



MAHATMA GANDHI UNIVERSITY, KERALA

Abstract

B.Ed Special Education (Intellectual Disability), B.Ed Special Education(Learning Disability)-second semester, third semester and fourth semester- Model Question Papers - approved- orders issued

ACADEMIC A 5 SECTION

No. 735/AC A 5/2026/MGU

Priyadarsini Hills,Dated: 20.01.2026

Read:-(1) U.O No.4465/AC A 5/2025/MGU, dated 16.05.2025

(2) Letter submitted by the Expert Committee Member for Special Education(U.G), dated 08.01.2026

(3) Orders of the Vice Chancellor, dated 19.01.2026

ORDER

The Regulation, Scheme and Syllabi of B.Ed Special Education(Intellectual Disability) and B.Ed Special Education(Learning Disability) were revised with effect from the academic year 2025-2026 vide paper read (1). Expert Committee Member for Special Education(U.G) submitted the model question papers of second semester, third semester and fourth semester B.Ed Special Education(Intellectual Disability) and B.Ed Special Education (Learning Disability) programmes vide paper read (2), for approval.

The Vice Chancellor has approved the model question papers vide paper read (3).

Orders are issued accordingly.

SUDHA MENON J

ASSISTANT REGISTRAR III
(ACADEMIC)
For REGISTRAR

Copy To

- (1) Expert Committee Member, Special Education(U.G)
- (2) PS to VC
- (3) PA to Registrar/Controller of Examinations
- (4) AR III(Acad)/DR II(Acad)/JR II(Admin)
- (5) EI 6/EB/ EA I Sections
- (6) IQAC/P.R.O Sections

B.Ed. SPECIAL EDUCATION (LEARNING DISABILITY)

DEGREE EXAMINATION

Second Semester, Course Code (A3)

SLD 508 –LEARNING, TEACHING AND ASSESSMENT

(2025 Admission onwards)

Time: Three hours

Maximum Marks: 80

Part A

Answer **all** questions in **one or two sentence**.

Each question carries **1 mark**.

1. Which theory of learning was proposed by Jean Piaget?
2. What is concept formation?
3. List any two factors which affect attention?
4. Name two types of perception?
5. Write the correct sequence of teaching stages?
6. Who are the proponents of behaviourism?
7. What are the key differences between assessment and evaluation?
8. What is curriculum-based measurement?
9. What is meant by national curriculum framework?
10. Difference between adaptations and accommodations?

(10 x 1 = 10)

Part B

Answer any **eight** questions in about **half-a-page** each.

Each question carries **2 marks**.

11. Differentiate between sensation and perception?
12. Mention three stages of memory?
13. Write types of thinking?
14. Name and briefly explain any two innovative assessment strategies?

15. Describe the sensory process with an example?
16. Difference between assessment of learning and assessment for learning?
17. How the psychological, physical and social environment influence learning?
18. Describe characteristics of creativity?
19. Explain report writing and interpretation of assessment?
20. Describe the stages of learning?
21. Describe the typology of assessment items?

(8 x 2 = 16)

Part C

Answer any **six** questions in about **one page** .

Each question carries **4** marks.

22. Enumerate the constructive perspectives of assessment?
23. Describe the theories of intelligence?
24. Write a note on maxims of teaching?
25. Write the exemptions and concessions for learners with diverse needs in the area of assessment?
26. Write down Maslow's hierarchy of needs?
27. Explain the key principles of theories of behaviourism?
28. Explain social constructivism theories of Vygotsky and Bandura and theories implications in inclusive classroom setting?
29. Discuss the concept of formative and summative evaluation with examples?

(6 x 4 = 24)

Part D

Answer any **two** questions in about **five pages** each.

Each question carries **15** marks.

30. Describe the strategies and practices of assessment in detail?
31. Explain the current examination practices and effects of exam reforms especially according to CCE, NCF, NEP 2020 and RPWD Act?

32. Explain the key concepts in school evaluation in detail?
33. Describe briefly the theories of cognitivism?

(2 x 15 = 30)

**B.ED. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE
EXAMINATION**

Second Semester, Course code (A4)

SLD 509.1- PEDAGOGY OF TEACHING SCIENCE.

(2025 Admission onwards)

Time: Three Hours

Maximum Marks: 80

PART A

Answer **all** the questions in **one or two sentences**.

Each question carries **1** mark.

1. Define education.
2. Expand CAL.
3. What are the stages of project method?
4. List the values of science.
5. Write any two characteristics of survey.
6. What is mean by computational thinking?
7. Name any two audio visual aids using science teaching.
8. Give any two characteristics of unit plan.
9. Write the role of vivarium in science teaching.
10. What you mean by holistic development.

(10×1=10)

PART B

Answer any **eight** questions in about **half a page**.

Each question carries **2** marks.

11. List the advantages of planning a lesson before teaching in the classroom.
12. State any two scopes of science.
13. What is mean by aquarium?

14. Difference between inductive-deductive approaches with suitable examples.
15. Write about phenomenological approach in science teaching.
16. What do you mean by contextual learning?
17. Write any two limitations of peer teaching.
18. List the importance of science in teaching learning process.
19. Mention the needs of pedagogical analysis in science teaching.
20. Briefly explain the role of botanical garden in science teaching.
21. What is oral test?

(8×2=16)

PART C

Answer any **six** questions in about one page.

Each question carries **4** marks.

22. Explain the role of science in sustainable development.
23. Differentiate CRT and NRT.
24. Describe the steps in achievement test.
25. Discuss the importance of Heuristic method in science teaching.
26. Briefly explain the adaptations of evaluation procedure with reference to children with disabilities.
27. Describe briefly the tools and techniques for formative and summative assessment.
28. How would you plan and organize a science laboratory.
29. Briefly explain the role of museum in science teaching.

(6×4=24)

PART D

Answer any **two** questions in about **five** pages.

Each question carries **15** marks.

30. Discuss the importance of practicing science learning and enrichment activities to teach science to children with disabilities.
31. Explain the impact of science with special reference to issues related with environment and industrialization.
32. Describe briefly about Blooms Taxonomy in teaching science.
33. Prepare a lesson plan for science lesson you have taught.

(15×2=30)

**B.Ed. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE
EXAMINATION**

Second Semester, Course code (A4)

SLD 509.2- PEDAGOGY OF TEACHING MATHEMATICS

(2025 Admission onwards)

Time: Three Hours

Maximum Marks:80

PART A

Answer **all** the questions in **one or two sentences**.

Each question carries **1** mark.

1. Define Postulates.
2. What do you mean by Pedagogical analysis?
3. What do you mean by Unit plan?
4. Expand STEAM Approach
5. What is Cussionaire Rods?
6. Who proposed the taxonomy of educational objectives?
7. What is formative assessment?
8. Define Brain-storming.
9. What is the main aim of teaching Mathematics in school?
10. What is error analysis?

(10×1=10)

PART B

Answer any **eight** questions in about **half a page**.

Each question carries **2** marks

11. State the importance of Mathematics.
12. Differentiate between Unit plan and lesson plan.
13. Give an account on contributions of Ramanujan.
14. What is the different equipment's for setting up a mathematics laboratory.
15. What are the different mathematics learning and enrichment activities?
16. State any four adaptations in evaluation procedure for students with disabilities.
17. Write a short note on contextual learning.
18. State the objectives of teaching mathematics in secondary school.
19. Differentiate between Analytic- Synthetic method.
20. List any four learning resources in Mathematics.
21. What are the devices used for learning Mathematics?

(8 × 2 = 16)

PART C

Answer any **six** questions in about **one page**.

Each question carries 4 marks

22. Explain the blooms taxonomy of educational objectives in brief.
23. Write a note on historical development of notation and number systems.

24. Explain the different tools used for formative and summative assessments of learner achievement in Mathematics.
25. How technology support in learning mathematics?
26. How integration of arts, sports and science support in teaching Mathematics?
27. Elaborate the basic steps and format of a lesson plan.
28. Explain different methods of teaching mathematics.
29. Give an account of Advance Organizer Model.

(6×4=24)

PART D

Answer any **two** questions in about **five** pages.

Each question carries **15** marks

30. Evaluate different techniques of teaching Mathematics. Give examples for each.
31. Discuss the various strategies to create different situations of learning engagement for mathematics.
32. Discuss the perspectives on psychology of teaching and learning of mathematics.
33. Explain in detail the Concept Attainment Model for Learning and Teaching of concepts.

(2 × 15=30)

**B.ED. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE
EXAMINATION**

Second semester, Course Code (A4)

SLD 509.3 —PEDAGOGY OF TEACHING SOCIAL STUDIES

(2025 Admission onwards)

Time: Three Hours

Maximum Mark: 80

Part A

Answer **all** the questions in **one or two sentences**.

Each question carries **1** mark.

1. Define Social Studies
2. What do you mean by Socialist recitation?
3. What do you mean by regressive?
4. Define unit plan.
5. Define action research
6. What is work sample?
7. Define genealogical chart
8. What do you mean by Source auditing method?
9. Mention two devices and techniques of teaching Social Science
10. What is concept mapping?

(10 X 1 = 10)

Part B

Answer any **eight** questions in about **half a page**.

Each question carries **2** marks

11. What are the advantages of teaching journal?
12. Write any two objectives of social studies teaching at school level.
13. Write any three components of lesson plan.
14. Write any two adaptations in lesson planning for children with disabilities.
15. Differentiate between Social Studies and Social Science.
16. Write any two purpose of teacher made test.
17. What is assessment and evaluation?
18. What is case study? Components of case study.

