



Muniraj

**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

**B.Ed. Special Education (VI/Hi) Degree Examination – May 2023**  
**II Semester**

**Class : I B.Ed. Special Education (HI)**

**Time : 3 Hours**  
**Max. Marks : 100**

**22BDSSH2 Specialization: Curriculum Designing, Adaptation and Evaluation  
for Children with Hearing Impairment**

**Course Outcomes**

- CO1. Design curriculum based on the individualistic needs of the hearing impaired  
CO2. Apply strategies to foster the literacy needs of the hearing impaired  
CO3. Adapt the existing curriculum to include the children with hearing impairment  
CO4. Plan interventional strategies to develop study habits to the children with hearing impairment for self learning  
CO5. Adapt the curriculum evaluation strategies to meet the needs of individuals with hearing impairment

**Part A**

**10 x 1 = 10**

**Choose the Correct Answer**

- This is not one of the three layers of the 21<sup>st</sup> century curriculum design framework. CO1 K4  
a. Backward design b. KSSL framework  
c. Design thinking d. Divergent thinking
- This model is a technical scientific model of curriculum. CO1 K5  
a. Goodlad's b. Open Classroom c. Wienstien and Fantini d. Roger's M
- The aim of \_\_\_\_\_ reading is to correct specific language deficiencies. CO2 K2  
a. developmental b. functional c. remedial d. recreational
- Matching a picture to the printed word is an example for \_\_\_\_\_ reading. CO2 K3  
a. developmental b. recreational c. functional d. remedial
- News reports are an example of \_\_\_\_\_ writing. CO4 K5  
a. informative b. recreational c. expository d. descriptive
- The development of gross and fine motor skills is important for \_\_\_\_\_ skill. CO4 K1  
a. speaking b. writing c. listening d. reading
- Children with hearing impairment requires \_\_\_\_\_ in scholastic areas. CO3 K2  
a. curriculum modification b. educational technology  
c. curriculum adaptation d. curriculum strategies
- The providing of needed or desired for convenience is CO3 K2  
a. adaptation b. accommodation c. adjustment d. arrangement
- An achievement test to assess both receptive and expressive language skills in CwHI is CO5 K4  
a. Linguistic Profile Test b. Language Profile Test  
c. Linguistic Efficiency Test d. Language Fluency Test
- Areas of curriculum evaluation includes CO5 K1  
a. instructor, learner, student, teacher b. learner, speaker, student, teacher  
c. content, input, process, product d. children, teacher, parents, school

**Part B**                      **5 x 6 = 30**  
**Answer ALL questions**  
**Answer should not exceed 400 words or two pages**

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|--|--------|
| 11.a. Explain the curricular needs of CwHI in non-scholastic areas.<br>(or)                    | CO1 K2 |
| 11.b. Describe the models of curriculum.   | CO1 K2 |
| 12.a. Enumerate the pre-requisites for reading skills.<br>(or)                                 | CO2 K1 |
| 12.b. Categorize the models of developing reading skills.                                      | CO2 K4 |
| 13.a. Identify the assessment techniques used for reading skills at the primacy level.<br>(or) | CO4 K2 |
| 13.b. Criticize the challenges of writing.   | CO4 K5 |
| 14.a. Explain the need of assessment for an adaptation.<br>(or)                                | CO3 K3 |
| 14.b. How do you develop an adapted TLM for CwHI?  | CO3 K6 |
| 15.a. Estimate the challenges of curriculum evaluation.<br>(or)                                | CO5 K5 |
| 15.b. Identify the learner related factors in curricular evaluation.                           | CO5 K1 |

**Part C**                      **5 x 12 = 60**  
**Answer ALL questions**  
**Answer should not exceed 800 words or four pages**

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| 16.a. Evaluate the curriculum framework for the 21 <sup>st</sup> century in the context of CwHI.<br>(or) | CO1 K5 |
| 16.b. Choose and illustrate the most appropriate approaches to curriculum design for CwHI.               | CO1 K3 |
| 17.a. How do you design remedial strategies for developing reading skills for primary CwHI?<br>(or)      | CO4 K6 |
| 17.b. Outline the steps in developing writing skills with suitable examples among CwHI.                  | CO2 K4 |
| 18.a. Explain the approaches to developing independent reading.<br>(or)                                  | CO2 K4 |
| 18.b. Compile the appropriate remedial strategies for developing reading skills for primary CwHI.        | CO4 K6 |
| 19.a. Examine the types of adaptation and its process with suitable examples.<br>(or)                    | CO3 K3 |
| 19.b. Summarize the decision making process of adaptation.   | CO3 K2 |
| 20.a. Discover the most recent tools used in curriculum evaluation.<br>(or)                              | CO5 K6 |
| 20.b. Criticize the methods of curriculum evaluation.  | CO5 K1 |

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