



Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3 of UGC Act 1956)
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 2021

SEMESTER III

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

Time: 2 Hrs.

Max. Marks: 60

18BDSEH2 - Discipline Specific Elective(DSE) 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

**Answer all questions
(Multiple choice questions)**

1. With regard to the social aspects of deafness, communication access generally means CO1 K2
 - 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
2. In the _____ model, deafness is viewed as an undesirable condition, to be so treated CO1 K2
 - a. Social
 - b. Medical
 - c. Combined
 - d. Cultural
3. The Oralism focuses on using CO2 K1
 - a. sign language only
 - b. speechreading only
 - c. oral and auditory approaches only
 - d. the student's preferred mode of communication
4. Which of the following is NOT considered, while communicating with a hearing impaired child? CO2 K3
 - a. Face the person
 - b. Use facial expression and gestures
 - c. Over articulate
 - d. Repeat and rephrase
5. Which of the following speech sound is the best target for habilitation during 2-3 years of age? CO3 K1
 - a. p
 - b. ch
 - c. sh
 - d. z
6. Motherese is generally characterized by CO3 K2
 - a. Mother directly looks at the child while speaking
 - b. Shorter pauses between utterances and after content words
 - c. High speech flow
 - d. Use of complete sentences

PART – B

3 x 6 = 18

Answer the following questions

Answer should not exceed 400 words or two pages

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|-------|--|-----|----|
| 7. a. | Analyze how the communication access is provided to hearing impaired in public places. | CO1 | K4 |
| | (or) | | |
| 7. b. | Why do families prefer speech rather than sign language for hearing impaired children? | CO1 | K4 |
| 8. a. | If you are choosing Multi-sensory approach in oralism, give justification for choosing it. | CO2 | K5 |
| | (or) | | |
| 8. b. | Discuss the role of Speech Reading in all communication options. | CO2 | K2 |
| 9. a. | As a special educator, what are the skills you need to develop to implement Oralism? | CO3 | K3 |
| | (or) | | |
| 9. b. | Discuss the importance of Motherese. | CO3 | K2 |

PART – C

3 x 12 = 36

Answer the following questions

Answer should not exceed 800 words or four pages

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|--------|---|-----|----|
| 10. a. | Discuss the importance of neural plasticity. | CO1 | K2 |
| | (or) | | |
| 10. b. | Compare and contrast the different communication options available for hearing impaired. | CO1 | K5 |
| 11. a. | Plan activities for families to undergo aural oral practices at home. | CO2 | K6 |
| | (or) | | |
| 11. b. | How will you tune the school environment for aural oral communication | CO2 | K3 |
| 12. a. | Draw an audiogram showing Moderately Severe hearing loss and set goals in listening skills. | CO3 | K3 |
| | (or) | | |
| 12. b. | Plan appropriate language for a 2 year old hearing impaired child at different situations. | CO3 | K6 |

Staff in-charge: Mrs. K. Kalaivani