

Code No. D-13703/ASD

**FACULTY OF EDUCATION**  
B. Ed (Special Education) (Autism Spectrum Disorder) I Semester  
Examination, November 2022

Paper: BSE - EDN-07 : Introduction to Sensory Disabilities (VI, HI, Deaf - Blind)  
Max. Marks: 40

Time: 1<sup>1/2</sup> Hours

**PART - A**

Note: Answer any five questions from the following in about one page each.  
Each question carries Four Marks. (5 x 4 = 20 Marks)

1. Define VI. How will you identify CWVI?
2. Explain the classification of hearing impairment?
3. Define Deaf - blindness. What are the causes of DB?
4. What is screening? What are the various screening procedures used for children with visual impairment?
5. What are the courses of hearing impairment? What are the common indicators for identifying children with hearing impairment?
6. Define visual impairment. List down the mobility devices available for persons with visual impairment?
7. What is the impact of Deaf - blindness on literacy development?
8. What are the communications problem arise in CWHI due to hearing loss?

**PART - B**

Note: Answer any two questions from the following in about three pages each. Each question carry Ten Marks. (2 x 10 = 20 Marks)

9. What is the impact of VI on orientation and mobility? How will you enhance orientation & mobility skills among persons with VI?
10. What are the challenges arise in educating CWDB? Write down the measures to overcome challenges?
11. Define hearing impairment. Explain the types of hearing loss and its impact on communication?
12. Explain the various adaptations, accommodations and modifications necessary for

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**FACULTY OF EDUCATION**  
B. Ed (Special Education) (Autism Spectrum Disorder) I Semester  
Examination, November 2022  
Subject: Special Education  
Paper: BSE - EDN-02 - Contemporary India and Education

Time: 3 Hours

Max. Marks: 80

**PART – A**

Note: Answer any five questions from the following in about one page each.  
Each question carries Six Marks. (5 x 6 = 30 Marks)

1. Discuss briefly salient features of Salamanca Statement
2. Write a short note on connectionism?
3. Write salient features of RTE?
4. Differentiate the concept of education and special education.
5. Discuss briefly diversity in learning needs?
6. Write a short note on Buddhism?
7. Write the recommendation of Radha Krishna Commission?
8. Write a short note on RMSA?

**PART – B**

Note: Answer any five questions from the following in about three pages each. Each question carry Ten Marks. (5 x 10 = 50 Marks)

9. Explain in detail about PwD Act 1995.
10. Explain in detail about aim, scope and functions of education.
11. Discuss in detail types of diversity.
12. Discuss programmes and schemes which facilitates inclusive education
13. What are the objectives of National Trust Act? Discuss its schemes?
14. Explain in detail about community participation and community based education
15. Discuss Krishna Murthy philosophy of education.
16. Discuss goals and targets of INCHEON strategy with reference to special education.

**FACULTY OF EDUCATION**  
B. Ed (Special Education) (Autism Spectrum Disorder) I Semester  
Examination, November 2022  
Subject: Special Education  
Paper: BSE - EDN-08: Introduction to Neuro Development Disabilities

Time: 1<sup>1/2</sup> Hours

Max. Marks: 40

**PART - A (5 x 4 = 20 Marks)**

Note: Answer any Five questions from the following in about one page each question carries 4 Marks.

1. Define Learning Disability. Write the characteristics of Learning Disability.
2. Explain how to screen and identify a child with Learning Disability.
3. What is 'Dysgraphia'? Mention its characteristics.
4. Write the characteristics of person with Intellectual Disability.
5. What are the challenges arising in educating CWID in Inclusive setups.
6. Write the impact of Intellectual Disability on (Activities of Daily Living) social, communication, Functional Academics and vocational skills.
7. Define 'Autism'? Explain about screening and identification for 'Autism'?
8. Discuss in brief about types of Autism Spectrum Disorder?

**PART - B (2 x 10 = 20 Marks)**

Note: Answer any two questions the following about 3 page each question carries 10 Marks.

9. Discuss the challenges arising in educating child with learning Disability in Inclusive Setups?
10. Define Intellectual Disability Write the psychological, educational and medical classification and relevant educational placement of children with Intellectual Disability?
11. Define Adaptation. What kind of adaptations can be provided for child with Intellectual Disability in a classroom situation? Explain with suitable example.
12. Explain the impact of different levels of (Autism Spectrum Disorders) on communication, social, behavioural and academic skills with relevant examples.

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FACULTY OF EDUCATION

B. Ed (Special Education) (Autism Spectrum Disorder) I Semester Examination,  
November / December 2022

Paper: BSE-EDN-12: C 12 – Assessment and Identification of Needs of CWASD

Time: 3 Hours

Max. Marks: 80

PART - A (5 x 6 = 30 Marks)

Note: Answer any five questions from the following in about one and half page each question carries six marks.

1. Define ASD (Autism Spectrum Disorders) as per RPWD (Rights of Persons with Disabilities) Act and explain the components of the Definition
2. Explain briefly about the classification of ASD.
3. Write short notes on Theory of Mind.
4. Write short notes on Obsessive Compulsive Disorder
5. Explain any 5 warning signs of ASD.
6. Explain the need and importance of Early Detection & Intervention
7. Write short notes on CHAT
8. Briefly explain various areas of Assessment of ASD.

PART - B (5 x 10 = 50 Marks)

Note: Answer any five essay questions the following about three page each question carries ten Marks.

9. Discuss the key features of INCLLEN tool.
10. Write in detail the difference between NRT (Norm Referenced Test) and CRT (Criterion Referenced Test) with suitable examples.
11. Explain the purpose and key features of ISAA Tool.
12. Explain about various methods of Assessment in detail.
13. Explain the importance of assessment at Pre-school level and school readiness with reference to children with ASD
14. What is Transition? Discuss the importance of transition planning from school to work for persons with ASD
15. What are the challenges in assessment of persons with ASD.
16. How do you assess psycho social needs of families with ASD and describe its importance in planning an intervention program.

**FACULTY OF EDUCATION**  
B. Ed. (Special Education) (Autism Spectrum Disorder) I - Semester  
Examination, November 2022  
Subject: Special Education  
Paper – BSE-EDN-01 : Human Growth & Development

Time: 3 Hours

Max. Marks: 80

**PART – A**

Note: Answer any five questions from the following in about one page each.  
Each question carries Six Marks. (5 x 6 = 30 Marks)

1. Briefly explain various domains of development.
2. Explain the human development during infancy.
3. Explain the significance of APGAR score in new born babies.
4. Write short notes on Nature vs Nurture theory.
5. What are the salient features of psychoanalytic theory?
6. What are the five principles of human development? Explain any two principles of human development.
7. List any five normal developmental milestones in the first year of life.
8. Briefly explain the stages of prenatal development.

**PART – B**

Note: Answer any five questions from the following in about three pages each. Each question carry Ten Marks. (5 x 10 = 50 Marks)

9. Describe neuro perceptual development.
10. Explain the process of development with special focus on infancy, childhood and adolescence.
11. Critically analyze different environmental factors influencing early childhood development.
12. Describe the importance of psychological well-being for children with special needs.
13. Explain Piaget's theory of cognitive development and its educational implications.
14. Explain about the issues related to puberty with reference to persons with disabilities.
15. Discuss different emerging capabilities seen during early adolescence with reference to physical, social and emotional domains.
16. Explain Bandura's theory and its educational implications in detail.

