

No. of Printed Pages : 5

BCD-101

**CERTIFICATE IN EARLY
CHILDHOOD SPECIAL EDUCATION
ENABLING INCLUSION—VISUAL
IMPAIRMENT/HEARING
IMPAIRMENT/INTELLECTUAL
DISABILITY
(CESEIVI/CESEIHI/CESEIID)**

Term-End Examination

June, 2025

BCD-101 : INTRODUCTION TO DISABILITY

Time : 3 Hours

Maximum Marks : 100

Note : Answer any *five* questions. All questions carry equal marks.

1. Explain the salient features of the following and the provisions for children with disability in each : 10+10
 - (a) Vidya Pravesh, 2022
 - (b) The Adharshila Framework, 2024
2. (a) Explain the term 'Attention Deficit Hyperactive Disorder'. Describe any *five* characteristics of children with ADHD in detail, giving examples. 5+10
 - (b) List *five* fundamental facts about multiple disabilities. 5
3. (a) Define any *three* types of speech disorders. State *three* characteristics of each disorder. 6+9

- (b) List any *five* principles that will help you to work with children with cerebral palsy. 5
4. (a) For each of the following groups of children, describe *two* specific intervention strategies each to support learning : 5×3=15
- (i) Children with dyslexia
 - (ii) Children with dysgraphia
 - (iii) Children with dyscalculia
- (b) State five do's and don'ts of interacting with children with mental illness. 5
5. (a) Explain the psychological impact of haemophilia on the child. 5

- (b) Define any *five* symptoms of Parkinson's disease. Describe the *five* stages of progress of Parkinson's disease. 5+10
6. (a) Explain spinal cord injuries and their categorization. 10
- (b) Describe the psychological impact of leprosy and the behavioural change it brings about in the individual. 10
7. Write on any *four* of the following : 5×4=20
- (a) Accommodating students with sickle cell disease in schools
- (b) Person with disability having high support needs
- (c) Cognitive Behaviour Therapy (CBT)

- (d) Impact of multiple sclerosis on daily life
- (e) Causes of disability during birth and their prevention
- (f) Supporting an acid attack victim in the school

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