

(4)

Unit-III / FkeäF-III

6. What are the effects of cerebral palsy? How can this be managed? 6+5=11

Öeceeñle-keä he#eelele keä ÖeYeje keälee n? Fmekeäe ÖeyevÖeve keäme ekeälee pee mekeälee n?

7. How can the concepts be developed in children with visual impairment? What is the significance of early stimulation and mobility training? 6+5=11

ÄeP öese Jeeves yeÜÜeeWceWÖeIÜe keäe ekeäeme s ekeälee pee mekeälee n? ÜeLee meceÜe Göehave Je ieecekeä ÖeeMe# keäe keälee cenIJe n?

Unit-IV / FkeäF-IV

8. What is the significance of speech and language in communication? Explain with suitable example. 12

JeeCoer SJebYee-ee keäe meceÜeCe ceWkeälee cenIJe GoenjCeel meñle JÜeeKÜee keäepöles

9. What is understood by behaviour disorder? How can it be treated with the help of the family of the child with behaviour problem? 4+8=12

JÜeJerej JÜeele#eäce meskeälee IeelheJen? JÜeJerej mecyevÖeermecemÜeeDeel mes#emle yeeuekeä keä hej Jeej keäer mernelölee mes Fmekeäe GheDeej keäme ekeälee pee mekeälee n?

S-731

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(Printed Pages 4)

Roll No. _____

S-731

B.Sc. (Part-III) Examination, 2015

Home Science

(Group-II)

Paper-II

(Human Development)

(Children with Special Needs)

Time Allowed : Three Hours] [Maximum Marks : 75

Note : Answer five questions in all. Question No.1 is compulsory. Attempt one question from each unit.

keäue heeÖe ÖeWveeWkeä Göej öeepöles ÖeWve meKÜee 1 DeereJeeÜe n? ÖeIÜekeä FkeäF mes Skeä ÖeWve keäepöles

1. Answer following questions in brief:

eñeeveeÜeeKele ÖeWveeWkeä meñ#ehle Göej öeepöles 3×10=30

- (a) Mention five different causes of learning disability.

DeeDeiece eñeeveeÜee keä eñeeveve heeÖe keäj CeelWkeäes yeleeFÜe

- (b) Give types of communication disorders.

P.T.O.

(2)

medleej mecyevOeer efkeaej elwkaá Dekeaej yeleeFúes

(c) Classify mental retardation.

ceveefmekeá cevolee kaáe Jeieckaej Ce keáepes~

(d) Define children with special needs.

efeeMe° DeeJelMúkeálee JeeuesyeUúeelwkaás heefj Yeeekete keáepes~

(e) Differentiate between speech disorder and speech impairment.

JeeCeer efkeaej elwDeej JeeCeer #eelle celwDevlej keáepeljes

(f) Disabled Children.

Deme#ece yeUúes

(g) State characteristics of mentally retarded children.

ceveefmekeá cevo yeUúees keáer efelMeseeUelw

(h) Define visual impairment.

Áef° #eelle kaás heefj Yeeekete keáepeljes

(i) Classify speech disorder.

JeeCeer efkeaej elwkaás Jeieckaelee keáepeljes

(j) Define Orthopaedic disability.

DeefmLe mecyevOeer De#ecelée kaás heefj Yeeekete keáepeljes

Unit-I / FkaeFi-I

2. Is it necessary to label disabled children? Why? What are the negative effects of it? How can this be minimized? Give examples. 11

(3)

keálee De#ece yeUúeelwkaás Deueie mesveece oree DeeJelMúkeá nŕ? keáleeŕ

Fmekeá vekeaejelcekaá DeYeeJe keálee nŕ FvnlwkaámesvÚetvelece ekeálee pee mekeálee nŕ Goenj Ce oepeljes

3. How can the delayed development of child result in disability? What are the rights of a disabled child? 4 + 7 = 11

yeuekeá kaáe efueefyele efkeáeme De#ecelée celwkaámes heefj eCele ne mekeálee nŕ Skeá De#ece yeuekeá kaá DeeDekeaej keálee nŕ

Unit-II / FkaeFi-II

4. What are the characteristics children with of learning disability? How can family of children with learning disability seek its solution?

DeeDeiece De#ecelée mes kemle yeUúeelwkaá ue#eCe keálee nŕ DeeDeiece De#ecelée Jeeues yeUúeelwkaá heefj Jeej Fmekeáe meece0 keámes {ŕ mekeálee nŕ 7 + 4 = 11

5. How can early detection of any disability minimize the negative effects of disability? What can be done to understand a family with a child with special need? 6 + 5 = 11

ekámeer De#ecelée keáer Meel eŕ hernÚeeve Gme De#ecelée kaá vekeaejelcekaá DeYeeJeeMkaás keámesvÚetre kaáj mekeálee nŕ Skeá efeeMe° DeeJelMúkeálee Jeeues yeUúes kaá heefj Jeej kaás " ekeá mes meecePeves kaá efuejes keálee ekeálee pee mekeálee nŕ