**FACULTY OF EDUCATION**

**B. Ed (Special Education) (Autism Spectrum Disorder) I Semester Examination,  
November 2022**

**Subject: Special Education**

**Paper: BSE-EDN-09 : Introduction to Locomotor and Multiple Disabilities**

**Time: 1<sup>1/2</sup> Hours**

**Max. Marks: 40**

**PART - A (5 x 4 = 20 Marks)**

**Note: Answer any five questions from the following in about one page each question carries 4 Marks**

1. ✓ Define Locomotor Disability. Write about classification of it.
2. Write a short note on Spina Bifida.
3. Explain any two screening techniques used for Locomotor Disability.
4. ✓ List out any 4 challenges arising in the classroom management of Children with Multiple disabilities.
5. Write the characteristics of children with Cerebral Palsy.
6. ✓ Explain the importance of time table for children with Cerebral Palsy.
7. Briefly explain the role of TLM adaptation for children with Multiple disabilities.
8. ✓ Explain briefly any two therapies required for children with Multiple Disabilities.

**PART - B (2 x 10 = 20 Marks)**

**Note: Answer any two questions the following about 3 page each question Carries 10 Marks**

9. ✓ Define Multiple Disabilities. Explain the classification and types of Multiple Disabilities.
10. Explain in detail the management techniques used in the classroom for children with Locomotor Disabilities.
11. Explain about seating arrangement and positioning techniques for children with Multiple Disabilities.
12. ✓ What do you mean by Assistive Technology. Explain different types of Aids and Appliances used for Children with Locomotor Disabilities.

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Code No: E-18470/R

**FACULTY OF EDUCATION**  
**B.Ed. (Special Education (A.S.D) / (I.D) / (H.I.) / (L.D) I Semester Examination,**  
**April / May 2023**  
**Subject: Special Education**  
**Paper BSE-EDN-01: Human Growth and Development**

Time: 3 Hours

Max. Marks: 80

**PART- A (5 x 6 = 30 Marks)**

**Note: The candidate is expected to answer any five questions in about one and half pages each. Each question carries 6 marks.**

1. Explain prenatal development.
2. Write about the Concept and principles of development.
3. What are the four stages of piaget's theory of cognitive development?
4. Explain briefly Bron-frenbrenner's Ecological theory of development.
5. Explain the characteristics of Adolescence.
6. What is neuro-perceptual development?
7. What is the Role of play in enhancing development during early years.
8. List out the life skills for in dependent living.

**PART- B (5 x 10 = 50 Marks)**

**Note: The candidate is expected to answer any five questions in about three pages each. Each question carries 10 marks.**

9. Discuss Steiner's holistic theory of Development.
- ~~10. Write in detail about prenatal development.~~
11. What are emerging capabilities across domains related to metacognition?
- ~~12. Describe the influence of environmental factors on early childhood development.~~
- ~~13. Discuss the factors associated with gender in early adolescence.~~
- ~~14. Critically examine the importance of milestones in the <sup>post</sup> neonatal development.~~
15. Suggest few activities for CWSN for psychological well being.
16. Write an essay on Nature Vs. <sup>Nature</sup> ~~Nurtier~~ approach in Human development.

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Code No: E-18472/R

**FACULTY OF EDUCATION**

**B.Ed. (Special Education)(MR.)(I.D.)(H.I.)(A.S.D.)&(L.D.) I Semester Examination,  
April / May 2023**

**Subject: Special Education**

**Paper: BSE-EDN-07: Introduction to Sensory Disabilities VI, HI, Deaf-Blind)**

**Time: 1 ½ hours**

**Max.Marks:40**

**PART - A (5 x 4 = 20 Marks)**

**Note: Answer any five questions from following. Each question carries 4 marks.**

**The candidate is expected to answer any five questions in about one page each.**

1. Write a brief note on causes of hearing impairment.
2. What is the difference between accommodation and modification?
3. What are the adaptations needed for CWDB
4. Classify visual impairment.
5. Define hearing impairment
6. Explain the modifications needed for a CWVI
7. What are the characteristics of DB?
8. What is the impact of visual impairment on literacy development?

**PART - B (2 x 10 = 20 Marks)**

**Note: Answer any two questions from following. Each question carries 10 marks.**

**The candidate is expected to answer any two questions in about three pages each**

9. What is visual impairment and its causes?
10. Explain the impact of Sensory impairments
11. What is the impact of different degrees of Deaf blindness on literacy development?
12. What are the challenges arising in educating CWBI in Inclusive set ups?

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**FACULTY OF EDUCATION**  
**B. Ed (Special Education) (I.D / M.R / L.D / H.I / A.S.D.) I Semester Examination,**  
**April / May 2023**  
**Subject: Special Education**  
**Paper: BSE- EDN- 02: Contemporary India and Education**

Time: 3 Hours

Max. Marks: 80

**PART – A (5 x 6 = 30 Marks)**

**Note: Answer any five questions from the following. Each question carries 6 marks. The candidate is expected to answer any five questions in about one and half Pages each.**

1. Describe the role of a teacher and method of teaching with reference to the naturalistic philosophy in education.
2. What is the role of media in educating a child? Describe the pros and cons of media exposure to children.
3. Describe diversity in a global perspective.
4. Write about the inequality in schooling regarding public-private schools, rural-urban schools and single teacher schools seen in India.
5. What are the problems associated with universal retention?
6. Discuss NPE 1992.
7. Write about the RCI Act.
8. Briefly describe language issues in education in India.

**PART – B (5 x 10 = 50 Marks)**

**Note: Answer any five questions from the following. Each question carries 10 marks. The candidate is expected to answer any five questions in about three Pages each.**

9. Briefly describe the complementarity between special education and inclusive education.
10. Discuss the salient features in the RTE Act 2009 and the challenges in implementing it.
11. Briefly discuss the types of diversity and their learning needs.
12. Discuss in detail about pragmatism as a philosophy in education.
13. Briefly discuss the issues in quality and equity related to education of CWSN.
14. Discuss the educational philosophies of Gandhi and Tagore.
15. Discuss the salient features of Salamanca Declaration and Framework 1994.
16. Write about the challenges of education from preschool to senior secondary.

**FACULTY OF EDUCATION**

**B. Ed. (Special Education) (I.D. / M.R.) I Semester Examination, April / May 2023**

**Subject: Special Education**

**Paper – BSE-EDN-ID-12:**

**Assessment and Identification of Needs of PWID**

**Time: 3 Hours**

**Max. Marks: 80**

**PART – A (5 x 6 = 30 Marks)**

**Note: Answer any five questions from the following. Each question carries 6 Marks in about one and a half pages each.**

1. Describe the approach of CBA.
2. What is the importance of assessing psychosocial needs of family of PWID?
3. What do you mean by Rating Scale? Explain.
4. Briefly explain any 3 areas of assessment.
5. Write a note on prevention of Intellectual Disability.
6. Define Intellectual Disability.
7. What is the importance of vocational skill development in PWID?
8. Write short notes on Teacher Made Tests.

**PART – B (5 x 10 = 50 Marks)**

**Note: Answer any five essay questions from the following. Each question carries 10 marks in about three pages each.**

9. What is Transition? Discuss the importance of transition planning for persons with ID?
10. Briefly explain about VAPS? Enumerate three components in each domain of the VAPS.
11. Explain BASIC-MR in detail.
12. Explain the causes of Intellectual Disability.
13. Explain various schemes of MoSJE for Vocational Skill Development.
14. Write in detail the differences between NRT and CRT with suitable examples.
15. Discuss Intellectual Disability and explain Educational Classification in detail.
16. How does parental needs assessed and used in planning IFSP.

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Code No: E-18474/R

**FACULTY OF EDUCATION**

**B.Ed. (Special Education)(MR.)(I.D.)(H.I.)(A.S.D.)&(L.D.) I Semester Examination,  
April / May 2023**

**Subject: Special Education**

**Paper: BSE-EDN-09: Introduction to Locomotor and Multiple Disabilities**

**Time: 1 ½ hours**

**Max.Marks:40**

**PART-A (5 x 4 = 20 Marks)**

**Note: Answer any five questions from the following. Each question carries 4 marks. The candidate is expected to answer any five questions in about one page.**

1. Write about the causes and characteristics of Multiple Disabilities.
2. What is Spina Bifida? Write the types of Spina Bifida.
3. Write about the importance of Time table planning for Locomotor disability children.
4. Write about the importance of Therapeutic intervention for the children with Locomotor Disability.
5. Write about the classification of Locomotor disabilities.
6. Write about the Assistive technology used for children with Locomotor Disability.
7. How the Locomotor Disability children overcome the mobility problems in the school environment
8. How will you identify the children with Locomotor Disability?

