



(University of Choice)

**MASINDE MULIRO UNIVERSITY OF SCIENCE AND
TECHNOLOGY (MMUST)**

**UNIVERSITY EXAMINATIONS
2021/2022 ACADEMIC YEAR**

**FOURTH YEAR SECOND SEMESTER EXAMINATIONS
SPECIAL/SUPPLEMENTARY EXAM**

**FOR
THE BACHELOR OF EDUCATION DEGREE
(SPECIAL NEEDS EDUCATION)**

COURSE CODE: EPS 402

COURSE TITLE: INCLUSIVE EDUCATION

DATE: 3RD AUG. 2022

TIME: 2:00 - 4:00 PM

INSTRUCTIONS TO CANDIDATES

Answer Question **One** and any other **Two** questions

TIME: 2 Hours

MMUST observes ZERO tolerance to examination cheating

QUESTION ONE

- a) i) Illustrate the importance of community involvement in inclusive Education (4 marks)
- ii) Differentiate between Special Needs Education and Special Education needs (2 marks)
- b) explain the THREE indicators that are pillars of Inclusive Education (6 marks)
- c) Determine the role of school, community and family environment in Inclusive Education (6 marks)
- d) State THREE negative attitudes of parents towards disabled children that are barriers (6 marks)
- e) Explain the roles of a Head Teacher in an inclusive school (6 marks)

QUESTION TWO

- a) As a teacher in an inclusive school, how will you develop a whole school policy for inclusive learners with disability (10 marks)
- b) Citing relevant examples, assess how regular learners can enhance inclusive education in a school environment (10 marks)

QUESTION THREE

- a) Examine how collaboration and consultation can be used to stabilize inclusive education in a Kenyan school (20 marks)

QUESTION FOUR

- a) Assess FIVE teaching methods that are commonly used to implement inclusive learning (10 marks)
- b) Establish the need for early assessment and intervention of learners with Special Needs (10 marks)

QUESTION FIVE

- a) Assess FIVE objectives of Inclusive Education and explain how they have been achieved (10 marks)
- b) Explain with examples the growth of teacher training of Special Needs Education in Kenya (10 marks)