

R4741

Sub. Code

25ISE2C1

**Integrated B.Ed.M.Ed. Spl. Edn. DEGREE
EXAMINATION, APRIL – 2026**

Second Semester

Special Education (Intellectual Disability)

**IDENTIFICATION, ASSESSMENT AND NEEDS OF
CHILDREN WITH INTELLECTUAL DISABILITY**

(CBCS – 2025 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. Which classification system emphasizes functional abilities and support needs? (CO1, K2)
 - (a) Medical classification
 - (b) Educational classification
 - (c) Psychological classification
 - (d) ICD classification

2. Down syndrome is caused due to (CO1, K1)
 - (a) Trisomy of chromosome 20
 - (b) Trisomy of chromosome 21
 - (c) Trisomy of chromosome 22
 - (d) Trisomy of chromosome 23

3. Screening tools are primarily used to _____ (CO2, K2)
- (a) Provide diagnosis (b) Identify children at risk
(c) Plan intervention (d) Provide certification
4. NITI mainly assesses _____ (CO2, K1)
- (a) Intelligence quotient
(b) Motor skills
(c) Social maturity
(d) Language ability
5. Individualized Family Service Plan (IFSP) is primarily developed for _____ (CO3, K1)
- (a) Adolescents
(b) Adults
(c) Infants and toddlers
(d) School-aged children
6. Individual Transition Plan (ITP) is prepared during _____ (CO3, K1)
- (a) Early childhood (b) School age
(c) Adolescence (d) Adulthood
7. Person-centered planning focuses on _____ (CO4, K2)
- (a) Deficits
(b) Institutional needs
(c) Individual strengths and support needs
(d) Certification

8. Vocational assessment helps the person in _____ (CO4, K1)
- (a) Diagnosis
 - (b) Career planning
 - (c) Medical treatment
 - (d) Counseling only
9. RPwD Act, 2016 is based on _____ (CO5, K2)
- (a) Charity model
 - (b) Medical model
 - (c) Rights-based approach
 - (d) Welfare approach
10. Gender issues in disability mainly relate to _____ (CO5, K2)
- (a) Employment only
 - (b) Double discrimination
 - (c) Education only
 - (d) Medical care

Part B

(5 × 5 = 25)

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

11. (a) Illustrate the role of biological factors in the causation of Intellectual Disability. (CO1, K4)

Or

- (b) Compare the educational and psychological classifications of Intellectual Disability. (CO1, K5)

12. (a) Justify the need for assessment for certification for persons with intellectual disability. (CO2, K5)

Or

- (b) Examine trends in assessment practices in the field of Intellectual Disability. (CO2, K3)

13. (a) Briefly outline the importance of assessment at pre-school and school levels. (CO3, K4)

Or

- (b) Illustrate pre-vocational training during adolescence. (CO3, K4)

14. (a) Analyze the use of assessment data in educational planning. (CO4, K4)

Or

- (b) Evaluate different purposes of assessment reports. (CO4, K5)

15. (a) What do you infer from gender issues related to Intellectual Disability? (CO5, K4)

Or

- (b) Conclude that use of technology empowers persons with intellectual disability. (CO5, K5)

Part C

(5 × 8 = 40)

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

16. (a) Critically evaluate the historical perspective of the concept of Intellectual Disability. (CO1, K5)

Or

- (b) Analyze any four associated conditions of Intellectual Disability. (CO1, K4)

17. (a) Critically analyze methods and approaches of assessment used for Intellectual Disability. (CO2, K4)

Or

- (b) Evaluate standardized and Indian assessment tools used in diagnosing Intellectual Disability. (CO2, K5)

18. (a) Assess the need identification across different age levels of learners with Intellectual Disability. (CO3, K5)

Or

- (b) Analyse the implications of class level and curriculum based assessment and its relation to inclusion. (CO3, K4)

19. (a) Critically analyze the use of assessment information across service domains. (CO4, K4)

Or

- (b) Evaluate implications of assessment outcomes for community living. (CO4, K5)

20. (a) Argue the effectiveness of international and Indian legal provisions in protecting the rights of persons with Intellectual Disability. (CO5, K5)

Or

- (b) Justify how advocacy movements contribute to inclusive education and social participation. (CO5, K5)
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R4742