**PART-B (2 x 10 = 20 Marks)**

**Note: Answer any two essay questions from the following. Each question carries 10 marks. The candidate is expected to answer any two questions in about three pages each.**

9. What are different types of Therapeutic techniques used for multiple disabilities?
10. Discuss the challenges arising in terms of physical structure of children with Locomotor Disabilities
11. What are Multiple Disabilities? Explain the characteristics and its impact on mobility and academic skills.
12. Explain the positioning and seating arrangements at home and school of children with Locomotor Disability.

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**FACULTY OF EDUCATION**  
**B. Ed (Special Education) (M.R./I.D./L.D./H.I./A.S.D.) I Semester Examination,**  
**April / May 2023**

**Subject: Special Education**  
**Paper: BSE-EDN-08**

**Introduction to Neuro Developmental Disabilities (LD, ID, ASD)**

**Time: 1 ½ Hours**

**Max. Marks: 40**

**PART- A (5 x 4 = 20 Marks)**

**Note: Answer any five questions from the following. Each question carries four marks. Answer in about one and half pages each.**

1. What are common characteristics of learning Disabilities?
2. Write briefly about Dyslexia and its characteristics.
3. What do you mean by Curricular Adaption?
4. What are the causes of Intellectual Disability?
5. Write about Criterion Referenced Test, its advantages and disadvantages.
6. What are functional academics?
7. Write the components of IEP.
8. Write down the types of Autism Spectrum Disorder.

**PART – B (2 x 10 = 20 Marks)**

**Note: Answer any two essay questions from the following. Each questions carries ten marks. Answer the question in about three pages each.**

9. Write down the difference between Autism Spectrum Disorder and Intellectual Disabilities.
10. What are the teaching strategies involved in IEP?
11. What are the general characteristics of intellectual Disability? Write its prevention and intervention.
12. Define transition and write about transition education and steps in it.

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A4

21/03/23

Code No: E-18483

**FACULTY OF EDUCATION**

**B.Ed. (Special Education) (MR \ ID) \ (HI) & (LD) II – Semester Examination,  
March 2023**

**Subject: Special Education**

**Paper- BSE-EDN-04: Pedagogy of Teaching Social Sciences**

**Time: 3 Hours.**

**Max Marks: 80**

**PART – A (5 x 6 = 30 Marks)**

**Note: Answer any five questions from the following. Each question carries six marks. The candidate is expected to answer any five questions in about one and a half pages each.**

- 1. Write about Continuous Comprehensive Evaluation (CCE) for co-curricular subjects. ✓
- 2. Explain about Time-lines with suitable example. ✓
- 3. Write the advantages of Field Trip. ✓
- 4. Write a brief note on organization of Social Science curriculum at School level. ✓
- 5. What is the purpose of Evaluation in Social Sciences? ✓
- 6. Explain about the Accommodation required in approaches for teaching children with Disabilities. ✓
- 7. How do you develop an Action-Research Plan? ✓
- 8. Write the difference between Social Sciences and Social Studies. ✓

**PART – B (5 x 10 = 50 Marks)**

**Note: Answer any five essay questions from the following. Each question carries ten marks. The candidate is expected to answer any five questions in about three pages each.**

- 9. Discuss the role of Social Science Teacher for an Egalitarian Society. ✓
- 10. Write a brief note on Instructional Planning: Need and Importance. ✓
- 11. How do a develop Unit plan and Lesson plan? ✓
- 12. What is the importance of project and lecture method in Social Sciences? ✓
- 13. Explain the different techniques of evaluating learner achievement in Social Sciences. ✓
- 14. What is Case Study? Why is it important for a school teacher? ✓
- 15. What are the competencies for teaching Social Science to children with disabilities? ✓
- 16. Discuss about the diagnostic testing and enrichment techniques for children with disabilities. ✓

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Code No: E-18490

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**FACULTY OF EDUCATION**

**B.Ed. Special Education (I.D / M.R.) II – Semester (Regular & Backlog)**

**Examination, March / April 2023**

**Subject: Special Education**

**Paper: BSE-EDN-ID-13:**

**Curriculum Designing, Adaptation and Evaluation for PWID**

**Time: 3 Hours**

**Max. Marks: 80**

**PART - A (5 x 6 = 30 Marks)**

**Note: Answer any five short questions from the following. Each question carries six marks. The candidate is expected to answer any five questions in about one and half pages each.**

1. Define curriculum and principles of curriculum? ✓
2. What are the steps in developing curriculum?
3. Prepare need based Curriculum in ADL skills in special School?
4. What is the significance of school readiness? ✓
5. What are the curriculum domains at secondary level? ✓
6. Explain curricular adaptations, Accommodation and modifications? ✓
7. What is curriculum evaluation ✓
8. How do you interpret evaluation results?

**PART - B (5 x 10 = 50 Marks)**

**Note: Answer any five essay questions from the following. Each question carries ten marks. The candidate is expected to answer any five questions in about three pages each.**

9. Explain the types and approaches of curriculum? ✓
10. What are the implications of placement for inclusion in community, Documentation, at Record maintenance and reporting? ✓
11. Explain any five Curricular adaptations that can be incorporate in functional academics for CWID. ✓
12. Explain in detail about curricular domains for Early Childhood Education? ✓
13. Discuss on sensitization of family, Involvement in pre-school and primary level. ✓
14. Explain Rehabilitation of PWID's under national skill development scheme NSDS by MSJ & E. ✓
15. Discuss Adaptation, Accommodation and modification for Co-curriculum. ✓
16. Describe Emerging trends in evaluation CCE, Teacher made tests, grading system". ✓

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18/03/2023  
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Code No: E-18479

**FACULTY OF EDUCATION**

**B. Ed (Special Education) (M.R./I.D) (H.I) & (L.D) II Semester (Regular & Backlog)**  
**Examination, March / April 2023**  
**Subject: Special Education**

**Paper: BSE EDN-03: Learning Teaching and Assessment**

**Time: 3 Hours**

**Max. Marks: 80**

**PART - A (5 x 6 = 30 Marks)**

**Note: Answer any five questions from the following. Each question carries six marks. The candidate is expected to answer in about one and half pages each.**

1. Describe about psychological learning environment? ✓
2. Write a note on open ended and close ended level of Assessment. ✓
3. Write briefly on human learning? ✓
4. Define attention and what are the factors that are affecting attention? ✓
5. What is formative and summative evaluation? ✓
6. Define intelligence. Which theory of intelligence do you support in the modern concept of intelligence? ✓
7. Write definition and characteristics of creativity? ✓
8. What are the different stages of teaching? ✓

**PART - B (5 x 10 = 50 Marks)**

**Note: Answer any five essay questions from the following. Each question carries ten marks. The candidate is expected to answer in about three pages each.**

9. Distinguish between constructivism and behaviourism with reference to human learning.
10. Enlist stages of teaching. Explain each one of them with an example from school subject of your choice. ✓
11. Critically review the current examination practices and their assumptions about learning & development? ✓
12. Differentiate between conventional and constructivist approach about learning & development? ✓
13. Define sensation and sensory process, write types of perception. ✓
14. Explain the leadership role of teacher in classroom, school and community. ✓
15. What are the assessment strategies? Explain in detail. ✓
16. Write in detail about Continuous Comprehensive Evaluation (CCE). Critically reflect on the current examination practices. ✓

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Code No: E-18486

**FACULTY OF EDUCATION**

B. Ed (Special Education) (M.R. / I.D / H.I. & L.D.) II Semester (Regular & Backlog)  
Examination, March / April 2023

Subject: Special Education

Paper: I - Pedagogy of Teaching English

Time: 3 Hours

Max. Marks: 80

**PART - A (5 x 6 = 30 Marks)**

Note: Answer any five questions from the following. Each question carries six marks. The candidate is expected to answer in about one and half pages each.

