

R3063

Sub. Code

745201

**Integrated B.Ed./M.Ed. Special Education (ID)
DEGREE EXAMINATION, APRIL – 2025**

Second Semester

Intellectual Disability

**CURRICULUM DEVELOPMENT AND
EVALUATION OF INTELLECTUAL DISABILITY**

(CBCS – 2023 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. It is the primary focus of an activity-based curriculum
_____ (CO1, K2)
 - (a) Knowledge acquisition
 - (b) Skill development
 - (c) Practical engagement
 - (d) Theoretical learning
2. It is considered a principle of inclusive curriculum
_____ (CO1, K1)
 - (a) Rigid assessment standards
 - (b) Focusing solely on academic excellence
 - (c) Addressing the diverse learning needs of all students
 - (d) Ignoring cultural differences in the classroom

3. This approach to curriculum development focuses on the integration of various elements to form a balanced and flexible curriculum (CO1, K2)
- (a) Developmental Approach
 - (b) Functional Approach
 - (c) Eclectic Approach
 - (d) Ecological Approach
4. The Expanded Core Curriculum primarily focuses on the education of students with _____ (CO2, K2)
- (a) Physical disabilities
 - (b) Visual impairment
 - (c) Behavioral disorders
 - (d) Intellectual disabilities
5. The primary focus of Early Childhood Education (ECE) curriculum is _____ (CO3, K1)
- (a) Preparing students for standardized tests
 - (b) Developing foundational skills in a structured manner
 - (c) Focusing on vocational training
 - (d) Emphasizing only cognitive development
6. Which curriculum domain is emphasized at the Vocational level? (CO3, K1)
- (a) Knowledge of basic literacy and numeracy
 - (b) Theoretical understanding of core subjects
 - (c) Practical, hands-on skills for specific trades and occupations
 - (d) Social development and community interaction

7. The main purpose of curriculum modification for students with disabilities is _____ (CO4, K2)
- (a) To make the curriculum more challenging for all students
 - (b) To reduce the complexity and requirements of the curriculum
 - (c) To maintain the same standards for all students regardless of needs
 - (d) To introduce additional co-curricular activities
8. In an inclusive setup, differential evaluation for Persons with Intellectual Disabilities (PwID) is aimed at _____ (CO4, K4)
- (a) Keeping academic standards uniform for all students
 - (b) Adjusting assessments to suit individual needs and capabilities
 - (c) Ignoring the abilities of students with disabilities
 - (d) Promoting a competitive academic environment
9. The involvement of families in pre-school and primary education helps in _____ (CO5, K1)
- (a) Increasing academic competition among students
 - (b) Strengthening the connection between home and school, and supporting the child's development
 - (c) Reducing the number of school holidays
 - (d) Creating rigid teaching structures

10. It is the main purpose of designing integrated learning experiences for students with diverse needs (CO4, K1)
- (a) To make all students follow the same curriculum strictly
 - (b) To create inclusive and relevant learning environments that cater to various learning styles and abilities
 - (c) To prioritize standardized testing
 - (d) To segregate students based on ability

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Write a short note on the definition and scope of curriculum. (CO1, K1)

Or

- (b) List down the principles of inclusive curriculum. (CO1, K1)

12. (a) What do you mean by Eclectic Approach? (CO2, K1)

Or

- (b) Enumerate the values and principles learnt through Hidden Curriculum. (CO2, K2)

13. (a) Enumerate the need and scope of Early Intervention for children with intellectual disability. (CO3, K2)

Or

- (b) Explain briefly about the curriculum domains at Primary Level. (CO3, K2)

14. (a) Examine the need for curricular adaptation, accommodation and modification for the intellectually disabled. (CO4, K5)

Or

- (b) Reflect on the adaptations that can be done in Co curriculum and School Subjects for the students with intellectual disability. (CO4, K5)
15. (a) As a Special Educator, how will you organise learning opportunities for diverse needs? (CO5, K3)

Or

- (b) Explain the benefits of Collaborative curriculum for children with special needs. (CO5, K2)

Part C (5 × 8 = 40)

Answer **all** questions not more than 1,000 words each.

