



*Jambalga*

**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 II - March 2025**  
**SEMESTER IV**

Class :II B.Ed Special Education ( VI & HI)

Time: 2 Hrs.  
Max. Marks: 60

23BDSC09/18BDSC09 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.

**PART – A**

**6 x 1 = 6**

**Answer All questions**  
**Choose the correct answer**

1. Statement 1: Impairment is the normality of a structure or function of an organ  
Statement 2: Disability is the functional consequence of impairment to the individual  
a. Statement 1 and 2 are true  
b. Statement 1 is true, and 2 is false  
c. Statement 1 is false, and 2 is true.  
d. Statement 1 and 2 are false  
CO 1 K1
2. In which year, the UN Convention on the Rights of Persons with Disabilities was held?  
a. 13 December 2004  
b. 13 December 2006  
c. 13 December 2005  
d. 13 December 2007  
CO 1 K1
3. The term mental retardation is replaced with which term?  
a. Intellectual Disability  
b. Mental Weakness  
c. Intellectual backwardness  
d. Intellectual disadvantage  
CO2 K1
4. Locomotor disabilities pose challenges to :  
a. Learn and display skills of problem solving  
b. Understand verbal communication  
c. Execute distinctive activities associated with shifting objects  
d. Participate in games based on concentration  
CO2 K1
5. Inclusion of students with disabilities requires  
a. Inaccessible infrastructure  
b. Inequality of opportunities  
c. Barriers to participation  
d. Non-discrimination  
CO3 K1
6. By inclusion of the language and culture of the disadvantaged and marginalized groups within the school curriculum a teacher can ensure:  
a. Equality in education  
b. Equity in education  
c. Sympathy for the underprivileged groups  
d. Vocational education specially for under privileged groups  
CO3 K1

**PART – B**

**3 x 6 = 18**

**Answer ALL questions**

**Answer should not exceed 400 words or two pages**

7. a. Define inclusive Education. CO1 K2  
(or)
7. b. Differentiate integrated and inclusive education. CO1 K3
8. a. Explain the different Models of Integrated Education. CO2 K3  
(or)
8. b. List the features of Right to Education Act 2006. CO2 K4
9. a. Explain principles of Inclusive Education. CO3 K3  
(or)
9. b. Describe National Trust Act. CO3 K3

**PART – C**

**3 x 12 = 36**

**Answer ALL questions**

**Answer should not exceed 800 words or four pages**

10. a. Describe the cascade system. CO1 K3  
(or)
10. b. Explain the historical perspectives of Education of disabled. CO1 K3
11. a. Explain the recommendation of RPWD Act 2016. CO2 K4  
(or)
11. b. Discuss the barriers to inclusive education and suggest few means to overcome the barriers. CO2 K4
12. a. Explain the New Educational policy 2016 and highlight about Supporting children with special needs. CO3 K5  
(or)
12. b. Describe the objectives and aims of RCI and its registration procedures and why it is important to Register under RCI by special Educators. CO3 K6

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