1. Write the importance of evaluation for ELT. ✓
2. Write the importance of a diagnostic test in English. ✓
3. Write the types of Errors and its causes
4. Briefly state the importance of evaluation in educational process.
5. Mention the three criteria to be taken into consideration while selecting institutional media
6. What do you mean by teaching portfolio? Write down three major parts in it. ✓
7. What is situational learning teaching? Denote advantages and disadvantages. ✓
8. What do you mean by communicative language teaching? Explain it briefly. ✓

**PART - B (5 x 10 = 50 Marks)**

Note: Answer any five essay questions from the following. Each question carries ten marks. The candidate is expected to answer the question in about three pages each.

9. Show your acquaintance with the current trends in English literature in Indian context. ✓
10. What are the aims and objectives of Teaching English at different stages of schooling? ✓
11. In what way can we bring modification in planning a lesson in order to suit the children with special needs? ✓
12. What is task-based language teaching (TBLT)? Explain in detail with principles and characteristics. ✓
13. Explain about construction of Teacher Made Test for English Proficiency. ✓
14. How are adaptations in TLM which are helpful to the students with hearing impaired to improve language skills? ✓
15. Discuss different kinds of errors committed by the second language learners in English. ✓
16. How do you use the instructional Material for ELT (English Language Teaching)? ✓

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**FACULTY OF EDUCATION**

**B. Ed (Special Education) – (M.R) / (I.D), (H.I), (L.D) II-Year III -Semester  
Examination, August / September 2021**

**Subject: Special Education  
Paper BSE-EDN-17**

**Paper - Reading and Reflecting on Texts**

**Max. Marks: 40**

**Time: 1 ½ Hours**

**PART-A (4 x 5 = 20 Marks)**

**Note: Answer any four questions from the following. Each question carries 5 marks. The candidate is exposed to answer any four questions in about one page each.**

- 1 What is Literacy, write a short note on Braille Literacy.
- 2 What do you understand by surface mechanics in writing?
- 3 How does picture description facilitate expansion of ideas?
- 4 What do you mean by Critical Response?
- 5 Write a short note on the importance of Grammar in writing process.
- 6 Write about Literacy Richness.
- 7 Briefly explain the Need and Strategies for teaching Second Language.
- 8 How do you evaluate student's writing using various parameters?

**PART – B (2 x 10 = 20 Marks)**

**Note: Answer any two essay questions from the following. Each question carries 10 Marks. The candidate is expected to answer any two questions in about three pages each.**

- 9 Explain in detail the indicators of Text Comprehension: Retelling, Summarizing, Predicting and Commenting.
- 9 Discuss in detail about the strategies involved in improving reading skills.
- 10 How does writing of Applications, Agenda, Minutes of Meeting facilitates independent writing. Explain?
- 11 Explain in detail about Role of Literacy in Education and Social Life.

Code No. D-13728/RG

FACULTY OF EDUCATION  
B. Ed. (Special Education) (Learning Disability) III Semester  
Examination, November 2022  
Subject: Special Education

Paper – BSE:EDN-LD-15 : Technology for Children with Learning Disability

Time: 3 Hours

Max. Marks: 80

PART – A

Note: Answer any five questions.

(5 x 6 = 30 Marks)

1. Explain briefly self-management for students with LD.
2. How do you teach Mathematics for children with learning disability by using technology
3. Explain the Role of parents and sibling in using technology for children with LD.
4. Write short notes on CWLD.
5. Write short notes on multimedia.
6. Write short notes on Cyber Safety.
7. Explain the differences between high tech and low tech.
8. Describe different types of auditory devices for LD.

PART – B

Note: Answer any five questions.

(5 x 10 = 50 Marks)

9. Discuss the uses of various technologies for presenting, engaging and evaluating children with LD.
10. Explain in detail Auditory – Text to voice, screen readers, FM listening system.
11. Explain meaning, nature, scope and significance of Technology.
12. Explain the learning needs of student with LD in Reading and Writing.
13. Explain in detail types of programs – drill & practice, simulation, games and tutorial.
14. What is Assistive Technology? Discuss scope of Assistive Technology.
15. Explain about the technology learning aids used in IEP and Lesson Plans.
16. Explain organizing technology for classroom engagement.

Code No. D-13727/RG

**FACULTY OF EDUCATION**  
Learning Disability III Semester Examination,  
November 2022  
Subject: Special Education  
Paper – BSE-EDN-LD-14 : Intervention and Teaching Strategies for  
Children with LD

Time: 3 Hours

Note: Answer any five questions.

PART – A

Max. Marks: 80

(5 x 6 = 30 Marks)

1. Write short notes on cascade of services. ✓
2. What do you understand by processing deficits? ✓
3. Write short notes on visual perceptual difficulties seen in children with LD. ✓
4. Write a short note on ethics in educational intervention. ✓
5. Explain any two strategies to develop reading skills among children with LD. ✓
6. How do you develop comprehension in children with LD? ✓
7. What type of leisure activities do you suggest for children with LD? ✓
8. Explain any two strategies for self-assessment.

Note: Answer any five questions.

PART – B

(5 x 10 = 50 Marks)

9. Define educational intervention. Explain the steps in curriculum intervention in detail. ✓
10. What is meta cognition? Explain any five meta cognitive learning strategies for students with LD.
11. Explain any five remedial methods and strategies for teaching spellings to children with LD.
12. Define differentiation. Explain in detail strategies for differentiate and inclusion in classroom. ✓
13. Write short notes about the following:  
(a) Accommodations in mainstream classroom ✓  
(b) Problem Solving.
14. Explain various principles for intervention in mathematics with relevant examples. ✓
15. Justify the need for identification of processing deficits among children with LD.
16. Explain the need, importance and strategies for teaching life skills to children with LD.

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FACULTY OF EDUCATION  
B.Ed. (Special Education) Learning Disability II-Year II-Semester Examinations  
October 2020

Code No. 4054

Paper: BSE-EDN - LD - 14: Intervention and Teaching Strategies CWLD  
Subject: Special Education

Time: 2 Hours

Max Marks: 50

PART - A

Note: Answer any four questions.

(4X5=20 Marks)

1. Explain the Steps of intervention
2. What are ethical issues related with educational intervention
3. What is Meta Cognition?
4. What is Perception? Can it be enhanced or developed through an intervention?
5. What is Decision making? What are the factors that influence decision making?
6. Suggest strategies for self-assessment and advocacy
7. Explain the strategies for differentiation and inclusion in the classroom
8. What are study skills? How will you develop study skills in Children with Learning Disabilities?

PART - B

Note: Answer any four questions.

(4x15=60 Marks)

9. What are Educational interventions? What are the Principles of Educational Interventions
10. What is Curriculum intervention? Describe the process of curriculum intervention
11. Describe the Strategies for developing Word recognition skills, Fluency and Comprehension in CWLD
12. What is an intervention goal? How do you identify it? How will you plan a Parental meet to discuss the intervention goal?
13. What is Problem Solving? Explain the intervention Strategies for developing automaticity
14. What are Social Skills? Prepare an educational intervention plan for developing Social Skills in CWLD
15. What are Soft Skills? Describe the strategies for developing soft skills in CWLD
16. What is Independent Living? Describe the process for preparation of Independent Living for CWLD

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FACULTY OF EDUCATION  
B.Ed. (Special Education) Learning Disability  
II-Year III-Semester Examination, June 2019  
Subject: Education  
Paper: BSE-EDN-LD-15

Code: 1505

Time: 3 Hours

Technology for Children with Learning Disability

Max. Marks: 90

**Part - A (5x6 = 30 Marks)**  
Note: Answer any five questions from the following.  
Each question carries 6 marks. The candidate is expected to answer any five questions in about one and a half page each.