16. (a) Enumerate the philosophical, sociological and psychological bases of Curriculum. (CO1, K2)

Or

- (b) Discuss the steps in developing curriculum and the potential challenges of developing curriculum for inclusion. (CO1, K3)
17. (a) Explain the Developmental and Functional Approaches for curriculum development. (CO2, K2)

Or

- (b) Analyse the components of Expanded Core Curriculum. (CO2, K4)

18. (a) Critically analyse the significance of Early Childhood Education and School Readiness.
(CO3, K4)

Or

- (b) Summarize the curriculum domains at Secondary level and pre-vocational level for students with intellectual disabilities. (CO3, K3)
19. (a) Explain the emerging trends in evaluation such as CCE, Teacher Made Tests, Grading System.
(CO4, K2)

Or

- (b) Elucidate the differential evaluation of students with intellectual disabilities in inclusive setup.
(CO4, K2)
20. (a) Critically examine the designing of integrated and inter-disciplinary learning experiences for individuals with intellectual disabilities. (CO5, K5)

Or

- (b) Summarise your views on the rehabilitation of individuals with intellectual disabilities under National Skill Development Scheme (NSDS by MSJ & E). (CO5, K6)
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R3064

Sub. Code

745202

**INTEGRATED B.Ed.,M.Ed., DEGREE EXAMINATION,
APRIL – 2025**

Second Semester

Special Education (Intellectual Disability)

**EDUCATIONAL INTERVENTION AND TEACHING
STRATEGIES FOR CHILDREN WITH INTELLECTUAL
DISABILITY**

(CBCS – 2023 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the objective questions by choosing the
correct option.

1. What is the primary goal of early intervention for children with intellectual disabilities? (CO1, K2)
 - (a) To cure the disability
 - (b) To provide supportive services to enhance development
 - (c) To prepare the child for special education
 - (d) To label the child with a disability
2. At what age can early intervention services typically begin for children with intellectual disabilities? (CO1, K1)
 - (a) At birth
 - (b) At 3 years old
 - (c) At 5 years old
 - (d) At 10 years old

3. Who is typically involved in the development of an IFSP for a child with an intellectual disability? (CO2, K1)
- (a) Only the child's parents
 - (b) Only the child's healthcare provider
 - (c) A multidisciplinary team
 - (d) Only the local education agency
4. What is the required frequency for reviewing and updating an IFSP for a child with an intellectual disability? (CO2, K1)
- (a) Annually
 - (b) Bi-annually
 - (c) Quarterly
 - (d) Every 6 months
5. What is the primary goal of using positive reinforcement in teaching children with intellectual disabilities? (CO3, K2)
- (a) To punish undesired behaviors
 - (b) To reinforce desired behaviors and encourage learning
 - (c) To provide a consequence for misbehaviour
 - (d) To ignore undesired behaviors
6. Which teaching strategy involves breaking down complex tasks into smaller, manageable steps? (CO3, K3)
- (a) Task analysis
 - (b) Chaining
 - (c) Prompting
 - (d) Fading

7. What is cognitive-behavioral therapy (CBT)? (CO4, K2)
- (a) A type of punishment
 - (b) A way to teach new skills
 - (c) A way to understand and change thoughts and behaviors
 - (d) A way to ignore behavior
8. What is a behavior contract? (CO4, K1)
- (a) A punishment for bad behavior
 - (b) A written agreement to follow certain rules
 - (c) A reward for good behavior
 - (d) A way to ignore behavior
9. What is the primary goal of occupational therapy (OT) for children with intellectual disabilities? (CO5, K2)
- (a) To improve cognitive skills
 - (b) To enhance physical strength and endurance
 - (c) To develop daily living skills and independence
 - (d) To provide emotional support and counselling
10. What is the primary goal of yoga therapy for children with intellectual disabilities? (CO5, K2)
- (a) To improve cognitive skills
 - (b) To enhance physical strength and endurance
 - (c) To provide emotional support and counseling
 - (d) To develop relaxation and stress-reduction techniques

Part B

(5 × 5 = 25)

Answer **all** the questions not more than 500 words each.

11. (a) Explain scope and significance of Early Intervention. (CO1, K2)

Or

- (b) Illustrate about the Differentiated Intervention. (CO1, K2)

12. (a) Develop Individualized Education Programme for PWID. (CO2, K3)

Or

- (b) Write about IFSP. (CO2, K2)

13. (a) What are the principles of Teaching? (CO3, K2)

Or

- (b) Analyse the concept of Applied Behaviour Analysis. (CO3, K3)

14. (a) List out the types of Managing Behaviour. (CO4, K4)

Or

- (b) Examine the role of empathy in parental counselling and its effects on parents' self-esteem. (CO4, K4)

15. (a) Elaborate the primary objectives of occupational therapy? (CO5, K6)

Or

- (b) Enumerate the benefits of play therapy. (CO5, K4)

Part C

(5 × 8 = 40)

Answer **all** the questions not more than 1000 words each.