19. Differentiate between unit plan and lesson plan.
20. Write about achievement test with an Example.
21. Write do you mean by adaptation of evaluation

(8×2 = 16)

Part C

Answer any **six** questions in about **one page**.

Each question carries **4** marks

22. Explain the importance of Social Science teaching for an egalitarian society?
23. Briefly explain the major components considering to organize social science curriculum at school level.
24. Describe various approaches for in teaching Social Science.
25. What is diagnostics test? How to construct it?
26. Describe the competencies for teaching Social Science to children with disability
27. Enumerate the techniques to evaluate learner achievement in Social Science.
28. Write a short note on concept mapping. Expository teaching and problem solving.
29. How to adapt the curriculum and resource materials for teaching social science to children with disabilities.

(6 × 4= 24)

Part D

Answer any **two** questions in about **five pages**.

Each question carries **15** marks

30. Studying Social Science is important Justify
31. Social Science teaching makes the student's reflective practitioners. Analyses
32. How to plan and organize asocial science library? Explain.
33. Adaptations of Evaluation Procedure for children with disabilities. Explain

(2×15 = 30)

B.ED. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE

EXAMINATION

Second Semester, Course Code (A5)

SLD 510.3 – PEDAGOGY OF TEACHING ENGLISH

Time: Three Hours

Maximum Marks: 80

Part A

Answer **all** questions in **one or two sentences**.

Each question carries **1** mark.

1. Expand BICS.
2. What is instructional material?
3. Define task-based approach.
4. Mention one diagnostic test.
5. What do you mean by enrichment activities?
6. Write one importance of teacher-made learning materials.
7. What is a virtual lab?
8. Define translation method.
9. Mention any one trend in modern English literature.
10. What is school-based assessment?

(10 × 1 = 10)

Part B

Answer any **eight** questions in about **half a page**.

Each question carries **2** marks.

11. Write any two components of language proficiency.
12. Mention any two instructional aids used in language teaching.
13. Differentiate between BICS and CALP.

14. Write any two teaching methods used in English language.
15. Mention two characteristics of a unit plan.
16. Write two listening skills in English learning.
17. Mention two approaches to teaching English.
18. Write any two uses of reading cards.
19. Name two evaluation techniques used for children with disabilities.
20. Mention two key principles of language teaching.
21. Mention any two adaptations required while teaching English to children with intellectual disability

(8 × 2 = 16)

Part C

Answer any **six** questions in about **one** page.

Each question carries **4** marks.

22. Explain the concept of multilingual and eclectic approach in teaching English.
23. Describe any four instructional aids and their uses in inclusive classrooms.
24. Compare the translation method and direct method in English teaching.
25. What are the major challenges in lesson planning for students with learning disabilities?
26. Write a brief note on reading and writing skills development in English learning.
27. Explain how language circles and storytime activities enrich English language skills.
28. Differentiate between formative and diagnostic evaluation with examples.
29. Briefly describe the purpose and process of preparing a teacher-made test.

(6 × 4 = 24)

Part D

Answer any **two** questions in about **five** pages.

Each question carries **15** marks.

30. Discuss the importance of using instructional materials and aids in teaching English.
31. Explain the five major principles of language teaching with suitable classroom examples.
32. Elaborate on the procedure for unit and lesson planning. How can these be adapted for children with disabilities?
33. Describe in detail the assessment tools and evaluation strategies used in teaching English, especially for inclusive settings.

(2×15=30)

**B.ED. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE
EXAMINATION**

Second Semester, Course Code (B3)

SLD 511–EQUITABLE & INCLUSIVE EDUCATION

(2025 Admission onwards)

Time: Two and half hours

Maximum Marks: 65

Part A

Answer **all** questions in **one or two sentences**.

Each question carries **1** mark.

1. What do you mean by Marginalization?
2. Write any one difference between disability & diversity in classroom?
3. What do you mean by segregation?
4. Expand UNCRPD.
5. What do you mean by barrier free environment?
6. What do you mean by resource Mobilization?
7. Name any two national commission related to inclusive education.
8. What is station teaching?
9. Define advocacy.
10. Who are the Stake holders in inclusive education?
11. Difference between Equitable & inclusive education.

(11 × 1 = 11)

Part B

Answer **any five** questions in about **half page**.

Each question carries **2** marks.

12. Write down the learning styles based on disability & diversity.
13. What do you mean by sensory disabilities?
14. What is attitudinal barrier?
15. Write a short note on Kothari commission.
16. Write down the principles of inclusive education.
17. Write a short note on peer mediated instructions.
18. Write down the advantage & disadvantages of ICT instructions.

(5 × 2 = 10)

Part C

Answer **any six** questions in about **one page**.

Each question carries **4** marks.

19. Write note on the changing practice in education of children with disabilities.
20. Explain in detail about NEP 2020?
21. Write in detail about differentiated instructions.
22. Write a short note on specifics for children with locomotors and multiple disabilities.
23. What do you mean by IEDC, Narrates its benefits for children with various disabilities in inclusive education?

24. What are the various supportive need of families of children with disabilities?
- 25 What are the legal provisions in promoting inclusive education?
26. Do you think Salamanca declaration is the milestone in inclusive education. If so, represent your arguments.

(6 × 4 = 24)

Part D

Answer **any two** questions in about **four pages**.

Each question carries **10** marks.

27. Write in detail about Marginalization and Inclusion.
28. Explain universal design for learning and its different principles in academic instruction.
29. Discuss briefly about family support & community involvement for Inclusion.
30. Explain the various co-teaching methods with suitable examples.

(2 × 10 = 20)

**B.ED. SPECIAL EDUCATION (LEARNING DISABILITY)
DEGREE EXAMINATION**

Second Semester, Course Code (C2)

SLD 512, CURRICULUM DESIGNING, ADAPTATION

AND EVALUATION

(2025 Admission onwards)

Time: Three hours

Maximum Marks: 80

Part-A

Answer **all** questions in **one or two sentences**.

Each question carries **1** mark.

1. Define the concept of curriculum design?
2. What is meant by instructional planning?
3. Name any two instructional models.
4. Define evaluation?
5. What is pyramid plan?
6. Mention any two principles of curriculum design?
7. What is one to one correspondence.
8. Define adaptation.
9. What is meant by hidden curriculum?
10. Explain differentiated instruction?

(10 × 1 = 10)

Part B

Answer **any eight** questions in about **half page**.

Each question carries **2** marks.

11. List out the types of curriculum.
12. Differentiate between curriculum and syllabus.
13. Briefly explain on the scope of IEP.
14. What are the different types of environmental adaptations?
15. Explain on gradual release of responsibility.
16. What are the steps in writing process?
17. What is 5E instructional model?
18. Explain on the importance of learner centered curriculum.
19. Explain in brief different tools used for program evaluation.
20. What are the different types of evaluation?
21. List out the strategies for teaching handwriting

(8 × 2 = 16)

Part- C

Answer **any six** questions in about **one page**.

Each question carries **4** marks.

22. Describe the curriculum hierarchy of teaching science.
23. Discuss the principles and steps of adaptation.
24. Briefly explain on the concept and principles of inclusive curriculum design.
25. Write a detailed note on the examination provisions available for students with SLD in CBSE, ICSE and State boards.

26. Explain the process of developing an Individualized Education Plan.
27. Differentiate between accommodation and modification with appropriate example.
28. Briefly explain on taxonomies of learning.
29. What is instructional design? Compare and describe the phases of the ADDIE model and Dick and Carey model with suitable examples.

(6 × 4 = 24)

Part D

Answer **any two** questions in about **five pages**.

Each question carries **15** marks.

30. Discuss the curriculum design and development
31. Define curriculum evaluation, describe various types of it and also explain the factors influencing the curriculum evaluation.
32. Explain briefly the curricular hierarchy of teaching reading and writing.
33. Explain in detail the different models of instructional planning and teaching.

(2 × 15 = 30)

**B. Ed. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE
EXAMINATION**

Third Semester, Course Code (B5)

**SLD 514— SUPPORTIVE SKILLS FOR THE EDUCATION OF CHILDREN
WITH DISABILITIES**

(2025 Admission onwards)

Time: Three Hours

Maximum Marks: 80

Part A

Answer **all** questions in **one or two sentences**.

Each question carries **1** mark.

1. What is the primary purpose of a "buddy system"?
2. What is the main goal of "functional academics"?
3. Write one of the Pre-Braille skill for the development of tactile sense?
4. What is the term for representing the letters of an alphabet using only the hands?
5. What does "O&M" stand for in the context of visual impairment?
6. Name one type of software that reads on-screen text aloud.
7. What does the acronym "AAC" stand for?
8. What is a visual schedule primarily used for with students with Autism Spectrum Disorder (ASD)?
9. What is the purpose of "chunking" information?
10. What does the acronym "POCSO" stand for?

(10 × 1 = 10)

Part B

Answer any **eight** questions in **half-a-page**.

Each question carries **2** marks.

11. What is the purpose of a "redressal cell" and who can approach it?
12. Explain what is meant by "the power of embracing mistakes" for a student's development.
13. What are two key components of a tactile sign that a person who is deafblind relies on?
14. Explain two challenges a person might face when trying to speech read in a classroom.
15. Differentiate between a "screen reader" and a "screen magnifier."
16. What is the difference between "orientation" and "mobility"?
17. List two reasons why appropriate positioning is crucial for a student with CP.
18. Explain how a visual schedule helps create a predictable environment for a student with ASD.
19. Differentiate between a "functional academic" skill and a purely "academic" skill.
20. Explain the "transparency and fading" strategy for teaching writing.
21. What is speech/lip reading skills and oral transliteration?