- 1 Draw a graphic organizer to teach any reading activity in science.
- 2 Briefly explain about self management for students with learning disability.
- 3 What are multimedia presentations?
- 4 What are different types of auditory devices for learning disability?
- 5 Discuss about pencil grips and electronic mathematics worksheets.
- 6 How can we use sticky notes, highlighter pens and tape for students with learning difficulties?
- 7 Role of parents and siblings in using technology for children with learning difficulties.
- 8 Briefly explain about technology and inclusion.

**Part - B (5x10 = 50 Marks)**  
Note: Answer any five questions from the following.  
Each question carries 10 marks. The candidate is expected to answer any five questions in about three pages each.

- 9 Explain the learning needs of students with learning disability in communication and Maths.
- 10 Write in detail about low tech, high tech, mid tech material with examples for SWLD.
- 11 Discuss about impact of technology in remedial teaching for students with LD.
- 12 Explain in detail types of programme - drill & practice, simulations, games, tutorial.
- 13 Write about talking books, calculators, reading software's, speech recognition software for LD with examples.
- 14 What is multimedia explain types, importance and selection of tools for children with learning problems.
- 15 Give examples and explain large print displays, colour coding, smart boards and FM Systems.
- 16 Explain about the technology learning aids you used in your IEP and Lesson Plans. Give examples.

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**Course : Spl. B.Ed ( ID )**

Semester: Third (3 )

Sl. No.	Subject Title	Govt. Code Number
1.	Intervention and Teaching strategies PWID	C14
2.	Technology for PWID	C15
3.	<u>Psy</u> o –Social and family Issues for PWID	C16
4.	Reading and Reflecting on Texts	D17
5.	Drama and Art in Education	D18

## PERFORMING AND VISUAL ARTS

Course code: D 18

Credits: 02

Contact Hours: 30

Marks: 50

### Introduction

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

### Objectives

After completing the course student-teachers will be able to

- *Exhibit Basic understanding in art appreciation, art expression and art education.*
- *Plan and implement facilitating strategies for students with and without special needs.*
- *Discuss the adaptive strategies of artistic expression.*
- *Discuss how art can enhance learning.*

### Unit 1: Introduction to art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Linking Art Education with Multiple Intelligences
- 1.5 Understanding emerging expression of art by students

### Unit 2: Performing Arts: Dance and Music

- 2.1 Range of art activities related to dance and music
- 2.2 Experiencing, responding and appreciating dance and music
- 2.3 Exposure to selective basic skills required for dance and music
- 2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
- 2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

### **Unit 3: Performing Arts: Drama**

- 3.1 Range of art activities in drama
- 3.2 Experiencing, responding and appreciating drama
- 3.3 Exposure to selective basic skills required for drama
- 3.4 Drama: Facilitating interest among students: planning and implementing activities
- 3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

### **Unit 4: Visual Arts**

- 5.6 Range of art activities in visual arts
- 5.7 Experiencing, responding and appreciating visual art
- 5.8 Exposure to selective basic skills in visual art
- 5.9 Art education: Facilitating interest among students: planning and implementing activities
- 5.10 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

### **Unit 5: Media and Electronic Arts**

- 5.1 Range of art activities in media and electronic art forms
- 5.2 Experiencing, responding and appreciating media and electronic arts
- 5.3 Exposure to selective basic skills in media and electronic arts
- 5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
- 5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

### **Course Work/ Practical/ Field Engagement**

- 'hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it



**Paper Code: BSE-EDN-ID-14**  
**INTERVENTION AND TEACHING STRATEGIES**

Course code: C 14

Credits:4+1

Contact Hours: 60

Marks: 100

**Objectives**

After completing the course student-teachers will be able to

- *Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.*
- *Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.*
- *Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.*
- *Understand nature and identification maladaptive behaviour and develop insight into various modes of its management.*
- *Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.*

**Unit 1: Early Intervention**

- 1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention
- 1.2 Types of Early Intervention
- 1.3 Intervention Techniques
- 1.4 Record Maintenance and Documentation
- 1.5 Implication of Early Intervention for pre-school Inclusion

**Unit 2: Individualised Education Programme**

- 2.1 Need, Importance and Historical Perspective of IEP
- 2.2 Steps and Components of IEP
- 2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
- 2.4 IFSP – Planning and writing
- 2.5 Application of IEP for Inclusion

**Unit 3: Teaching Strategies and TLM**

- 3.1 Principles of Teaching and Stages of Learning
- 3.2 Multi-sensory Approaches – Montessori Method, Fernald VAKT Method, Orton - Gillingham Method
- 3.3 Teaching Strategies & methods– Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
- 3.4 Cognitive Approach- Meta Cognitive and Cognitive behaviour modification

3.5 Difference between Functional & Learning Aids and Development & Use of TLM for CWID

#### **Unit 4: Intervention for Mal-adaptive Behaviour**

- 4.1 Definition and types of Mal-adaptive behaviour
- 4.2 Identification of Mal-adaptive behaviour
- 4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)
- 4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community
- 4.5 Ethical Issues in behaviour management and implications for Inclusion

#### **Unit 5: Therapeutic Intervention**

- 5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention
- 5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention
- 5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
- 5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention
- 5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

#### **Course Work/ Practical/ Field Engagement (Any One)**

Special/ Inclusive Schools/ Institute

- To deliver Modular/ Thematic lecture on relevant topic
- To organise competitions for co-curricular activities at Local, District and State level
- To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

#### **Essential Readings**

- Alberto, P.A. & Trontman, A.C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future.
- Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
- Jacobs, K (1990). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.
- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation,

**Paper Code: BSE-EDN-ID-16**  
**PSYCHO-SOCIAL AND FAMILY ISSUES**

Course code: C 16

Credits: 02

Contact Hours: 30

Marks: 50

**Objectives**

After completing the course student-teachers will be able to

- *Realise importance and role of family in rehabilitation of children with ID.*
- *Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach.*
- *To realize importance of family involvement in rehabilitation process by forming parents self help group and parent association.*
- *Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.*
- *Comprehend role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs.*

**Unit 1: Family Involvement**

- 1.1 Family – Concept, Definition, Types and Characteristics
- 1.2 Reaction and Impact of disability on family
- 1.3 Needs of family and counselling
- 1.4 Role of family in training and rehabilitation of PWID
  
- 1.5 Empowering Families - Formation of Parent Self-Help Group  
Parent Associations

**Unit 2: Psycho-Social Issues**

- 2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers
- 2.2 Myths, misconception and social practices
- 2.3 Difference between Intellectual Disability and Mental Illness
- 2.4 Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse
- 2.5 Rights and Advocacy

**Unit 3: Adolescent Issues and CBR**

- 3.1 Physiological Changes; Implication in Emotional and Social Development
- 3.2 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling
- 3.3 Concept, Definition, Scope & models of CBR
- 3.4 Community Resource mobilization and Organizing services
  - 3.4.1 Role of Special Educator - Family,
  - 3.4.2 Role of Special Educator - CBR
- 3.5 Ethical Issues, Challenges and Implications

## Course Work/ Practical/ Field Engagement (Any One)

### Special/ Inclusive School/ Institute

- To conduct workshops on formation of Parent Self Help Group, Sibling SHG
- To prepare and present a report on assessment of family needs
- To conduct survey on awareness of families about Govt. Schemes for PwID
- To study and submit a report on attitude of neighbours, teachers and non-teaching staff

### Essential Readings

- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
- Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlendio: Academic Press Inc.
- Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075
- Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
- Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
- Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 70 - 381
- Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Mifflin.
- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

### Suggested Readings

- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brooklint Books.
- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.