16. (a) Illustrate the types of early intervention for Children with Intellectual Disabilities. (CO1, K2)

Or

- (b) List out the essential components of a child's record in an early intervention program. (CO1, K4)
17. (a) Create a sample lesson plan for a Child with Intellectual Disability. (CO2, K6)

Or

- (b) Outline the evaluation of IEP for Person with Intellectual Disabilities and its associated conditions. (CO2, K2)
18. (a) Illustrate teaching approaches for Children with Intellectual Disabilities. (CO3, K2)

Or

- (b) Explain teaching strategies utilized for Children with Intellectual Disabilities. (CO3, K2)
19. (a) Write about Functional Analysis and Behaviour Modification Techniques. (CO4, K4)

Or

- (b) List out the Ethical issues in Behaviour management. (CO4, K4)

20. (a) Explain Physiotherapy- Definition, Objective, Scope and Intervention. (CO5, K2)

Or

- (b) Outline the other therapeutic Interventions such as Visual and Performing arts. (CO5, K2)
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R3065

Sub. Code

745203

**INTEGRATED B.Ed./M.Ed. (Special Education) (ID)
DEGREE EXAMINATION, APRIL – 2025**

Second Semester

Special Education (Intellectual Disability)

**TECHNOLOGY AND CHILDREN WITH INTELLECTUAL
DISABILITY**

(CBCS – 2023 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the objective questions by choosing the
correct option.

1. What is the primary goal of using educational technology for children with intellectual disabilities? (CO1, K2)
 - (a) To replace human instruction
 - (b) To supplement human instruction and enhance learning
 - (c) To provide a distraction from learning
 - (d) To punish undesired behaviors
2. What is the main goal of UDL? (CO1, K1)
 - (a) To make learning harder
 - (b) To make learning easier for all students
 - (c) To make learning more difficult for students with disabilities
 - (d) To make learning more competitive

3. What is the primary goal of ICT accessibility for children with intellectual disabilities? (CO2, K2)
- (a) To provide a separate computer for each child
 - (b) To make ICT devices and software accessible and usable for all children
 - (c) To restrict access to ICT devices and software for children with intellectual disabilities
 - (d) To provide only basic ICT skills training for children with intellectual disabilities
4. What is tele-teaching? (CO2, K1)
- (a) Teaching in a classroom
 - (b) Teaching on the phone
 - (c) Teaching on TV
 - (d) Teaching over the internet
5. Why is multimedia helpful for learning? (CO3, K5)
- (a) It helps you learn through only one sense
 - (b) It helps you learn through multiple senses
 - (c) It helps you learn only facts and figures
 - (d) It helps you learn only through interactive elements
6. What is e-flash cards? (CO3, K1)
- (a) Physical flash cards with words and images
 - (b) A learning management system
 - (c) Digital flash cards with words and images
 - (d) An online learning platform

7. What is Computer-Assisted Instruction used for? (CO4, K4)
- (a) To replace human teachers
 - (b) To assist learning
 - (c) To provide only entertainment
 - (d) To provide only drill-and-practice exercises
8. What are cybernetics? (CO4, K1)
- (a) The study of computers and machines
 - (b) The study of how living things learn and adapt
 - (c) The study of how to control and communicate with machines
 - (d) The study of how to use the internet
9. What is a text-to-speech software? (CO5, K1)
- (a) A software that reads text aloud
 - (b) A software that provides only entertainment
 - (c) A software that provides only educational resources
 - (d) A software that helps people with disabilities to communicate
10. What is a benefit of using digital lesson planning tools? (CO5, K3)
- (a) They make lesson planning more time-Consuming
 - (b) They make lesson planning more difficult
 - (c) They make lesson planning more efficient and organized
 - (d) They make lesson planning less effective

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Write about the educational and instructional technology with suitable example. (CO1, K2)

Or

- (b) Explain about Universal Design of Learning. (CO1, K5)

12. (a) Describe the use of ICT in special education. (CO2, K6)

Or

- (b) List out the uses of internet, E-mail and tele-teaching. (CO2, K5)

13. (a) Write about the meaning, nature, scope and definition of multimedia. (CO3, K2)

Or

- (b) Illustrate the limitation and challenges of using multimedia in education. (CO3, K2)

14. (a) Enumerate the various disability friendly technology. (CO4, K5)

Or

- (b) Elaborate on Punarjani and e-learning framework developed by C-DAC. (CO4, K6)

15. (a) Explain about the application of technology in report writing. (CO5, K5)

Or

- (b) Enumerate the application of technology in instruction for individual, small and large group. (CO5, K5)

Part C (5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) What are the role and recent trends in education and instructional technology? (CO1, K1)

Or

- (b) Elaborate on the approaches of educational technology. (CO1, K6)

17. (a) Write about the development of ICT. (CO2, K2)

Or

- (b) Illustrate the use of ICT in special and inclusive setting administration. (CO2, K2)

18. (a) Examine the types of instructional aids in education. (CO3, K4)

Or

- (b) Discuss the recent trends in Multimedia and illustrate the implication of multimedia in teaching and learning. (CO3, K6)

19. (a) Explain the Computerassisted and computer managed instruction with example. (CO4, K5)

Or

- (b) Discuss about developing technology integrated lessons. (CO4, K6)

20. (a) Critically evaluate the role of technology in enhancing lesson plan. (CO5, K5)

Or

- (b) Elaborate the advantages, merits and demerits of application of technology. (CO5, K6)

R3066

Sub. Code

745204

**Integrated B.Ed./M.Ed. (Special Education) DEGREE
EXAMINATION, APRIL – 2025**

Second Semester

Intellectual Disability

**PSYCHO SOCIAL AND FAMILY ISSUES FOR
INTELLECTUAL DISABILITIES**

(CBCS – 2023 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the objective questions by choosing the
correct option.

