



Murugesu

Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)
Re-accredited with 'A++' Grade by NAAC. Recognised by UGC Under Section 12B
Coimbatore - 641 043, Tamil Nadu, India

B.Ed. Special Education (VI/II) Degree Examination – May 2023 IV Semester

Class: II B.Ed. Special Education (VI/ II) /
2020 Batch (Repeater)

Time : 3 Hours
Max. Marks : 100

21BDSC08 / 18BDSC08 Early Childhood Care and Education

Course Outcomes:

- CO1: Know the fundamentals of early childhood education
- CO2: Work in interdisciplinary teams as a resourceful special educator
- CO3: Practice the early education pedagogy in inclusive set ups
- CO4: Study the children scientifically
- CO5: Develop network for care and education of the children

Part A Choose the Correct Answer

10 x 1 = 10

1. The age range of early childhood is
a. 0 - 2 b. 0 - 5 c. 3 - 5 d. 5 - 8
CO1 K1
2. The key component of the Montessori method is
a. traditional teacher-led instruction b. standardized testing
c. child-led exploration and discovery d. homework and assignments
CO1 K2
3. Which of the following is NOT one of the stages of Guralnick's model?
a. Early identification and referral b. Comprehensive assessment
c. Special education placement d. Intervention planning and implementation
CO2 K3
4. The curricular activity that can help to develop aesthetic skills is
a. completing math problems b. listening to a lecture
c. writing assignments d. participating in music lessons
CO2 K1
5. What is Universal Design for Learning (UDL)?
a. Set of principles for designing curricular activities that are accessible to all students
b. Program that provides special education services to children with disabilities
c. Law that guarantees a free, appropriate public education to children with disabilities
d. Program that provides counselling services to students with emotional or behavioral disorders
CO3 K2
6. What is the principle of collaboration in inclusive ECE practices?
a. Encouraging competition among students
b. Encouraging cooperation among students
c. Encouraging parents to exclude their children with disabilities from the classroom
d. Encouraging teachers to work together to meet the needs of all students
CO3 K3
7. What is the purpose of using projective techniques in special education?
a. To diagnose specific learning disabilities
b. To assess physical abilities and limitations
c. To identify personality traits and emotional states
d. To evaluate academic achievement
CO4 K1
8. The purpose of conducting a longitudinal study in special education is to
a. compare different teaching methods and interventions for children with special needs
b. identify factors that contribute to academic success for children with special needs
c. determine the prevalence of different types of disabilities in a population over time
d. provide a snapshot of a child's academic abilities and limitations at a single point in time
CO4 K2
9. The main components of an IFSP is
a. goals for the child's development and progress
b. services to be provided to the child and family
c. timeline for achieving the goals
d. teaching learning process
CO5 K3

10. It is important to have a transition plan for children entering school. CO5 K4
- a. It helps children and families feel more prepared and confident for the transition
 - b. It allows teachers and service providers to better understand the child's needs and strengths
 - c. It can help prevent behavioral issues and academic struggles during the transition
 - d. It can help children to learn more

Part B **5 x 6 = 30**
Answer ALL questions
Each answer should not exceed 400 words or two pages

- 11.a. Explain the facts about early childhood learning and development. CO1 K2
 (or)
- 11.b. Interpret the critical periods of development. CO1 K3
- 12.a. Write short notes on young children at risk and child tracking. CO2 K3
 (or)
- 12.b. Distinguish between interdisciplinary assessments and intervention plan. CO2 K4
- 13.a. Illustrate the principles of inclusive ECE practices. CO3 K2
 (or)
- 13.b. Collaborative planning is essential for Inclusive Early Childhood Educational Practices-Justify. CO3 K5
- 14.a. Compare and contrast cross sectional and longitudinal approaches. CO4 K2
 (or)
- 14.b. Discuss on the considerations while selecting methods to study children. CO4 K6
- 15.a. Compare and contrast school readiness and transitions. CO5 K2
 (or)
- 15.b. Write short notes on community for successful rehabilitation. CO5 K3

Part C **5 x 12 = 60**
Answer ALL questions
Each answer should not exceed 800 words or four pages

- 16.a. Criticize Maria Montessori's framework as windows of opportunity and learning timeliness of development in young children. CO1 K5
 (or)
- 16.b. Defend integrating theories of development as learning for early childhood education curricula. CO1 K5
- 17.a. Explain the curricular activities for development of skills. CO2 K4
 (or)
- 17.b. Elaborate Evidence based practices for early intervention. CO2 K6
- 18.a. Analyse the various practices for inclusive ECE programmes. CO3K4
 (or)
- 18.b. Criticize Service delivery models and importance of universal designs of learning (UDL). CO3 K5
- 19.a. Discuss on projective techniques and their application in special education. CO4 K6
 (or)
- 19.b. Outline the various techniques adopted for the methods of studying children. CO4 K2
- 20.a. Design an Individualised Family Service Plan (IFSP) for children in Early Childhood Care and education. CO5 K6
 (or)
- 20.b. Formulate the ways to tap support from local authorities and village leaders. CO5 K6
