



Maurice

**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/Hi) Degree Examination – May 2023**

**II Semester**

**Class: I B.Ed. Special Education (VI / HI)**

**Time : 3 Hours**

**Max. Marks: 100**

**22BDSC05 Learning Teaching and Assessment**

**Course Outcomes:**

- CO1: Apply the theories of learning for learning enhancement intervention for individual needs  
CO2: Apply stage of teaching to attain enhancement in learning  
CO3: Analyze critically the current strategies and practice to learning assessment and apply in Classroom.  
CO4: Examine the assessment of learning in the school system  
CO5: Inculcate self - management behaviour among children especially in learning

**Part A**

**10 x 1 = 10**

**Choose the Correct Answer**

1. The "law of Readiness" was projected by  
a. J. B. Waston      b. Throndiike      c. Bandura      d. Piaget      CO1 K1
2. Interpret who among the following is considered as father of intelligence testing?  
a. Howard Gardner      b. David Weschler      c. Peter Salovey      d. Alfred Binet      CO1 K2
3. An example for external factor of attention is  
a. memory      b. forgetting      c. competitive spirit      d. interest      CO2 K3
4. Working memory is also known as  
a. sensory memory      b. short term memory  
c. long term memory      d. all the above      CO2 K3
5. It is about understanding the level of teaching.  
a. Imparting factual information  
b. Teaching to Comprehend the Concepts  
c. Teaching to explore the field of knowledge  
d. Teaching to develop rational thinking      CO3 K1
6. A boy who can ride a cycle is going to drive a motorbike. This is an example of  
a. horizontal transfer of learning      b. vertical transfer of learning  
c. bilateral transfer of learning      d. no transfer of learning      CO3 K3
7. The main objective of continuous and comprehensive evaluation?  
a. to help teachers to complete the course  
b. to lay emphasis on thought process and de-emphasize memorisation  
c. to satisfy the parents with children's progress  
d. to help authorities monitor school functioning      CO4 K4
8. It is related to summative evaluation.  
a. Provide teachers with continuous and immediate feedback about student's progress  
b. Focus on analysis of instructional materials  
c. On-going of systematic assessment of learner's achievement  
d. Terminal assessment of the learner's performance at the end of the session      CO4 K2
9. What are the good practices of making students' Portfolio?  
A. Selecting work to be included in the portfolio on the basis of specific reason  
B. Selecting all items of work of student to be put in the portfolio  
C. Making the Child select his/her work to be put in the portfolio  
D. Collecting range of student's work over a period of time  
a. A, B & C      b. A & D      c. A,B & D      d. A,C & D      CO5 K4

10. Identification of individual students' strengths and instructional interventions is to help the students to continue and to find out the result of CO5 K1
- |                           |                            |
|---------------------------|----------------------------|
| a. School Self-assessment | b. School Improvement Plan |
| c. Distributed Leadership | d. Achievement Data        |

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

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|---|--------|
| 11.a. Describe the Two –factor Intelligence Theory with its implications.<br>(or)     | CO1 K1 |
| 11.b. Define creativity and explain the characteristics of a creative person.         | CO1 K2 |
| 12.a. Illustrate the Laws of Perception with suitable examples.<br>(or)               | CO2 K3 |
| 12.b. Explain the steps involved in problem-solving.                                  | CO2 K4 |
| 13.a. Summarize the maxims of teaching.<br>(or)                                       | CO3 K2 |
| 13.b. Distinguish between the Leadership role of teacher in school and community.     | CO3 K4 |
| 14.a. Distinguish between Assessment of Learning and Assessment for Learning.<br>(or) | CO4 K2 |
| 14.b. Describe in detail the forms of assessment.                                     | CO4 K1 |
| 15.a. Discuss the Levels of Assessment items.<br>(or)                                 | CO5 K2 |
| 15.b. Explain about any three Assessment strategies with its implications.            | CO5 K1 |

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

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|---|--------|
| 16.a. Explain in detail Skinner's Operant Conditioning Theory with its educational Implications.<br>(or)          | CO1 K2 |
| 16.b. Describe Piaget's Theory of Cognitive Development with its educational implications.                        | CO1 K2 |
| 17.a. Define Attention and explain about the factors that affect attention.<br>(or)                               | CO2 K1 |
| 17.b. Explain Maslow's Theory with its educational implications.  | CO2 K2 |
| 18.a. Describe in detail the stages of teaching.<br>(or)  | CO3 K2 |
| 18.b. Explain in detail the stages of learning.   | CO3 K4 |
| 19.a. Critically analyse about revisiting the key concepts in school evaluation.<br>(or)                          | CO4 K5 |
| 19.b. Explain the principles to be followed by a teacher in relation to Classroom assessment and measurement.     | CO4 K3 |
| 20.a. Describe in detail about Assessment of diverse learners.<br>(or)  | CO5 K2 |
| 20.b. Describe in detail about the functionaries of NCF (2005) and RTE (2000) in relation to examination reforms. | CO5 K5 |

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