

SA010

I Semester B.S.Ed. Examination, Nov./Dec. 2003

(ISS)

Special Education (HI)

Nature and Needs of Various Disabilities

Time: 2 hrs, 30 mins

Max. Marks: 60

I.1. How would you modify your teaching strategies when dealing with children having low vision or blindness ? 12

OR

2. a) Mention the major causes of blindness in children. 6
b) What measures can be taken to prevent the occurrence of childhood visual problems? , 6

II. 3. Write the special educational needs of children having any one of the following problems: hearing impairment or mental retardation. 12

OR

4. a) Briefly describe the causes of hearing loss. 8
b) Why does a special education need to know about the causes of hearing impairment ? 6

III. 5. How and why teachers should deal differently with mentally retarded and mentally ill children? 12

OR

6. What would be the impact of mental retardation on the development and education of a child? . 12

IV. 7. What are the special educational needs of a child who has cerebral palsy along with a hearing impairment ? 12

OR

8. a) Differentiate between incidence and prevalence. 4
b) What is the need to study the incidence and prevalence of various disabilities? 8

V. 9. What are the differences in educating children with dyslexia and those with mental retardation? 12

OR

10. a) How should a special education deal with the educational needs of children having ADHD? 8

b) Can children with ADHD be provided inclusive education ? Justify your answer. 4

SA 020

I Sem. B.S. Ed. (HI) Examination, November/December 2003
Integrated Semester Scheme
Education in Emerging Indian Society
Special Education (HI)

Time: 2 Hours 30 Minutes

Max. Marks: 60

Instruction: Answer all questions.

- I.1a) What is mainstreaming? Elaborate on its importance for normalization of persons with disabilities. 6
- b) Discuss the various contemporary perspectives prevalent in the field of special education in India. 6
- OR
2. a) Distinguish inclusive and exclusive education by evaluating their relative merits and demerits in the context of rehabilitation for persons with disabilities in our country. 6
- b) Describe the ill effects of segregation in the field of disability rehabilitation. 6
- II. 3. a) Who is an itinerant teacher? Explain their role in disability management programs. 6
- b) What are the advantages of combining formal, informal and non-formal modes for education of disabled in our country? 6
4. a) Suggest strategies for identification/utilization of various resources during extension of community based rehabilitation programs for the disabled. 6
- b) Explain the features of open learning systems which can be advantageous for educating children with special needs. 6
- III. 5. a) Compare and contrast the aims and priorities of general and special education in India. 6
- b) Critically evaluate the ills in general education affecting the educational opportunities of children with special needs in our country. 6
- OR
6. Discuss the scope of special education in relation to the disability sector in India. 12
- IV. 7. a) Explain the efforts undertaken by government organizations to the field of disability rehabilitation in India. 6
- b) Discuss the role and responsibility of society in enabling and empowering persons with disabilities in India. 6
- OR
8. Explain the efforts being expended by international agencies to bring about global awareness and activities in favour of persons with disabilities. 12

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- V. 9. a) What are the duties and functions of Disability Commissioner as per the provisions of the PWD Act (1995)? 6
- b) Discuss the legal status of persons with disabilities in our country in view of the several recent laws passed by the Government of India. 6

OR

10. a) Give an account of Government programs that have bearing on the welfare of the disabled persons in our country. 6
- b) What are the salient features of the DPEP Scheme ?

SA030

B.S.Ed. I Semester Examination, Nov./Dec. 2003
(IS Scheme)
Special Education (HI)
Educational Psychology and Persons with disabilities

Time : 2 1/2 Hours

Max

Marks: 60

Instruction: Answer all questions.

- I) Explain the need and importance of studying cognitive processes of persons with disabilities and impairments. 12
OR
- 2) a) What is perception. Discuss the relevance of laws of perceptual organization for understanding the cognitive functions of persons with disabilities. 10
b) What are the merits of experimental methods. 2
- II. 3) a) Explain the need for studying developmental psychology and discuss its implications for early childhood education of the disabled. 8
b) Explain the various types and importance of play in education of children with disabilities. 4
- 4) Attempt an essay on the relative roles of heredity and environment in influencing the development of children with disabilities. 12
- III. 5) a) Briefly explain the various approaches to assessment in children with developmental disabilities. 4
b) What are the salient features of behavioral assessment of children with disabilities. 4
c) What are diagnostic tests ? Mention their uses in the context of educational remediation of children with disabilities. 4
- 6) a) Discuss the concept of personality. Mention the need for personality assessment in rehabilitation of persons with disabilities. 6
b) Explain the utility of behavioral assessment scales in order to provide remediation for children with developmental disabilities. 6
- IV. 7) a) Distinguish the phenomenon of classical conditioning from operant conditioning. 4
b) Distinguish various types of transfer of learning with suitable examples. 5
c) Explain shaping with a suitable example. 3

OR

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8) What are problem behaviors ? Explain the steps and techniques involved in management of problem behaviors in children with disabilities. 12