(8 × 2 = 16)

Part C

Answer **six** questions in about **one page**.

Each question carries **4** marks.

22. Elaborate on the functions of a POCSO committee and a redressal cell in a school.
Why are these formal structures necessary?

23. Discuss the importance of a school culture that encourages "embracing mistakes, rectifying and learning from failures." How does this impact student well-being and learning?
24. Elaborate on the three core components of tactile signs: hand shapes, positions, and movement of hands. How do these work together to convey meaning?
25. Explain the difference between a language (like ISL) and a code (like a manual alphabet). Why is this distinction important?
26. Describe the foundational components of Orientation and Mobility (O&M) instruction, including pre-cane skills and protective techniques.
27. "Self-stimulatory behavior and echolalia are not meaningless." Discuss this statement explaining the potential functions of these behaviors for individuals with ASD.
28. Explain the concept of "functional academics." Provide two detailed examples of functional academic goals for a student with moderate Intellectual Disability.
29. Discuss how you would use a combination of colour coding, chunking, and a graphic organizer to help a student with SLD comprehend a difficult text.

(6 × 4 = 24)

Part D

Answer any **two** questions in about **five** pages.

Each question carries **15** marks.

30. "Safety in schools has both physical and psychological dimensions." Discuss this statement in detail.
31. Provide a comprehensive overview of Orientation and Mobility (O&M) training for a student with visual impairment.
32. "Creating a supportive environment for a student with Autism Spectrum Disorder is a proactive process." Elaborate on this statement
33. Develop a detailed Individualized Education Program (IEP) goal centered on "functional academics" for a 14-year-old student with a moderate Intellectual disability.

(2 × 15 = 30)

**B.ED. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE
EXAMINATION**

Semester III, Course Code (C4)

SLD 515, ICT AND ASSISTIVE TECHNOLOGY

(2025 Admission onwards)

Time: Three Hours

Maximum Marks: 80

PART A

Answer all questions in **one or two sentences**.

Each question carries **1 mark**.

1. Define Educational Technology?
2. What is Cybernetics?
3. Expand the acronyms: ADIP and STS.
4. Name any two assistive devices.
5. What is the difference between hardware and software?
6. What do you mean by Exceptional Learning?
7. Mention any two applications of technology in instruction.
8. Name any one tool used for visual presentation in the classroom.
9. What is the primary role of Assistive Technology (AT) for children with Intellectual Disability (ID)?
10. What is a Hybrid Model of Teaching?

(10 x 1=10)

PART B

Answer **any eight** questions in about **half-a- page**.

Each question carries **2 marks**

11. What is the nature of Educational Technology?
12. Discuss the use of Net Search engines and educational Websites.
13. Explain the concept of Blended Learning.
14. How does technology- based instruction support inclusion in the classroom?
15. State the importance of Digital Skill development for inclusion.
16. Enumerate the role of PowerPoint/slide shows in improving student learning.

17. What is professionally advanced Software?
18. What is the significance of e-learning in modern education?
19. What is a key benefit of technology -integrated lessons?
20. Write a short note on ICT and Exceptional Learning.
21. How does technology help in promoting inclusion?

(8 x 2=16)

PART C

Answer **any six** questions in about **one page**.

Each questions carries **4 marks**.

22. Explain the use of technology and multimedia in the teaching-learning environment.
23. Describe briefly the scope and significance of ICT.
24. State the difference between Computer Assisted Learning and Computer Managed Instruction.
25. Discuss the interactive use of ICT for participation in online social groups, creation of blogs, and organization of teleconferencing and video conferencing.
26. Briefly explain the concept of Smart Tutoring Systems.
27. Discuss the merits and demerits of applying technology in education.
28. Explain the application of technology to individual, small group, and large group instruction.
29. Enumerate the advantages of digital teaching and digital TLM.

(6 x 4=24)

PART D

Answer **any two** questions in about **five pages** each.

Each question carries **15 marks**

30. Discuss in detail Computer-Assisted Instruction (CAI) and Computer-Managed Instruction (CMI).
31. Elaborate on the applications of technology in assistive devices for individuals with disabilities.
32. Explain the application of technology in lesson planning, worksheet preparation, lesson implementation, report writing, and evaluation.
33. Discuss the role of ICT in disability inclusive services and development programs Digital resource development for inclusive teaching.

(2×15=30)

**B.ED. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE
EXAMINATION**

Semester III, Course Code (C5)

SLD 516– PHYSHO-SOCIAL AND FAMILY ISSUES

(2025 Admission onwards)

Time: Two Hours and a Half

Maximum Marks: 65

Part A

Answer **all** the question in **one or two sentences**.

Each question carries **1** mark

1. Define psychosocial development.
2. What is parenting style?
3. Define family dynamics
4. What is the Social skill training?
5. List out qualities of a Counsellor.
6. Define Self-concept.
7. Write legal provisions that can help empower parents of children with LD
8. What is socialization?
9. What are psychological characteristics of children with SLD?
10. Define counselling.
11. List out the needs and concerns of child with SLD

(11 x 1=11)

Part B

Answer any **five** questions in about **half a page**.

Each question carries **2** marks

12. What are the essential characteristics of a good family?
13. Write the needs and concerns of the family.
14. What do you mean by career choices of adolescents with SLD?

15. What do you mean by cognitive behavioral approaches?
16. What are the impact of social attitudes on children with specific learning disabilities?
17. What do you mean by intervention approaches?
18. Explain two strategies for developing a positive self-concept in children with learning disabilities.

(5x 2=10)

Part C

Answer any **six** questions in about **one page**.

Each question carries **4** marks

19. Explain the psychosocial domains with suitable example?
20. Explain the detail the stages of psychosocial development.
21. Explain the different types of family structure and its functioning.
22. Explain the impact of home environment in a child development.
23. How do physiological changes during adolescence impact psychosocial development.
24. How do adolescence with SLD navigate issues of sexuality and relation ships
25. Explain the causes of stress in general and how to manage it?
26. Family counselling is a strategies for nurturing social emotional well being justify.

(6 x 4 = 24)

Part D

Answer any **two** questions in about **four pages** each

Each question carries **10** marks

27. Write the importance of manifesting psychological behaviors of a child with SLD at home, school and society
28. What are the challenges do adolescents with specific learning disabilities (SLD) face in terms of socialization and accessing higher education?
29. Explain various intervention approaches for using specific learning disabilities.
30. Describe the strategies for networking and liaising with students, parents, community and NGO'S for nurturing Socio-emotional wellbeing.

(2×10=20)

B.Ed. SPECIAL EDUCATION (LEARNING DISABILITY)

DEGREE EXAMINATION

Third Semester, Course Code (D1)

SLD 519- READING AND REFLECTING ON TEXTS [EPC]

(2025 Admission Onwards)

Time: Two Hours

Maximum Marks: 45

PART A

Answer **all** questions in one or two sentences.

Each carries **one** mark

1. How does literacy help reduce educational inequalities?
2. Mention one way in which literacy supports digital learning.
3. Name two main components of metacognition.
4. List type of texts.
5. What is the first step in responding to a policy document?
6. Name two stages of the writing process.
7. What are e-books?
8. Write any one difference between self-editing and peer-editing.
9. Name any two criteria used to evaluate writing.
10. What is meant by literacy richness?
11. What is 'feedback' in the learning process?

(11 × 1 = 11)

PART B

Answer any **six** questions in about **half a page**.

Each question carries **2** marks.

12. Mention two ways to make picture description more interesting.
13. What is Braille?
14. What do you mean by reading for pleasure?
15. What are checklists?
16. How do you express your opinion respectfully in an academic response?
17. How can visual aids support reading comprehension in children with learning disabilities?
18. Key steps involved in planning and writing an essay independently.
19. List any two advantages of converting written data into graphical form.

(6 × 2 = 12)

PART C

Answer any **three** questions in about **one** page.

Each question carries **4** marks

20. Explain Chall's stages of reading development
21. Explain roll of literacy in social life
22. Discuss the role of grammar and punctuation in writing assessment.
23. Describe the types of text narratives.
24. Write a letter to the principal of a reputed school applying for the post of a special educator.

(3 × 4 = 12)

PART D

Answer any **one** question in about **four** pages.

Each carries **10** marks.

25. Describe how you would evaluate a creative writing piece by a high school student.

26. Explain the indicators of text comprehension.

(1 × 10 = 10)

**B.Ed. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE
EXAMINATION**

Third Semester, Course Code (D2)

SLD 520 – DRAMA AND ART IN EDUCATION

[2025 Admission onwards]

Time: Two hours

Maximum Marks: 45

Part A

Answer **all** questions in **one or two sentences**.

Each question carries **1 mark**.

1. Define art?
2. What do you mean by artistic expression?
3. List any two benefits of art therapy for children with disabilities?
4. List any two strategies to enhance learning through media art
5. What is mean by inclusive art?
6. List one basic skill required for drama?
7. How can music enhance learning for children with special needs?
8. What is one way to appreciate dance?
9. Name one type of multiple intelligence that can be linked with art education?
10. List the range of art activities related to visual arts?
11. List any two roles of ICT in art education?