Sub. Code

25ISE2C2

**INTEGRATED B.Ed., M.Ed. DEGREE EXAMINATION,
APRIL – 2026**

Second Semester

Special Education (Intellectual Disability)

**CURRICULUM & TEACHING STRATEGIES FOR
CHILDREN WITH INTELLECTUAL DISABILITY**

(CBCS – 2025 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

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

1. Curriculum design primarily focuses on _____
(CO1, K1)
 - (a) Classroom management
 - (b) Selection and organization of learning experiences
 - (c) Examination procedures
 - (d) Teacher recruitment

2. Which curriculum approach emphasizes learner interests and experiences?
(CO1, K2)
 - (a) Subject-centered approach
 - (b) Activity-centered approach
 - (c) Examination-oriented approach
 - (d) Content-centered approach

3. Functional curriculum development mainly emphasizes _____ (CO2, K2)
- (a) Academic excellence
 - (b) Life skills and independence
 - (c) Examination performance
 - (d) Subject mastery
4. Foundational Literacy and Numeracy (FLN) is primarily emphasized at _____ stage. (CO2, K1)
- (a) Secondary stage
 - (b) Middle school stage
 - (c) Foundational and preparatory stage
 - (d) Transition stage
5. The system approach to curriculum development views curriculum as _____ (CO3, K2)
- (a) A collection of subjects
 - (b) A linear syllabus
 - (c) An interrelated and organized whole
 - (d) A teacher-centered plan
6. Community living skills in curriculum development primarily aim to _____ (CO3, K1)
- (a) Improve academic achievement
 - (b) Promote independent and socially responsible living
 - (c) Prepare learners for competitive exams
 - (d) Enhance recreational interests only

7. Curricular adaptation primarily refers to _____ (CO4, K1)
- (a) Changing learning objectives for all students
 - (b) Adjusting teaching-learning strategies without altering objectives
 - (c) Eliminating curriculum content
 - (d) Replacing curriculum with vocational training
8. Which of the following involves changing the learning outcomes for a learner? (CO4, K2)
- (a) Adaptation
 - (b) Accommodation
 - (c) Modification
 - (d) Evaluation
9. Individualized Instructional Design primarily focuses on _____ (CO5, K1)
- (a) Whole-class teaching methods
 - (b) Uniform curriculum delivery
 - (c) Learner-specific goals and needs
 - (d) Examination-oriented instruction
10. Which of the following is a collaborative instructional approach? (CO5, K2)
- (a) Lecture method
 - (b) Peer tutoring
 - (c) Drill and practice
 - (d) Independent study

Part B

(5 × 5 = 25)

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

11. (a) Examine any four principles of curriculum designing with suitable educational implications. (CO1, K3)

Or

- (b) Briefly outline the concept of Curriculum Designing. (CO1, K4)

12. (a) Analyze the role of the ecological approach in curriculum development for inclusive classrooms. (CO2, K4)

Or

- (b) Create a brief framework showing how social learning principles can be incorporated into curriculum development. (CO2, K6)

13. (a) Analyze how curriculum domains differ across middle and secondary stages of schooling. (CO3, K4)

Or

- (b) Judge the importance of personal and social skills in curriculum development at the foundational stage. (CO3, K5)

14. (a) Evaluate the effectiveness of accommodation strategies for academic subjects in inclusive classrooms. (CO4, K5)

Or

- (b) Design suitable adaptation strategies for pre-academic skills for learners with diverse needs. (CO4, K6)

15. (a) Justify the effectiveness of peer tutoring as a collaborative instructional strategy in inclusive classrooms. (CO5, K5)

Or

- (b) Create a brief instructional plan using Universal Design for Learning principles for students with intellectual disability. (CO5, K6)

Part C

(5 × 8 = 40)

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

16. (a) Critically evaluate the principles of curriculum designing in the context of inclusive education. (CO1, K5)

Or

- (b) Recommend suitable measures to overcome the challenges in developing curriculum for inclusion. (CO1, K5)

17. (a) Analyze the bases and models of curriculum development and explain their implications for inclusive education. (CO2, K4)

Or

- (b) Critically evaluate different approaches to curriculum development with reference to learners with special needs. (CO2, K5)

18. (a) Analyze curriculum development at different stages of schooling with reference to inclusive settings. (CO3, K4)