1. _____ is the backbone of social structure. (CO1, K1)
(a) School (b) Community
(c) Family (d) Government
2. Which family type includes the combination of two or more nuclear families based on an extension of the parent-child relationships? (CO1, K3)
(a) Nuclear family
(b) Extended family
(c) Single-parent family
(d) Blended family

3. What is a sign of child abuse? (CO2, K1)
- (a) Unexplained injuries
 - (b) Good behavior
 - (c) Happy mood
 - (d) Good health
4. Who can advocate for the rights of children with intellectual disability? (CO2, K1)
- (a) Healthcare professionals
 - (b) Parents and caregivers
 - (c) Educators and social workers
 - (d) Non-governmental organizations
5. How can professionals support parents of children with intellectual disabilities? (CO3, K2)
- (a) By providing information and resources
 - (b) By making decisions on their behalf
 - (c) By minimizing their involvement
 - (d) By ignoring their concerns
6. What is the purpose of parent self-help groups? (CO3, K2)
- (a) To provide professional therapy
 - (b) To offer emotional support and connection
 - (c) To advocate for policy changes
 - (d) To fundraise for services

7. What emotional change may occur in adolescents with intellectual disabilities? (CO4, K5)
- (a) Increased independence
 - (b) Decreased anxiety
 - (c) Mood swings
 - (d) No emotional changes
8. How can pre-marital counselling support individuals with intellectual disabilities in developing independent living skills? (CO4, K5)
- (a) By teaching meal planning and preparation
 - (b) By promoting self-advocacy and decision-making
 - (c) By encouraging dependence on caregivers
 - (d) By restricting access to resources and support
9. What is the benefit of community people's participation in promoting awareness and acceptance? (CO5, K5)
- (a) Reduced stigma and discrimination
 - (b) Increased isolation and exclusion
 - (c) Decreased support and resources
 - (d) No impact
10. What is the primary focus of CBR? (CO5, K2)
- (a) Medical rehabilitation
 - (b) Community-based support and empowerment
 - (c) Institutional care
 - (d) Economic development

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Write about the characteristics of family. (CO1, K2)

Or

- (b) Explain about the role of family in Rehabilitation of PwID. (CO1, K5)

12. (a) Difference between Intellectual Disability and Mental Illness. (CO2, K4)

Or

- (b) Elaborate on the rights and advocacy of PwID. (CO2, K5)

13. (a) Discuss the parent professional relationship in rehabilitation process. (CO3, K2)

Or

- (b) What are the ways to empower families of PwID? (CO3, K1)

14. (a) Explain about the physiological changes during the adolescent period. (CO4, K5)

Or

- (b) Elaborate on the pre-marital counselling. (CO4, K5)

15. (a) Write about the concept, definition and scope of Community Based Rehabilitation. (CO5, K1)

Or

- (b) Explain the role of Special Educator in Community Based Rehabilitation. (CO5, K5)

Part C (5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Write about the concept, definition, characteristics and types of family. (CO1, K1)

Or

- (b) Express the reaction and impact of disability on family. (CO1, K2)

17. (a) Discuss on the attitude of family, community, peer group, teachers, co-workers towards PwID. (CO2, K5)

Or

- (b) Illustrate the Psycho-Social issues – Exploitation, Delinquency, child labour and child abuse.(CO2, K2)

18. (a) Describe about the training and involving families in the rehabilitation process. (CO3, K1)

Or

- (b) Explain the formation of parent self-help group. (CO3, K5)

19. (a) Write about the interpersonal relationship – parent sibling, extended family, single child, peer group for PwID. (CO4, K1)

Or

- (b) Enumerate the adolescent issues – employment, sexuality, marriage and alternative options. (CO4, K5)

20. (a) List out and explain the models of CBR. (CO5, K5)

Or

- (b) Elaborate the types of community resources and their mobilization. (CO5, K5)
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R3067

Sub. Code

745205

**Integrated B.Ed. M.Ed. Special Education (ID) DEGREE
EXAMINATION, APRIL – 2025**

Second Semester

Intellectual Disability

**INTRODUCTION TO LOCOMOTOR DISABILITIES AND
MULTIPLE DISABILITIES AND ACCESSIBILITY**

(CBCS – 2023 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the objective questions by choosing
the correct option.

