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M-1012

Sl. No. 28017

Total No. of Pages : 2

**I Semester B.Ed. Spl.Ed. (HI) Examination,
March/April - 2021
(Scheme: CBCS)
SPECIAL EDUCATION
Contemporary India and Education**

Time : 2 Hours

Max. Marks : 50

Instruction : All units are compulsory.

Unit - I

1. Elaborate on the different agencies of education? [10]

OR

2. a) Write a short note on Sankya Darshan. [5]
b) How are the thoughts of Aurabindo on education different from others?[5]

Unit - II

3. a) How can we justify inclusive education as a rights based model? [10]
b) How can Special Schools complement the inclusive set ups? Explain.[5]

OR

4. Explain the ways of addressing diverse learning needs. [15]

Unit - III

5. a) Describe the challenges of education ranging from preschool to primary school in the Indian scenario. [10]
b) Write a short note on Universal retention. [5]

OR

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6. a) Explain about the articles related to equal educational opportunity as indicated in the Constitution. [10]
- b) Do you agree that Public-Private schools are a form of inequality in schooling? Justify. [5]

Unit - IV

7. a) Enumerate the silent features of National curriculum framework (2005). [5]
- b) Why is World declaration for EFA, 1990 considered as a milestone for educational reforms? [5]

OR

8. Why is UNCRPD-2006 most important for persons with disabilities? Explain. [10]



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Total No. of Pages : 2

I Semester B.Ed. Spl. Ed. (HI) Examination, March/April - 2021

(Scheme : CBCS)

SPECIAL EDUCATION

Introduction to Sensory Disabilities (VI & HI)

Time : 2 Hours

Max. Marks : 50

Instruction : Answer all questions following the internal choice.

I) 1. Explain the meaning of hearing impairment and list the different types of hearing loss. [10]

OR

2. a) Discuss about how hearing ability helps in our day-to-day life. [5]

b) Explain the process of hearing mechanism. [5]

II) 3. a) Write a short note on any one communication options available for children with hearing impairment. [5]

b) Explain the responsibilities of any five facilitators of individuals with hearing impairment. [10]

OR

4. Explain the restoring techniques using human and technological support for children with hearing loss in detail. [15]

III) 5. a) Define blindness and explain the common eye disorders prevalent in India. [10]

b) Write short notes on early identification & intervention of visual problems. [5]

OR

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6. a) Explain the importance of demographic information of blindness according to NSSO. [5]
- b) Explain the functional assessment procedures in visual impairment. [10]
- IV) 7. a) What are the commonly used low cost and advanced assistive devices for children with visual impairment? Explain. [5]
- b) What are the teaching principles used for children with visual impairment? [5]

OR

8. Discuss the concept of expanded core curriculum and its components for children with visual impairment. [10]



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I Semester B.Ed. Spl.Ed. (HI) Examination, March/April - 2021

(Scheme: CBCS)

SPECIAL EDUCATION

Introduction to Neuro-Developmental Disabilities (LD, ID & ASD)

Time : 2 Hours

Max. Marks : 50

Instruction : Answer all the questions.

- I. 1 Explain the various strategies used to improve reading and writing in children with learning disabilities. [10]

OR

- 2 a) Explain the characteristics of children with learning disabilities. [5]
b) How will the progress be assessed in children with learning disabilities? Explain the process of assessing progress in children with learning disabilities. [5]

- II. 3 a) Explain the types and causes of intellectual disability. [10]
b) What is adaptive functioning? Briefly explain. [5]

OR

- 4 Give a comprehensive account of intervention strategies for functional academics in children with intellectual disabilities. [15]

- III. 5 Write short notes on :
a) Characteristics of ASD. [5]
b) PECS. [5]
c) Functional Behaviour Assessment. [5]

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OR

- 6 a) Explain the instructional approaches used for children with ASD. [10]
b) 'ASD intervention is interdisciplinary'. Discuss. [5]

IV. 7 Write short notes on :

- a) Teaching methods for children with ADHD. [5]
b) Curriculum based measurement. [3]
c) Functional academics. [2]

OR

- 8 Explain the concept of externalising behaviour disorders. [10]



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Total No. of Pages : 2

I Semester B.Ed. Spl. Ed. (HI) Examination, March/April - 2021

(Scheme : CBCS)

SPECIAL EDUCATION

Introduction to Locomotor & Multiple Disabilities (CP, MD & DB)

Time : 2 Hours

Max. Marks : 50

Instruction : All questions are compulsory.