Or

- (b) Construct a stage-wise curriculum framework supporting transition from school to work. (CO3, K6)

19. (a) Critically evaluate emerging trends in evaluation such as CCE, teacher-made tests, and grading systems. (CO4, K5)

Or

- (b) Develop a comprehensive plan for curricular adaptations across academics, co-curricular activities, and school subjects. (CO4, K6)

20. (a) Justify the role of Individualised Educational Programme (IEP) in planning instruction for learners with intellectual disability. (CO5, K5)

Or

- (b) Propose suitable instructional adaptations for asynchronous and synchronous learning modes in inclusive settings. (CO5, K6)
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R5101

Sub. Code

745604

**INTEGRATED B.Ed. M.Ed. (Spl. Edn.) DEGREE
EXAMINATION, APRIL – 2026**

Sixth Semester

Special Education (Intellectual Disability)

**Elective – GUIDANCE AND COUNSELLING AND
APPLIED BEHAVIOURAL ANALYSIS**

(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. Guidance mainly focuses on helping students to _____ (CO1, K2)
 - (a) identify and treat emotional disorders
 - (b) make educational and vocational choices
 - (c) learn and conduct research activities
 - (d) diagnose disabilities
2. Counselling is best defined as a process of _____. (CO1, K2)
 - (a) giving advice and suggestions only
 - (b) punishment to the inappropriate behaviour
 - (c) professional helping relationship
 - (d) classroom teaching and mentoring
3. Self-concept refers to _____. (CO2, K1)
 - (a) academic performance and achievement
 - (b) how a person perceives oneself
 - (c) exhibiting behaviour in class
 - (d) physical growth and stamina

4. Vocational guidance helps students to _____. (CO2, K1)
- (a) improve behaviour and attitude
 - (b) choose suitable careers
 - (c) reduce stress and depression
 - (d) increase physical activity
5. Behaviour is defined as _____. (CO3, K2)
- (a) thoughts, emotions and ideas
 - (b) physical activities
 - (c) observable and measurable actions
 - (d) personality traits
6. Classical conditioning was proposed by _____ (CO3, K2)
- (a) B.F. Skinner (b) Albert Bandura
 - (c) Evan Pavlov (d) E.L, Thorndike
7. A fixed ratio schedule provides reinforcement (CO4, K1)
- (a) after fixed time
 - (b) after fixed number of responses
 - (c) randomly
 - (d) continuously
8. Prompts are used to _____. (CO4, K1)
- (a) punish behaviour
 - (b) guide correct response
 - (c) stop learning
 - (d) increase errors
9. Extinction involves _____. (CO5, K2)
- (a) reinforcing behaviour
 - (b) removing reinforcement
 - (c) punishment
 - (d) reward

10. Overcorrection requires the student to (CO5, K1)
- (a) repeat wrong behaviour
 - (b) take rest between behaviour
 - (c) correct the misbehaviour
 - (d) respond over and over

Part B

(5 × 5 = 25)

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

11. (a) Make a comparison between guidance and counselling and state their aims. (CO1, K5)

Or

- (b) Critically evaluate any five areas of guidance and counselling. (CO1, K5)

12. (a) Illustrate the concept of self and personality development. (CO2, K4)

Or

- (b) Justify the role of teachers in developing self-esteem among children. (CO2, K5)

13. (a) Outline the importance of ABA. (CO3, K4)

Or

- (b) Examine the principles of behavioural approach. (CO3, K3)

14. (a) Analyse the types of reinforcement. (CO4, K4)

Or

- (b) Outline the concept of token economy. (CO4, K4)

15. (a) Create an essay on differential reinforcement. (CO5, K6)

Or

- (b) Argue the need for extinction and time-out techniques in behaviour management. (CO5, K5)

Part C

(5 × 8 = 40)

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

16. (a) Justify the need for guidance and counselling in schools. (CO1, K5)

Or

- (b) Recommend the skills and competencies required for an effective counsellor. (CO1, K5)

17. (a) Evaluate the stages from growth to autonomy in children. (CO2, K5)

Or

- (b) Compare guidance in formal and informal situations with suitable examples. (CO2, K5)

18. (a) Examine the implications of classical and operant conditioning. (CO3, K5)

Or

- (b) Illustrate functional analysis of behaviour with examples. (CO3, K4)

19. (a) Critically analyse the application of ABA in group settings. (CO4, K4)

