

**Mount Kenya**



**University**

**UNIVERSITY EXAMINATION 2010/2011**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND INSTRUCTIONS**

**UNIT CODE: SNE 102**

**UNIT TITLE: INCLUSIVE EDUCATION**

**DATE: JULY 2011**

**MAIN EXAM**

**TIME: 2HRS**

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**ANSWER ALL QUESTIONS IN SECTION A AND ANY OTHER TWO QUESTIONS IN SECTION B**

**SECTION A**

1. a) Differentiate between integrated and inclusive Education (4mks)  
b) Suggest any four teaching methods that can be used to make learning accessible to all including those with disabilities in your school (4mks)  
c) Explain how you would involve parents of learners with special needs in providing effective education to learners in your school (3mks)  
d) Identify any four factors that are necessary in the provision of a school for all in your area (4mks)  
e) State three teaching and learning strategies for learners with physical disabilities (3mks)  
f) List four curriculum issues that hinder a learner with special needs from succeeding in learning in a regular school (4mks)  
g) Who are the stakeholders that you need to work with to facilitate inclusion of all learners in the school. (4mks)  
h) Name four processes that all learners including those with special needs go through (4mks)

**SECTION B**

2. a) State two argument against inclusive education (4mks)  
b) Explain the principles of inclusive education in reference to learners with special needs (16mks)
3. a) State five important factors you need to consider for successful implementation of an inclusive classroom (15mks)  
b) Explain the term cognitive ability and mention five ways in which it can enhance learning (5mks)
4. Analyze how you would enhance inclusion of learners with special need in your regular class (20MKS)
5. a) State any four basic requirements for learners with visual impairment (4mks)  
b) Explain teaching strategies you need to use when working with learners who are visually impaired in an inclusive setting (16mks)

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**ANSWER ALL QUESTIONS IN SECTION A AND ANY OTHER TWO QUESTIONS IN SECTION B**

**SECTION A**

1. a) Briefly describe two aspects of life where persons with special needs should be fully involved (2mks)
- b) Briefly explain what functional integration entails (2mks)
- c) Describe how a child with special needs in the integration programme is perceived (5mks)
- d) Briefly explain how parents should be involved in the education of children with special needs in an inclusive setting (3mks)
- e) Describe the aspects of a 'school for all' that is emphasized in the SALAMANCA statement of 1994 (5mks)
- f) Outline three categories of the assistive devices that may be necessary for learners with low vision in your regular class (3mks)
- g) Give the main components of a basic hearing aid that would be useful in an inclusive class (4mks)
- h) State three teaching and learning strategies for learners with physical challenges (3mks)
- i) Outline three teaching methods used in inclusive education (3mks)

**SECTION B**

2. a) Discuss the trend of Kenya towards inclusive education since 1998 (7mks)
- b) What would you consider to be problems experienced in Kenyan schools when implementing inclusive education for physically challenged (6mks)
- c) Discuss the contents of the United Nations standard rules on education geared towards achieving inclusive education (7mks)
3. a) Evaluate six different aspects of learners' diversity in an inclusive setting (6mks)
- b) Discuss the cognitive abilities and explain how they enhance learning (14mks)
4. a) Outline some of the assistive devices that are kept in a resource room and give their use (5mks)
- b) Discuss the role of an itinerant teacher in an inclusive school (8mks)

c) You have been invited to address parents on their role in collaboration in inclusive education. Give them guidelines on how they should provide best home-based programmes to their children (7mks)

5. a) Discuss factors that may hinder efficient inclusion (10mks)

b) Justify the need for early identification, assessment and intervention for a learner with special needs in a regular class (10mks)

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**SCHOOL OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND INSTRUCTIONS**

**REGULAR**

**UNIT CODE: DPS 311**

**UNIT TITLE: ECONOMICS OF EDUCATION AND PLANNING**

**DATE: JULY 2011**

**MAIN EXAM**

**TIME: 2HRS**

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**ANSWER ALL QUESTIONS IN SECTION A AND ANY OTHER TWO QUESTIONS IN SECTION B**

**SECTION A**

1. a) Define the term economics of education (2mks)
- b) Differentiate unemployment and underemployment (2mks)
- c) Draw the significance between average variable cost and marginal cost (6mks)
- d) Briefly explain the factors that influence demand for education (8mks)
- e) Account for the problem encountered in computing benefit in education (2mks)
- f) How does a demographic factor affect education planning (6mks)

**SECTION B**

2. a) Discuss the possible solutions to unemployment in Kenya (10mks)
- b) Describe the elements features of planning basing your answer on education planning (10mks)
3. a) illustrate five provisional processes used in preparing a plan in education (10mks)
- b) Describe the common methods of financing education in developing countries and indeed Kenya. (10mks)
4. a) Outline the major factor which influence demand for education (10mks)
5. b) Educational planning metamorphosis through phases illustrate the four phase on development of educational planning (10mks)