



Chhatrapati Shahu Ji Maharaj
University, Kanpur

Answer Script Details
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Roll No. 25117004841
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Exam BACHELOR OF EDUCATION B.ED_ODD-EXAM-DEC-24
Subject BED104 - INCLUSIVE EDUCATION

Question wise Mark Summary

Q.No Mark Q.No Mark Q.No Mark Q.No Mark

1A 3/5

1B 3/5

1C 3/5

1D 3/5

1E 4/5

1F 4/5

1G 4/5

1H 4/5

1I 4/5

2 0/15

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4 0/15

5 10/15

6 0/15

7 10/15

8 0/15

9 0/15

Chhatrapati Shahu Ji Maharaj University Kanpur, Uttar Pradesh

PART-II

MARKS OBTAINED

Q.	1	2	3	4	5	6	7	8	9	10
(a)										
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Total										
Total Marks in Figures										Max. Marks
Total Marks in Words										



B E D I 0 4
Paper Code

Signature of Evaluator

Date of Exam: 04/02/25
 Session: 2024-25
 Paper Code: BED104
 Name of Candidate: SNEHA KUMARI YADAV
 Roll No: 25117004841

Sneha Kumari Yadav
 Signature of Candidate

S. Bharti
 Signature of Invigilator

COE Facsimile

Course: B.Ed

Session: 2024-25, Year: Semester 1

Subject Name: Inclusive Education

Medium: English Hindi

Paper Code: B E D I 0 4

Exam Date: 1 4 0 2 2 0 2 5

Name of Candidate: S N E H A K U M A R I Y A D A V

Father's Name: B R A H M A S H A N K A R Y A D A V

Enrollment Number: C S J M A 2 4 0 0 0 1 6 9 8 7 2

Candidate's Roll Number: 2 5 1 1 7 0 0 4 8 4 1

Paper Code: B E D I 0 4

Signature of Candidate: Sneha Kumari Yadav

Signature of Invigilator: S. Bharti

C.S. Facsimile

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शेखर - 1. परीक्षाओं को निर्दिष्ट दिनांक अथवा दिनांक आसपास करने से पूर्व परीक्षा पर अधिकतम दो दिनों को अनुपस्थित होने से परीक्षा के लिए योग्य रहेंगे।
 2. परीक्षा में सफल होने वाले अभ्यर्थियों को सूचित किया जाएगा। 3. परीक्षा के फल को सूचित करने के लिए परीक्षा के फल सूची जारी की जाएगी।

INSTRUCTION TO THE CANDIDATE FOR FILLING PART-I

1. Read the instructions carefully given on the answer script and admit card.
2. Write Date of Exam, Shift, Paper Code & Name of Subject Correctly.
3. Write Name & Roll No. Correctly.
4. Write Semester & Branch Correctly.

INSTRUCTION TO THE CANDIDATE FOR FILLING PART-III

1. Use blue or black ball point pen for writing alphabets & numerals in boxes.
2. Carefully study the example before you start marking.
3. As shown in the example below, blacken the circles completely.



4. Make no Stray marks on this sheet.

5. DO NOT WRITE OR MARK ON THE BAR CODE.

IN ORDER TO AVOID UFM (UNFAIR MEANS) :

1. The Roll No. and Answer Book no. found elsewhere or any other symbol found in the answer book will be treated as unfair means.
2. Any tampering of Bar Code and Booklet no shall be treated as Unfair Means.
3. Do not bring the materials like slip of paper/mobile/digital diaries/ study material/revision notes in examination hall. Possession of the mobile/ digital diaries/electronic/digital watch and any other electronic gadget except memory less scientific calculator shall be considered as UFM case.
4. Do not keep or paste currency note in answer script it shall be consider as UFM.

