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Sl.No. 0002

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**II Semester B.Ed. Special Education (HI) Examination,
May/June 2016 (SCHEME : CBCS)
Learning, Teaching and Assessment**

Time : 2 Hours

Max. Marks : 50

Instruction : Answer the following.

- I. 1) Write in detail about 'Bandura's Learning theory' & discuss the application of this theory is in enhancing learning in the classroom. [10]

OR

- 2) Write short notes on the following theories

- a) Skinner's theory [5]
b) Bruner's theory [5]

- II. 3) Write short notes on following

- a) Sensation [5]
b) Stages of 'learning' [5]
c) Memory [5]

OR

- 4) a) Outline the various stages of teaching. [5]
b) Discuss the Maslow's theory on Motivation' in detail. [10]

- III. 5) What is your understanding about 'Assessment'? Why is it important in an educational system? [15]

OR

- 6) Write short notes on the following

- a) Curriculum based measurement [5]
b) Internal-external proportion [5]
c) Transparency [5]

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- IV. 7) What are the important points to be kept in mind while assessing diverse learners in your classroom? [10]

OR

- 8) Critically evaluate the examination practices prevalent in the current Indian scenario. [10]



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Total No. of Pages : 2

II Semester B.Ed.Spl.Ed. (HI) Examination, May/June - 2016

(Scheme : CBCS)

SPECIAL EDUCATION

Inclusive Education

Time : 2 Hours

Max. Marks : 50

Instruction : All Units are compulsory.

Unit - I

Q1) Discuss the common diversities observed among learners in Indian classrooms, along with suggestions for effective classroom management of those diversities. [15]

OR

Q2) Spell out the various legislations, policies and programmes that have been undertaken in independent India for mainstreaming children with special needs. [15]

Unit - II

Q3) Compare and contrast curriculum and classroom adaptations to be made while engaging gifted learners as opposed to learners with disabilities. [10]

OR

Q4) Highlight the major adaptations to be made in the learning process and settings for children with various neuro-developmental disabilities. [10]

Unit - III

Q5) Explain the need and means for multiple modes of access, expression, engagement and assessment in contemporary classrooms. [15]

OR

Q6) Explore the various possible modes for collaboration between general and special educators in meeting special educational needs in inclusive learning environments. [15]

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Unit - IV

Q7) Describe the need and means for community involvement in educational inclusion of children with special needs. [10]

OR

Q8) How is family support and involvement essential in inclusive education? [10]



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II Semester B.Ed.Spl.Edn. (HI) Examination, May/June - 2016
(Scheme : CBCS)
SPECIAL EDUCATION
Curriculum Designing, Adaptation and Evaluation

Time : 2 Hours

Max. Marks : 50

Instruction : All Units are compulsory.

Unit - I

Q1) Discuss the curricular needs of children with hearing impairment in non scholastic areas. [10]

OR

Q2) a) Out line the steps in the process of curricular designing? [5]

b) Write a note on oliva's model a curriculum designing. [5]

Unit - II

Q3) a) Discuss designing the significance of adaptations and accommodations in evaluation and examination for students with hearing impairment. [10]

b) Write a short note on adaptation required in teaching learning materials for children with hearing impairment. [5]

OR

Q4) Explain about the principles of curriculum adaptation with appropriate examples. [15]

Unit - III

Q5) a) Highlight on the need for curricular evaluation? [5]

b) Draw out the relevance of Process and product in curricular evaluation? [5]

c) Describe any one method for curricular evaluation indetail. [5]

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OR

Q6) Explain the assessment of reading skills at different levels of schooling in detail. [15]

Unit - IV

Q7) a) Describe any one model of developing reading skills. [5]

b) Write short notes on emergent reading skills. [5]

OR

Q8) Elaborate on the prerequisites for emergent writing skills. [10]



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II Semester B.Ed.Spl.Edn. (HI) Examination, May/June - 2016

(Scheme : CBCS)

SPECIAL EDUCATION

Pedagogy of School Subjects : Social Science

Time : 2 Hours

Max. Marks : 50

Instruction : Answer the following.