Or

- (b) Evaluate different types of prompts and consequences. (CO4, K5)

20. (a) Recommend methods of managing challenging behaviour in classrooms. (CO5, K5)

Or

- (b) Analyse the importance of fading in behaviour modification programmes. (CO5, K4)

R5097

Sub. Code

745401

**Integrated. B.Ed. M.Ed. (Spl. Education) DEGREE
EXAMINATION, APRIL – 2026**

Fourth Semester

Special Education (Intellectual Disability)

INCLUSIVE EDUCATION

(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. Marginalization refers to_____. (CO1, K1)
 - (a) equal treatment of all disabilities
 - (b) social exclusion of certain groups
 - (c) classroom diversity
 - (d) curriculum adaptation for diverse learners

2. “Index for Inclusion” is a tool to promote (CO1, K1)
 - (a) segregation
 - (b) standardized testing
 - (c) inclusive school development
 - (d) teacher recruitment

3. Universal Declaration of Human Rights was adopted in _____ (CO2, K2)
 - (a) 1945
 - (b) 1948
 - (c) 1950
 - (d) 1960

4. Salamanca Framework is related to _____.
(CO2, K1)
- (a) higher education
 - (b) teacher training
 - (c) inclusive education
 - (d) vocational education
5. Accommodation mainly changes _____ (CO3, K1)
- (a) curriculum objectives
 - (b) learning outcomes
 - (c) learning conditions
 - (d) student ability
6. Attitudinal barriers arise due to _____. (CO3, K2)
- (a) infrastructure (b) negative beliefs
 - (c) lack of funds (d) curriculum load
7. UDL stands for _____. (CO4, K2)
- (a) Universal Design for Learning
 - (b) Uniform Development Law
 - (c) Unified Digital for Learning
 - (d) User Design for Learning
8. Differentiation of content means _____ (CO4, K1)
- (a) same content for all
 - (b) varied learning methods
 - (c) varied curriculum materials
 - (d) same assessment
9. Advocacy mainly aims to _____. (CO5, K1)
- (a) punish schools
 - (b) raise awareness and rights
 - (c) reduce funding
 - (d) control parents

10. Conflict management helps in —————. (CO5, K2)
- (a) increasing problems
 - (b) reducing cooperation
 - (c) improving teamwork
 - (d) isolation

Part B

(5 × 5 = 25)

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

11. (a) Briefly outline the concept and importance of inclusive education. (CO1, K4)
- Or
- (b) Make a comparison between segregation integration and inclusion. (CO1, K5)
12. (a) Evaluate the significance of UNCRPD (2006). (CO2, K5)
- Or
- (b) Illustrate the key principles of the Salamanca Framework. (CO2, K4)
13. (a) Measure the effectiveness of adaptations, accommodations and modifications in inclusive education. (CO3, K5)
- Or
- (b) Justify the need for a commodations in inclusive classrooms. (CO3, K5)
14. (a) Recommend few inclusive classroom management strategies. (CO4, K5)
- Or
- (b) What are the applications of Universal Design for Learning? (CO4, K3)
15. (a) Justify the role of teachers in inclusive education. (CO5, K5)
- Or
- (b) Argue the need for family support for better inclusion. (CO5, K5)

Part C

(5 × 8 = 40)

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

16. (a) Analyse the historical development of inclusive education globally and in India. (CO1, K4)

Or

- (b) Evaluate different approaches to disability and service delivery models. (CO1, K5)

17. (a) Defend the role of major international declarations in supporting inclusive education. (CO2, K5)

Or

- (b) Justify the role of international frameworks in inclusive education. (CO2, K5)

18. (a) Justify how schools can ensure physical, academic and social access. (CO3, K5)

Or

- (b) Judge the role of leadership and teachers in building inclusive school. (CO3, K5)

19. (a) Analyse co-teaching methods in detail. (CO4, K4)

Or

- (b) Argue the key role of ICT in promoting inclusive instruction. (CO4, K6)

20. (a) Critically analyse the models of collaboration in inclusive education. (CO5, K4)

Or

- (b) Evaluate the strategies for working with parents and managing conflict. (CO5, K5)

R5098

Sub. Code

745405

**INTEGRATED B.Ed. M.Ed. (Spl. Edn.) DEGREE
EXAMINATION, APRIL – 2026**

Fourth Semester

Special Education (Intellectual Disability)