(11 × 1 = 11)

Part B

Answer any **six** questions in about **half-a-page**.

Each question carries **2 marks**.

12. How the power of art can be used to promote creativity beyond classroom?
13. Mention two strategies for enhancing learning through movement.
14. Describe two activities that involve experiencing and responding to visual art?

15. Define disability narratives in art context?
16. Explain the scope of art education?
17. What are the selective basic skills required for dance and music?
18. List four activities related to performing arts?
19. What are the range of art activities in media and electronic art?

(6 × 2 = 12)

Part C

Answer any **three** questions in about **one page**.

Each question carries **4** marks.

20. Discuss the importance of breaking stereotypes in understanding diversity within artistic expression?
21. Explain how role plays and drama can enhance learning, provide specific strategies and adaptations?
22. Discuss the ways in which visual arts can be adapted to meet the needs of children with disabilities, provide specific strategies and examples of how visual art can support their learning and development?
23. Write briefly on experiencing, responding and appreciating – Music?
24. Write about the exposure to selective basic skills required for drama

(3 × 4 = 12)

Part D

Answer any **one** questions in about **four pages**.

Each question carries **10** marks.

25. Explain in detail about enhancing learning through movement, dance and music. Also explain strategies to facilitate participation in cultural and community settings?

26. Discuss the role of artistic expression in fostering creativity, emotional expression and self-regulation in learners. How can art education be effectively linked with the theory of multiple intelligence to enhance holistic development?

(1× 10 = 10)

**B.Ed. SPECIAL EDUCATION (LEARNING DISABILITY)
DEGREE EXAMINATION**

Fourth Semester, Course Code (B4)

SLD 521 - LIFE SKILLS ACROSS LIFE SPAN

(2025 Admission onwards)

Time: Two Hours

Maximum marks: 45

Part A

Answer **all** questions in **one or two sentences** each.

Each question carries **1** mark.

1. What are life skills?
2. Give one example of a life skill needed in early childhood.
3. Expand AACs.
4. What is empathy?
5. Mention one functional life skill needed at home.
6. What is self-advocacy?
7. Who are the two key partners in family-professional partnerships?
8. What is interdisciplinary collaboration?
9. What does SEL stands for?
10. Name one strategy for emotional regulation.
11. Mention one ethical practice in life skills education.

(11 × 1=11)

Part B

Answer any **six** questions in about **half-a-page** each.

Each question carries **2** marks.

12. State two reasons why life skills are necessary for children with disabilities.
13. How does assistive technology help in teaching life skills? Mention two examples.

14. How can parents support social and emotional learning? Mention two ways.
15. What is perspective taking? Why is it important?
16. What is peer-mediated instruction? Give two advantages.
17. How does community engagement help in teaching life skills?
18. What are Individualized Education Plans for life skills?
19. What is transition planning? Why is it important after school?

(6 × 2=12)

Part C

Answer any **three** questions in about **one page** each.

Each question carries **4** marks.

20. Discuss the relevance of life skills for children with disabilities.
21. Explain adaptive and differentiated instruction in life skills with examples.
22. How can social awareness and empathy be developed among learners?
23. How do self-care, personal hygiene, privacy and sexuality contribute to independent living?
24. Explain the significance of family-professional partnerships in life skills education

(3 × 4=12)

Part D

Answer any **one** question in about **four pages** each.

Each question carries **10** marks

25. Explain the importance and necessity of life skills for the holistic development of individuals. How can life skills education be made effective for children with disabilities?
26. What is Social-Emotional Learning (SEL)? Discuss its components, importance, and strategies to promote socio-emotional development among individuals, especially those with special needs.

(1 × 10=10)

B. Ed. SPECIAL EDUCATION (LEARNING DISABILITY)

DEGREE EXAMINATION

Fourth Semester, Course Code (B6)

SLD 522.3 –POSITIVE BEHAVIOUR SUPPORTS

(2025 Admission Onwards)

Time: Two Hours

Maximum Marks: 45

Part A

Answer **all** questions in **one or two sentences** each

Each question Carries **1** mark.

1. What does the "topography" of a behaviour describe?
2. Give one example of a communicative function of behaviour.
3. What is shut down?
4. What do the letters A-B-C stand for in behaviour analysis?
5. Give one visual strategy to promote positive behaviour.
6. Define "emotional regulation" in one sentence.
7. "Changing the lighting in a classroom" which example does this specify?
8. What does a predictable environment help to reduce in a student?
9. What does it mean for a decision to be "data-driven"?
10. Give one method for managing a challenging behaviour.
11. What is the primary focus of an Individualized Positive Behaviour Support Plan?

(11 × 1=11)

Part B

Answer any **six** questions in **half-a-page** each.

Each question Carries **2** mark.

12. Briefly distinguish between the topography and the function of a behaviour.
13. What is the difference between an antecedent and a consequence in a functional analysis?
14. Briefly distinguish between a meltdown and a tantrum.
15. Briefly differentiate between a proactive strategy and a reactive strategy.

16. Why is it important to explicitly teach emotional regulation skills?
17. Distinguish between a 'natural consequence' and a 'logical consequence'.
18. Why differentiated instruction is considered a proactive behaviour strategy?
19. What is a "replacement behaviour" in the context of a BSP?

(6 × 2=12)

Part C

Answer any **three** questions in about **one page** each.

Each question Carries **4** mark.

20. Write down the importance and benefits of self-stimulatory behaviours.
21. Briefly explain the significance of environmental modifications.
22. Elaborate on the importance of providing students with choices, agency, and control. How does this foster independence and reduce challenging behaviour?
23. Elaborate on how differentiated instruction can prevent behaviour issues stemming from academic frustration or boredom.
24. Write down the roles of internal factors like pain, hormones, sleep, physical and mental health.

(3 × 4=12)

Part D

Answer any **one** question in about **four pages**.

Each question Carries **10** mark.

25. Explain the key elements to promote positive behaviour support.
26. Outline the complete process of developing an Individualized Positive Behaviour Support Plan (IPBSP), starting from the initial identification and assessment of a challenging behaviour, through data collection and functional analysis, to the final written plan with all its key components.

(1 × 10=10)

**B.ED. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE
EXAMINATION**

Fourth semester, Course Code (D3)

SLD 523- BASIC RESEARCH & BASIC STATISTICS

(2025 Admission Onwards)

Time: Two hours

Maximum Marks: 45

PART A

Answer **all** questions in **one or two sentence** each.

Each questions carries **1** marks

1. Define statistics
2. What do you mean by research
3. Can you identify and describe common research methods?
4. What does the term "population" refer to in research?
5. How is correlation defined in statistics?
6. What is meant by a sample in a research study?
7. List out the data collection methods used in research
8. How would you describe analytical research and its purpose?
9. What are the key characteristics of research?
10. Write any two uses of central tendency in research
11. What is hypothesis?

(11 × 1 = 11)

PART B

Answer any **six** questions in about **half a page** each.

Each questions carries **2** marks

12. What are the different scales of measurement used in statistics?
13. Write a short note on the professional competency required for conducting action research.
14. Differentiate between primary and secondary data sources?
15. Briefly explain the common methods used in research.
16. What is the purpose of action research and what are its main steps?

17. Given a data set, how do you calculate the arithmetic mean?

age	25 - 30	30 - 35	35 - 40	40 - 45	45 - 50	50 - 55
No.of workers	70	51	47	31	29	22

18. Explain the concept of sampling and describe its main types.

19. Discuss ethical considerations involved in conducting research.

(6 × 2 = 12)

PART C

Answer any **three** questions in about **one page** each.

Each questions carries **4** marks

20. Elaborate on the types of research design and their practical uses.

21. Calculate the standard deviation for the given data set.

Marks	0 - 10	10 - 20	20 - 30	30 - 40	40 - 50
No.of students	3	7	10	6	4

22. Write commonly used data collection tools in research.

23. Describe various forms of data organization used in research.

24. Determine the median from the given data set.

Age	10 - 20	20 - 30	30 - 40	40 - 50	50 - 60
No.of students	5	12	18	3	2

(3 × 4 = 12)

PART D

Answer any **two** questions in about **four pages** each.

Each questions carries **10** marks

25. Describe the process involved in conducting research.

26. Find the product moment correlation coefficient for the provided data set.

x	3	7	6	10	8	12	6	10	15	14
y	2	8	10	6	10	11	10	6	14	3

(1 × 10 = 10)

**B. ED. SPECIAL EDUCATION (LEARNING DISABILITY) DEGREE
EXAMINATION**

Fourth Semester, Course Code (G1)

SLD 524- EMPLOYABILITY SKILLS

(2025 admission onwards)

Time: Two hours

Maximum Marks: 45

Part A

Answer **all** questions in **one or two sentence** each.

Each questions carries **1** marks

1. What is self-learning?
2. What is e learning?
3. List any two employability skill portals.
4. What is effective communication?
5. What is environmental crisis?
6. List any type two jobs that have become outdated
7. What is decoding interview
8. What is probing.
9. What is cross selling.
10. Why is grooming important.
11. What do you mean by diversity in work place?

(11 × 1 = 11)

Part B

Answer any **five** questions in about **half a page** each.

Each question carries **2** marks

12. Define diversity in work places.
13. What is digital literacy?
14. Any two importance of problem solving skills.
15. Benefits of online payment in offices.