अनुचित साधन से बचने हेतु :

1. उत्तर पुस्तिका के निर्दिष्ट स्थान को जाँचकर अनुक्रमिक एवं उत्तरपुस्तिका का क्रमांक करीब और न दिखे तक कोई भी चिह्न न बनाने क्योंकि यह अनुचित साधन प्रयोग की शक्ति में आता है।
2. उत्तर पुस्तिका के बरकोड अथवा उत्तर पुस्तिका संख्या पर कोई छेद करने पर अनुचित साधन प्रयोग माना जावेगा।
3. परीक्षा कक्ष में निम्न वस्तुएँ लाया न जानें, जैसे किछे हुए कागज के टुकड़ों, मोबाइल, डिजिटल डिवाइस, डिजिटल वॉच, बॉयो, घुमक एवं सभी वस्तुओं को अनुचित साधन को अन्तर्गत आती है। केवल संशोधित प्रश्नपत्र में ही वैधोपरी लेस साइंटिफिक कैलकुलेटर ले जाने की अनुमति होगी।
4. उत्तर पुस्तिकाओं में अपनी न रोल न ही उत्तर पुस्तिका में लिखावे। ऐसा करने अनुचित साधन प्रयोग की शक्ति में आता है।

उत्तरपुस्तिकाओं को भरने का तरीका

1. प्रश्न पत्र एवं उत्तर पुस्तिका पर दिये गये निर्देशों को ध्यान से पढ़ें।
2. कक्ष पृष्ठ को दूसरी तरफ मुड़ा न लियें।
3. उत्तर पुस्तिका के पृष्ठों पर दोबारा तालक न लियें।
4. प्रश्न पत्र पर अपने अनुक्रमिक के अधिनिका मुद्रा न लियें।
5. प्रश्न पत्र कोड एवं प्रश्न पत्र ID सतकानी पूर्णक न लियें।
6. अपनी स्थिति स्पष्ट न लियें।
7. उत्तर पुस्तिका के पृष्ठों की संख्या देखें। अगर उत्तर पुस्तिका में पृष्ठ (1-24) से कम हो या कोई टुक हो, तो परीक्षा शुरू होने के पूर्व दूसरी उत्तर पुस्तिका ले लें।
8. प्रश्नपत्र को देखें, यदि प्रश्नपत्र को विषय कोड, विषय का नाम तथा प्रश्न नं. कोई त्रुटि हो तो उत्तरों परीक्षा शुरू होने के 30 मिनट के अन्दर सब निरीक्षक को तत्काल सूचित करें, परसों बाद विचारविमोचक द्वारा कोई कार्य नहीं की जायेगी।
9. प्रश्नों के उत्तर लिखने के लिये चरित्त का प्रयोग न करें।
10. ही काली या अधिनिका टालक नहीं किया जावेगा।

INSTRUCTION TO THE CANDIDATE

1. Read the instructions carefully given on the Question Paper, Admit Card & Answer Script.
2. Do not write anything on back side of the cover page.
3. Write on both sides of pages of answer book.
4. Do not write anything on question paper except Roll Number.
5. Write Paper Code & Question Paper Id carefully.
6. CHECK the number of pages (1-24) or any other kind of damage in your answer script, if found than change the answer script immediately before the commencement of examination.
7. CHECK the Question Paper for any kind of discrepancy e.g. Subject Code, Subject Name, and Question of the Question Paper during first THIRTY MINUTES of the commencement of the exam, so that it can be corrected in TIME. After that no corrections shall be entertained by the university.
8. Do not use pencil for answering the question.
9. Write status correctly e.g. those appearing in carry over papers should fill in status as Carry Over. Those appearing as Ex- Students should fill in status as ex.
10. No supplementary answer book & graph paper will be provided.

INSTRUCTION TO THE CANDIDATE FOR FILLING PART-IV

1. Use blue or black ball point pen for writing alphabets & numerals in boxes.
2. Use blue or black ball point pen for filling the circles.

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2	2	2	2	2	2	2	●	2	2	2
3	3	3	3	3	3	●	3	3	3	3
4	4	4	4	4	●	4	4	4	4	4
5	5	5	5	●	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	●	6
7	7	7	7	7	7	7	7	7	7	7
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Note- If your Roll No. is of 10 digits. Please leave first three columns.



[Section :- A]

[Question - 1]

[A]

Meaning of Inclusive Education :- Inclusive education deals with the education of all the students regardless of their disabilities, gender, caste, creed, race, their background and socio-economical status.

