



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 (now MoE)

Re-accredited with A++ Grade by NAAC. CGPA 3.65 /4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

Continuous Internal Assessment Test I – August 2025

SEMESTER I

Class : B.Ed. Spl. Ed. (VI/II)

Max. Marks: 6

Time: 2 Hrs

25BDSC03 Introduction to Education of Students with Disabilities

Course Outcomes

CO1: Be familiar with the acts and provisions pertaining to the education of children with disabilities

CO2: Be updated with the current trends and initiatives for education of children with disabilities

CO3: Practice various positions to suit with the changing role of a special educator

CO4: Possess a dequate expertise to setup special centres and special schools

CO5: Update him/herself with the futuristic requirements for education of students with disabilities

PART – A

6 x 1 = 6

Choose the correct answer

1. Which of the following educational models focuses on placing children with disabilities in regular schools without significant changes in curriculum or environment? CO2K1
 - a. Inclusive education
 - b. Integrated education
 - c. Segregated education
 - d. Mainstream education
2. Which Indian act mandates inclusive education for children with disabilities? CO1K1
 - a. RTE Act, 2009
 - b. The Rehabilitation Council of India Act, 1992
 - c. Rights of Persons with Disabilities Act, 2016
 - d. National Trust Act, 1999
3. Which ministry is primarily responsible for setting up CDEICs and DIECs for early identification and intervention? CO1K1
 - a. Ministry of Social Justice and Empowerment
 - b. Ministry of Health and Family Welfare
 - c. Ministry of Education
 - d. Ministry of Women and Child Development
4. Which document emphasizes inclusive classrooms and universal design for learning as a part of foundational educational reforms? CO2K1
 - a. Sarva Shiksha Abhiyan
 - b. National Policy on Education 1986
 - c. NEP 2020
 - d. National Knowledge Commission Report
5. Which of the following is a key objective of sensitizing Anganwadi workers in early identification of children with disabilities? CO3K2
 - a. Conducting classroom assessments
 - b. Providing medical treatment
 - c. Identifying developmental delays early
 - d. Issuing UDID cards
6. What is the purpose of the UDID card for persons with disabilities? CO3K1
 - a. A school ID for inclusive education
 - b. An identity card for vocational training only
 - c. A certificate for private jobs
 - d. A unified document to access benefits and entitlements under schemes

PART – B

3 x 6= 18

Answer ALL questions

Each answer should not exceed 200 words

7. a. Draw and differentiate between segregated, integrated and inclusive education models with respect to children with disabilities. CO1K3
(or)
7. b. What role does technology play in transforming educational access and participation for children with disabilities? CO2K2
8. a. Briefly describe the roles of CDEIC and DIEC in early identification and inclusive education. CO2K2
(or)
8. b. What are the provisions under the Supreme Court (2021) support inclusive education for Divyangjan? CO2K1
9. a. What is the importance of home visits and need-based home training in supporting children with disabilities and their families? CO3K2
(or)
9. b. Analyze how ICT tools can enhance the skills and engagement of children with disabilities during early intervention. CO5K4

PART – C

3 x 12 = 36

Answer ALL questions

Answer should not exceed 800 words

10. a. Explain how early identification and intervention supported by research in neuroplasticity, contribute to better educational and developmental outcomes in children with disabilities. CO1K2
(or)
10. b. Critically examine the evolution of educational provisions for children with disabilities in India from special education to inclusive education, in the light of policy documents, commissions and acts. CO1K4
11. a. Discuss the educational empowerment of Divyangjan as SEDGs. CO2K2
(or)
11. b. Evaluate the training needs and regulatory norms for regular school teachers and special educators in the context of inclusive education. CO3K4
12. a. Discuss the importance of sensitizing the community and Anganwadi workers for early identification and intervention of disabilities. CO3K2
(or)
12. b. Evaluate the systems for supporting families in availing government schemes and services for children with disabilities. CO1K4

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