16. What is the importance of adjectives in our everyday life?
17. What is non-verbal communication?
18. 5 Simple ways by which good customer service/ interaction can be achieved?
19. Write in half page the three stages of interview.

(6× 2=12)

Part C

Answer any **six** questions in about **one page** each.

Each question carries **4** marks

20. List the difference between growth mind set and fixed mind set.
21. Discuss the major effects of employability problems.
22. Purpose of listening.
23. Discuss the importance of punctuation marks.
24. Different methods in which a job application can be submitted.

(3 × 4=12)

PART D

Answer any **two** questions in about **four pages** each.

Each question carries **10** marks

25. Explain Characteristics and types of effective communication.
26. Explain Steps to write a letter and an email.

(1× 10=10)

B.Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY)

DEGREE EXAMINATION

Second Semester, Course Code (A3)

SEM 508 –LEARNING ,TEACHING AND ASSESSMENT

(2025 Admission onwards)

Time: Three hours

Maximum Marks: 80

Part A

Answer **all** questions in **one or two sentence**.

Each question carries **1 mark**.

1. Which theory of learning was proposed by Jean Piaget?
2. What is concept formation?
3. List any two factors which affect attention?
4. Name two types of perception?
5. Write the correct sequence of teaching stages?
6. Who are the proponents of behaviourism?
7. What are the key differences between assessment and evaluation?
8. What is curriculum-based measurement?
9. What is meant by national curriculum framework?
10. Difference between adaptations and accommodations?

(10 x 1 = 10)

Part B

Answer any **eight** questions in about **half-a-page** each.

Each question carries **2 marks**.

11. Differentiate between sensation and perception?
12. Mention three stages of memory?
13. Write types of thinking?
14. Name and briefly explain any two innovative assessment strategies?

15. Describe the sensory process with an example?
16. Difference between assessment of learning and assessment for learning?
17. How the psychological, physical and social environment influence learning?
18. Describe characteristics of creativity?
19. Explain report writing and interpretation of assessment?
20. Describe the stages of learning?
21. Describe the typology of assessment items?

(8 x 2 = 16)

Part C

Answer any **six** questions in about **one page** .

Each question carries **4** marks.

22. Enumerate the constructive perspectives of assessment?
23. Describe the theories of intelligence?
24. Write a note on maxims of teaching?
25. Write the exemptions and concessions for learners with diverse needs in the area of assessment?
26. Write down Maslow's hierarchy of needs?
27. Explain the key principles of theories of behaviourism?
28. Explain social constructivism theories of Vygotsky and Bandura and theories implications in inclusive classroom setting?
29. Discuss the concept of formative and summative evaluation with examples?

(6 x 4 = 24)

Part D

Answer any **two** questions in about **five pages** each.

Each question carries **15** marks.

30. Describe the strategies and practices of assessment in detail?
31. Explain the current examination practices and effects of exam reforms especially according to CCE, NCF, NEP 2020 and RPWD Act?

32. Explain the key concepts in school evaluation in detail?
33. Describe briefly the theories of cognitivism?

(2 x 15 = 30)

**B.ED. SPECIAL EDUCATION (INTELLECTUAL DISABILITY) DEGREE
EXAMINATION**

Second Semester, Course code (A4)

SEM 509.1- PEDAGOGY OF TEACHING SCIENCE.

(2025 Admission onwards)

Time: Three Hours

Maximum Marks: 80

PART A

Answer **all** the questions in **one or two sentences**.

Each question carries **1** mark.

1. Define education.
2. Expand CAL.
3. What are the stages of project method?
4. List the values of science.
5. Write any two characteristics of survey.
6. What is mean by computational thinking?
7. Name any two audio visual aids using science teaching.
8. Give any two characteristics of unit plan.
9. Write the role of vivarium in science teaching.
10. What you mean by holistic development.

(10×1=10)

PART B

Answer any **eight** questions in about **half a page**.

Each question carries **2** marks.

11. List the advantages of planning a lesson before teaching in the classroom.
12. State any two scopes of science.
13. What is mean by aquarium?
14. Difference between inductive-deductive approaches with suitable examples.

15. Write about phenomenological approach in science teaching.
16. What do you mean by contextual learning?
17. Write any two limitations of peer teaching.
18. List the importance of science in teaching learning process.
19. Mention the needs of pedagogical analysis in science teaching.
20. Briefly explain the role of botanical garden in science teaching.
21. What is oral test?

(8×2=16)

PART C

Answer any **six** questions in about one page.

Each question carries **4** marks.

22. Explain the role of science in sustainable development.
23. Differentiate CRT and NRT.
24. Describe the steps in achievement test.
25. Discuss the importance of Heuristic method in science teaching.
26. Briefly explain the adaptations of evaluation procedure with reference to children with disabilities.
27. Describe briefly the tools and techniques for formative and summative assessment.
28. How would you plan and organize a science laboratory.
29. Briefly explain the role of museum in science teaching.

(6× 4==24)

PART D

Answer any **two** questions in about **five** pages.

Each question carries **15** marks.

30. Discuss the importance of practicing science learning and enrichment activities to teach science to children with disabilities.
31. Explain the impact of science with special reference to issues related with environment and industrialization.
32. Describe briefly about Blooms Taxonomy in teaching science.
33. Prepare a lesson plan for science lesson you have taught.

(15×2=30)

**B.Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY)
DEGREE EXAMINATION**

Second Semester, Course code (A4)

SEM 509.2- PEDAGOGY OF TEACHING MATHEMATICS

(2025 Admission onwards)

Time: Three Hours

Maximum Marks:80

PART A

Answer **all** the questions in **one or two sentences**.

Each question carries **1** mark.

1. Define Postulates.
2. What do you mean by Pedagogical analysis?
3. What do you mean by Unit plan?
4. Expand STEAM Approach
5. What is Cussionaire Rods?
6. Who proposed the taxonomy of educational objectives?
7. What is formative assessment?
8. Define Brain-storming.
9. What is the main aim of teaching Mathematics in school?
10. What is error analysis?

(10×1=10)

PART B

Answer any **eight** questions in about **half a page**.

Each question carries **2** marks

11. State the importance of Mathematics.
12. Differentiate between Unit plan and lesson plan.

13. Give an account on contributions of Ramanujan.
14. What is the different equipment's for setting up a mathematics laboratory.
15. What are the different mathematics learning and enrichment activities?
16. State any four adaptations in evaluation procedure for students with disabilities.
17. Write a short note on contextual learning.
18. State the objectives of teaching mathematics in secondary school.
19. Differentiate between Analytic- Synthetic method.
20. List any four learning resources in Mathematics.
21. What are the devices used for learning Mathematics?

(8× 2=16)

PART C

Answer any **six** questions in about **one page**.

Each question carries 4 marks

22. Explain the blooms taxonomy of educational objectives in brief.
23. Write a note on historical development of notation and number systems.
24. Explain the different tools used for formative and summative assessments of learner achievement in Mathematics.
25. How technology support in learning mathematics?
26. How integration of arts, sports and science support in teaching Mathematics?
27. Elaborate the basic steps and format of a lesson plan.
28. Explain different methods of teaching mathematics.
29. Give an account of Advance Organizer Model.

(6×4=24)

PART D

Answer any **two** questions in about **five pages**.

Each question carries **15** marks

30. Evaluate different techniques of teaching Mathematics. Give examples for each.
31. Discuss the various strategies to create different situations of learning engagement for mathematics.
32. Discuss the perspectives on psychology of teaching and learning of mathematics.
33. Explain in detail the Concept Attainment Model for Learning and Teaching of concepts.

(2 × 15=30)

**B.ED. SPECIAL EDUCATION (INTELLECTUAL DISABILITY) DEGREE
EXAMINATION**

Second semester, Course Code (A4)

SEM 509.3 —PEDAGOGY OF TEACHING SOCIAL STUDIES

(2025 Admission onwards)

Time: Three Hours

Maximum Mark: 80

Part A

Answer **all** the questions in **one or two sentences**.

Each question carries **1** mark.

1. Define Social Studies
2. What do you mean by Socialist recitation?
3. What do you mean by regressive?
4. Define unit plan.
5. Define action research
6. What is work sample?
7. Define genealogical chart
8. What do you mean by Source auditing method?
9. Mention two devices and techniques of teaching Social Science
10. What is concept mapping?

(10 X 1 = 10)

Part B

Answer any **eight** questions in about **half a page**.

Each question carries **2** marks

11. What are the advantages of teaching journal?
12. Write any two objectives of social studies teaching at school level.
13. Write any three components of lesson plan.
14. Write any two adaptations in lesson planning for children with disabilities.
15. Differentiate between Social Studies and Social Science.
16. Write any two purpose of teacher made test.
17. What is assessment and evaluation?
18. What is case study? Components of case study.

19. Differentiate between unit plan and lesson plan.
20. Write about achievement test with an Example.
21. Write do you mean by adaptation of evaluation

(8×2 = 16)

Part C

Answer any **six** questions in about **one page**.

Each question carries **4** marks

22. Explain the importance of Social Science teaching for an egalitarian society?
23. Briefly explain the major components considering to organize social science curriculum at school level.
24. Describe various approaches for in teaching Social Science.
25. What is diagnostics test? How to construct it?
26. Describe the competencies for teaching Social Science to children with disability
27. Enumerate the techniques to evaluate learner achievement in Social Science.
28. Write a short note on concept mapping. Expository teaching and problem solving.
29. How to adapt the curriculum and resource materials for teaching social science to children with disabilities.