GENDER AND 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. Gender studies primarily focuses on the study of _____ . (CO1, K1)
 - (a) Biological differences only
 - (b) Social roles and power relations
 - (c) Economic development
 - (d) Family systems

2. Which theory emphasizes socially constructed gender roles? (CO1, K2)
 - (a) Biological determinism
 - (b) Functionalism
 - (c) Social construction theory
 - (d) Evolutionary theory

3. Child labor mainly results from _____ (CO2, K1)
- (a) Urbanization
 - (b) Poverty and social inequality
 - (c) Technological growth
 - (d) Cultural modernization
4. Single parenthood among women often leads to _____ (CO2, K1)
- (a) Reduced responsibility
 - (b) Increased social support
 - (c) Economic and social challenges
 - (d) Elimination of role stress
5. Gendered experience of disability mean_____. (CO3, K2)
- (a) Equal experiences for all
 - (b) Differences based on gender roles
 - (c) Medical diagnosis only
 - (d) Economic dependency
6. Social Role Valorisation focuses on _____. (CO3, K2)
- (a) Charity-based support
 - (b) Enhancing social roles of persons with disabilities
 - (c) Institutional care
 - (d) Medical rehabilitation

7. Access to education for girls with disabilities is limited due to _____. (CO4, K2)
- (a) Lack of interest
 - (b) Structural and social barriers
 - (c) Legal provisions
 - (d) Overprotection
8. Gender-based violence includes _____. (CO4, K1)
- (a) Physical abuse only
 - (b) Emotional abuse only
 - (c) Physical, sexual, and emotional abuse
 - (d) Economic neglect only
9. Human Rights-Based Approach is grounded in _____. (CO5 K1)
- (a) Charity model
 - (b) Welfare approach
 - (c) Medical care
 - (d) Rights and dignity
10. Accountability refers to _____. (CO5 K1)
- (a) Moral obligation
 - (b) Legal responsibility of duty bearers
 - (c) Voluntary action
 - (d) Community support

Part B

(5 × 5 = 25)

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

11. (a) Analyse the need for gender studies in contemporary society. (CO1, K4)

Or

- (b) Outline the scope of gender studies as an interdisciplinary field. (CO1, K4)

12. (a) Evaluate the social impact of child labor on the girl child. (CO2, K5)

Or

- (b) Analyse the multiple roles of women in various contexts. (CO2, K4)

13. (a) Develop a summary on the gendered experience of disability. (CO3, K6)

Or

- (b) Design a framework promoting normalization and social role valorisation in educational and community settings. (CO3, K6)

14. (a) Critically analyse the concept of inclusive equality. (CO4, K4)

Or

- (b) Justify how barriers to education for girls with disabilities hinder their empowerment. (CO4, K5)

15. (a) How will you apply the principles of Human Rights-Based Approach in the present day? (CO5, K3)

Or

- (b) Illustrate equality and non-discrimination in disability context. (CO5, K4)

Part C (5 × 8 = 40)

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

16. (a) Outline the evolution of gender studies as an academic discipline and its relevance today. (CO1, K4)

Or

- (b) Evaluate the objectives Scope, and challenges of gender studies. (CO1, K5)

17. (a) Analyze the major issues faced by the girl child in society. (CO2, K4)

Or

- (b) Argue that child abuse has long-term consequences on girls' development. (CO2, K5)

18. (a) Examine the intersection of gender and disability in social contexts. (CO3, K4)

Or

- (b) Analyse the experiences of persons with disabilities in public and private domains. (CO3, K4)

19. (a) Illustrate the rights of women and girls with disabilities in various life domains. (CO4, K4)

Or

- (b) Analyze factors contributing to disability among women. (CO4, K4)

20. (a) Compose an essay on the concept and evolution of the Human Rights-Based Approach. (CO5, K6)

Or

- (b) Integrate the elements of the human rights system and explain their relevance to disability. (CO5, K2)
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R5099

Sub. Code

745601

**INTEGRATED B.Ed. M.Ed. (Spl. Edn.) DEGREE
EXAMINATION, APRIL – 2026**

Sixth Semester

Special Education (Intellectual Disability)

