

Roll No.

Total Pages : 2

CTES/M-24

18106

PEDAGOGY OF TEACHING ENGLISH TO STUDENTS WITH VISUAL IMPAIRMENT

Paper–BSE–202 & 203, Group–C (II)

Time Allowed : 3 Hours]

[Maximum Marks : 80

Note : Attempt **five** questions in all, selecting **one** question from each Unit. All questions carry equal marks.

UNIT–I

1. What is meant by Language Proficiency? Explain the difference between cognitive Academic Language Proficiency and Basic Interpersonal Communication Skills. 8,8
2. What are the current trends in Modern English literature in Indian context? Describe the place of teaching English as second language in Indian schools. 8,8

UNIT–II

3. What are different teaching skills which can be developed through Micro-teaching? Elaborate the usefulness of Skill of probing questions for Children with disabilities. 8,8

4. What is meant by Pedagogical Analysis? Write down the procedure for conducting Pedagogical Analysis. 8,8

UNIT–III

5. Elucidate the importance of Speaking skill. What are different methods for developing speaking skill among students with disabilities? 8,8
6. Describe Translation method of teaching English Language. How is Translation method suitable for teaching prose to Visually impaired students? 8,8

UNIT–IV

7. Highlight the use of Instructional Aids for teaching English Language. What are the benefits of Tape-recorder for developing Listening skill in Visually impaired students? 8,8
8. Discuss teacher made tests. What are the steps for construction of teacher made test for assessing English proficiency? 8,8

UNIT–V

9. Explain the need of Evaluation process. What are the steps for Individualized Assessment for Children with disabilities? 8,8
10. What is Diagnostic test? Describe the significance of Diagnostic Test for improving English Language. 8,8