I **Q1)** What are the differences between 'Social sciences' and Social studies'? [10]

OR

Q2) What are the points to be kept in mind while adapting the lesson plans for children with hearing impairment? [10]

II **Q3)** Elaborate on the following techniques of teaching Social Studies

- a) Story telling [5]
- b) Field trip [5]
- c) Programmed learning [5]

OR

Q4) Write short notes on the following.

- a) Tape-recorder [5]
- b) Television [5]
- c) Social science games [5]

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- III Q5) Discuss in detail the tools and techniques of CCE for curricular and Co-curricular subjects. [15]

OR

- Q6) Elaborate on the Diagnostic testing and Enrichment techniques' for children with hearing impairment. [15]

- IV Q7) Discuss on how you can use action research in your teaching as a social science teacher. [10]

OR

- Q8) As a teacher of a child with hearing impairment, list down the competencies required to teach social science in a school set up. [10]



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II Semester B.Ed. Spl. Edn. (HI) Examination, May/June - 2016

(Scheme : CBCS)

HEARING IMPAIRMENT-SPECIAL EDUCATION

Basic Research & Basic Statistics

Time : 2 Hours

Max. Marks : 50

Instruction : All Units are Compulsory.

Unit - I

1) What is research? Describe the main characteristics of research. [10]

OR

2) a) What do you understand about deductive reasoning? What is its importance? [5]

b) Write about any two applications of scientific methods in research. [5]

Unit - II

3) a) Discuss about the process of educational research. [10]

b) Define the terms 'Population' & 'sample' with examples. [5]

OR

4) a) Differentiate between basic and action research. [5]

b) Describe the distinctive features of action research and bring out its need and utility in education. [10]

Unit - III

5) a) List some important properties of numbers. [5]

b) Discuss the importance of Statistics in education. [10]

OR

6) a) Describe the procedures of classifying data and their graphical representation. [10]

b) Differentiate between nominal and interval scale. [5]

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Unit - IV

- 7) a) Elaborate on any one method of calculating correlation. [5]
b) Discuss about the importance of Inferential statistics in special education. [5]

OR

- 8) Calculate mean, median and mode for the following data: [10]
78, 76, 75, 70, 70, 67, 65, 61, 55, 50 and 48.



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II Semester B.Ed. Spl. Edn. (HI) Examination, May/June - 2016

(Scheme : CBCS)

SPECIAL EDUCATION

Pedagogy of School Subjects : English

Time : 2 Hours

Max. Marks : 50

Instructions : All Units are Compulsory.

UNIT - I

- 1) Draw out the relevance of BICS and CALP to teaching English in Indian schools. [15]

OR

- 2) Illustrate the nature and need for instruction in English as second language in Indian schools. [15]

UNIT - II

- 3) a) What is meant by instructional planning? [5]
b) Highlight its need and importance in instruction of English language. [5]

OR

- 4) What adaptations need to be incorporated for learners with special needs when planning for instruction in languages? [10]

UNIT - III

- 5) Elaborate on the traditional methods of English instruction for [5 × 3 = 15]

- a) Prose b) Poetry c) Drama
d) Grammar & e) Vocabulary

OR

- 6) Compare and contrast between practical implications of grammar-translation, structural-situational and direct methods for teaching English language. [15]

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UNIT - IV

- 7) Account for the need of maintaining teaching, as well as learning portfolios as part of instruction in English language. [10]

OR

- 8) Describe in detail the process involved in construction of a teacher-made test for testing English proficiency. [10]



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II Semester B.Ed.Spl.Edn. (HI) Examination, May/June - 2016

(Scheme : CBCS)

SPECIAL EDUCATION

Pedagogy of School Subjects : Science

Time : 2 Hours

Max. Marks : 50

Instruction : All Questions are compulsory.