## READING AND REFLECTING ON TEXTS

Course code: D 17

Credits: 02

Contact Hours: 30

Marks: 50

### Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

### Objectives

After completing the course student-teachers will be able to

- *Reflect upon current level of literacy skills of the self.*
- *Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*
- *Find reading writing as learning and recreational tools rather than a course task.*

### Unit 1: Reflections on Literacy

- 1.1 Literacy and Current University Graduates: Status and Concerns
- 1.2 Role of Literacy in Education, Career and Social Life
- 1.3 Literacy, Thinking and Self Esteem
- 1.4 Literacy of Second Language/ English: Need and Strategies
- 1.5 Basic Braille Literacy

### Unit 2: Reflections on Reading Comprehension

- 2.6 Practicing Responses to Text: Personal, Creative and Critical
- 2.7 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- 2.8 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 2.9 Basic Understanding of Reading Comprehension of Children with Disabilities

### Unit 3: Skill Development in Responding to Text

- 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

- 3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
- 3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- 3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

#### **Unit 4: Reflecting Upon Writing as a Process and Product**

- 4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)
- 4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
- 4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
- 4.4 Practicing Self Editing and Peer Editing of Sample Texts
- 4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

#### **Unit 5: Practicing Independent Writing**

- 5.4 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
- 5.5 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
- 5.6 Practicing Converting Written Information into Graphical Representation
- 5.7 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
- 5.8 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

#### **Course Work/ Practical/ Field Engagement**

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

#### **Essential Readings**

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston

**Paper Code: BSE-EDN-ID-15**  
**TECHNOLOGY FOR PWID**

**Course code: C 15**

**Credits:4+1**

**Contact Hours: 60**

**Marks: 100**

**Objectives**

After completing the course student-teachers will be able to

- *Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.*
- *Understand nature of ICT, its basis, development and use.*
- *Use computer programme and software for the benefit of children with ID.*
- *Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.*
- *Apply technology for developing lesson plan and adapted assistive devices.*

**Unit 1: Technology in Education and Instruction**

- 1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
- 1.2 Educational Technology and Instructional Technology – Role and Recent Trends.
- 1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.
- 1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.
- 1.5 Implication of the above for inclusion.

**Unit 2: ICT**

- 2.1 ICT – Meaning, Definition, Scope and Significance
- 2.2 Psychological bases for ICT among teachers and learners
- 2.3 Development of ICT – Stages, Requirement and Process
- 2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference
- 2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

**Unit 3: Use of Multimedia in Education**

- 3.1 Multi Media - Meaning, Nature, Scope, Definition and Approches.
- 3.2 Types of Instructional Aids: Projected & non-projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys
- 3.3 Advantages, Limitations and Challenges of Using Multi media in Education
- 3.4 Recent Trends in Multimedia
- 3.5 Implication of Multimedia in teaching learning.

#### **Unit 4: Technology Based Instructions**

- 4.1 Enhancing Technology Friendly Practices among Teachers.
- 4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites
- 4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC
- 4.4 Developing Technology Integrated Lessons – Individual and Group
- 4.5 Implications of Technology based instruction in Inclusion

#### **Unit 5: Application of Technology**

- 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- 5.2 Application of Technology in Assistive Devices for PWID
- 5.3 Application of Technology in School management
- 5.4 Merits, demerits and challenges in use of technology
- 5.5 Emerging Trends in Technology

#### **Course Work/ Practical/ Field Engagement (Any One)**

##### **Special/ Inclusive School/ Institute**

- To organize workshops for use ICT for disability friendly activities
- To develop technology supported lesson plans for PwID
- To use mass media/multi media for creating awareness on disability in rural areas

#### **Essential Readings**

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.



**FACULTY OF EDUCATION**  
**B.Ed. (Special Education) (M.R./ I.D.) II-Year III-Semester Examination,**  
**August 2021**

**Subject: Special Education**

**Paper: BSE-EDN-ID-14**  
**Intervention and Teaching Strategies for PWID**

**Time: 2 hours**

**Max. Marks: 80**

**PART – A**

**Note: Answer any four questions from the following. (4 x 5 = 20 Marks)**

- 1 What are different types of Early Intervention?
- 2 Enumerate the principles of teaching.
- 3 What do you mean by fading and reinforcement, give suitable example for each?
- 4 Write a short note on yoga and its therapeutic value.
- 5 Write short note on record maintenance and documentation.
- 6 What are the different types are of reinforcers? Give examples.
- 7 Write short note on component of IEP.
- 8 Write short note on VAKT Method.

**PART – B**

**Note: Answer any four questions from the following. (4 x 15 = 60 Marks)**

- 9 Explain the types of hearing disorders and related intervention programmes.
- 10 Explain the various therapeutic intervention programme with examples.
- 11 Explain the cognitive approach teaching strategies.
- 12 Explain the significance of various techniques of early intervention.
- 13 What are different teaching strategies and methods used to teach children with ID?
- 14 Write about ethical issue in behavior management for children with ID.
- 15 Explain about IFSP – planning and writing.
- 16 Explain the various modalities used in physiotherapy.

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**FACULTY OF EDUCATION**  
**B.Ed. (Special Education) Mental Retardation/Intellectual Disability II Year**  
**III Semester Examination, October 2020**  
**Subject: Special Education**  
**Paper: BSE-EDN-ID-14 : Intervention and Teaching Strategies for PWID**

Time: 2 Hours

Max. Marks: 80

**PART - A**

**Note: Answer any four questions. (4X5=20 Marks)**

1. What type of services are provided in early intervention for children at risk for developmental delays?
2. List down the methods of task analysis.
3. Write short notes on stages of learning.
4. Explain the salient features of Montessori Method.
5. Discuss various types of Grasps.
6. What are Secondary reinforcer? Give suitable examples.
7. Explain the objectives of teaching yoga to children with special needs.
8. What are the various speech disorders seen among children with intellectual disabilities?

**PART - B**

**Note: Answer any four questions. (4x15=60 Marks)**

9. Explain various intervention techniques used in early intervention programmes.
10. Explain in detail about various modalities used in occupational therapy for persons with intellectual disabilities.
11. What is functional analysis? Explain the procedure with suitable example.
12. Write about various types of language and communication disorders? What type of intervention plan do you suggest for children with hearing disorders?
13. Suggest at least five classroom activities for improving fine motor skills coordination among children with intellectual disabilities.
14. What are various strategies used in decreasing the undesirable behaviours among persons with intellectual disabilities?
15. Define cognitive behavior therapy? Explain various techniques used in cognitive behavior therapy.
16. Discuss the importance of training children with intellectual disabilities in various types of visual and performing arts.

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FACULTY OF EDUCATION

B.Ed. (Special Education) (M.R. / I.D.) II-Year III-Semester Examination, June 2019

Subject: SPECIAL EDUCATION

Paper: BSE-EDN-ID-14

Intervention and Teaching Strategies for PWID

Time: 3 hours

Max. Marks: 80

**Part - A (5 x 6 = 30 Marks)**

*Note: Answer any Five questions from the following. Each question carries 6 marks. The candidate is expected to answer in about one and half pages each.*

1. Explain the rationale and need for early intervention.
2. Write short notes on record maintenance and documentation
3. What are the principles of teaching? Explain with examples.
4. Explain the salient features of IFSP.
5. Discuss any two types of modalities used in Physiotherapy.
6. What are Secondary reinforcers? Give suitable examples.
7. Explain the objectives of teaching yoga to children with special needs.
8. What are various speech disorders observed among children with intellectual disabilities.

**PART - B (5 x 10 = 50 Marks)**

*Note: Answer any Five essay questions. Each question carries 10 marks. Answer the question in about three pages each.*

9. Explain various intervention techniques used in early intervention programmes.
10. Discuss the components of IEP in detail.
11. Explain in detail about various modalities used in occupational therapy
12. What is functional analysis? Explain the procedure with suitable example.
13. Write about various types of language and communication disorders? What type of intervention plan will you suggest for children with hearing disorders?
14. Suggest at least five classroom activities for improving fine motor skills coordination among children with intellectual disabilities.
15. What are the ethical issues to be considered during implementing behavior management plan? Explain in detail.
16. Define cognitive behavior therapy? Explain various techniques used in cognitive behavior therapy.

