

Spring Semester Examination 2021  
Paro College of Education  
Royal University of Bhutan  
Paro

**Module:** ISE501: Inclusive Education  
Policies, Perspectives and Practices

**Programme:** M.Ed. (IE)

**Level:** 1

**Writing Time:** Three Hours

**Full mark:** 100

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**Instruction:** Do NOT write during the first 15 minutes. Use this time to read the questions. You will get full three hours to answer the questions. This question paper consists Section A, Section B and Section C. Write the answers to all the questions in the answer sheets provided by the college. Read the directions to each section and to each question carefully before answering the questions.

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SECTION A  
ONE (Question-10 x 2 =20 marks)  
Answer all questions

**Question 1**

**Direction:** Each question in this section is followed by four possible choices of answers. Choose the most appropriate answer and write it down in the answer sheets provided.

- a. Idea of inclusion is not a new global phenomenon. Its origins date back to
  - A 1900s.
  - B 1800s.
  - C 1500s.
  - D 1700s.
- b. The National Policy for Persons with Disability was officially commissioned by Gross National Happiness Commission Secretariat in
  - A 03/12/2019
  - B 12/03/2019.
  - C 01/03/2019.
  - D 03/01/2019.

- c. Currently the number of regular schools that support special educational needs (SEN) programme in Bhutan are
- A 20.
  - B 23.
  - C 24.
  - D 22.
- d. The model that views disability as a “manifestation of sin or of God’s displeasure, a test or challenge for nondisabled people, an opportunity for nondisabled people to achieve salvation through serving disabled people” is
- A social model.
  - B moral model.
  - C traditional model.
  - D social relational model.
- e. In the context of health experience, any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being best describes
- A handicap.
  - B disorder.
  - C disability.
  - D impairment.
- f. Master Tobden is affected with mild to moderate form of Autism Spectrum Disorder. He is placed alongside with other children in a regular classroom. His Mathematics teacher does not have any training on special educational needs. Therefore, Master Tobden is treated like any other child despite the need of extra support. This form of education is called
- A exclusion.
  - B inclusion.
  - C integration.
  - D mainstreaming.

- g. “No exclusion from free and compulsory primary education, or from secondary education, on the basis of *disability*. Assurance of an inclusive education system at all levels and in *lifelong learning*”.

The above extract from Policy Guidelines on Inclusion in Education (UNESCO 2009, pg. 30) describes one of the main features relevant to inclusive quality education as addressed in

- A Convention on the Rights of the Child (1989).
  - B Universal Declaration of Human Rights (1948).
  - C World Declaration for Education for All (1990).
  - D Convention on the Rights of Persons with Disabilities (2006).
- h. Which of the following is NOT the dimension of the Standards for Inclusive Education (MoE, 2017)?
- A Inclusive policy.
  - B Inclusive culture.
  - C Inclusive practice.
  - D Inclusive environment.
- i. As a SEN teacher, one cannot impose decisions or solutions on the parents of children with disabilities simply because the parents has come for help. Instead the teacher should support and guide the parent to develop insights into the situation faced in the correct perspective and encourage and involve the parents to take decisions that are good and acceptable in supporting their children with disabilities.
- The aforementioned example is one of the generic principles of social work that can be exhibited by the teacher with SEN in collaborating with the parents of children with SEN. This generic principle discussed is
- A Principle of Acceptance.
  - B Principle of Communication.
  - C Principle of Individualization.
  - D Principle of Self-determination.
- j. Which of the following is appropriate use of inclusive language as per the Standards for Inclusive Education (MOE, 2017)?
- A SEN child.
  - B Special child.
  - C Child with SEN.
  - D Differently abled child.

SECTION B  
FIVE Questions – (30 marks)  
Answer all questions.

**Instructions:** There are FIVE questions in this section. All questions are compulsory and carry equal marks.

**Question 2**

Define in your own words inclusion, integration and segregation with an appropriate classroom example for each concept. (3x2)

**Question 3**

List six types of involvement of Epstein's Framework with sample practices for each of the six types. (6x1)

**Question 4**

Construct an access audit form for a school that supports special educational needs programme with three broad categories namely physical infrastructure, transport and assistive devices. For each of the categories you will need to mention any two items. (3x2)

**Question 5**

Write down three benefits of inclusive education for students with disabilities and for students without disabilities. (3x2)

**Question 6**

Define Universal Design for Learning (UDL) in your own words. Provide an appropriate example for each of the three principles of UDL framework. (2+4)

SECTION C  
FOUR Questions – (50 marks)  
Answer any FOUR questions.

**Instructions:** There are FIVE questions in this section. Answer any FOUR. All questions carry equal marks. The intended mark for each question is given in the brackets.

**Question 7**

“The MoE shall collaborate with other relevant agencies including local governments and CSOs to develop home-based support service or alternative options for children with disabilities and families who are unable to attend school” (GNHC, 2019).

The aforementioned extract is one of the policy interventions as laid in the National Policy for Persons with Disabilities 2019 for access to education. Discuss the implications in Bhutanese socio-cultural context as a SEN teacher for the aforementioned policy intervention. (12.5)

### Question 8

Illustrate Bronfenbrenner's Ecological Systems Theory (EST) as a nested model with the help of a diagram (More marks will be awarded to diagrams that are innovative). Further, define each of the systems in your own words and provide an example each for the systems that is relevant in Bhutanese socio-cultural context. (12.5)

### Question 9

Consider the ways in which segregated and inclusive education approaches might be considered from different perspectives – a teacher, a parent, a student and a government policy-maker. What might be the advantages and disadvantages of segregated and inclusive education approaches in judging the value to the education of a 'learning disabled' or a 'sensory impaired' student? How would you attempt to resolve possible differences of opinion on this issue? (12.5)

### Question 10

Imagine that you are placed as a SENCO in a school that the Ministry of Education newly identified as a school that support SEN programme. This school has already a well established policies and guidelines for any regular school. Now that the school will admit children with SEN, the Principal has asked you to formulate policies and guidelines related to SEN programmes.

Formulate any four policies that you deem as priority and justify the need of each of these policies formulated. (12.5)

### Question 11

The index for inclusion offers schools a supportive process of self-review and development, which draws on the views of staff, governors, students and parents/carers, as well as other members of the surrounding communities. It involves a detailed examination of how barriers to learning and participation can be reduced for any student (Booth & Ainscow, 2002).

The aforementioned extract is from 'Index for Inclusion developing learning and participation in schools'. Illustrate with a diagram the phases involved in the index process and the school development planning cycle. Further, for each of the phases present brief priorities that will ensure successful implementation of standards for inclusive education in your school. (12.5)