(6 × 4= 24)

Part D

Answer any **two** questions in about **five pages**.

Each question carries **15** marks

30. Studying Social Science is important Justify
31. Social Science teaching makes the student's reflective practitioners. Analyses
32. How to plan and organize asocial science library? Explain.
33. Adaptations of Evaluation Procedure for children with disabilities. Explain

(2×15 = 30)

**B.ED. SPECIAL EDUCATION (INTELLECTUAL DISABILITY) DEGREE
EXAMINATION**

Second Semester, Course Code (A5)

SEM 510.3 – PEDAGOGY OF TEACHING ENGLISH

Time: Three Hours

Maximum Marks: 80

Part A

Answer **all** questions in **one or two sentences**.

Each question carries **1** mark.

1. Expand BICS.
2. What is instructional material?
3. Define task-based approach.
4. Mention one diagnostic test.
5. What do you mean by enrichment activities?
6. Write one importance of teacher-made learning materials.
7. What is a virtual lab?
8. Define translation method.
9. Mention any one trend in modern English literature.
10. What is school-based assessment?

(10 × 1 = 10)

Part B

Answer any **eight** questions in about **half a page**.

Each question carries **2** marks.

11. Write any two components of language proficiency.
12. Mention any two instructional aids used in language teaching.
13. Differentiate between BICS and CALP.

14. Write any two teaching methods used in English language.
15. Mention two characteristics of a unit plan.
16. Write two listening skills in English learning.
17. Mention two approaches to teaching English.
18. Write any two uses of reading cards.
19. Name two evaluation techniques used for children with disabilities.
20. Mention two key principles of language teaching.
21. Mention any two adaptations required while teaching English to children with intellectual disability

(8 × 2 = 16)

Part C

Answer any **six** questions in about **one** page.

Each question carries **4** marks.

22. Explain the concept of multilingual and eclectic approach in teaching English.
23. Describe any four instructional aids and their uses in inclusive classrooms.
24. Compare the translation method and direct method in English teaching.
25. What are the major challenges in lesson planning for students with learning disabilities?
26. Write a brief note on reading and writing skills development in English learning.
27. Explain how language circles and storytime activities enrich English language skills.
28. Differentiate between formative and diagnostic evaluation with examples.
29. Briefly describe the purpose and process of preparing a teacher-made test.

(6 × 4 = 24)

Part D

Answer any **two** questions in about **five** pages.

Each question carries **15** marks.

30. Discuss the importance of using instructional materials and aids in teaching English.
31. Explain the five major principles of language teaching with suitable classroom examples.
32. Elaborate on the procedure for unit and lesson planning. How can these be adapted for children with disabilities?
33. Describe in detail the assessment tools and evaluation strategies used in teaching English, especially for inclusive settings.

(2×15=30)

**B.ED. SPECIAL EDUCATION (INTELLECTUAL DISABILITY)
DEGREE EXAMINATION**

Second Semester, Course Code (B3)

SEM 511– EQUITABLE & INCLUSIVE EDUCATION

(2025 Admission onwards)

Time: Two and half hours

Maximum Marks: 65

Part A

Answer **all** questions in **one or two sentences**.

Each question carries **1** mark.

1. What do you mean by Marginalization?
2. Write any one difference between disability & diversity in classroom?
3. What do you mean by segregation?
4. Expand UNCRPD.
5. What do you mean by barrier free environment?
6. What do you mean by resource Mobilization?
7. Name any two national commission related to inclusive education.
8. What is station teaching?
9. Define advocacy.
10. Who are the Stake holders in inclusive education?
11. Difference between Equitable & inclusive education.

(11 × 1 = 11)

Part B

Answer **any five** questions in about **half page**.

Each question carries **2** marks.

12. Write down the learning styles based on disability & diversity.
13. What do you mean by sensory disabilities?
14. What is attitudinal barrier?
15. Write a short note on Kothari commission.
16. Write down the principles of inclusive education.
17. Write a short note on peer mediated instructions.
18. Write down the advantage & disadvantages of ICT instructions.

(5 × 2 = 10)

Part C

Answer **any six** questions in about **one page**.

Each question carries **4** marks.

19. Write note on the changing practice in education of children with disabilities.
20. Explain in detail about NEP 2020?
21. Write in detail about differentiated instructions.
22. Write a short note on specifics for children with locomotors and multiple disabilities.
23. What do you mean by IEDC, Narrates its benefits for children with various disabilities in inclusive education?

24. What are the various supportive need of families of children with disabilities?
25. What are the legal provisions in promoting inclusive education?
26. Do you think Salamanca declaration is the milestone in inclusive education. If so, represent your arguments.

(6 × 4 = 24)

Part D

Answer **any two** questions in about **four pages**.

Each question carries **10** marks.

27. Write in detail about Marginalization and Inclusion.
28. Explain universal design for learning and its different principles in academic instruction.
29. Discuss briefly about family support & community involvement for Inclusion.
30. Explain the various co-teaching methods with suitable examples.

(2 × 10 = 20)

B.Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY)

DEGREE EXAMINATION

Second Semester, Course Code (C2)

**SEM 512 CURRICULUM DESIGNING, ADAPTATION AND
EVALUATION**

[2025 Admission onwards]

Time: Three hours

Maximum Marks: 80

Part A

Answer **all** questions in **one or two sentences**.

Each question carries **1** mark.

1. What is curriculum designing?
2. What is ECCE?
3. Expand KCF and MSJ&E?
4. What is differential evaluation?
5. Give adaptations for science subjects at primary level?
6. Curriculum domains for vocational development?
7. What is meant by sensitization of family?
8. Who introduced the multi-sensory approach?
9. What is age group of children under pre-school and primary school level?
10. What is meant by school readiness?

(10 x 1 = 10)

Part B

Answer any **eight** questions in about **half-a-page** each.

Each question carries **2** marks.

11. Describe the types of curriculum designing?
12. Differentiate between curriculum and syllabus?
13. Write two examples of curricular adaptations?
14. What is teacher made tests?
15. Give curriculum activities for foundational literacy?
16. What is meant by competency-based assessment?
17. Describe the reporting of the holistic progress of students with intellectual disability?
18. What is preparatory stage curriculum?
19. Difference between assessment and evaluation?
20. What are the guidelines for teaching social skills to the secondary level?
21. Describe the implication of evaluation for inclusion?

(8 x 2 = 16)

Part C

Answer any **six** questions in about **one page each**.

Each question carries **4** marks.

22. Describe the curriculum adaptation and accommodation for language social science subjects?
23. Explain types, tools and techniques of assessment?
24. Describe rehabilitation of PwID under national skill development and KCF?
25. Explain the steps in developing curriculum and challenges of developing curriculum for inclusion?
26. Describe the curriculum domains at middle stage?
27. Explain curriculum activities for developing foundational numeracy?

28. Briefly describe flexibility in assessment and its need in children with special need?
29. Explain implications of evaluation for vertical and horizontal transition and inclusion of students with intellectual disability?

(6 x 4 = 24)

Part D

Answer any **two** questions in about **five** pages.

Each question carries 15 marks.

30. Explain with example about adaptation, accommodation and modification for cocurriculum?
31. Explain emerging practices in assessment?
32. Describe principles of curriculum and approaches of curriculum designing?
33. Explain implication of transition, placement for inclusion in community, documentation record maintenance and reporting?

(2 x 15 = 30 marks)

**B. Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY) DEGREE
EXAMINATION**

Third Semester, Course Code (B5)

**SEM 514— SUPPORTIVE SKILLS FOR THE EDUCATION OF CHILDREN
WITH DISABILITIES**

(2025 Admission onwards)

Time: Three Hours

Maximum Marks: 80

Part A

Answer **all** questions in **one or two sentences**.

Each question carries **1** mark.

1. What is the primary purpose of a "buddy system"?
2. What is the main goal of "functional academics"?
3. Write one of the Pre-Braille skill for the development of tactile sense?
4. What is the term for representing the letters of an alphabet using only the hands?
5. What does "O&M" stand for in the context of visual impairment?
6. Name one type of software that reads on-screen text aloud.
7. What does the acronym "AAC" stand for?
8. What is a visual schedule primarily used for with students with Autism Spectrum Disorder (ASD)?
9. What is the purpose of "chunking" information?
10. What does the acronym "POCSO" stand for?

(10 × 1 = 10)

Part B

Answer any **eight** questions in **half-a-page**.

Each question carries **2** marks.

11. What is the purpose of a "redressal cell" and who can approach it?
12. Explain what is meant by "the power of embracing mistakes" for a student's development.
13. What are two key components of a tactile sign that a person who is deafblind relies on?
14. Explain two challenges a person might face when trying to speech read in a classroom.
15. Differentiate between a "screen reader" and a "screen magnifier."
16. What is the difference between "orientation" and "mobility"?
17. List two reasons why appropriate positioning is crucial for a student with CP.
18. Explain how a visual schedule helps create a predictable environment for a student with ASD.
19. Differentiate between a "functional academic" skill and a purely "academic" skill.
20. Explain the "transparency and fading" strategy for teaching writing.
21. What is speech/lip reading skills and oral transliteration?

(8 × 2 = 16)

Part C

Answer **six** questions in about **one page**.

Each question carries **4** marks.

22. Elaborate on the functions of a POCSO committee and a redressal cell in a school.
Why are these formal structures necessary?

