

SB 010

II Semester B.S.Ed. Examination, April/May 2006
(Integrated Semester Scheme)
Hearing Impairment Special Education
Audiology for Educators

Time: 2½ Hours

Max, Marks: 60

Instruction : Answer all questions.

1. a) Describe the anatomy and physiology of the inner ear with illustrations. 8
b) What are the other terminologies used for hearing-impairment ? 4
OR
2. a) Discuss the classification of hearing-impairment. 8
b) What are its implication for education of the hearing - impaired ? 4
3. a) Describe the broad classification of audiological tests. 8
b) Write briefly on the types of hearing loss. 4
OR
4. a) What are the parameters of sound ? 4
b) Describe any two behavioral tests for hearing evaluation. 8
5. a) What is the need for speech audiometry ? 8
b) How do the speech tests differ for children of different ages ? 4
OR
6. a) Define speech tests. Describe the stimuli used for speech tests. 4
b) How do you apply speech audiometry measures in the rehabilitation of the hearing - impaired ? 8

P.T.O.

7. a) Explain the importance of case reports in educational planning and management. 8
- b) What referrals would you suggest for a child with congenital hearing loss with delay in language development. 4

OR

8. a) What are the implications of speech identification scores in the education of the hearing-impaired ? 8
- b) How would the speech identification scores be affected in a child with chronic ear discharge ? 4
9. a) Describe the factors to be considered in setting - up a classroom for the hearing-impaired. 8
- b) Mention the characteristics of classroom to facilitate listening skills. 4
10. a) What modifications would you suggest in classroom acoustics for the hearing-impaired children. 8
- b) Mention in brief the ratio of hearing-impaired to normal hearing children in an inclusive education set-up. Justify your answer. 4
-

SB 020

II Semester B.S.Ed. Examination, April/May 2006

(Integrated Semester Scheme)

Special Education Hearing Impairment

Aids and Appliance in Teaching Hearing Impaired

Time: 2 1/2 Hours

Max. Marks: 60

Instruction : Answer all the questions.

I. 1. a) Write notes on the need for hearing aids for children with different degrees of hearing loss. 8

b) How can teachers troubleshoot hearing aids ? 4

OR

2. a) Highlight the similarities and differences between body worn and BTE hearing aids. 6

b) How does the knowledge of speech spectrum help in the management of the hearing impaired ? 6

II.3. Describe in detail a portable and a non-portable ALD. 12

OR

4. Compare and bring out advantages and disadvantages of Individual and group amplification devices. 12

III 5. Any child who does not benefit with an hearing aid is a candidate for a cochlear implant. Comment. 12

OR

6. a) Describe the functioning of a cochlear implant. 8

b) When should a cochlear implant not be prescribed ? 4

. p.T.O.

IV.7. Write an essay on devices that use visual and tactile modelity to improve speech of the hearing impaired. 12

OR

8. Every child with severe to profound hearing loss can improve speech only if trained through devices that use viual and/or tactile cues. Comment. 12

V.9. What are the aspects of voice that can be improved using computer software ? 12

OR

10. a) What are the typical pattern of rhythm observed in the speech of hearing impaired? 6

b) What device specifically can be used to impaired rhythem 6

II Semester B.S.Ed. Examination, April/May 2006
Scheme : Integrated Semester Scheme
(Hearing Impairment) Special Education
Community Studies of Disability

Time: 2 1/2 Hours

Max. Marks: 60

Instruction : Answer all questions.

- I. 1 a) What is a hearing problem and a communication problem ? How does a hearing problem lead to a communication problem ? 8
b) Explain why classroom teaching has to be predominantly through auditory mode ? 4
- OR
2. a) Keeping in mind the socio-cultural scenario of our country, explain the role of a special educator in the primary prevention of hearing impairment. 8
b) Would knowledge of the causes of hearing impairment help the teacher in classroom teaching ? If yes, then how ? 4
- II. 3. a) Prepare a checklist to be used by community workers in rural areas to identify children who are at risk for speech and hearing problems ? 8
b) Explain any one of the diagnostic tests for identification of a communication disorder. 4
- OR
4. a) How does a special educator co-ordinate with (a) a speech pathologist, (b) an audiologist and (c) an ENT surgeon in the early identification and management of a child with communication disorder ? 10
b) What are diagnostic tests, screening tests, and checklists ? 2
- II. 5. a) A special educator has a pivotal role to play in community based rehabilitation. Critically evaluate this statement. 8
b) The concept of DRC in this country is a failure. Discuss. 4

OR

6. a) Discuss, in detail, various projects which the Government of India has launched for the welfare of persons with hearing impairment. 9
- b) Write a short note on women and disability. 3
- IV. 7. a) Describe the role of self-help groups in organizing management programs for the disabled. 8
- b) Write a short note on at least two self-help groups operating in this country in the area of speech and hearing. 4
- OR
8. a) What measures can be taken to prepare parents to provide early intervention services for children with hearing disability ? 12
- V. 9. a) Critically evaluate the role of news papers and magazines in creating public awareness on issues relating to disability . 6
- b) Discuss briefly the problems we have in using electronic media, particularly television, for conducting programs on public awareness on disability. 6
- OR
10. a) Print media is not at all suited for public education on disability considering the high levels of illiteracy we have in the country. Discuss. 10
- b) What is cascade effect in training ? 2
-