UNIT - I

Q1) Science has contributed to a sustainable society. Justify the statement with suitable examples. [10]

OR

Q2) a) How has science affected industrialization? [5]

b) Highlight the need to study science. [5]

UNIT - II

Q3) a) Explain the Bloom's taxonomy of educational objectives with special reference to cognitive Domain, Affective Domain and Psychomotor Domain. [10]

b) What is unit Planning? [5]

OR

Q4) What are the aims and objectives of teaching science at the secondary level. [15]

UNIT - III

Q5) a) What is Direct experience? Explain with suitable examples. [5]

b) Discuss the project method and heuristic methods of teaching science. [5]

c) Elaborate on the importance of using teaching learning aids in teaching in science. [5]

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OR

- Q6) a) "Co-curricular activities has become an integral part of the curriculum".
Explain with reference to teaching science. [10]
- b) Write a short note on the science club and science extitrition. [5]

UNIT - IV

- Q7) a) What is an achievement test? What points will you keep in mind while
preparing an achievement test? [5]
- b) Compare and contrast between formative and summative assessments. [5]

OR

- Q8) Explain in detail the procedure for adapting the evaluation procedure for
children with special needs. [10]



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**B.Ed. Spl. Edn. (HI) II Semester May/June 2016
(CBCS Scheme)**

SPECIAL EDUCATION

Pedagogy of Teaching School Subjects: Kannada

Time : 2 Hours

Max. Marks : 50

Instruction: ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿರಿ.

Q1) ಶ್ರವಣದೋಷವುಳ್ಳ ಮಕ್ಕಳಿಗೆ ವ್ಯಾಕರಣ ಭೋಧನೆಯ ಮಹತ್ವವನ್ನು ಸವಿಸ್ತಾರವಾಗಿ ವಿವರಿಸಿ. [10]

ಅಥವಾ

Q2) a) ಭಾಷೆಯ ವ್ಯಾಖ್ಯೆ ಮತ್ತು ಸ್ವರೂಪವನ್ನು ವಿವರಿಸಿ [5]

b) ಪದ್ಯಭೋಧನೆಯಲ್ಲಿ ಹಾಡುಗಾರಿಕೆಯ ಮಹತ್ವವನ್ನು ತಿಳಿಸಿರಿ. [5]

Q3) a) ಪಠ್ಯ ಪುಸ್ತಕ ವಿಮರ್ಶೆಯನ್ನು ಕುರಿತು ವಿವರಿಸಿರಿ. [10]

b) ಕನ್ನಡ ಭೋಧನೆಯ ಭಾಷಿಕ ಉದ್ದೇಶಗಳನ್ನು ಬರೆಯಿರಿ [5]

ಅಥವಾ

Q4) ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ಪ್ರಬಂಧ ಭೋಧನೆಯ ಉದ್ದೇಶಗಳನ್ನು ಸವಿಸ್ತಾರವಾಗಿ ಬರೆಯಿರಿ. [15]

Q5) a) ಆಲಿಸುವಿಕೆ ಮತ್ತು ಮಾತನಾಡುವಿಕೆಯ ಮಹತ್ವವನ್ನು ಶ್ರವಣದೋಷವುಳ್ಳ ಮಕ್ಕಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಬರೆಯಿರಿ. [5]

b) ಪಾಠಯೋಜನೆಯ ಹಂತಗಳನ್ನು ಬರೆಯಿರಿ. [5]

c) ಘಟಕ ಯೋಜನೆ ಮತ್ತು ಪಾಠ ಯೋಜನೆಯ ವ್ಯತ್ಯಾಸ ಬರೆಯಿರಿ. [5]

ಅಥವಾ

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Q6) a) ಯಾವುದಾದರೊಂದು ವ್ಯಾಕರಣ ಅಂಶವನ್ನು ಗಮನದಲ್ಲಿಟ್ಟುಕೊಂಡು ಪಾಠಯೋಜನೆಯನ್ನು ತಯಾರಿಸಿ. [10]

b) ಪಾಠ ಯೋಜನೆ ಎಂದರೇನು? ವಿವರಿ. [5]

Q7) a) ಭಾಷಾ ಪಠ್ಯ ಪುಸ್ತಕದ ಲಕ್ಷಣದ ಬಗ್ಗೆ ಬರೆಯಿರಿ. [5]

b) ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕರ ಸಾಮರ್ಥ್ಯಗಳು ಯಾವುವು? [3]

c) ಭಾಷಾ ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು ಯಾವುವು? [2]

ಅಥವಾ

Q8) ನಿರಂತರ ಮೌಲ್ಯಮಾಪನ ಎಂದರೇನು? ಭಾಷಾ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ನಿರಂತರ ಮೌಲ್ಯ ಮಾಪನದ ಮಹತ್ವವನ್ನು ವಿವರಿಸಿ. [10]

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