1. This type of CP involves low muscle tone, making it difficult to sit up or control head movements _____
(CO1, K1)
 - (a) Spastic
 - (b) Dyskinetic
 - (c) Ataxic
 - (d) Hypotonic
2. The type of CP in which both arms and legs are affected
(CO1, K2)
 - (a) Diplegia
 - (b) Hemiplegia
 - (c) Quadriplegia
 - (d) Paraplegia

3. Not getting enough folic acid (vitamin B-9) during pregnancy may result in _____ (CO2, K1)
- (a) Multiple Sclerosis
 - (b) Tuberous Sclerosis
 - (c) Spina bifida
 - (d) Muscular Dystrophy
4. It is a group of genetic diseases that cause progressive muscle weakness and degeneration. (CO2, K1)
- (a) Muscular Dystrophy
 - (b) Spina bifida
 - (c) Spinal Cord Injuries
 - (d) Polio
5. The most common type of Multiple Sclerosis is (CO3, K2)
- (a) Relapsing-remitting MS
 - (b) Secondary progressive MS
 - (c) Primary progressive MS
 - (d) Clinically isolated syndrome
6. Universal Design for Learning was developed by _____. (CO3, K1)
- (a) Center for Assistive and Special Technology (CAST)
 - (b) Center for Applied Special Technology (CAST)
 - (c) Center for Applied Science Technology (CAST)
 - (d) Center for Adapted Special Technology (CAST)

7. An example of “multiple means of representation” in UDL is _____. (CO4, K4)
- (a) Text with embedded definitions
 - (b) Captioned videos
 - (c) Graphic organizers
 - (d) All the above
8. This associated condition of Multiple Disabilities causes brief lapses of consciousness and muscle jerks or twitches. (CO4, K4)
- (a) Leprosy Cured
 - (b) Epilepsy
 - (c) Tuberous Sclerosis
 - (d) Multiple Sclerosis
9. Accessible India Campaign was launched in the year _____. (CO5, K2)
- (a) 2014
 - (b) 2015
 - (c) 2016
 - (d) 2017
10. Accessible India Campaign is an initiative under _____. (CO5, K1)
- (a) Department of Empowerment of Persons with Disabilities (DEPwD)
 - (b) Rehabilitation Council of India
 - (c) Ministry of Health and Family Welfare
 - (d) National Trust

Part B

(5 × 5 = 25)

Answer **all** the questions in not more than 500 words each.

11. (a) Enumerate the types and associated conditions of Cerebral Palsy. (CO1, K2)

Or

- (b) Write a short note on positioning and handling techniques at home and school for children with CP. (CO1, K1)

12. (a) Enumerate the classification of Spina bifida and Muscular Dystrophy. (CO2, K2)

Or

- (b) Brief about the Therapeutic Intervention for the individuals with Spinal Cord Injuries and Spina-bifida. (CO2, K2)

13. (a) List down the ways and means of creating prosthetic environment in school and home for persons with multiple-disabilities. (CO3, K2)

Or

- (b) Reflect on the points to be considered while constructing as IEP for the children with multiple-disabilities. (CO3, K4)

14. (a) Summarize the concept and scope of Universal Design for Learning (UDL). (CO4, K6)

Or

- (b) List down the role of special teachers in implementing UDL for students having locomotor and multiple disabilities. (CO4, K2)

15. (a) Write the benefits of accessibility in built environment. (CO5, K1)

Or

- (b) Explain the need for sign language interpreters for various academic forums and meetings. (CO5, K2)

Part C (5 × 8 = 40)

Answer **all** the questions in not more than 1000 words each.

16. (a) Discuss the provision of therapeutic intervention and referral of children with CP. (CO1, K2)

Or

- (b) Analyse the application of various Assistive Technological devices to facilitate learning and functional activities of individuals with CP. (CO1, K4)

17. (a) Explain the process of creating prosthetic environment in school and home for individuals having Spina-bifida and Muscular Dystrophy. (CO2, K2)

Or

- (b) Analyse the ways and means for facilitating teaching-learning: iep, developing TLM for children with locomotor disabilities. (CO2, K4)

18. (a) Critically analyse the implications of various combinations of multiple disabilities and associated conditions. (CO3, K4)

Or

- (b) Substantiate the role of Assistive technology for individuals with multiple-disabilities. (CO3, K5)

19. (a) Explain the Principles of UDL with suitable examples. (CO4, K2)

Or

- (b) Design a model UDL Lesson Plan for children with special needs. (CO4, K3)

20. (a) Critically examine accessibility aspects in Transportation System especially in Airport and Railway station. (CO5, K5)

Or

- (b) Discuss the challenges in accessing Public - Information and Communication Eco-System by persons with disabilities. (CO5, K2)
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R3068

Sub. Code

745207

Integrated B.Ed./M.Ed. (Special Education) (ID)

DEGREE EXAMINATION, APRIL – 2025

Second Semester

Intellectual Disability

**MANAGEMENT OF LEARNING DISABILITY AND
VOCATIONAL REHABILITATION AND TRANSITION
TO JOB PLACEMENT**

(CBCS – 2023 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the objective questions by choosing the
correct option.