- Education of each background of students are given access to quality education.
- The idea is to bridge out all types of discrimination existing in the society.
- Government (both state and central) comes together to make it happen.

Literal Meaning of Inclusive education :-

The word inclusive means "to include" that is all the students should feel included in terms of education.

- The idea is to rule out all kinds of disparities existing in the society.

Steps to bring Inclusivity in the society :-

To ensure full inclusion in education we need to work on three levels :-



(i) At the society level :- Students with disability or students coming from weaker economic section should not feel discriminated at society level. Their differences should be respected.

(ii) At the school level :-
• All the schools should fulfill the needs of each students on the level of curriculum.
• The buildings of schools should have facilities required for all children. i.e, well maintained infrastructure should be there.

(iii) At the level of government :- Government should bring policies to promote Inclusivity.

[B] ✓

Importance of Inclusive Education :-

Inclusive education is important for the current education system in many aspects.

Following are the importance of Inclusive education -

(i) Inclusive education rules out all kind of preexisting discrimination of society.

(ii) It provides quality education to children irrespective of their background.



(iii) Government has launched many acts such as

- RTE act, 2009
- PWD act, 1995
- RPWD act, 2016
- NEP 2020

To enforce inclusivity in education.


(iv) Inclusive education promotes a feeling of acceptance for children with all kinds of disabilities.

(v) Inclusive education designs curriculum according to the individual needs of the students.

(vi) Inclusive education talks about accessibility of education for children with special needs -

- It provides teacher training on inclusion.
- Talk about well developed infrastructure in all educational institutes.

(vii) Provides vocational training to students to develop the feeling of self-sufficiency.

(viii) The students with  kinds of disadvantage or disability are included under inclusive education.

(ix) Inclusive education relies on the principle of free and compulsory education for all.

(x) It opens up doors for disadvantaged children for both education as well as employment.



[C]

Educational problems of hearing impaired children :-

Hearing Impairment :- • Children with hearing impairment are not completely deaf.

- They cannot hear below a certain decibel (dB).
- Hearing impaired children are unable to listen to whispering or even normal sound.

Educational Problems

- Hearing impairment is a serious problem faced by children of any age.
- It is so important and concerning that it is also added in the disability list of PWD act 1995 and RPWD act 2016.

Following are the educational problems faced by them :-

- (i) The first and foremost problem is that such children are not able to hear what the teacher is saying.
- (ii) They are not able to understand the instructions given by teachers.



- (iii) Due to problem in listening, such children are not able to concentrate in the classroom.
- (iv) Children with hearing impairment are not able to utilize their full potential in classroom.
- (v) The feeling of being "left out" also arises from such problems.

[D].

Children with special needs :- Children who cannot learn in normal learning environment of the classroom are categorised under the category of children with special needs.

→ Special needs can be of following types :-

The need of special need arises from the following problems -

• Children with physical disabilities :- Any child who is suffering from any kind of physical disability needs a special care -

Such as -

Blindness

Low vision

Hearing impairment

Locomotor disability etc.



Do Not Write anything in this Portion

• Children with mental disabilities :- children suffering from any kind of mental disability require special care such as -

• Mental retardation

Mental illness

~~Ment~~ Intellectual disability.

Autism

Cerebral palsy

• Children with genetic problems :- Children who suffer from any kind of genetic disorder require special care such as -

Dwarfism

Thalassemia

Haemophilia.

Gifted child :- It might be shocking but children who are extremely intelligent or talent also require special care.

Because their pace of learning is very high than the average child.

Education Implications for children with special needs :-

Special schools are build to provide special education to children with special needs. Because they cannot adjust themselves in the normal environment of the integrated classrooms.

[E]

Gifted Children


Children who are exceptionally intelligent are known as gifted children.

Their IQ is somewhere around 120-140, which means that their chronological or age is less than their mental age.

These children are called god gifted because they think way more than their age.

