



*Sambal*

**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 an 'A++' Grade by NAAC CGPA 3.65/4, Category I by UGC  
Coimbatore - 641 043, Tamil Nadu, India

**Continuous Internal Assessment Test II – March 2026**  
**II SEMESTER**

**Class : I B.Ed.**  
**Major: Education**

**Time: 2 Hours**  
**Maximum Marks: 60**

**23BEDCO7 Perspectives in Inclusive Education**

**Course outcomes:**

**At the end of the course, students will:**

- 1 Understand the changing practices in the education of children with disabilities.
- 2 Interpret the policies and access the educational needs of children with different disabilities.
- 3 Compare and interpret the specifics for children with disabilities.
- 4 Equip the necessary skills for universal design for learning with disabilities.
- 5 Design a checklist/teacher made tool to mainstream children with disabilities in regular schools.

**PART – A**

**Choose the correct answer**

**6 x 1 = 6**

1. UDL is based on the principle that:  
a. All students learn in the same way  
b. Curriculum should be rigid and uniform  
c. Learning environments should be flexible to meet diverse needs  
d. Only technology can help learners  
CO4 K2
2. Station Teaching involves:  
a. One teacher delivering instruction while the other observes  
b. Teachers dividing content and teaching in separate groups  
c. Teachers teaching the same content to all students together  
d. Only one teacher teaching while the other plans  
CO4 K2
3. Who is considered a primary stakeholder in inclusive education?  
a. Government only  
b. Teachers, students, and families  
c. Media organizations  
d. Textbook publishers  
CO2 K2
4. Effective family involvement includes:  
a. Participating in school activities  
b. Leaving all decisions to teachers  
c. Ignoring communication with school  
d. Focusing only on exams  
CO5 K2
5. Mobilizing resources effectively in inclusive schools helps:  
a. Only high-achieving students  
b. Improve learning opportunities for all students  
c. Reduce family involvement  
d. Focus only on infrastructure  
CO2 K3
6. Enrichment programs for gifted children typically focus on:  
a. Drill exercises  
b. Higher-order thinking, creativity, and problem-solving  
c. Repetition of standard lessons  
d. Limiting extracurricular activities  
CO3 K2

**PART – B**

**Answer ALL questions**

**3 x 6 = 18**

**Each answer should not exceed 400 words or Two Pages**

7. a. Name two instructional adaptations for students with multiple disabilities. CO3 K2  
(or)
7. b. Explain environmental adaptations for physically challenged students. CO3 K2
8. a. Define Universal Design for Learning (UDL) and its main principles. CO4 K2  
(or)
8. b. Name two co-teaching methods used in inclusive classrooms. CO4 K2
9. a. Name two strategies to involve stakeholders in school decision-making. CO2 K2  
(or)
9. b. Explain the importance of family support in inclusive classrooms. CO2 K2

**PART – C**

**Answer ALL questions**

**3 x 12 = 36**

**Each answer should not exceed 800 words or Four Pages**

10. a. Discuss the application of Universal Design for Learning in creating accessible classrooms for all students. CO4 K2  
(or)
10. b. Critically analyze different co-teaching methods and their effectiveness in inclusive education. CO4 K2
11. a. Explain the process of resource mobilisation and how it enhances learning for children with special needs. CO2 K3  
(or)
11. b. Critically discuss the role of families and community stakeholders in supporting inclusive education. CO2 K2
12. a. Explain how differentiated instruction can address the needs of both students with disabilities and gifted learners in a classroom. CO3 K3  
(or)
12. b. Discuss strategies for accommodation and adaptation for students with locomotor disabilities in schools. CO3 K3

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