1. What is a type of learning disability that affects reading skills? (CO1, K1)
(a) Dyscalculia (b) Dyslexia
(c) Dysgraphia (d) Dyspraxia
2. What does ADHD stand for? (CO1, K1)
(a) Attention Deficit Hyperactivity Disorder
(b) Attention Deficit Disorder
(c) Attention Deficiency Hyperactivity Disorder
(d) Attention Deficiency Disorder

3. What is the purpose of a reading assessment? (CO2, K2)
- (a) To evaluate a students intelligence
 - (b) To identify a student's reading strengths and weaknesses
 - (c) To determine a student's grade level
 - (d) To provide a student with extra help
4. What type of standardized test measures a students knowledge in a specific subject area? (CO2, K3)
- (a) Achievement test
 - (b) Aptitude test
 - (c) Intelligence quotient (IQ) test
 - (d) Interests and personality test
5. What is the main goal of vocational rehabilitation for children with intellectual disabilities? (CO3, K2)
- (a) To provide medical treatment
 - (b) To help them find a job and become independent
 - (c) To provide education only
 - (d) To provide recreational activities only
6. What does IVTP stand for? (CO3, K1)
- (a) Individualized Vocational Training Process
 - (b) Individualized Vocational Transition Plan
 - (c) Individualized Vocational Training Plan
 - (d) Individualized Vocational Treatment Plan

7. Which of the following strategies is commonly used in pre-vocational transitional planning? (CO4, K3)
- (a) Career assessment
 - (b) Job coaching
 - (c) Job placement
 - (d) Community integration
8. What is the primary goal of post-vocational transitional planning? (CO4, K2)
- (a) To explore post-secondary education options
 - (b) To develop skills and abilities for future employment
 - (c) To access community resources
 - (d) To secure and maintain employment
9. Which employment setting provides a structured and supportive work environment for individuals with significant disabilities? (CO5, K4)
- (a) Sheltered workshop
 - (b) Supported employment
 - (c) Competitive employment
 - (d) Transitional employment
10. What type of accommodation involves modifying the work environment to accommodate physical disabilities? (CO5, K5)
- (a) Supportive Accommodations
 - (b) Physical Accommodations
 - (c) Job Restructuring
 - (d) Technological Accommodations

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Explain about language disorders. (CO1, K2)

Or

- (b) Give an outline of emotional and behavioural problem. (CO1, K3)

12. (a) Write about teacher made test. (CO2, K3)

Or

- (b) List out the language skills with examples. (CO2, K5)

13. (a) Discuss about the concessions and benefits for Person with Disabilities with respect to employment. (CO3, K6)

Or

- (b) What are the principles of vocational assessment? (CO3, K5)

14. (a) Illustrate the importance of transition? (CO4, K2)

Or

- (b) Elaborate on post-vocational level transitional planning? (CO4, K6)

15. (a) Enumerate on the process of job placement among Person with Disabilities. (CO5, K5)

Or

- (b) Explain the importance of safety skills in job placement among Person with Disabilities. (CO5, K5)

Part C

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Illustrate about the types of learning disabilities.
(CO1, K3)

Or

- (b) Write about the associated conditions of learning disabilities.
(CO1, K3)
17. (a) Explain about the assessment of reading, writing and maths skills.
(CO2, K5)

Or

- (b) Discuss about intervention strategies in basic skills of learning.
(CO2, K6)
18. (a) Enumerate about vocational education. (CO3, K5)

Or

- (b) Discuss about various assessment and evaluation tools to assess generic and specific job skills.
(CO3, K6)
19. (a) Write about vocational training model. (CO4, K3)

Or

- (b) Create an individualized vocational training plan for individual with intellectual disability. (CO4, K6)

20. (a) What are the types of employment and employment settings for PwID? (CO5, K6)

Or

- (b) How to create equal opportunity and attitudes towards persons with disabilities in the community? (CO5, K6)
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R3069

Sub. Code

745401

**INTEGRATED B.Ed./M.Ed. (Special Education) (ID)
DEGREE EXAMINATION, APRIL – 2025**

Fourth Semester

Intellectual Disability

INCLUSIVE EDUCATION

(CBCS – 2023 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the objective questions by choosing the correct option.

