K2
13. a. 'Providing adequate time for students to write is one essential element of an effective writing instruction program.' - Justify.
CO4 K6