EDUCATIONAL EVALUATION

(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. Which of the following best describes the concept of 'measurement' in education? (CO1, K1)
 - (a) Making value judgments about student performance
 - (b) Collecting qualitative feedback from learners
 - (c) Assigning numbers or scores to learner performance based on rules
 - (d) Interpreting test results for decision-making
2. The major difference between *assessment* and *evaluation* is that _____. (CO1, K1)
 - (a) Assessment focuses on institutions, while evaluation focuses on students
 - (b) Assessment involves judgment, while evaluation only involves testing
 - (c) Assessment collects information, while evaluation interprets it for decision-making
 - (d) Assessment is informal, while evaluation is always formal

3. The role of evaluation in problem-solving mainly helps an organization to _____. (CO2, K2)
- (a) Assign grades to learners
 - (b) Identify causes of problems and select appropriate solutions
 - (c) Increase administrative control
 - (d) Reduce communication among stakeholders
4. In education, positive accountability through evaluation primarily refers to _____. (CO2, K1)
- (a) Punishing institutions for poor performance
 - (b) Publicly ranking teachers
 - (c) Using results to improve quality and promote excellence
 - (d) Restricting institutional autonomy
5. Evaluation for learning mainly refers to _____. (CO3, K2)
- (a) Assessment used to provide feedback and improve ongoing learning
 - (b) Assessment used to certify achievement
 - (c) Assessment conducted at the end of instruction
 - (d) Assessment used only for grading
6. Ensuring equity and fairness in evaluation through adaptations and accommodations means _____. (CO3, K2)
- (a) Giving extra marks to all learners
 - (b) Modifying learning objectives
 - (c) Providing support without changing the construct being measured
 - (d) Reducing syllabus content

7. Which of the following is a commonly used *tool* in programme evaluation? (CO4, K1)
- (a) Intelligence test
 - (b) Questionnaire
 - (c) Projective technique
 - (d) Aptitude test
8. Sensitivity in programme evaluation means the ability of the evaluation to _____. (CO4, K2)
- (a) Protect confidential data
 - (b) Detect small but meaningful changes in programme outcomes
 - (c) Reduce evaluation time
 - (d) Increase the number of tools used
9. Knowledge-based evaluation mainly focuses on assessing the learner's _____. (CO5, K2)
- (a) Development of attitude and values
 - (b) Good memorization of facts only
 - (c) Understanding and application of concepts
 - (d) Execution of physical and motor skills
10. Rubrics and rating scales are most commonly used in _____. (CO5, K1)
- (a) Knowledge-based evaluation at classrooms
 - (b) Norm-referenced testing at higher secondary schools
 - (c) Self-evaluation and performance assessment
 - (d) Intelligence and personality testing

Part B

(5 × 5 = 25)

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

11. (a) Illustrate the concept of testing, measurement, assessment and evaluation. Explain any two differences among them. (CO1, K4)

Or

- (b) Evaluate any five principles of evaluation. (CO1, K5)

12. (a) Justify the role of evaluation in problem-solving in educational institutions. (CO2, K5)

Or

- (b) Examine how evaluation supports knowledge construction and capacity building of learners. (CO2, K3)

13. (a) Analyse the differentiation between evaluation of learning, for learning and in learning. (CO3, K4)

Or

- (b) Assess the need and nature of tools used for evaluation in the teaching-learning process. (CO3, K5)

14. (a) Outline programme evaluation and explain its need in education. (CO4, K4)

Or

- (b) Formulate the major goals of programme evaluation. (CO4, K6)

15. (a) Critically analyse the concept of knowledge-based evaluation and mention its advantages in classroom assessment. (CO5, K4)

Or

- (b) Evaluate the educational significance of concept maps in evaluation. (CO5, K5)

Part C

(5 × 8 = 40)

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

16. (a) Construct a comparative table of investigation, auditing, monitoring and evaluation. (CO1, K6)

Or

- (b) Illustrate the evolution of the evaluation function with reference to measurement, comparison, transparency and accountability. (CO1, K4)

17. (a) Justify how evaluation contributes to positive accountability and quality improvement in education. (CO2, K5)

Or

- (b) Analyse the use of evaluation in strategic planning, advocacy, and communication in educational systems. (CO2, K4)

18. (a) Integrate the concept of equity and fairness in evaluation. How do adaptations and accommodations support inclusive assessment practices? (CO3, K6)

Or

- (b) Design and explain the format content, and mechanics of report writing in educational evaluation.

