



Murugesu

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

B. Ed. Special Education (VI/Hi) Degree Examination – May 2024
II Semester

Class : I B.Ed. Special Education

Time : 3 Hours

Specialization : Visual Impairment and Mathematics / Visual Impairment and Special English /

Max. Marks: 100

**Hearing Impairment and Mathematics / Hearing Impairment and Physical Science /
Hearing Impairment and Biological Science / Hearing Impairment and Home Science /
Hearing Impairment and Special English**

23BDSC06 Contemporary India and Education

Course outcomes:

- CO1: Specify the legal provisions in the policies at the National and International level and use it to the individual with disabilities
CO2: Integrate the best features of various philosophies and apply them in the field of special education
CO3: Analyze and evaluate the diverse needs of learners from the sociological perspective and apply innovative educational practices
CO4: Account the philosophies of education in the historical and the contemporary perspective
CO5: Familiarize themselves with educational provisions and amendments in the Indian Constitution

Part A

10 x 1 = 10

Choose the Correct Answer

1. Which educational philosophy emphasizes the importance of experiential learning and Practical knowledge? CO4 K2
a. Idealism b. Pragmatism c. Humanism d. Existentialism
2. Which agency of education plays a crucial role in transmitting cultural values, norms, and traditions to the younger generation? CO3 K1
a. School b. Family c. Community d. Media
3. In the context of diversity, what does the term "socio-economic diversity" primarily refer to? CO3 K1
a. Differences in income levels b. Differences in cultural practices
c. Differences in gender identity d. Differences in physical abilities
4. How does diversity impact learning environments? CO3 K1
a. It creates uniformity in learning styles b. It fosters creativity and critical thinking
c. It limits communication and collaboration d. It promotes exclusion and discrimination
5. What is one of the major challenges in achieving universal retention in schools? CO3 K2
a. Lack of infrastructure in schools b. Socio-economic disparities
c. Language barriers d. Gender discrimination
6. Which factor is crucial for achieving universal enrolment in schools? CO3 K2
a. Economic resources of parents b. Geographical location of schools
c. Socio-cultural barriers d. Availability of teachers
7. Which National Act mandates the provision of free and compulsory education for children aged 6 to 14 years? CO1 K1
a. RCI Act, 1992 b. PWD Act, 1995 c. NT Act, 1999 d. RTE Act (2009 & 2012)
8. Which Programme aims to bridge gender and social gaps in education by providing universal access to elementary education? CO1 K1
a. IEDC (1974, 1983) b. SSA (2000, 2011) c. RMSA, 2009 d. IEDSS, 2009
9. Inclusive education is primarily based on which model. CO2 K2
a. Ability-based model b. Need-based model
c. Achievement-based model d. Resource-based model

10. What is the primary purpose of complementarity between inclusive and special schools? **CO2 K1**
- a. To segregate students based on their abilities
 - b. To provide separate educational settings for students with disabilities
 - c. To ensure that all students receive appropriate support and accommodations
 - d. To promote competition between different types of schools

Part B

5 x 6 = 30

Answer ALL questions

Each answer should not exceed 400 words or two pages

- 11.a. Discuss the role of the family in shaping the educational experiences and outcomes of children. **CO3 K2**
- (or)
- 11.b. Compare and contrast the educational philosophies of idealism and pragmatism. **CO1 K4**
- 12.a. Define the concept of diversity in the context of education and explain its significance. **CO3 K4**
- (or)
- 12.b. Explain how understanding and addressing linguistic diversity can enhance teaching and learning outcomes in a multicultural classroom. **CO3 K4**
- 13.a. Describe the prevailing forms of inequality in education systems, considering factors such as physical, economic, social, cultural, and linguistic barriers. **CO3 K4**
- (or)
- 13.b. Analyze the factors contributing to inequality in schooling, particularly in the context of public- private schools and rural-urban disparities. **CO4 K3**
- 14.a. Examine the significance of the Kothari Commission (1964) recommendations in promoting educational equity and social justice in India, in line with constitutional provisions and national ideals. **CO1 K4**
- (or)
- 14.b. Illustrate the key provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 and its amendments, and analyze how they contribute to achieving national ideals in education. **CO1 K5**
- 15.a. Summarize the concept of inclusive education as a rights-based model and discuss its significance in promoting educational equity and social justice. **CO4 K5**
- (or)
- 15.b. Discover the importance of community participation in education and provide examples of how communities can contribute to improving educational outcomes. **CO3 K5**

Part C

5 x 12 = 60

Answer ALL questions

Each answer should not exceed 800 words or four pages

- 16.a. Explore the scope and significance of different educational philosophies such as idealism, naturalism, pragmatism, existentialism, humanism, constructivism, and connectionism in shaping contemporary educational practices. **CO4 K5**
- (or)
- 16.b. Discuss the emerging trends in modern education and their implications for inclusive practices, considering factors such as technology integration, personalized learning approaches, and diversity inclusion strategies. **CO4 K6**
- 17.a. Apply the principles of inclusive education to design a curriculum that accommodates diverse learning needs, including gender, cultural, linguistic, socio-economic and disability diversity. **CO3 K3**
- (or)
- 17.b. Evaluate the impact of global perspectives on diversity in education, considering factors such as globalization, migration, and international collaboration in educational practices. **CO4 K5**

- 18.a. Illustrate the role of quality education in addressing issues of equity and social justice, considering factors such as teacher training, curriculum development, and assessment practices. **CO5 K6**
- (or)
- 18.b. Evaluate the effectiveness of government policies and initiatives in achieving universal enrolment, retention, and learning outcomes in schools, considering challenges such as poverty, gender discrimination, and disabilities. **CO1 K6**
- 19.a. Compare and contrast the objectives and outcomes of the Kothari Commission (1964) and the National Policy on Education (NPE) and Programme of Action (POA) (1986, 1992) about promoting equality, liberty, secularism, and social justice in education in India. **CO1 K5**
- (or)
- 19.b. Summarize the effectiveness of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, in addressing educational disparities and promoting social justice in India. **CO5 K6**
- 20.a. Classify the challenges faced in providing education from preschool to senior secondary levels, considering factors such as access, quality, and equity and propose strategies for addressing these challenges. **CO3 K5**
- (or)
- 20.b. Estimate the effectiveness of inclusive education as a rights-based model in promoting the rights of marginalized groups, including persons with disabilities and linguistic minorities and discuss potential barriers to its implementation. **CO2 K6**