I) 1. Explain in detail the nature types and associated conditions of cerebral palsy. [15]

OR

2. a) Explain the implications of functional limitations of Children with cerebral palsy in educational setting. [10]

b) Explain in brief the use of assistive technology to facilitate learning in Children with Cerebral Palsy. [5]

II) 3. a) What is spina-bifida? Explain. [5]

b) How are the functional difficulties assessed in persons with Polio. [5]

OR

4. a) Highlight major therapeutic provision for children with muscular dystrophy. [5]

b) Hypothetically propose an IEP for a child with spinal cord injury. [5]

III) 5. Explain in detail the meaning and classification of multiple disability. [15]

OR

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6. a) Describe how you would develop a prosthetic environment for children with multiple disability at home and school. [10]
- b) How would you develop TLM for children with multiple disability to facilitate learning? [5]
- IV) 7. a) What are the characteristics of deaf-blindness? [5]
- b) Highlight the implications of deaf-blindness in activities of daily living. [5]

OR

8. a) What are the educational needs of children with deaf - blindness. [5]
- b) Highlight the intervention strategies for deaf - blindness. [5]



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Sl. No. 28010

Total No. of Pages : 2

I Semester B.Ed. Spl.Ed. (HI) Examination, March/April - 2021

(Scheme: CBCS)

SPECIAL EDUCATION

Assessment and Identification of needs

Time : 2 Hours

Max. Marks : 50

Instruction : All units are compulsory.

Unit - I

1. What do you understand by the term "Early Identification". Explain how teachers can help in the process of early identification of hearing loss. [10]

OR

2. a) Discuss the need for early identification of hearing loss. [5]
b) Explain the auditory milestones achieved by typically developing children in the age group of 0-2 years. [5]

Unit - II

3. a) Elaborate on the concept of receptive and expressive language with reference to its types and structure. [10]
b) Enumerate the points of differences between linguistic versus non-linguistic types of communication. [5]

OR

4. How will you assess language samples using parameters of measurement such as productivity, complexity, correctness and communicativeness? Explain in detail. [15]

P.T.O.

Unit - III

5. a) Write a short note on role of respiration and phonation in speech production. [5]
- b) Discuss the suprasegmental aspects of speech and its importance. [5]
- c) What is Speech intelligibility? How can you determine a person's speech intelligibility? [5]

OR

6. a) Elaborate on the assessment of articulation of speech. [10]
- b) How will you determine that typically developing children are having age appropriate speech development? Discuss with regards to developmental milestones of speech. [5]

Unit - IV

7. a) Discuss the purpose of educational assessment. [5]
- b) What is Educational assessment? How is it different from evaluation? [3]
- c) What is a Criterion Reference Test? [2]

OR

8. Write a few points of differences between [10]
- Norm Referenced and Criterion Referenced Test
 - Summative and Formative assessment



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I Semester B.Ed. Spl. Ed. (HI) Examination, March/April - 2021

(Scheme : CBCS)

SPECIAL EDUCATION

Community Based Rehabilitation

Time : 2 Hours

Max. Marks : 50

Instruction : All Units are compulsory.

UNIT - 1

1. Write the differences between institutional living and CBR. [10]

OR

2. a) Briefly explain the principles of CBR. [5]

b) What is Community Based Rehabilitation? How can a person with special need benefit from CBR? [5]

UNIT - 2

3. a) Write in detail about the importance of advocacy for successful CBR. Advocacy in terms of both Citizen and Self. [10]

b) Write a note on Focus Group Discussion. [5]

OR

4. What are the different types of Awareness Program. Discuss with reference to its method. [15]

UNIT - 3

5. a) How can you prepare an individual with disability for Community Based Rehabilitation? [5]

b) Write a note on individual transition plan. [5]

c) What are the different types of skill training which could be provided for persons with disability. [5]

OR

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6. a) Write in detail the role of community in providing employment and higher education. [10]
- b) What do you understand by the term self-determination and self-management skills? [5]

UNIT - 4

7. a) How can the Mass-Media help in Mobilizing community based rehabilitation? [5]
- b) Write any five strategies for community awareness and participation. [3]
- c) Explain "Word - of - Mouth" strategy for creating community awareness. [2]

OR

8. Discuss the role of Mass Media in Mobilizing Community based rehabilitation in detail. [10]



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Total No. of Pages : 2

I Semester B.Ed. Spl. Ed. (HI) Examination, March/April - 2021

(Scheme : CBCS)

SPECIAL EDUCATION

Human Growth and Development

Time : 2 Hours

Max. Marks : 50

Instruction : Answer all questions.

I) 1. Explain development and its various principles. [10]

OR

2. a) Discuss the nature-nurture controversy. [5]

b) Explain the different stages of development. [5]

II) 3. a) Explain the psychosocial theory of development. [10]

b) Write short notes on the psychoanalytic theory of development. [5]

OR

4. Give a comprehensive account of cognitive and social development process proposed by Vygotexy and piaget. [15]

III) 5. Write short notes on :

a) Prenatal Development. [5]

b) Newborn screening. [5]

c) Motor milestones in early childhood. [5]

OR

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6. a) Discuss the various environmental factors influencing early childhood development. [10]
- b) Explain different types of play. [5]

IV) 7. Write short notes on :

- a) Career choices. [5]
- b) Gender identity in late childhood and adolescence. [3]
- c) Emotional Intelligence. [2]

OR

8. Discuss cognitive development in late childhood and adolescence. [10]

