





**Avinashilingam Institute for Home Science and Higher Education for Women  
Coimbatore – 641 043.**

**Continuous Internal Assessment Test I - July 2018  
SEMESTER III**

Class : II B.Ed. Spl.Ed.

Time: 2 Hrs.  
Max. Marks: 60

**17BDSEH2 - Discipline Specific Elective(DSE) II: Communication Options - Oralism**

**PART – A**

**5 x 1 = 5**

**Choose the correct answer**

1. \_\_\_\_\_ people are those who use Sign Language as their first or preferred language
  - a. Hearing impaired
  - b. deafened
  - c. deaf
  - d. Deaf
2. With regard to the social aspects of deafness, communication access generally means
  - a. an ability to understand and use language effectively in a variety of social contexts.
  - b. improving the way individuals who are deaf or hard of hearing comprehend aural information
  - c. that individuals with hearing loss have a way to express, as well as receive and understand, auditory information
  - d. the various tools and methods through which people receive and exchange information
3. In insensory approach,
  - a. Aural/oral mode is the only mode.
  - b. Speech reading is introduced as a supportive mode.
  - c. Cued speech is introduced as a supportive mode.
  - d. Manual mode is the only mode.
4. The role of speech in Total Communication is
  - 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.
5. The Ling sound /ee/ as in 'meat' approximates
  - a. 250 Hz
  - b. 500 Hz
  - c. 1000 Hz
  - d. 2000 Hz

**PART – B**

**5 x 2 = 10**

**Answer the following in one or two sentences**

6. What do you mean by Communication Access?
7. What are the different approaches in Oral/Aural method of communication?
8. Why Oracy to Literacy is important ?
9. Who needs Speech Reading?
10. What is 'Motherese'?

**PART – C**

**3 x 5 = 15**

**Answer the following**

**Answer should not exceed 200 words or one page**

11. a. Explain the Social Model of looking at deafness.  
(or)
11. b. Write about the importance of neural plasticity.
12. a. Why do we need to teach speech to hearing impaired children?  
(or)
12. b. List the things to remember when communicating with the deaf child.
13. a. Draw the speech sound development chart.  
(or)
13. b. Interpret an audiogram using speech banana.

**PART – D**

**2 x 15 = 30**

**Answer the following**

**Answer should not exceed 700 words or four pages**

14. a. Discuss in detail about communication methods which support oral options.  
(or)
14. b. "The development of oral language is crucial to a child's literacy development, encompassing listening, speaking, reading and writing." – Discuss.
15. a. How will you tune mainstream classrooms for aural oral communication?  
(or)
15. b. How will you develop fluency skills in verbal communication among children with hearing impairment?





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**Continuous Internal Assessment Test I - July 2018**

**SEMESTER III**

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

Time: 2 Hrs.

Max. Marks: 60

**17BDSSH3 – Specialization: Educational Intervention and Teaching Strategies for Children with  
Hearing Impairment**

**PART – A**

**5 x 1 = 5**

**Circle the correct answer**

1. The Parent Infant Program (PIP) was established to provide services for
  - a. families of hearing-impaired infants
  - b. hearing-impaired students
  - c. parents and teachers of hearing-impaired infants
  - d. hearing and hearing-impaired infants
  
2. The term 'listening' refers to
  - a. sound information
  - b. the process of hearing and listening
  - c. sounds and voices going from the environment to the ear to the brain
  - d. the brain making sense of sound
  
3. Which of the following statements is NOT TRUE related to Auditory Verbal Therapy?
  - a. AVT uses and encourages the maximum use of hearing, and stresses listening rather than watching.
  - b. AVT uses a team approach to therapy that allows for a more complete education environment.
  - c. Parents in AVT programs need to learn sign language.
  - d. AVT supports children's auditory-verbal development through one-on-one teaching.
  
4.
  - A. Words
  - B. Conversation
  - C. Words in Sentences
  - D. Speech Sounds in isolation and syllablesWhich of the following is the correct order of teaching speech to hearing impaired?
  - a. C,B,D,A
  - b. B,C,A,D
  - c. D,A,C,B
  - d. D,C,A,B
  
5. Which of the following is the Stage 3 of Speech Teaching at Phonetic Level developed by Ling?
  - a. Uses different vowels to approximate words.
  - b. Acquires all diphthongs and vowels with voice control.
  - c. Bases of supra segmental patterns.
  - d. Acquires consonants by manner.

**PART – B**

**5 x 2 = 10**

**Answer the following in one or two sentences**

6. List the need for Individual Speech-Language Therapy.
7. Tabulate what AVT is and what AVT is not.
8. What is Discrimination stage of auditory development?
9. What are long term goals in speech teaching?
10. List the strategies in teaching speech to hearing impaired.

**PART – C**

**3 x 5 = 15**

**Answer the following**

**Answer should not exceed 200 words or one page**

11. a. "Parent-infant programme (PIP) is a home-based, family-centered, parent-guided, child-specific, natural approach to learning."– Discuss.  
(or)
11. b. Give suggestions for teachers while giving individual speech therapy to hearing impaired children.

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**Continuous Internal Assessment Test – I – July 2018**

**Semester – I**

**Class : II B.Ed. ( Special Education )  
Branch: Visual Impairment**

**Time : 2 Hrs  
Max. Marks: 60**

**17BDSSV3 Specialisation: Educational Intervention and Teaching Strategies for Children  
with Visual Impairment**

**PART-A**

**Circle the correct answer**

**5X 1 = 5**

1. TLM stands for  
a. Teaching Learning Material    b. Teaching Learning Methods  
c. Teacher Learner Mediums    d. Teacher Learning Methods
2. Visual concepts have to be adopted to  
a. tactile experiences    b. non visual experiences  
c. Auditory Experiences    d. olfactory experiences
3. Math Phobia can  
a. not be handled    b. be coped up by the student  
c. be helped out by the teacher    d. be cured
4. Sensory motor stage  
a. 2-7 years    b. 0-2 years    c. 7-11 years    d. 11-18 years
5. Math Evaluation procedures for visually impaired need to be  
a. the same    b. modified    c. changed completely    d. alike that of the non-disabled

**PART-B**

**5x2=10**

**Answer the following in one or two sentences**

6. What is a strategy?
7. Who needs intervention?
8. How Mental Math help the visually impaired?
9. What are the uses of TLM?
10. What is meant by adventitious blindness?

**PART –C**

**3 X 5 = 15**

**Answer the following**

**Answer should not exceed 200 words or one page**

- 11.a. Write down the importance of intervention.  
(or)
- 11.b. Write a note on mediated teaching?
12. a. How would you convert visual ideas to non visual experiences in Math?  
(or)
- 12.b. Write a note on enriched teaching for concept development.
- 13.a. How would you help visual impaired students to cope up with conceptualizing abstract math concepts?  
(or)
- 13.b. How will you inculcate scientific temperament among visual impaired through science learning.

**PART-D**

**2 X 15 = 30**

**Answer the following**

**Answer should not exceed 700 words or four pages**

14. a. How would you provide first-hand experience in the school for science learning of the visually impaired students?  
(or)
- 14.b. What is the role of special educators in helping visually impaired cope up with Math?
- 15.a Write some intervention strategies for Science teaching to visually impaired children  
(or)
- 15.b. Write some intervention strategies for math teaching to visually impaired children

