



Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. Recognised by UGC Under Section 12B
Coimbatore - 641 043, Tamil Nadu, India

Continuous Internal Assessment Test I – September 2024
SEMESTER III

Class : II B.Ed.Spl.Ed.(HI)

Max. Marks: 60

Time: 2 Hrs

23BDSEH2 Discipline Specific Elective II: Communication Options - Oralism

Course Outcomes

- CO1: Have a clear idea of the hearing loss in real life context
CO2: Know the pros and cons of Aural Oral options in India
CO3: Conduct training sessions on literacy development for the hearing impaired
CO4: Motivate the hearing impaired for self-learning
CO5: Foster supportive skills leading to linguistic adequacy and fluency while developing spoken language in children with hearing impairment

PART – A

6 x 1 = 6

Choose the correct answer

1. The role of speech in Total Communication is CO2K2
a. Essential, Desirable and Attainable.
b. Essential, Desirable and Attainable with the support of Sign.
c. Neither essential nor attainable
d. Attainable with the support of Cued Speech.
2. Belonging to a linguistic and cultural minority refers to _____ model of deafness. CO1K2
a. Social b. Medical c. Cultural d. Community
3. Which one of the following is NOT the prerequisites for Oralism? CO2K2
a. Noise free environment b. Use of hearing aids during therapy hours
c. Parents involvement d. Student's attitude
4. Which of the following is NOT considered, while communicating with a hearing impaired child? CO1K3
a. Face the person b. Use facial expression and gestures
c. Over articulate d. Repeat and rephrase
5. Children enjoy telling about their new possessions, their places of visit, what they did with their families and friends. These situations can be best utilized in CO3K3
a. text-based reading b. functional reading
c. conversational reading d. recreational reading
6. If a child wants a biscuit from you and asks, "Biscuit", what will you do? CO4K3
a. Encourage the child and give a biscuit
b. Tell the child that you will give after class hours
c. Tell the child to ask, "I want a biscuit."
d. Ignore what child asked and continue teaching

PART – B

3 x 6 = 18

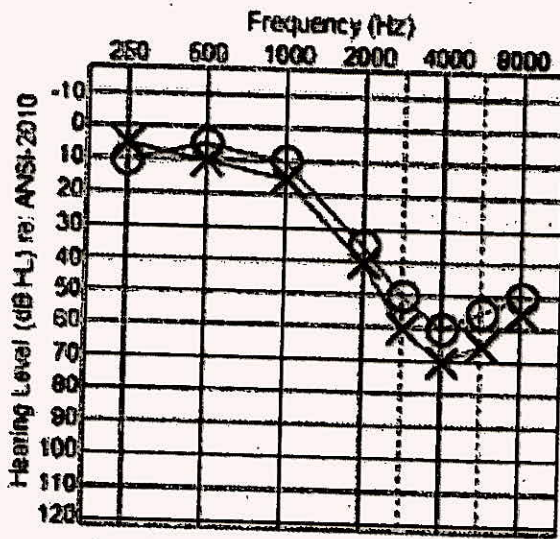
Answer ALL questions

Each answer should not exceed 200 words

7. a. List the challenges faced by CwHI. CO1K2
(or)
7. b. Discuss the realistic expectations of family and teachers regarding communication among CwHI. CO1K2
8. a. "Developing oral language among CwHI will lead to literacy development." – Justify. CO2K5
(or)
8. b. What are the do's and don'ts while tuning mainstream schools for aural oral communication? CO3K2

9. a.

CO5K3



Interpret the above audiogram and set goals in listening skills.

(or)

9. b. Explain about 'Motherese'.

CO5K2

PART - C

Answer ALL questions

Answer should not exceed 800 words

3 x 12 = 36

10. a. Critically analyse the various models of deafness.

CO1K4

(or)

10. b. Discuss the importance of neural plasticity and early listening opportunities.

CO1K2

11. a. How will you train and give guidance for families on aural oral practices?

CO3K3

(or)

11. b. Analyse the role of speech reading in various communication options.

CO2K4

12. a. Explain with examples age appropriate discourse with 4-5 years old children using appropriate language.

CO4K2

(or)

12. b. Write the importance of practicing 'Motherese' for the language development of CwHI.

CO5K2

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