

N.V.K.S.D. COLLEGE OF EDUCATION, ATTOOR
(AUTONOMOUS)

M.Ed Degree Fourth Semester Examination, June 2021
(For the candidates admitted for the academic year 2019-2021)

Elective course: INCLUSIVE EDUCATION: PRACTICES AND ISSUES
Course code: MED4EC02

Time: 3 Hours

Maximum Marks: 70

SECTION A (10x1 = 10 marks)

Answer ALL the questions by selecting the appropriate answers.

1. UNCRPD includes 50 Articles and
a) 35 Paragraphs b) 30 Paragraphs c) 25 Paragraphs d) 20 Paragraphs
2. The meaning of "Inclusion" is to include the
a) much privileged b) diversified entities c) disabled d) specialised
3. Persons who are trained to diagnose, manage and/or treat hearing or balance problems are termed as
a) Occupational Therapist b) Physiotherapist
c) Speech Therapist d) Audiologists
4. A teaching approach that recognizes the differences between students and ensure that all students can access educational content and participate fully in their learning is called
a) Inclusive practice b) Inclusive approach
c) Inclusive methodology d) Inclusive technique
5. Disability in coordination skill is called
a) Dyslexia b) Dysgraphia c) Dyscalculia d) Dyspraxia
6. A process where teachers think and analyse over their teaching practices, to improve or change for better learning outcomes is called as
a) Meta-analysis b) Self-analysis c) Reflective teaching d) Multisensory teaching
7. An individual having below-average intelligence or mental ability and lack of skills necessary for day-to-day living is
a) Sensory impairments b) Intellectual disability
c) Neuro- developmental disabilities d) Multiple disabilities
8. Attention-deficit hyperactivity disorder (ADHD), autism, learning disabilities, etc are examples of
a) Neuro- developmental disabilities b) Intellectual disability
c) Neuro – linguistic disabilities d) Multiple disabilities
9. Mentoring is more development driven while coaching is more
a) Skill driven b) Performance driven c) Attitude driven d) Ability driven
10. Regular classroom teachers and special education teachers can be paired in co-teaching relationships to benefit inclusion of students with
a) Special needs b) Multiple disabilities c) Exemptionalities d) Giftedness

SECTION B (5x3 = 15 marks)

Answer all the FIVE questions in about 100 words each.

11. Enlist few recommendations of Rehabilitation Council of India (RCI Act, 1992)

with regard to inclusive education.

12. Name any three Assistive Technology devices that cater to different disabilities.
13. Write a short note on 'classroom management behaviour'
14. How does sensory impairments affect learning?
15. Mention the role of parents in promoting inclusive education.

SECTION C (5x5 = 25 marks)

Answer any FIVE questions in about 200 words each.

16. National Policy for Persons with Disabilities, 2006 focuses on the well-being of inclusive children – Describe.
17. Attitudinal, systematic and structural barriers serves as obstacles to inclusiveness. Comment.
18. “CCE reduce pressure on students and help the students with low self-confidence”. How?
19. Elaborate the role of teacher in dealing with differently abled students?
20. Whether Models of collaboration in inclusive education provides quality outcome? How/Why?
21. Features of UNCRPD and its implications has benefitted a lot for inclusive children – Justify.
22. Present the concept of inclusion and disability.

SECTION D (2x10 = 20 marks)

Answer BOTH the questions in about 500 words each.

23. a) Attempt on the functions of Special Education Teacher, Audiologist cum Speech Therapist, Physiotherapist, Occupational Therapist and Counsellor.
(Or)
b) Explain the various Pedagogical strategies of Inclusive education as prescribed in your syllabus.
24. a) Examine the adaptations and accommodations for children with multiple disabilities and giftedness.
(Or)
b) State the current issues pertaining to education for the differently abled children and as a teacher educator suggest few strategies to overcome them.