



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)

Re-accredited with A++ Grade by NAAC. Recognised by UGC Under Section 12B

Coimbatore - 641 043, Tamil Nadu, India

Continuous Internal Assessment Test I - March 2022 SEMESTER IV

Class : II M.Ed
Major: Education

Time: 2 Hrs.
Max. Marks: 60

20MEDC14 Inclusive Education

Course Outcomes:

- CO1: Understand the changing practices in education of children with disabilities
CO2: Interpret the policies and access the educational needs of children with different disabilities
CO3: Compare and interpret the specifics for children with disabilities
CO4: Equip the necessary skills for universal design for learning of children with disabilities
CO5: Design a checklist/ teacher made tool to mainstream children with disabilities in regular schools
CO6: Initiate resource mobilization for inclusive education

PART – A

6 x 1 = 6

Answer all questions

- Inclusive Education refers to-----, CO 1 K1
 - Education in multigrade setting.
 - Education of children from minority groups
 - Education of children from normal groups
 - Education of children with disabilities along with normal ones.
- In an inclusive classroom , the teachers should emphasize on CO1 K2
 - Undifferentiated instruction
 - Segregation of students based on their social identity
 - Providing opportunities aiming at maximizing potential of individual children
 - Performance oriented goals.
- Which of the following methods facilitates peer-acceptance among diverse learners in inclusive classrooms? CO3 K2
 - Co-operative learning
 - Peer tutoring
 - Co-operative learning and peer tutoring
 - Differentiated learning
- Inclusive Education is based on the principle of-----, CO3 K2
 - Equity and equal opportunities
 - Social existence and globalization
 - World brotherhood
 - Social equilibrium
- As per the RPWD act ,the minimum disability criteria to avail government schemes CO2 K4
 - 50%
 - 40%
 - 60%
 - 70%
- RTI act came into force in the year CO2 K5
 - 2009
 - 1999
 - 2016
 - 2005

PART – B
Answer the following questions
Answer should not exceed 400 words or two pages

3 x 6 = 18

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|-------|--|-----|----|
| 7. a. | Give an account on the concept of inclusive education. | CO1 | K2 |
| | (or) | | |
| 7. b. | Highlight the need for Inclusive Education. | CO1 | K2 |
| 8. a. | How to develop positive attitude towards inclusion of students with special needs? | CO2 | K3 |
| | (or) | | |
| 8. b. | Mention the approaches to develop self efficacy for Inclusion. | CO2 | K3 |
| 9. a. | Comment on the benefits of Inclusive Instructional design. | CO3 | K3 |
| | (or) | | |
| 9. b. | Highlight the significance of collaborative instruction in Inclusive Education. | CO3 | K3 |

PART – C
Answer the following questions
Answer should not exceed 800 words or four pages

3 x 12 = 60

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|--------|--|-----|----|
| 10. a. | Define Inclusive Education. Highlight on the principles of Inclusive Education. | CO1 | K3 |
| | (or) | | |
| 10. b. | Enumerate in detail the Government Scheme and provisions for Inclusive Education | CO1 | K3 |
| 11. a. | Discuss in details the theories of Inclusive Education with suitable illustrations. | CO2 | K3 |
| | (or) | | |
| 11. b. | Explain in detail the measures to be adopted to develop competencies for inclusion. | CO2 | K2 |
| 12. a. | What do you mean by 'Differentiating Instruction'? Highlight it's significance in Inclusive Education. | CO3 | K3 |
| | (or) | | |
| 12. b. | Explain the concept of Co-operative learning? Mention the Co-operative teaching methods with suitable illustrations. | CO3 | K3 |

Staff in charge: Mrs R .Vaijyanthi
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