(CO3, K6)

19. (a) Assess the major techniques of programme evaluation Explain the concepts of reliability and validity in this context. (CO4, K5)

Or

- (b) Critically analyse the process of reviewing outcomes in programme evaluation and discuss how the findings are used for programme improvement and decision- making. (CO4, K4)

20. (a) Compare knowledge-based evaluation and performance-based evaluation with suitable examples. (CO5, K5)

Or

- (b) Conclude that rubrics and rating scales support effective self assessment learner development. (CO5, K5)
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R5100

Sub. Code

745607

**Integrated B.Ed. M.Ed. (SPI. Edn) DEGREE
EXAMINATION, APRIL – 2026**

Sixth Semester

Special Education (Intellectual Disability)

**READING AND REFLECTING ON TEXTS (EPC) AND
DRAMA AND ARTS IN EDUCATION (EPC)**

(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. Literacy mainly contributes to self-esteem by enabling learners to _____. (CO1, K2)
 - (a) memorize facts and theories
 - (b) communicate effectively
 - (c) read and write fast
 - (d) draw diagrams neatly
2. Critical response to text involves _____. (CO1, K2)
 - (a) copying ideas from other authors
 - (b) judging and analyzing ideas
 - (c) summarizing only
 - (d) memorizing facts
3. Retelling is an indicator of _____ (CO2, K1)
 - (a) grammar
 - (b) handwriting
 - (c) comprehension
 - (d) spelling

4. Editorials and resumes are examples of _____. (CO2, K2)
(a) narration (b) description
(c) exposition (d) argumentation
5. Audience consideration in writing belongs to _____. (CO3, K1)
(a) language (b) content
(c) mechanics (d) spelling
6. Peer editing mainly helps in _____. (CO3, K2)
(a) copying (b) error identification
(c) memorizing (d) spelling
7. Art education mainly aims at _____. (CO4, K1)
(a) discipline and sincerity
(b) expression and creativity
(c) emotional well-being
(d) confidence and communication
8. Dance and music belong to _____. (CO4, K1)
(a) visual arts (b) fine arts
(c) performing arts (d) media arts
9. Media arts mainly use _____. (CO5, K1)
(a) paper (b) clay
(c) digital tools (d) fabric
10. Appreciation of media arts develops _____. (CO5, K2)
(a) technical faults (b) critical viewing
(c) copying habit (d) speed writing

Part B

(5 × 5 = 25)

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

11. (a) Justify the role of literacy in education, career and social life. (CO1, K5)

Or

- (b) Briefly outline the concept of basic Braille literacy. (CO1, K4)

12. (a) Analyse any five indicators of text comprehension. (CO2, K4)

Or

- (b) Illustrate strategies for responding to argumentative texts. (CO2, K4)

13. (a) Justify writing as a process. (CO3, K5)

Or

- (b) Make a comparison between self-editing and peer editing. (CO3, K5)

14. (a) Evaluate the significance of art and art education in holistic development. (CO4, K5)

Or

- (b) Create a summary on art therapy. (CO4, K6)

15. (a) Show how media and electronic arts is used to improve literacy. (CO5, K3)

Or

- (b) Judge the basic skills needed for media arts. (CO5, K5)

Part C

(5 × 8 = 40)

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

16. (a) Critically analyse the status and concerns of literacy among current university graduates. (CO1, K4)

Or

- (b) Recommend meta-cognitive reading strategies for meaning making with examples. (CO1, K5)

17. (a) Justify the importance of responding to text in developing comprehension skills. (CO2, K5)

Or

- (b) Evaluate them methods of practicing response to expository texts with examples. (CO2, K5)

18. (a) Break down the components of good writing: content, language and surface mechanics. (CO3, K4)

Or

- (b) Analyse evaluation of writing using productivity, correctness, complexity and organization. (CO3, K4)

19. (a) Integrate the scope of art education to address the needs of students with and without disabilities. (CO4, K6)

Or

- (b) Justify the role of dance and music in enhancing learning with adaptations. (CO4, K5)

20. (a) Illustrate the range of activities in media and electronic arts. (CO5, K4)

Or

- (b) Recommend the adaptations for children with special needs in media art education. (CO5, K6)