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FACULTY OF EDUCATION

B.Ed. (Special Education) Mental Retardation/Intellectual Disability II Year

III Semester Examination, October 2020

Subject: Special Education

Paper: BSE-EDN-ID-16 Psycho-Social and Family Issues

Time: 1 ½ Hours

Max. Marks: 40

Part – A (5 x 4 = 20 Marks)

*Note: Answer any FIVE questions in about one and half page each.  
Each question carries 6 marks.*

- ✓ 1. What is the concept of family and what are the types of family?
- ✓ 2. Write about the importance of forming parent self-Help Group parent associations.
3. Write about the attitudes of community and teachers.
- ✓ 4. Write briefly about exploitation and child abuse.
- ✓ 5. What are the impacts of social practices on families?
- ✓ 6. What are the implications of physiological changes on social and emotional development?
7. Give a brief note on Rights and Advocacy.
- ✓ 8. Why do you consider counselling is a need of family.

Part -- B (2x10 = 20 Marks)

*Note: Answer any TWO questions in about three pages each.  
Each question carries 10 marks.*

- ✓ 9. What is the concept, definition and models of CBR?
10. Write about sexuality, marriage and premarital counselling.
- ✓ 11. Explain the role of family and special educator in rehabilitating PWD.
12. Explain about Ethical issues and challenges.

**FACULTY OF EDUCATION**

**B.Ed. (Special Education) Mental Retardation Intellectual Disability**

**II-Year III-Semester Examination, June 2019**

**Subject: Special Education**

**Paper – BSE-EDN-ID-16**

**Psycho Social and Family Issues**

**Time: 1 ½ hours**

**Max. Marks: 40**

**Part - A (5 x 4 = 20 Marks)**

**Note:** Answer any Five Questions from the following. Each question carries 4 marks.  
The candidate is expected to answer any five questions in about one page each.

1. Write about Reaction and impact of disability on family?
2. What are the rights of Persons with Intellectual Disability?
3. Write about Family structure?
4. What is Advocacy?
5. Write short note about child abuse?
6. Write the Concept and definition of CBR?
7. What is parent Self-help group?
8. Write a note about daily care needs?

**Part-B (2 x 10 = 20 Marks)**

**Note:** Answer any Two Essay Questions from the following.  
Each question carries 10 marks.

9. Discuss in detail the needs of family and the various tasks associated with the needs? Write with examples?
10. Discuss about the various psychosocial issues of persons with intellectual disability?
11. Define adolescence explain the physiological changes in adolescence?
12. Discuss about community resource mobilization and organizing services?

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**FACULTY OF EDUCATION**

**B.Ed. (Special Education) Mental Retardation / Intellectual Disability  
II – Year III – Semester Examination, March / April 2017**

**Subject: Education**

**Paper: BSE – EDN – ID – 16  
Psycho-Social and Family Issues**

**Time: 1½ Hours**

**Max.Marks: 40**

**PART – A (5x4 = 20 Marks)**

**Note: Answer any Five questions from the following. Each question carries 4 marks. The candidate is expected to answer any five questions in about one page each.**

- 1 Write the concept of the family.
- 2 What are the types of families?
- 3 Write in brief about needs of family.
- 4 What is the role of family in training of PWID?
- 5 Write a short note on attitude of family.
- 6 What are the misconceptions in PWID?
- 7 Write about child labour.
- 8 What do you mean by "Physiological changes"?

**PART – B (2x10 = 20 Marks)**

**Note: Answer any two questions from the following. Each question carries 10 marks.**

- 9 Explain in detail about Empowering Families, Formation of parents Self-Help Group Parent Associations.
- 10 Discuss about psycho-social issues – Exploitation, Delinquency and Child Abuse in brief.
- 11 Explain in detail about scope and models of CBR.
- 12 Elaborate in detail Ethical Issues, Challenges and Implications.

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**FACULTY OF EDUCATION**

**B. Ed (Special Education) (M.R) / (I.D), (H.I) & (L.D) II-Year III -Semester**

**Examination, September 2021**

**Subject: Special Education**

**Paper: BSE-EDN 18 Drama and Art in Education**

**Time: 1 ½ Hours**

**Max. Marks: 40**

**PART-A**

**Note: Answer any five questions.**

**(5 x 4 = 20 Marks)**

1. Explain the concept of Art Education
2. Explain the different strategies that facilitate Artistic Expression
3. Explain the Concept of Art therapy
4. Explain the difference between Drama and Role Play
5. Explain the concept of Artistic Expression? Explain the different strategies to facilitate artistic expression
6. Explain the range of art activities in media and electronic art forms
7. What is Hot Seating activity, What purpose does it serve?
8. What is Dance and Music? Explain how music notations are made

**PART-B**

**Note: Answer any two questions.**

**(2 X 10 = 20 Marks)**

9. Explain the concept of Performing Arts. How does Dance and Music facilitate interest among students with special needs? Discuss
10. Explain the Concept of Multiple Intelligence. Describe how Art Education is related with Multiple Intelligence
11. What is Visual Art? Explain the strategies and adaptations you will use in enhancing learning through visual art for children with and without special needs
12. What is Media and Electronic arts? How does media and electronic arts facilitate interest and enhance learning in children with and without special needs.

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## FACULTY OF EDUCATION

B.Ed (Special Education) (I.D / L.D / HI) II-Year III-Semester

Examination, June 2019

Subject: Special Education

Paper – BSE – EDN - 18

Drama and Arts in Education

Time: 1 ½ Hours

Max .Marks: 40

## Part - A (5 x 4 = 20 Marks)

Note: Answer any five questions from the following.  
Each question carries 4 marks. Answer should not exceed one page each.

1. Explain the meaning and scope of Art Education?
2. Write any five differences between Art and Art Education?
3. Discuss the strategies used to facilitate Artistic expression?
4. Explain how Art Education can be linked with Multiple Intelligences?
5. Explain how 'Art' can be used as emerging expression by students?
6. What are the performing Arts? Explain its importance?
7. List out the range of Art activities related to dance and music?
8. Define 'Visual Arts'? Discuss the range of art activities involved in visual arts?

## Part - B (2 x 10 = 20 Marks)

Note: Answer any two questions from the following.  
Each question carries 10 marks. Answer should not exceed three pages each.

9. Explain the concept of Art Therapy? Discuss how therapeutic wise Art Education can be useful for students with disabilities?
10. Explain through dance and music how one can arouse interest among student with disabilities.
11. Discuss the basic selective skills required for drama? Explain the Strategies and adaptations involved in enhancing learning through drama?
12. In classroom teaching how one can facilitate learning through media and electronic arts for children with special needs?

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114- III SEM

Code 10049/BL

**FACULTY OF EDUCATION**

**B.Ed. (Special Education) I.D./H.I./ & L.D. Examination December 2018**

**Subject: Special Education**

**Paper: BSE-EDN 18 : Drama and Art in Education**

**Time: 1½ Hours**

**Max Marks: 40**

**PART A (5x4=20 Marks)**

**Note: Answer any FIVE questions from the following. Each question carries FOUR Marks. The candidate is expected to answer any FIVE questions in about one page each.**

1. Explain the concept of Art and Art Education.
2. What is Multiple Intelligence? How is art education related to multiple intelligence?
3. Explain the differences between fine arts and performing arts and how are they related to special education.
4. What is Dance and Music? Discuss the range of art activities related to Dance and Music.
5. What are music notation? Briefly explain how music notations are made
6. Explain the range of art activities in drama.
7. What are the basic skills required for drama?
8. What are artistic expressions? How do you facilitate artistic expressions?