Characteristics of Gifted Children

Following are the characteristics of gifted children

- (i) Gifted children have a very high pace of learning than the average or normal children.
- (ii) They can think  logically, and they are creative.
- (iii) They take very less time to solve questions that require critical thinking and abstract thinking.
- (iv) They have a very high reasoning skill.
- (v) They can approach toward subject in a multidisciplinary way.
- (vi) They are very good at subjects such as mathematics, physics, chemistry, economics, geography etc.



(vii) Sometimes it is also seen that gifted children develop a sense of superiority over other children.

[F]

Identification of Gifted Children

Following methods can be used by teachers to identify gifted children of their class.

(i) By asking brainstorming questions :- Teachers can ask brainstorming questions to their students both verbally or in a test way.

The answers of the students can be evaluated to know their level of IQ and how logically or critically they can think.

(ii) By asking open-end questions :- Teachers should leave the students with questions that do not have an 'yes' or 'no' type answer.

Questions that forces students to think logically and reasoning way lead them to be creative.

Such answers can be evaluated to know whether the children is gifted or not.



(iii) By asking critical mathematical questions :-

Usually students who are gifted are able to solve questions of classes higher to them. Thus, gifted children can be identified on their ability to solve difficult mathematics questions.

(iv) By allowing the student to be creative :- Teachers should allow their children to showcase their creative side to see their full potential.

These are the ways using which gifted children can be identified in the classroom.

[6]

Students with learning disability :- Students who find it difficult to learn simpler concepts even, reading, writing or solving basic mathematical questions are considered to be under the category of students with learning disability.

Types of learning disability :- Following are the types of learning disabilities -


i) dyslexia :- Students who can not differentiate the certain letter come under the category



Dyslexia.

They read foved and fired
fired and foved

(i) Dysgraphia :- Such children are not able to differentiate read or write certain words.

(ii) Dyscalcula :-  Such disability creates problems for student in solving basic mathematical questions.

(iv) Autism spectrum disorder :- It is a neurological disorder.

Characteristics of students with learning disability

(i) Students with learning disability have a very slow pace of learning.

(ii) They face difficulties in solving even basic problems.

(iii) They find it difficult to coordinate in the classroom.

(iv) They are sometimes identifiable by their physical appearance.



[H]

Co-operative learning :- Learning environment in which students with different kinds of learning abilities are taught together to develop a sense of co-operation in the classroom.

Co-operative learning enhances learning output.

Utility of co-operative learning in classroom.

Co-operative learning is  useful in classroom due to following reasons-

- (i) Co-operative learning helps students of low learning pace to sit with students with high learning pace which eventually help them in studies.
- (ii) Weaker students develop a sense of confidence by staying in touch with intelligent students.
- (iii) Both students develop a sense of friendship among each other.
- (iv) A feeling of brotherhood is generated among group of students.
- (v) Co-operative learning is very useful in bringing the best output from the learning process.



(vi) This process is time-saving for teachers as well.

Example :- The best example of co-operative learning is seen in some schools of govt. where student who failed in class 9th were made to sit with intelligent students of the next batch. ¶

The students build friendship and eventually at the end of the session the failed students passed with good marks. It shows how co-operative education helped students.



Multisensory Teaching :- The teaching methods in which more than one sense organ is involved is known as multisensory teaching.

Involvement of eyes, ears, mouth, smell is involved.

Types of Multisensory teaching method :-

(i) Auditory Method :- Audio aids are used.

(ii) Visual method :- Videos, graphics and pictorial representations are used to enhance teaching - learning process.