V. 9) a) What are the counseling needs of caregivers or parents of children with disabilities. 7

b) Discuss the stages in adaptation process of caregivers to the disclosure of handicap in their children with disabilities. 5

OR

10) a) Write an essay to highlight the need for close collaboration between parents and special educators in the context of rehabilitation of persons with disabilities. 10

b) What is empathy? 2

SA040

I Sem. B.S.Ed. Examination, Nov./Dec. 2003
(Integrated Semester Scheme)
Special Education (HI)
Educational Management, Curriculum Designing and Research

Time: 2 1/2 Hours

Max. Marks: 60

*Instructions: All questions are compulsory and carry equal marks.
Internal choice should be considered before answering.*

- I. 1. Discuss the salient features of an effective educational management. 12
2. a) What factors do you keep in mind while planning conducive physical setting and seating arrangement of children with hearing impairment ? 8
- b) How can you maintain the registers and records of students with disabilities systematically? 4
- II. 3. Discuss the concept, aims and objectives of curriculum for children with special needs. 12
- OR
4. a) Explain the steps involved in the planning and implementation of curriculum for children with special needs. 8
- b) How do you provide training in play and utilization of leisure time for children with visual impairment in schools? 4
- III. 5. Discuss the theory of Skinner's operant conditioning method of learning and its implications for teaching disabled children. 12
- OR
6. a) Discuss the significance of cognitive-behavioural approach for giving instruction to pupils with disabilities. 8
- b) Mention the stages of Gagne's hierarchy of learning. 4
- IV. 7. Discuss the principles and problems of pure and applied research in the field of special education. 12
- OR
8. a) Explain the characteristics of good research designs in relation to special education. 8
- b) What is the difference between cross sectional and longitudinal designs for research? 4
- V. 9. Discuss the meaning, scope and application of statistics in the field of special education. 12
- OR
10. a) Explain the ways through which data can be depicted graphically. 8
- b) Mention the advantages of graphical representation of the data. 4
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SA 050

I Semester B.S.Ed. (HI) Examination, Nov./Dec. 2003
(Scheme : ISS)
Special Education (HI)
Methodology in Speech Therapy

Time; 2hrs. 30mins

Max. Mark: 60

Instruction: Answer all questions.

- I. 1. a) Describe briefly the laryngeal musculature. 6
b) Describe the stages of development of larynx 6
- OR
2. a) Discuss the process of speech production. 8
b) "Speech is an overlaid function." Justify the statement. 4
- II. 3. a) What are the characteristics of good speech ? 6
b) Define: a) Voice 2
b) Fluency 2
c) Articulation. 2
4. a) Describe the role of hearing, vision and tactile perception in the acquisition of speech. 9
b) Define speech intelligibility. 3
- III. 5. a) How do you classify speech sounds based on the place of articulation ? 8
b) Write note on IPA. 4
- OR
6. a) Describe the different manner of articulation of the sounds of your language. 6
b) How would you use this information in correcting the speech of hearing impaired children? 6
- IV. 7. a) Describe the stages of speech development in children with hearing impairment. 8
b) How would you assess articulation in children with hearing impairment ? 4
- OR
8. a) Describe the vowel errors seen in the speech of children with hearing impairment. 8
b) How do you assess voice in children with hearing impairment ? 4
- V. 9. a) Describe conventional and linguistic techniques of articulation therapy employed in children with hearing impairment. 12
- OR
- b) Write the role of audio-visual feed back devices for correction of speech of a child with hearing impairment. 12
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SA 060

I Sem. B.S.Ed. Examination, Nov./Dec. 2003
(I.S.S)

Special Education (HI)
Methodology in Language Therapy

Time: 2 Hours 30 Minutes

Max. Marks; 60

Instruction: Answer all questions.

Unit I

1. Describe the language development in a normal child from babbling to two word utterance stage. 12.

OR

2. a) Describe, in brief, the biological foundations of language. 8
b) Write a note on the critical age period for language development. 4

Unit II

3. a) What are the factors to be considered while implementing 'oral-aural' communication approach in special schools for children with hearing impairment. 8
b) Describe briefly any one alternative and augmentative communication strategy in teaching non-verbal language to a child with profound hearing impairment ? 4
4. Discuss the advantages and disadvantages of using oral/aural communication vs manual communication in schools. 12

Unit III

5. a) What is the principle behind natural approach in teaching language to children with hearing impairment ? 4
b) Describe any one method of natural approach. 4
c) Explain the importance of pictures in language teaching. 4

OR

6. a) Describe in brief Groth's method of teaching language. 6
b) What is Directed Activity ? Explain with examples. 6

Unit IV

7. a) What are the principles of structured approach to language teaching ? 6
b) Describe any one structured approach to teaching language. 6

OR

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8, How are structured approaches different from natural approach ? Explain with examples. 12

UnitV •

9. a) How do you counsel the parents of a 2 yr old child with hearing impairment ? 6

b) What is 'Reading readiness' ? What is the appropriate age to impart reading skills to a child with hearing impairment ? Justify. 61

10:- Describe the development of writing skills in children with hearing impairment. 12
