

93001



MM-2270

Sl.No. 0009

Total No. of Pages : 2

I Semester M.Ed. Spl. Ed. (HI) Examination, February - 2025

(Scheme : CBCS)

SPECIAL EDUCATION

Developments in Education and Special Education (HC)

Time : 2 Hours

Max. Marks : 50

Instruction : Answer all the questions.

- I. 1. Discuss the constitutional provisions and directive principles related to special education. [10]

OR

2. Elucidate the emerging education system with respect to inclusive learning in India. [10]

- II. 3. Elaborate the various challenges in special education and inclusive education. [15]

OR

4. Explain the role of community, family and school to meet the diverse learning needs. [15]

- III. 5. Discuss about roles to play in quality enhancement with respect to community based rehabilitation. [15]

OR

6. Explain the advantages of following Learning system. [3 × 5 = 15]

- a) Non - formal education
- b) Face - to face Learning
- c) Distance Learning

P.T.O.

- IV. 7. Elucidate the current issues related to labelling, cultural and linguistic diversity. [10]

OR

8. Explain the international perspective on criteria for curriculum development and enhancing research activities. [10]



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Sl.No. 0014

Total No. of Pages : 2

I Semester M.Ed. Spl.Ed. Examination, February - 2025

(Scheme : CBCS)

SPECIAL EDUCATION (HI)

Psychology of Development and Learning (HC)

Time : 2 Hours

Max. Marks : 50

Instruction : Answer all questions.

I. 1. Explain the scope of educational psychology. [10]

OR

2. Explain how experimental method is different from correlational method. [10]

II. 3. a) Briefly describe the various domains of development [10]

b) Differentiate between growth and development. [5]

OR

4. a) Describe Erikson's theory of Psychosocial development. [10]

b) Differentiate between maturation and development. [5]

III. 5. Write short notes on :

a) Attention [5]

b) Problem solving [5]

OR

6. Write short notes on :

a) Types of memory [5]

b) Creativity [5]

P.T.O.

IV. 7. What is operant conditioning? Describe its principles. **[15]**

OR

8. a) Describe the various theories of motivation. **[10]**

b) Write a short note on group dynamics. **[5]**



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Sl. No. 0009

Total No. of Page : 2

I Semester M.Ed. Spl.Ed. Examination, February-2025

(Scheme: CBCS)

SPECIAL EDUCATION (HI)

**Identification, Assessment & Needs of Children with
Hearing Impairment (HC)**

Time : 2 Hours

Max. Marks : 50

Instruction : Answer all the questions.

- I. 1. Outline the audiological assessment procedures that are adjusted or modified for children with additional or associated disabilities. [10]

OR

2. a) Define 'aided audiogram' and its role in audiological assessment. [5]
b) How do audiological assessments help in selecting teaching strategies for children with hearing loss? [5]

- II. 3. a) Define phonological errors and explain their common types in children with hearing loss. [10]

- b) How does the degree of hearing loss influence the choice of speech teaching strategies? [5]

OR

4. Explain why regional language assessments are necessary, focusing on the cultural and linguistic context. [15]

P.T.O.

- III 5. a) What factors are considered when selecting the medium of instruction for CwHI? [5]
- b) How can teacher-made tools be helpful in assessing language in CwHI? [5]
- c) Why it is difficult to set norms for CwDs during language assessment? [5]

OR

6. a) Explain the limitations and benefits of standardized tools and teacher-made tools for assessing language in deaf children. [10]
- b) How do early language experiences impact brain development in children? [5]
- IV 7. a) What role do professionals play in a team supporting CwHI? [5]
- b) How can parents contribute to the team supporting their child's development? [3]
- c) How does severity of hearing loss affects team planning? [2]

OR

8. Describe how each stakeholder contributes to the child's development, assessment and intervention. [10]



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Sl. No. **0009**

Total No. of Pages : 2

I Semester M.Ed. Spl.Ed. (HI) Examination, February - 2025

(Scheme : CBCS)

SPECIAL EDUCATION

**Curriculum & Teaching Strategies for Children with Hearing
Impairment**

Time : 2 Hours

Max. Marks : 50

Instruction : Answer all questions.

- I. 1.** Explain the concept of school Readiness. Discuss with special reference to domains of development facilitating school Readiness. **[10]**

OR

- 2. a)** How has the learner and teacher requirement changed in the 21st Century. Explain with appropriate examples. **[5]**
- b)** List out the various domains engaged in the development of school readiness. Write few lines of its importance in inclusive education. **[5]**

- II. 3. a)** How will you determine that a curriculum requires adaptation. On what basis will you make the decision. Give examples to support your answer. **[10]**

- b)** Explain accommodations and modification with appropriate example. Discuss the application of each. **[5]**

OR

- 4.** What is curricular approach. How can the various curricular approach be used for adaptation. **[15]**

P.T.O.

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- III. 5.** Briefly describe the role of the learner, school climate, instructional strategies and adjustable assignments in differentiated instruction. [15]

OR

6. a) Discuss the Principles and approaches of Mastery level learning. [10]
b) Explain the concept of learning pyramid and its role in instruction. [5]

- IV. 7.** Explain in detail the various theories engaged in the literacy development and provide appropriate situation in terms of its application. [10]

OR

8. What are the meta - cognitive strategies employed in the literacy development. Explain with example. [10]



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Sl.No. 0006

Total No. of Pages : 2

I Semester M.Ed. Spl.Ed. Examination, February - 2025

(Scheme : CBCS)

SPECIAL EDUCATION (HI)

Identification, Assessment & Needs of Children with Learning Disabilities (SC)

Time : 2 Hours

Max. Marks : 50

Instruction : Answer all questions.

- I.** 1. Discuss associated conditions commonly found with learning disabilities, such as ADHD, emotional liability and explain how they affect individuals. [10]

OR

2. a) What is dyslexia and how does it primarily affect learning? [5]
b) Explain what Specific Language Impairment (SLI) means. [5]

- II.** 3. a) Explain the different levels of assessment and their importance in understanding students needs. [10]
b) What does psycho-linguistic assessment examine? [5]

OR

4. Explain how using multiple approaches provides a well-rounded understanding of a student's abilities. [15]

- III.** 5. a) What is teacher-made tests typically used for? [5]
b) Explain the use of the Woodcock Johnson Test of Cognitive Ability. [5]
c) What is the primary goal of dyslexia screening tests? [5]

OR

P.T.O.

6. a) Explain the significance of psycho-educational assessments such as DTRD, DTLT, Aston Index, NIMHANS Index of SLD. [10]
b) What does the Wechsler Memory Scale measure? [5]
- IV. 7. a) Write the challenges in maintaining ethical standards during assessment. [5]
b) What advocacy measures can family members use for a person with a disability. [3]
c) What does responsive reporting mean? [2]

OR

8. Describe the role of collaboration among team members in assessment and intervention planning. [10]

