



K. 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 A++ Grade by NAAC. CGPA 3.65 /4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

Master of Education Degree Examination – November 2025

III Semester

Class : II M.Ed.

Time : 3 Hours

Max. Marks : 100

23MEDC14 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 check list/teacher made tool to mainstream children with disabilities in regular school

Part A

10 X 1 = 10

Choose the Correct Answer

1. Which of the following is considered as a landmark for Inclusive Education?
a. UNCRPD, 2006
b. Salamanca Statement, 1994
c. NEP, 2020
d. RTE Act, 2009
CO1 K1
2. The Indian legislation which expanded the list of recognized disabilities from 7 to 21 categories is
a. Persons with Disabilities Act, 1995
b. RCI Act, 1992
c. Rights of Persons with Disabilities Act, 2016
d. National Trust Act, 1999
CO1 K1
3. The concept of inclusive education is primarily rooted in _____ philosophical approach.
a. Idealism
b. Realism
c. Humanism
d. Pragmatism
CO2 K1
4. Ideologies for inclusion in education are based on
a. equity, participation, and human rights in learning
b. restricting education to privileged groups
c. promoting uniformity over diversity
d. excluding parents from the process
CO2 K2
5. Inclusive instructional design mainly focuses on
a. designing uniform lessons for all students
b. adapting teaching to meet diverse learners' needs
c. limiting flexibility in curriculum
d. focusing only on high-achieving students
CO3 K2
6. Peer tutoring and peer-mediated instruction help in inclusion by
a. encouraging competition among students
b. allowing students to support each other in learning
c. restricting weaker students from participation
d. promoting only teacher-led teaching methods
CO3 K3
7. Developing partnerships with family, peer group, school functionaries, and professionals helps in
a. excluding parents from school decisions
b. enhancing holistic support for learners
c. limiting learning opportunities to academics only
d. reducing teacher involvement in inclusive practices
CO4 K2
8. The role of inclusive schools in modern times is to
a. segregate learners based on their abilities
b. promote diversity, equity, and social justice in education
c. focus only on regular students' performance
d. avoid collaboration with community services
CO4 K2
9. Financial resources and infrastructure contribute to inclusion by
a. providing assistive technologies and accessible learning environments
b. promoting competition between schools
c. limiting opportunities for differently-abled students
d. reducing collaboration with the community
CO5 K2

10. Inclusive teacher educators facilitate inclusive education by
- avoiding training programmes
 - encouraging critical reflection, collaboration, and skill development
 - supporting rigid curriculum practices
 - discouraging teamwork among teachers

CO5 K2

Part B

5 X 6 = 30

Answer ALL questions

Each answer should not exceed 400 words or two pages

- 11.a. Write any six benefits of Inclusive Education for children with and without disabilities. CO1 K3
(or)
- 11.b. Point out the principles of Inclusive Education with suitable examples. CO1 K4
- 12.a. Explain the role of teachers' attitudes and self-efficacy in the success of Inclusive Education. CO2 K3
(or)
- 12.b. Write short notes on **social skills for inclusion** with suitable examples from classroom situations. CO2 K3
- 13.a. Discuss on the collaborative instruction for inclusion. CO3 K2
(or)
- 13.b. Illustrate the nature of co-operative learning and co-operative teaching arrangements. CO3 K3
- 14.a. Demonstrate the features of an ideal inclusive school. CO4 K3
(or)
- 14.b. Describe the key aspects of inclusive classroom management. CO4 K2
- 15.a. Examine the teacher role in shaping the inclusive classroom. CO5 K3
(or)
- 15.b. Write the importance of training programmes for inclusive teachers. CO5 K3

Part C

5 X 12 =60

Answer ALL questions

Each answer should not exceed 800 words or four pages

- 16.a. Analyze the need for Inclusive Education in India with reference to constitutional provisions and social justice. CO1 K4
(or)
- 16.b. Appraise the major national legislations and government schemes for promoting Inclusive Education in India. CO1 K5
- 17.a. Discuss the major competencies required for teachers in Inclusive Education, with reference to attitude, self-efficacy, skills, and ideologies. CO2 K5
(or)
- 17.b. Explain the philosophical approaches to Inclusive Education and their relevance in developing positive behavior for inclusion in schools. CO2 K3
- 18.a. Discriminate the various inclusive instructional strategies at school level. CO3 K5
(or)
- 18.b. Write briefly on the uses of e-learning and web based learning in inclusive education. CO3 K3
- 19.a. Describe about the needed infrastructural facilities to run inclusive school effectively CO4 K2
(or)
- 19.b. Evaluate the role of voluntary organizations, community, special schools and other local bodies in facilitating inclusive education. CO4 K5
- 20.a. Discuss on the components related to change towards inclusion. CO5 K3
(or)
- 20.b. Analyze the need of guidance and counseling for inclusive teachers, students and administrators with suitable illustrations. CO5 K4