23. Discuss the importance of a school culture that encourages "embracing mistakes, rectifying and learning from failures." How does this impact student well-being and learning?
24. Elaborate on the three core components of tactile signs: hand shapes, positions, and movement of hands. How do these work together to convey meaning?
25. Explain the difference between a language (like ISL) and a code (like a manual alphabet). Why is this distinction important?
26. Describe the foundational components of Orientation and Mobility (O&M) instruction, including pre-cane skills and protective techniques.
27. "Self-stimulatory behavior and echolalia are not meaningless." Discuss this statement explaining the potential functions of these behaviors for individuals with ASD.
28. Explain the concept of "functional academics." Provide two detailed examples of functional academic goals for a student with moderate Intellectual Disability.
29. Discuss how you would use a combination of colour coding, chunking, and a graphic organizer to help a student with SLD comprehend a difficult text.

(6 × 4 = 24)

Part D

Answer any **two** questions in about **five** pages.

Each question carries **15** marks.

30. "Safety in schools has both physical and psychological dimensions." Discuss this statement in detail.
31. Provide a comprehensive overview of Orientation and Mobility (O&M) training for a student with visual impairment.
32. "Creating a supportive environment for a student with Autism Spectrum Disorder is a proactive process." Elaborate on this statement
33. Develop a detailed Individualized Education Program (IEP) goal centered on "functional academics" for a 14-year-old student with a moderate Intellectual disability.

(2 × 15 = 30)

**B.ED. SPECIAL EDUCATION (INTELLECTUAL DISABILITY) DEGREE
EXAMINATION**

Semester III, Course Code (C4)

SEM 515, ICT AND ASSISTIVE TECHNOLOGY

(2025 Admission onwards)

Time: Three Hours

Maximum Marks: 80

PART A

Answer all questions in **one or two sentences**.

Each question carries **1 mark**.

1. Define Educational Technology?
2. What is Cybernetics?
3. Expand the acronyms: ADIP and STS.
4. Name any two assistive devices.
5. What is the difference between hardware and software?
6. What do you mean by Exceptional Learning?
7. Mention any two applications of technology in instruction.
8. Name any one tool used for visual presentation in the classroom.
9. What is the primary role of Assistive Technology (AT) for children with Intellectual Disability (ID)?
10. What is a Hybrid Model of Teaching?

(10 x 1=10)

PART B

Answer **any eight** questions in about **half-a- page**.

Each question carries **2 marks**

11. What is the nature of Educational Technology?
12. Discuss the use of Net Search engines and educational Websites.
13. Explain the concept of Blended Learning.
14. How does technology- based instruction support inclusion in the classroom?
15. State the importance of Digital Skill development for inclusion.
16. Enumerate the role of PowerPoint/slide shows in improving student learning.

17. What is professionally advanced Software?
18. What is the significance of e-learning in modern education?
19. What is a key benefit of technology -integrated lessons?
20. Write a short note on ICT and Exceptional Learning.
21. How does technology help in promoting inclusion?

(8 x 2=16)

PART C

Answer **any six** questions in about **one page**.

Each questions carries **4 marks**.

22. Explain the use of technology and multimedia in the teaching-learning environment.
23. Describe briefly the scope and significance of ICT.
24. State the difference between Computer Assisted Learning and Computer Managed instruction.
25. Discuss the interactive use of ICT for participation in online social groups, creation of blogs, and organization of teleconferencing and video conferencing.
26. Briefly explain the concept of Smart Tutoring Systems.
27. Discuss the merits and demerits of applying technology in education.
28. Explain the application of technology to individual, small group, and large group instruction.
29. Enumerate the advantages of digital teaching and digital TLM.

(6 x 4=24)

PART D

Answer **any two** questions in about **five pages** each.

Each question carries **15 marks**

30. Discuss in detail Computer-Assisted Instruction (CAI) and Computer-Managed Instruction (CMI).
31. Elaborate on the applications of technology in assistive devices for individuals with disabilities.
32. Explain the application of technology in lesson planning, worksheet preparation, lesson implementation, report writing, and evaluation.
33. Discuss the role of ICT in disability inclusive services and development programs Digital resource development for inclusive teaching.

(2×15=30)

**B.Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY) DEGREE
EXAMINATION**

Third Semester, Course Code (C5)

SEM 516, PSYCHO-SOCIAL AND FAMILY ISSUES

(2025 Admission onwards)

Time: Two and half hours

Maximum Marks: 65

Part-A

Answer *all* questions in **one or two sentences**.

Each question carries **1** mark.

1. What is psychological well-being?
2. Define self-advocacy
3. What is counselling?
4. What do you mean by guilt?
5. Define family empowerment
6. What is biopsychosocial model of CBR?
7. Define community
8. What do you mean by community resources?
9. What is IFSP?
10. What do you mean by community mobilization?
11. What is positive behaviour intervention support?

(11×1=11)

Part-B

Answer **any five** questions in about half page.

Each question carries **2** marks.

12. Write the scope and benefits of CBR.
13. What are the goals of Parent-Professional relationship?
14. Write the meaning and concepts of psychosocial aspects
15. What are the roles of disability advocates?
16. What are the benefits of family systems programmes
17. Differentiate between self-esteem and self-concept
18. List any four types of community resources

(5 x 2=10)

Part-C

Answer **any six** questions in about **one** page.

Each question carries **4** marks.

19. Write a note on the myths and misconceptions related to ID
20. What are the special services provided for parents of children with disabilities?
21. What are the roles of special educators in supporting families of children with disabilities?
22. Describe how to create an environment of psychological well-being of persons with disabilities.
23. How to establish a secure parent-child relationship for the welfare of children with disabilities.
24. Describe the role of special educators in promoting rights and advocacy of PwID

25. Describe how to organize services for PWID in the community
26. Write a note on the psycho-social issues of persons with intellectual disability
- (6 x 4=24)

Part-D

Answer **any two** questions in about **four** pages.

Each question carries **10** marks.

27. Define community-based rehabilitation. Describe the models of CBR with their advantages and disadvantages.
28. Explain with examples on the role of counselling and guidance in addressing the issues concerning early identification, diagnosis, assessment and placement.
29. Illustrate the attitude of family, community, peer group, teachers and co-workers towards children with disability
30. Elucidate with examples on the role of service providers in empowering families of children with disabilities.

(2×10=20)

B.Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY)

DEGREE EXAMINATION

Third Semester, Course Code (D1)

SEM 519- READING AND REFLECTING ON TEXTS [EPC]

(2025 Admission Onwards)

Time: Two Hours

Maximum Marks: 45

PART A

Answer **all** questions in one or two sentences.

Each carries **one** mark

1. How does literacy help reduce educational inequalities?
2. Mention one way in which literacy supports digital learning.
3. Name two main components of metacognition.
4. List type of texts.
5. What is the first step in responding to a policy document?
6. Name two stages of the writing process.
7. What are e-books?
8. Write any one difference between self-editing and peer-editing.
9. Name any two criteria used to evaluate writing.
10. What is meant by literacy richness?
11. What is 'feedback' in the learning process?

(11 × 1 = 11)

PART B

Answer any **six** questions in about **half a page**.

Each question carries **2** marks.

12. Mention two ways to make picture description more interesting.
13. What is Braille?
14. What do you mean by reading for pleasure?
15. What are checklists?
16. How do you express your opinion respectfully in an academic response?
17. How can visual aids support reading comprehension in children with learning disabilities?
18. Key steps involved in planning and writing an essay independently.
19. List any two advantages of converting written data into graphical form.

(6 × 2 = 12)

PART C

Answer any **three** questions in about **one** page.

Each question carries **4** marks

20. Explain Chall's stages of reading development
21. Explain roll of literacy in social life
22. Discuss the role of grammar and punctuation in writing assessment.
23. Describe the types of text narratives.
24. Write a letter to the principal of a reputed school applying for the post of a special educator.

(3 × 4 = 12)

PART D

Answer any **one** question in about **four** pages.

Each carries **10** marks.

25. Describe how you would evaluate a creative writing piece by a high school student.

26. Explain the indicators of text comprehension.

(1 × 10 = 10)

**B.Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY) DEGREE
EXAMINATION**

Third Semester, Course Code (D2)

SEM 520 – Drama and Art in Education (EPC)

[2025 Admission onwards]

Time: Two hours

Maximum Marks: 45

Part A

Answer **all** questions in **one or two sentences**.

Each question carries **1 mark**.

1. Define art?
2. What do you mean by artistic expression?
3. List any two benefits of art therapy for children with disabilities?
4. List any two strategies to enhance learning through media art
5. What is mean by inclusive art?
6. List one basic skill required for drama?
7. How can music enhance learning for children with special needs?
8. What is one way to appreciate dance?
9. Name one type of multiple intelligence that can be linked with art education?
10. List the range of art activities related to visual arts?
11. List any two roles of ICT in art education?

(11 × 1 = 11)

Part B

Answer any **six** questions in about **half-a-page**.

Each question carries **2 marks**.

12. How the power of art can be used to promote creativity beyond classroom?
13. Mention two strategies for enhancing learning through movement.
14. Describe two activities that involve experiencing and responding to visual art?

15. Define disability narratives in art context?
16. Explain the scope of art education?
17. What are the selective basic skills required for dance and music?
18. List four activities related to performing arts?
19. What are the range of art activities in media and electronic art?

(6 × 2 = 12)

Part C

Answer any **three** questions in about **one page**.

Each question carries **4** marks.

