



**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 - April 2022

SEMESTER II

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

Time: 2 Hrs.

Max. Marks: 60

**21BDSSH2 Specialization: Curriculum Designing, Adaptation and Evaluation for Children with Hearing Impairment**

**Course Outcomes:**

On successful completion of this course the learner will be able to :

CO1: explain the curricular needs of children with hearing impairment in scholastic and nonscholastic area

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

6 x 1 = 6

Answer all questions (Multiple choice questions)

1. Elements from the \_\_\_\_\_ curriculum are comprised from ideas offered by policymakers, school officials, or politicians. CO1 K1
  - a. Received
  - b. Concomitant
  - c. Rhetorical
  - d. Phantom
2. In Critical Approach to curriculum, knowledge looks like CO1 K2
  - a. Appears neutral and equitable in its availability
  - b. Created through the interaction of student and text
  - c. Not fixed—dependent upon interaction among students, text, and teacher
  - d. Builds on what learners already know
3. \_\_\_\_\_ assesses a student's knowledge of vocabulary. CO2 K1
  - a. TERA-3
  - b. ROWPVT
  - c. TORC
  - d. TDF
4. Which one of the following is NOT the Graphophonic Cue System? CO4 K2
  - a. The system of relating sounds
  - b. The system of relating phonemes to the symbols
  - c. The system of relating meaning to the words.
  - d. The system of relating graphemes of print.
5. Activities like sorting block, beads etc. according to the shapes, colours, sizes can be undertaken for CO4 K2
  - a. Development of playing skills
  - b. Development of language
  - c. Development of reading comprehension
  - d. Development of pattern perception
6. Which one of the following is NOT a subtest of Test of Written Language – Fourth Edition (TOWL- 4)? CO3 K1
  - a. Sentence Combining
  - b. Contextual Conventions
  - c. Story Composition
  - d. Song Composition

PART – B

3x 6 = 18

Answer the following

Each answer should not exceed 400 words or two pages

- 7.a. Write a short note on Taba Model of curriculum. CO1 K2  
or  
7.b. What are the types of Curriculum? Which type will better suit the hearing impaired? CO1 K5
8. a. Mention curricular needs of Children with hearing impairment in Scholastic Area. CO1 K2  
or  
8.b. Mention the curricular needs of Children with hearing impairment in Non-Scholastic Area. CO1 K2
9. a. Analyze the challenges faced by students with hearing impairment while reading. CO2 K4  
or  
9.b. What are the prerequisites of writing? CO3 K2

PART – C

3 x 12 = 36

Answer the following

Each answer should not exceed 800 words or four pages

- 10.a. "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." – Justify. CO1 K6.  
CO5 K3
- 10.b. What are the steps for curricular designing?
- 11.a. Discuss in detail the different approaches to develop reading skills and independent reading. Mention the principles of learning and analyze their implications. CO5 K5  
or  
11.b. The hearing is basic to language learning thus supporting literacy. But for the children with hearing impairment, the development of literacy skills are challenging due to loss in hearing. Justify.
- 12.a. Curricular Framework for 21<sup>st</sup> Century. CO4 K6  
CO1 K6  
or  
12.b. What are the remedial strategies that would be handy in dealing with the deviations in the literacy skills of the hearing impaired children. CO2 K6