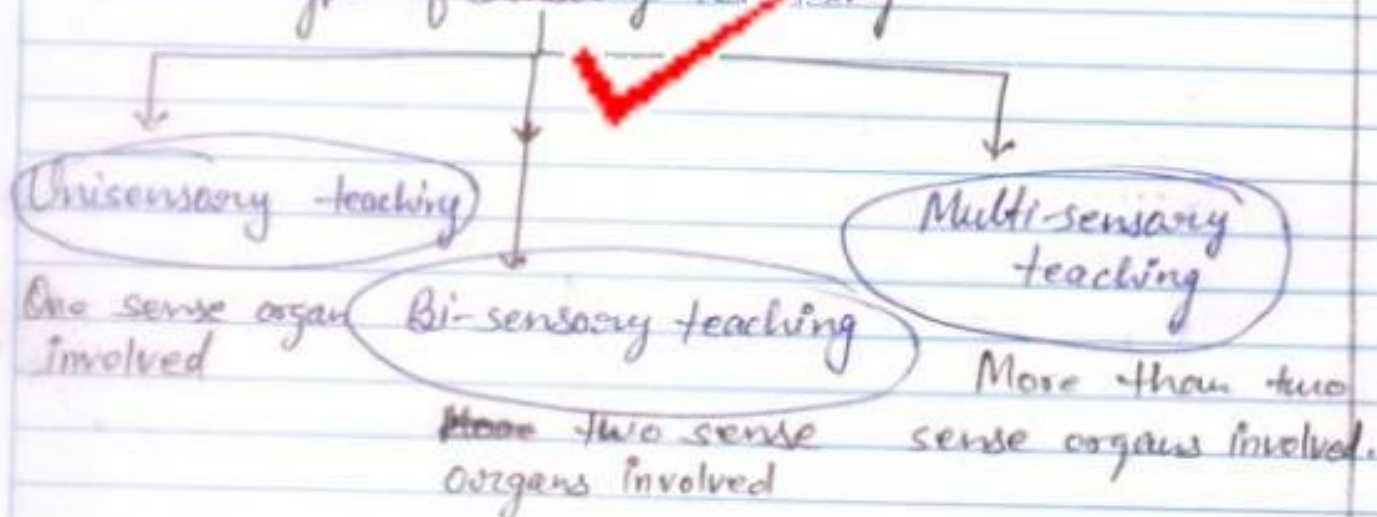


(d) Tactile method :- In this method the students are made to touch the object for better learning.

Students with sea visual impairment or blindness are taught using this method.

(iv) Kinesthetic Method :- In this method locomotory actions are involved in teaching.

Types of Sensory teaching



Importance of multisensory teaching :-

(i) Students are active throughout the learning process because many sense organs are involved.

(ii) The learning is retained for a longer period of time.

(iii) It is proven that - only 10% is retained when ears are involved.
• 30% is retained when ears and eyes both are involved.
• 40% is retained when ears, eyes and touch is involved
• 70 is retained when ears, eyes & touch & saying is involved



[Section:- B]

[Question:- 5]

Rights of Person with Disability Act, 2016:-

- The rights of person with disability act (RPWD act) was passed the parliament of India in the year 2016.
- It came into force on 17th June, 2017.
- This act replaced the PWD act 1995.
- This act talked about the free and compulsory education for all the children with PWD act upto the age of 18 years.


How RPWD act is different from PWD act:-

- (i) The RPWD act was talked about free and compulsory education for the children of age upto 18 years.
- (ii) This act made education accessible for all the children.
- (iii) It talks about the facilities of disability required for the children such as lifts, ramp, elevator.
- (iv) All the public and private institutes should



have facilities required for the inclusion of PWDs.