**PART B (2x10=20 Marks)**

**Note: Answer any TWO essay questions from the following. Each Question Carries TEN marks. The Candidate is expected to answer any TWO questions in about three pages each.**

9. What is Art therapy? Examine the application of art therapy to students with and without disabilities.
10. What is visual art? Discuss how visual art enhances learning in special needs children.
11. What is Drama? Discuss how Drama enhances learning in special needs children.
12. What is media and electronic art forms? Discuss how media and electronic art forms enhances learning in special needs children.

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FACULTY OF EDUCATION

B.Ed. (Special Education) Mental Retardation/Intellectual Disability II Year III  
Semester Examination, August 2021

Subject: Special Education

Paper: BSE-EDN-ID-15 Technology for PWID

Time: 2 Hours

Max. Marks: 80

Part – A

Note: Answer any four questions.

(4 x 5 = 20 Marks)

1. Write the difference between Educational Technology and Instructional Technology.
2. Write short notes on hardware, software and system approach.
3. Write the meaning and scope of ICT.
4. Explain the features of a computer.
5. Briefly write the implications of multimedia in teaching and learning.
6. Briefly write about e-learning with examples.
7. Write uses of internet in education.
8. Write short notes on available computer assisted instruction packages for PWID.

Part – B

Note: Answer any four questions.

(4 x 15 = 60 Marks)

9. Discuss the nature and scope of educational technology.
10. Explain in detail the use of ICT in record keeping, and Management of Information in educational administration and inclusive settings.
11. What is network? Explain use of collaborative networks for sharing and learning.
12. Discuss in detail the application of technology in assistive devices for PWID.
13. What is Computer Assisted Instruction? Explain types of CAI and how it is useful for students with ID with suitable example.
14. Explain application of technology in lesson planning, worksheet preparation, report writing and evaluation.
15. Discuss in detail about projective and non projective aids.
16. Explain advantages and disadvantages of multimedia.

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**FACULTY OF EDUCATION**

**B.Ed. Special Education (M.R.)/(I.D), II-Year III-Semester Examination, June 2019**

**Subject: Special Education**

**Paper : BSE - EDN - ID - 15**

**Technology for PWID**

**Time: 3 Hours**

**Max. Marks: 80**

**Part - A (5x6 = 30 Marks)**

**Note:** Answer any Five questions from the following. Each question carries 6 marks.  
Answer should not exceed one and a half pages each.

1. How DBMS is useful in record keeping? Discuss.
2. Discuss application of internet in special education.
3. Write short note on e-learning.
4. Write short notes on technology integrated lessons.
5. What is 'Punerjani'? How is it a disability friendly technology?
6. Write short notes on principles of instructional technology.
7. Explain briefly approaches of educational technology.
8. Write short notes on basic anatomy of computer.

**Part - B (5 x 10 = 50 Marks)**

**Note:** Answer any Five questions from the following. Each question carries 10 marks.  
Answer should not exceed three pages each.

9. Discuss management of information in education, administration and special education.
10. What is Computer Assisted Instruction? What are the types of CAI? How do you use CAI in teaching children with ID? Discuss.
11. Explain application of technology in assistive devices for PWID.
12. Discuss merits, demerits and challenges of technology.
13. What is educational technology? Discuss nature, scope of educational technology.
14. What is ICT? Discuss its significance, scope and its application in special education.
15. Explain steps in development of multimedia in special education. Discuss merits and demerits of multimedia.
16. What is network? What are the types of network? How do you use network for sharing and learning?

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**FACULTY OF EDUCATION**

**B.Ed. (Special Education) MR/ID II-Year III-Semester Examination,**

**November/ December 2018**

**Subject: Special Education**

**Paper: BSE-EDN-ID-15**

**Technology for PWID**

**Time: 3 hours**

**Max. Marks: 80**

**PART – A (5 x 6 = 30 Marks)**

**Note: Answer any Five questions from the following. Each question carries 6 marks.**

**The candidate is expected to answer in about one and half pages each.**

1. Define Educational Technology and state its importance.
2. Explain the role of Technology in Education.
3. Write about stages for development of ICT.
4. Explain Recent Trends in Multimedia.
5. Which type of instructional aids you consider as best for teaching PWID in your class and why?
6. Experience learning Frame work developed by C-DAC.
7. What are the merits and demerits in use of technology for PWID?
8. What type of Assistive devices used for PWID? How they useful?

**PART –B (5 x 10 = 50 Marks)**

**Note: Answer any Five essay questions. Each question carries 10 marks. Answer the question in about Four pages each.**

9. Discuss in detail about Approaches of Educational Technology.
10. Explain the psychological bases for ICT among teachers and learners.
11. How do you use ICT to simplify record keeping information management in Education administration in inclusive settings? Explain.
12. List out the types of instructional aides used in Education of PWID. Explain in detail any two of them.
13. Write about the advantages, Limitations and challenges of using Multimedia in Education.
14. Write short notes on
  - a) computer Assisted Instruction.
  - b) Computer managed Instructions..
15. Explain implications of Technology based instruction in inclusion.
16. Explain in detail about Application of Technology in Report writing and evaluation.

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**FACULTY OF EDUCATION**

**B. Ed (Special Education) – (M.R) / (I.D), (H.I), (L.D) II-Year III -Semester  
Examination, August / September 2021**

**Subject: Special Education  
Paper BSE-EDN-17**

**Paper - Reading and Reflecting on Texts**

**Time: 1 ½ Hours**

**Max. Marks: 40**

**PART-A (4 x 5 = 20 Marks)**

**Note: Answer any four questions from the following. Each question carries 5 marks. The candidate is exposed to answer any four questions in about one page each.**

- 1 What is Literacy, write a short note on Braille Literacy.
- 2 What do you understand by surface mechanics in writing?
- 3 How does picture description facilitate expansion of ideas?
- 4 What do you mean by Critical Response?
- 5 Write a short note on the importance of Grammar in writing process.
- 6 Write about Literacy Richness.
- 7 Briefly explain the Need and Strategies for teaching Second Language.
- 8 How do you evaluate student's writing using various parameters?

**PART – B (2 x 10 = 20 Marks)**

**Note: Answer any two essay questions from the following. Each question carries 10 Marks. The candidate is expected to answer any two questions in about three pages each.**

- 9 Explain in detail the indicators of Text Comprehension: Retelling, Summarizing, Predicting and Commenting.
- 9 Discuss in detail about the strategies involved in improving reading skills.
- 10 How does writing of Applications, Agenda, Minutes of Meeting facilitates independent writing. Explain?
- 11 Explain in detail about Role of Literacy in Education and Social Life.

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Semester - III - 2 years

Code 10048/BL

**FACULTY OF EDUCATION**  
**B.Ed. (Special Education) I.D./H.I./ & L.D. Examination December 2018**

**Subject: Special Education**

**Paper: BSE-EDN 17 Reading and Reflecting on Texts**

**Time: 1½ Hours**

**Max Marks: 40**

**PART A (5x4=20 Marks)**

**Note: Answer any FIVE questions from the following. Each question carries FOUR Marks. The candidate is expected to answer any FIVE questions in about one page each.**

1. What is reading comprehension? How do you give your reflections on it?
2. Discuss how reflections on literacy influence thinking and self-esteem
3. Briefly discuss about Braille Literacy
4. What are the indicators of text comprehension?
5. Explain the differences between rapid reading and comprehensive reading
6. Briefly discuss about text organization and literary richness
7. What is independent writing?
8. What is feedback? How do you give feedback responses?

**PART B (2x10=20 Marks)**

**Note: Answer any TWO essay questions from the following. Each Question Carries TEN marks. The Candidate is expected to answer any TWO questions in about three pages each.**

9. Discuss the status and concerns on Literacy and Current University Graduates
10. Explain the metacognitive awareness of reading processes and strategies applied for meaning making
11. How do you develop skills in responding to text?
12. Discuss about reflecting upon writing as a product and as a process

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