1. What is inclusion? (CO1, K1)
 - (a) Everyone gets to play together
 - (b) Some people get to play, but not others
 - (c) We have separate games for different people
 - (d) Only friends who are alike can play
2. What is the role of teachers in promoting inclusive education? (CO1, K5)
 - (a) To provide separate instruction for students with disabilities
 - (b) To use a one-size-fits-all approach to teaching
 - (c) To differentiate instruction to meet the diverse needs of students
 - (d) To ignore the needs of students with disabilities

3. Which of the following is a key principle of the Incheon Strategy 2012? (CO2, K4)
- (a) Separate education for people with disabilities
 - (b) Equal access to education for all
 - (c) Prioritizing economic growth over social inclusion
 - (d) Limiting access to education for marginalized groups
4. What is the target age group for RMSA? (CO2, K1)
- (a) 6-14 years (b) 25-35 years
 - (c) 18-25 years (d) 14-18 years
5. Which of the following is an example of accommodation for an individual with autism? (CO3, K5)
- (a) Providing a separate classroom
 - (b) Modifying the curriculum to focus on life skills
 - (c) Providing extra time to complete assignments
 - (d) Requiring the individual to participate in all group activities
6. Which of the following is an example of a sensory modification for an individual with sensory processing disorder? (CO3, K5)
- (a) Providing earplugs in a loud environment
 - (b) Requiring the individual to participate in all group activities
 - (c) Modifying the curriculum to focus on life skills
 - (d) Providing a separate classroom

7. What are the three main principles of UDL? (CO4, K3)
- (a) Reading, Writing and Math
 - (b) Representation, Expression and Engagement
 - (c) Science, Technology and Engineering
 - (d) History, Geography and Culture
8. Which co-teaching method involves dividing students into small groups and having each teacher work with a group? (CO4, K3)
- (a) Station Teaching
 - (b) Parallel Teaching
 - (c) Alternative Teaching
 - (d) One Teach, One Assist
9. What is the role of teachers in inclusive education? (CO5, K5)
- (a) To provide instruction to students without disabilities only
 - (b) To adapt instruction to meet the diverse needs of all students
 - (c) To identify students with disabilities only
 - (d) To provide support services only
10. What can the community do to help inclusive education? (CO5, K5)
- (a) Just give money
 - (b) Provide help and resources
 - (c) Evaluate teachers
 - (d) Run the school

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Difference between marginalization and inclusion.
(CO1, K4)

Or

- (b) Discuss about benefits and barriers of inclusive education.
(CO1, K6)

12. (a) Elaborate Universal Declaration of Human Rights.
(CO2, K6)

Or

- (b) Enumerate about Kothari commission. (CO2, K5)

13. (a) List out various strategies to engage gifted children in inclusive classroom.
(CO3, K5)

Or

- (b) Explain and illustrate the accommodation for CwID in an inclusive classroom.
(CO3, K5)

14. (a) Write down the principles of Universal Design for Learning.
(CO4, K3)

Or

- (b) Discuss about Differentiated instruction. (CO4, K6)

15. (a) What are the supports and collaborations required to implement inclusive education? (CO5, K3)

Or

- (b) Explain about resource mobilization in inclusive education. (CO5, K5)

Part C (5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Discuss about changing practices in education of children with disabilities. (CO1, K6)

Or

- (b) Write about the principles of inclusive education. (CO1, K3)

17. (a) Elaborate about international conventions. (CO2, K6)

Or

- (b) List out and explain about the national acts and programs. (CO2, K5)

18. (a) Enumerate about adaptations and accommodation for children with multiple disability. (CO3, K5)

Or

- (b) What are the key leadership qualities required for teachers to become a changing agent in an inclusive education? (CO3, K6)

19. (a) What are the effective strategies to create an inclusive learning environment? (CO4, K6)

Or

- (b) Discuss and illustrate about co-teaching methods. (CO4, K6)

20. (a) Describe the role of stakeholders in inclusive education. (CO5, K5)

Or

- (b) Explain about the family support and involvement for inclusion with examples. (CO5, K6)

R3070

Sub. Code

745405

**INTEGRATED B.Ed./M.Ed. (Special Education) (ID)
DEGREE EXAMINATION, APRIL – 2025**

Fourth Semester

Intellectual Disability

GENDER AND DISABILITY

(CBCS – 2023 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the following objective questions by choosing the correct option.