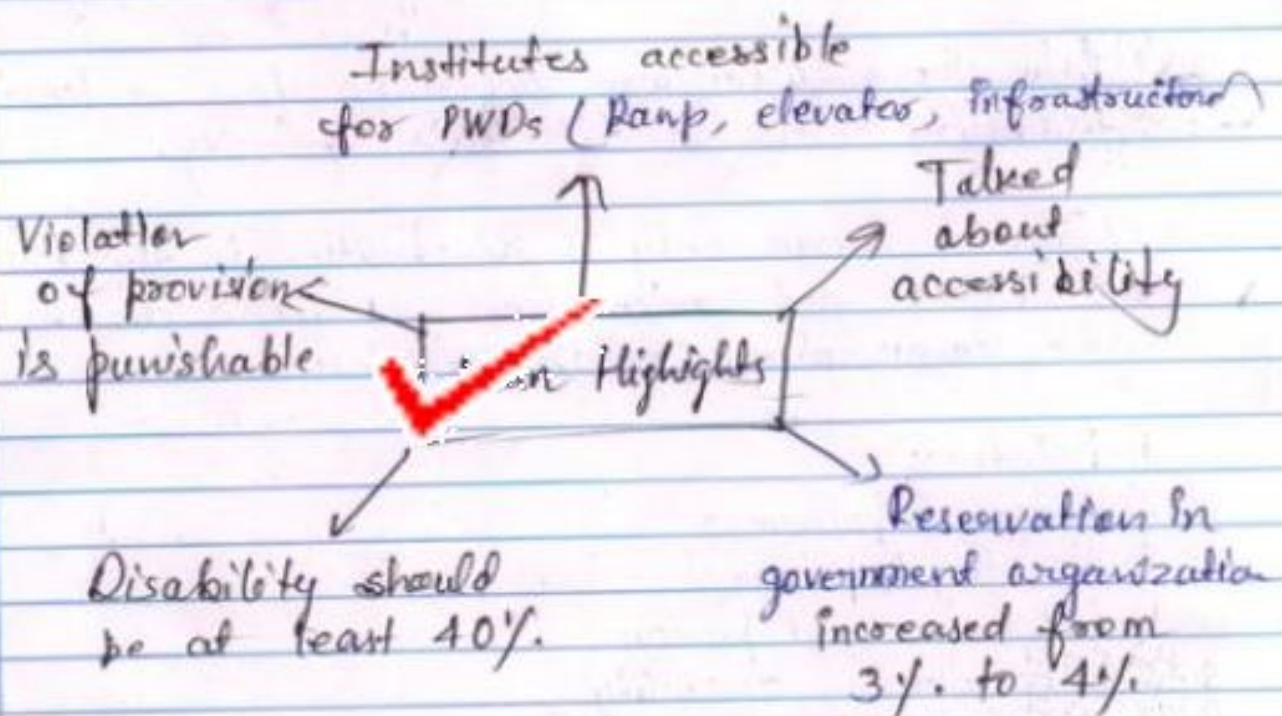
- (v) The people should feel accepted by the society.
- (vi) State and central government should play their role in education.
- (vii) The violation of ~~acts~~ of provisions of this act were punishable.
- (viii) People were allowed to suggest for changes.
- (ix) Only those who are suffering for at least 40% disability can avail this facility.
- (x) There were only 7 disabilities in the PWD act but RPWD act recognised 14 more disabilities and came with 21 disabilities.

- 1) Blindness
 - 2) Vision Impairment
 - 3) Hearing Impairment
 - 4) Leprosy cured person
 - 5) Locomotory disability
 - 6) Mental Illness
 - 7) Dwarfism
 - 8) Intellectual disability
 - 9) Haemophilia
 - 10) Autism spectrum disability
 - 11) Different learning disability
 - 12) Thalassemia
- 



- 13) Locomotory disability
- 14) Parkinson's disease
- 15) Acid victims
- 16) Sickle cell anaemia
- 17) Cerebral palsy
- 18) Speech and hearing disability etc.

Constitutional provision :-





[Section :- C]

[Question :- 7]

Peer Tutoring


- Peer tutoring is a method of teaching students of lower classroom with students of higher classroom.
- This method of teaching saves the time of teacher.
- The tutor is first given training by the teachers.
- After the training is completed, the tutor gets to teach the ✓.
- This method is useful in building the feeling of brotherhood among the students.
- It develops a sense of confidence in the tutor student that he can teach students.
- This method is useful because it is beneficial for both the tutor and the tutee.
- Peer tutoring should be done 2 or 3 times in a week for 20 minutes.



Pedagogical Strategies for Inclusive classroom :-

- (i) The Teacher should build curriculum according to the individual needs of the students.
- (ii) Special children should be handled or treated with love and care.
- (iii) There should be empathy ~~bet~~ among all the students.
- (iv) No student should be treated specially.

(v) Teaching Methods :-

The teacher should  apply teaching methods such as -

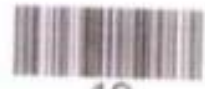
- Audio teaching
- Visual teaching
- Tactile teaching
- Kinesthetic teaching.

- (vi) There should be no discrimination on the basis of caste, creed, religion, sex or the socio-economic background.



Form Code

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19

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22

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23

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