20. Discuss the importance of breaking stereotypes in understanding diversity within artistic expression?
21. Explain how role plays and drama can enhance learning, provide specific strategies and adaptations?
22. Discuss the ways in which visual arts can be adapted to meet the needs of children with disabilities, provide specific strategies and examples of how visual art can support their learning and development?
23. Write briefly on experiencing, responding and appreciating – Music?
24. Write about the exposure to selective basic skills required for drama

(3 × 4 = 12)

Part D

Answer any **one** questions in about **four pages**.

Each question carries **10** marks.

25. Explain in detail about enhancing learning through movement, dance and music. Also explain strategies to facilitate participation in cultural and community settings?

26. Discuss the role of artistic expression in fostering creativity, emotional expression and self-regulation in learners. How can art education be effectively linked with the theory of multiple intelligence to enhance holistic development?

(1× 10 = 10)

B.Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY)
DEGREE EXAMINATION
Fourth Semester, Course Code (B4)

SEM 521 - LIFE SKILLS ACROSS LIFE SPAN

(2025 Admission onwards)

Time: Two Hours

Maximum marks: 45

Part A

Answer **all** questions in **one or two sentences** each.

Each question carries **1** mark.

1. What are life skills?
2. Give one example of a life skill needed in early childhood.
3. Expand AACs.
4. What is empathy?
5. Mention one functional life skill needed at home.
6. What is self-advocacy?
7. Who are the two key partners in family-professional partnerships?
8. What is interdisciplinary collaboration?
9. What does SEL stands for?
10. Name one strategy for emotional regulation.
11. Mention one ethical practice in life skills education.

(11 × 1=11)

Part B

Answer any **six** questions in about **half-a-page** each.

Each question carries **2** marks.

12. State two reasons why life skills are necessary for children with disabilities.
13. How does assistive technology help in teaching life skills? Mention two examples.

14. How can parents support social and emotional learning? Mention two ways.
15. What is perspective taking? Why is it important?
16. What is peer-mediated instruction? Give two advantages.
17. How does community engagement help in teaching life skills?
18. What are Individualized Education Plans for life skills?
19. What is transition planning? Why is it important after school?

(6 × 2=12)

Part C

Answer any **three** questions in about **one page** each.

Each question carries **4** marks.

20. Discuss the relevance of life skills for children with disabilities.
21. Explain adaptive and differentiated instruction in life skills with examples.
22. How can social awareness and empathy be developed among learners?
23. How do self-care, personal hygiene, privacy and sexuality contribute to independent living?
24. Explain the significance of family-professional partnerships in life skills education

(3 × 4=12)

Part D

Answer any **one** question in about **four pages** each.

Each question carries **10** marks.

25. Explain the importance and necessity of life skills for the holistic development of individuals. How can life skills education be made effective for children with disabilities?
26. What is Social-Emotional Learning (SEL)? Discuss its components, importance, and strategies to promote socio-emotional development among individuals, especially those with special needs.

(1 × 10=10)

B. Ed. SPECIAL EDUCATION (INTELLECTUAL DISABILITY)

DEGREE EXAMINATION

Fourth Semester, Course Code (B6)

SEM 522.3 —POSITIVE BEHAVIOUR SUPPORTS

(2025 Admission Onwards)

Time: Two Hours

Maximum Marks: 45

Part A

Answer **all** questions in **one or two sentences** each

Each question Carries **1** mark.

1. What does the "topography" of a behaviour describe?
2. Give one example of a communicative function of behaviour.
3. What is shut down?
4. What do the letters A-B-C stand for in behaviour analysis?
5. Give one visual strategy to promote positive behaviour.
6. Define "emotional regulation" in one sentence.
7. "Changing the lighting in a classroom" which example does this specify?
8. What does a predictable environment help to reduce in a student?
9. What does it mean for a decision to be "data-driven"?
10. Give one method for managing a challenging behaviour.
11. What is the primary focus of an Individualized Positive Behaviour Support Plan?

(11 × 1=11)

Part B

Answer any **six** questions in **half-a-page** each.

Each question Carries **2** mark.

12. Briefly distinguish between the topography and the function of a behaviour.
13. What is the difference between an antecedent and a consequence in a functional analysis?
14. Briefly distinguish between a meltdown and a tantrum.
15. Briefly differentiate between a proactive strategy and a reactive strategy.

16. Why is it important to explicitly teach emotional regulation skills?
17. Distinguish between a 'natural consequence' and a 'logical consequence'.
18. Why differentiated instruction is considered a proactive behaviour strategy?
19. What is a "replacement behaviour" in the context of a BSP?

(6 × 2=12)

Part C

Answer any **three** questions in about **one page** each.

Each question Carries **4** mark.

20. Write down the importance and benefits of self-stimulatory behaviours.
21. Briefly explain the significance of environmental modifications.
22. Elaborate on the importance of providing students with choices, agency, and control. How does this foster independence and reduce challenging behaviour?
23. Elaborate on how differentiated instruction can prevent behaviour issues stemming from academic frustration or boredom.
24. Write down the roles of internal factors like pain, hormones, sleep, physical and mental health.

(3 × 4=12)

Part D

Answer any **one** question in about **four pages**.

Each question Carries **10** mark.

25. Explain the key elements to promote positive behaviour support.
26. Outline the complete process of developing an Individualized Positive Behaviour Support Plan (IPBSP), starting from the initial identification and assessment of a challenging behaviour, through data collection and functional analysis, to the final written plan with all its key components.

(1 × 10=10)

**B.ED. SPECIAL EDUCATION (INTELLECTUAL DISABILITY) DEGREE
EXAMINATION**

Fourth semester, Course Code (D3)

SEM 523- BASIC RESEARCH & BASIC STATISTICS

(2025 Admission Onwards)

Time: Two hours

Maximum Marks: 45

PART A

Answer **all** questions in **one or two sentence**.

Each questions carries **1** marks

1. Define statistics
2. What do you mean by research
3. Can you identify and describe common research methods?
4. What does the term "population" refer to in research?
5. How is correlation defined in statistics?
6. What is meant by a sample in a research study?
7. List out the data collection methods used in research
8. How would you describe analytical research and its purpose?
9. What are the key characteristics of research?
10. Write any two uses of central tendency in research
11. What is hypothesis?

(11 × 1 = 11)

PART B

Answer any **six** questions in about **half a page** each.

Each questions carries **2** marks

12. What are the different scales of measurement used in statistics?
13. Write a short note on the professional competency required for conducting action research.
14. Differentiate between primary and secondary data sources?
15. Briefly explain the common methods used in research.
16. What is the purpose of action research and what are its main steps?

17. Given a data set, how do you calculate the arithmetic mean?

age	25 - 30	30 - 35	35 - 40	40 - 45	45 - 50	50 - 55
No.of workers	70	51	47	31	29	22

18. Explain the concept of sampling and describe its main types.

19. Discuss ethical considerations involved in conducting research.

(6 × 2 = 12)

PART C

Answer any **three** questions in about **one page** each.

Each questions carries **4** marks

20. Elaborate on the types of research design and their practical uses.

21. Calculate the standard deviation for the given data set.

Marks	0 - 10	10 - 20	20 - 30	30 - 40	40 - 50
No.of students	3	7	10	6	4

22. Write commonly used data collection tools in research.

23. Describe various forms of data organization used in research.

24. Determine the median from the given data set.

Age	10 - 20	20 - 30	30 - 40	40 - 50	50 - 60
No.of students	5	12	18	3	2

(3 × 4 = 12)

PART D

Answer any **two** questions in about **four pages** each.

Each questions carries **10** marks

25. Describe the process involved in conducting research.

26. Find the product moment correlation coefficient for the provided data set.

x	3	7	6	10	8	12	6	10	15	14
y	2	8	10	6	10	11	10	6	14	3

(1 × 10 = 10)

**B. ED. SPECIAL EDUCATION (INTELLECTUAL DISABILITY) DEGREE
EXAMINATION**

Fourth Semester, Course Code (G1)

SEM 524- EMPLOYABILITY SKILLS

(2025 Admission onwards)

Time: Two hours

Maximum Marks: 45

Part A

Answer **all** questions in **one or two sentence** each.

Each questions carries **1** marks

1. What is self-learning?
2. What is e learning?
3. List any two employability skill portals.
4. What is effective communication?
5. What is environmental crisis?
6. List any type two jobs that have become outdated
7. What is decoding interview
8. What is probing?
9. What is cross selling?
10. Why is grooming important.
11. What do you mean by diversity in work place?

(11 × 1 = 11)

Part B

Answer any **five** questions in about **half a page** each.

Each question carries **2** marks

12. Define diversity in work places.
13. What is digital literacy?
14. Any two importance of problem solving skills.
15. Benefits of online payment in offices.

16. What is the importance of adjectives in our everyday life?
17. What is non-verbal communication?
18. 5 Simple ways by which good customer service/ interaction can be achieved?
19. Write in half page the three stages of interview.

(6× 2=12)

Part C

Answer any **six** questions in about **one page** each.

Each question carries **4** marks

20. List the difference between growth mind set and fixed mind set.
21. Discuss the major effects of employability problems.
22. Purpose of listening.
23. Discuss the importance of punctuation marks.
24. Different methods in which a job application can be submitted.

(3 × 4=12)

PART D

Answer any **two** questions in about **four pages** each.

Each question carries **10** marks

25. Explain Characteristics and types of effective communication.
26. Explain Steps to write a letter and an email.

(1× 10=10)