1. It is the ultimate focus of Gender Studies as an academic discipline. (CO1, K1)
 - (a) Studying only the biological differences between men and women
 - (b) Exploring the social, cultural, and political aspects of gender
 - (c) Analyzing the economic implications of gender inequality
 - (d) Focusing on the historical roles of men and women in society

2. The Gender Theories mainly aim to address _____. (CO1, K2)
- (a) The relationship between men and women in terms of power and privilege
 - (b) The biological distinctions between male and female bodies
 - (c) The role of men in shaping the history of gender roles
 - (d) The educational background of individuals in gender studies
3. Child abuse primarily refers to _____. (CO2, K1)
- (a) Providing children with educational resources
 - (b) Protecting children from harmful influences
 - (c) The physical, emotional, or sexual mistreatment of children
 - (d) Encouraging children to take part in community activities
4. It is one of the significant challenges faced by single mothers in society. (CO2, K1)
- (a) Access to free education for their children
 - (b) Societal expectations and pressures regarding balancing work, family, and personal life
 - (c) Increased participation in community events
 - (d) Lack of interest in professional careers

5. The major difference between “sex” and “gender” is _____. (CO3, K4)
- (a) Sex refers to biological differences, while gender relates to social roles and identities
 - (b) Sex is the social construct of roles, while gender is biological
 - (c) Gender refers to a person’s physical characteristics, while sex refers to their cultural identity
 - (d) There is no significant difference between sex and gender
6. Which of the following best distinguishes “impairment” from “disability”? (CO3, K3)
- (a) Impairment is a physical condition; disability is the social consequences of that condition
 - (b) Impairment refers to social conditions; disability is a medical diagnosis
 - (c) Disability is the medical term for any impairment; impairment refers to the inability to function
 - (d) Impairment only affects physical abilities, while disability is limited to cognitive abilities
7. The factor that contributes more to the disability of women and girls in society. (CO4, K2)
- (a) Inadequate access to nutrition and health care
 - (b) Cultural attitudes that ignore the potential of girls
 - (c) Lack of proper educational opportunities
 - (d) All the above

8. The term “Inclusive equality” refers to (CO4, K2)
- (a) Providing special treatment for PwD
 - (b) Ensuring PwD have equal access to opportunities in all spheres of life, including education, family, and employment
 - (c) Focusing only on physical accessibility for PwD
 - (d) Offering vocational training exclusively for PwD
9. The key principle of the Human Rights-Based Approach is _____. (CO5, K2)
- (a) Non-intervention in the personal rights of individuals
 - (b) Equality, non-discrimination and provision of equal opportunities
 - (c) Limiting participation to only certain groups in society
 - (d) Reducing the scope of human rights to only basic civil rights
10. The term “empowerment” in Human Rights-Based Approach refers to support people with disabilities by _____. (CO5, K4)
- (a) Limiting the rights of PwD
 - (b) Providing them with the tools, resources, and opportunities for full participation
 - (c) Focusing solely on legal reform
 - (d) Restricting access to employment opportunities

Part B

(5 × 5 = 25)

Answer **all** the questions not more than 500 words each.

11. (a) Briefly explain the concept and scope of Gender studies. (CO1, K2)

Or

- (b) Write a short note on Women's studies. (CO1, K1)

12. (a) Enumerate the initiatives taken by the government against child labour. (CO2, K2)

Or

- (b) List down the different abuses that are faced by the girl children in our society and suggest the ways and means of addressing them. (CO2, K2)

13. (a) Distinguish between Sex and Gender. (CO3, K3)

Or

- (b) What are implications for teaching with specific reference to psyche and gender? (CO3, K2)

14. (a) What do you mean by gender-based violence? (CO4, K2)

Or

- (b) List down the role of teachers in promoting gender equality. (CO4, K2)

15. (a) Brief the concept and history of human rights-based approach for disability. (CO5, K1)

Or

- (b) Enumerate the principles of human rights-based approach. (CO5, K2)

Part C

(5 × 8 = 40)

Answer **all** the questions not more than 1000 words each.

16. (a) Summarize your views on Gender studies as an academic discipline. (CO1, K6)

Or

- (b) Analyse any two Gender theories. (CO1, K4)

17. (a) Discuss the multiple roles of women with special reference to role conflict and role change. (CO2, K3)

Or

- (b) Analyse the issues faced by women in different stages of life. (CO2, K4)

18. (a) Critically analyse your views on gendered experience of disability in public and private domains. (CO3, K4)

Or

- (b) Discuss the concept of Normalization and Social Role Valorisation in the light of Gender and Disability. (CO3, K2)

19. (a) Explain the inclusive equality for women with disability by providing access to family life, education and employment. (CO4, K2)

Or

- (b) Discuss the gender critiques of legislation, government policies and schemes. (CO4, K3)

20. (a) Critically examine the elements of human rights system with special consideration to persons with disabilities. (CO5, K5)

Or

- (b) Discuss the advantages of human rights-based approach for persons with disabilities. (CO5, K2)
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