



Neeraj

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

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

Class : I B.Ed. **Time : 3 Hours**
School Subject: Mathematics and English / Physical Science and English /
Biological Science and English / Home Science and English /
Economics and English / History and English/ Special English and English
Max. Marks: 100

Class : II B.Ed. Special Education
Specialization : Visual Impairment and Mathematics / Visual Impairment and History /
Visual Impairment and Special English/ Hearing Impairment and Mathematics

23BEDC07 Perspectives in Inclusive Education /
22BDSC09 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 schools

Part A **10 x 1 = 10**
Choose the Correct Answer

1. What are the defining principles of inclusive education? **CO1 K2**
 - a. Exclusion, disparity, isolation, segregation, neglect
 - b. Access, equity, relevance, participation, empowerment
 - c. Homogeneity, isolation, segregation, exclusivity, disparity
 - d. Equity, disparity, relevance, neglect, isolation
2. Which of the following best describes the concept of marginalization in the context of education? **CO4 K2**
 - a. Integration of diverse learners in a classroom setting
 - b. Providing equal opportunities and resources to all students
 - c. Exclusion or neglect of certain groups based on characteristics such as disability or socio-economic status
 - d. Implementing inclusive practices to accommodate different learning styles
3. Which act in India mandates free and compulsory education for all children aged 6 to 14 years? **CO2 K1**
 - a. PWD Act (1995)
 - b. National Trust Act (1999)
 - c. RTE (2006)
 - d. IEDSS (2013)
4. Which international declaration emphasizes the right to education for every individual? **CO2 K1**
 - a. Universal Declaration of Human Rights (1948)
 - b. World Declaration for Education for All (1990)
 - c. Convention against Discrimination (1960)
 - d. Salamanca Framework (1994)
5. When considering adaptations, accommodations, and modifications for children with locomotor and multiple disabilities, what is a key consideration? **CO1 K1**
 - a. Providing minimal support to encourage independence
 - b. Excluding them from educational activities to avoid frustration
 - c. Limiting their exposure to diverse learning experiences
 - d. Prioritizing the convenience of the teacher over the needs of the student
6. What is the primary purpose of adaptations, accommodations, and modifications in inclusive education? **CO1K1**
 - a. To segregate students with disabilities from their peers
 - b. To provide equal opportunities and access to learning for all students
 - c. To limit the educational experiences of students with disabilities
 - d. To prioritize the needs of gifted children over other students

7. Which peer-mediated instruction strategy involves students supporting each other's learning within the classroom? CO5 K2
- a. Class Wide Peer Tutoring b. Rest Assisted Learning Strategies
 c. Peer Review d. Peer Assessment
8. Which aspect of differentiated instruction focuses on varying the way students demonstrate what they have 'learned'? CO3 K1
- a. Content b. Process c. Product d. Presentation
9. Who are considered stakeholders in inclusive education? CO1 K1
- a. Only teachers and students
 b. Teachers, students, and school administrators
 c. Teachers, students, families, communities, policy makers, and support staff
 d. Only policymakers and support staff
10. What is a crucial aspect of community involvement in inclusive education? CO5 K1
- a. Providing financial support only
 b. Providing emotional support only
 c. Offering opportunities for students to engage in community activities
 d. Offering social support

Part B

5 x 6 = 30

Answer ALL questions

Each answer should not exceed 400 words or two pages

- 11.a. Explain the concept of diversity in classrooms and how it influences learning outcomes. CO1 K3
 (or)
- 11.b. Discuss the significance of the principles of inclusive education in fostering an equitable learning environment. CO3 K2
- 12.a. Illustrate the role of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in promoting inclusive education globally. CO1 K4
 (or)
- 12.b. Describe the significance of the Salamanca Framework in promoting inclusive education. CO1 K3
- 13.a. Develop a comprehensive overview of the evolution of inclusive education policies in India, highlighting key milestones, policies, and legislative frameworks. CO2 K6
 (or)
- 13.b. Apply the principles outlined in the Universal Declaration of Human Rights to advocate for inclusive education policies and practices globally, providing specific examples and strategies for implementation. CO4 K3
- 14.a. Summarize the specific adaptations, accommodations, and modifications that may be needed for children with sensory disabilities to facilitate their participation in educational activities. CO3 K5
 (or)
- 14.b. Illustrate the concept of Universal Design for Learning (UDL) and briefly describe its three principles. CO4 K4
- 15.a. Summarize the responsibilities of three key stakeholders in inclusive education and provide examples of how each stakeholder can fulfil their role effectively. CO3 K5
 (or)
- 15.b. Explain the concept of peer-mediated instruction and explain one strategy used in peer-mediated instruction. CO3 K6

Part C

5 x 12 = 60

Answer ALL questions

Each answer should not exceed 800 words or four pages

- 16.a. Analyze the evolution from segregation to inclusion in the education of children with disabilities, highlighting key historical milestones and the impact on educational practices and policies. **CO2 K5**
- (or)
- 16.b. Illustrate the principles of inclusive education to address the barriers faced by children with disabilities in accessing quality education, providing specific examples and strategies for overcoming these challenges. **CO1 K6**
- 17.a. Write a note on International declarations that facilitate inclusive education. **CO2 K4**
- (or)
- 17.b. Apply the principles outlined in the Universal Declaration of Human Rights to advocate for inclusive education policies and practices globally, providing specific examples and strategies for implementation. **CO4 K6**
- 18.a. Explain the specific adaptations, accommodations, and modifications that may be required for children with neuro - developmental disabilities to support their learning and participation in inclusive education settings. **CO3 K6**
- (or)
- 18.b. Evaluate the effectiveness of various adaptations, accommodations, and modifications for supporting the educational needs of children with locomotor and multiple disabilities, considering factors such as independence, inclusion, and academic progress. **CO3 K5**
- 19.a. Compare and contrast the co-teaching methods of parallel teaching and team teaching. Discuss their respective advantages and disadvantages in promoting inclusive education. **CO5 K5**
- (or)
- 19.b. Estimate the effectiveness of Universal Design for Learning (UDL) in meeting the diverse needs of learners in inclusive classrooms. Provide examples to support your evaluation. **CO4 K5**
- 20.a. Understand the significance of family support in inclusive education. Analyze how family involvement can contribute to the success of inclusive practices and evaluate strategies for fostering meaningful partnerships between families and schools. **CO3 K2**
- (or)
- 20.b. Summarize the effectiveness of advocacy efforts in promoting inclusive education. Discuss the role of advocacy organizations, the impact of policy changes, and the challenges faced in advocating for inclusive practices. **CO2 K6**
