



Dnyan Ganga Education Trust's
College of Education (B.Ed.)

Creating an Inclusive School – Unit Wise Questions
(B.Ed. Semester 4)

UNIT 1 – Understanding Inclusion

1. Explain the difference between diversity, disability and inclusion.
2. Explain in detail meaning and need of Inclusion. (Educational, Social, Economic, Humanitarian, Democratic and legal perspectives)
3. Elucidate any two Models of Inclusion (Charity Model, Functional Model and Human Rights Model). (10 marks)
4. “In the Human Rights Model of Inclusion, individuals with disabilities are recognised and respected as a critical part of diversity.” Justify.
5. Functional model of inclusion.

UNIT 2 – Nurturing Inclusion

1. Concept of children with special needs and their types. (10 marks)
2. What are Neurodevelopmental disabilities? Elucidate the characteristics of neuro developmental disabilities.
3. Describe the meaning and characteristics of sensory disabilities/neuro developmental/loco-motor and multiple disabilities.
4. Elaborate the implementation of needs of children with sensorial disabilities/ neuro developmental disabilities/loco motor disabilities/multiple disabilities.



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5. What are Sensory disabilities? Explain the characteristics of any three types of Sensory disabilities.
6. How does a teacher cater to the special needs of children with Sensory and Locomotor disabilities?
7. What are learning disabilities? Suggest the ways to cater to the needs of children with learning disabilities.
8. Describe the characteristics of students with Loco-motor disabilities and the measures to cater to them.
9. Concept of Children with Special Needs.

UNIT 3 – Policies Promoting Inclusion

1. In the light of National Policy on Disabilities, 2006, what action do you need to take in your own teaching in the classroom?
2. Significance of Salamanca 1994
3. Significance of UNCRPD, EFA (MDG)
4. Significance of Constitutional obligations for education of diverse groups.
5. Rehabilitation Council Act, 1992.
6. National Policy for Persons with Disability 2006
7. Right to Education Act, 2009.
8. Discuss Educational concessions, facilities and provisions for CWSN.
9. Explain the main features of Rehabilitation Council Act, 1992.
10. Elaborate the significance of RTE ACT, 2009 for Inclusive Education.
11. “The Salamanca Act 1994 has great significance to the welfare of Children with Special Needs.” Elucidate.
12. Any five Educational provisions for CWSN.



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UNIT 4 – Curricular Issues

1. “Curricular adaptations are essential for successful inclusion” Illustrate with respect to the different types of curricular adaptations.
2. What are the different strategies for differentiating content in an inclusive classroom? Discuss in detail.
3. Discuss alternative means for assessment and evaluation in an inclusive classroom. (10 marks)
4. Explain the strategies for differentiating content with suitable examples.
5. Elaborate the alternative means of assessment and evaluation in an inclusive classroom.
6. “Differentiating content enhances the teaching learning process in the inclusive classroom” Explain the statement with reference to any three strategies of differentiating content.
7. “Curricular adaptations are essential for successful inclusion” Explain with respect to any three types of curricular adaptations in instructions.
8. Any four strategies for differentiating content in an inclusive classroom.
9. Any five alternative means of assessment and evaluation.

UNIT 5 – Inclusion in Classrooms

1. Discuss in detail Attitudinal/Social/ Infrastructural barriers and facilitators of inclusion
2. Describe use of ICT in Inclusive classrooms.
3. Explain concept, steps and significance of Individualized Educational Plan.



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4. What is meant by the Individualized Education Plan (IEP)? Explain the steps of preparing Individualized Education Plan (IEP).
5. “Inclusive education is not just about making accommodations, it’s about changing attitudes and perceptions towards diversity.” Explain with reference to the infrastructural and attitudinal facilitators of inclusion.
6. “ICT promotes learning in inclusive schools.” Illustrate with reference to use of ICT in inclusive classrooms.
7. Significance of an Individualized educational plan.

UNIT 6 – Functionaries in Inclusive Settings

1. Describe difference between the profile and role of teacher of General teacher and Resource teacher.
2. Describe the role of NGO in supporting inclusive school.
3. Pre-support training programme for children with special needs.
4. Pre-vocational training programme for children with special needs.
5. “Together, the general teacher and resource teacher can create inclusive and supportive learning environment.” Elaborate with reference to the role of general teacher and resource teacher in inclusive education.
6. Role of NGO in supporting inclusive schools.
7. “NGOs play a key role in the implementation of inclusive education.” Justify.
8. Pre-vocational training programmes for CWSN.