Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University under Category A by MHRD, Estd. u/s 3 of UGC Act 1956)
Re-accredited with A+ Grade by NAAC. Recognised by UGC Under Section 12B
Coimbatore - 641 043, Tamil Nadu, India

Bachelor of Education Degree Examination – November 2019
III Semester

Class: II B.Ed. (Spl. Edn.)

Time: 3 Hours
Max. Marks: 100

18BDSSV3 Specialization: Educational Intervention and Teaching Strategies for Children with Visual Impairment

Course Outcomes:
CO1: apply intervention strategies to convert the visual concepts into accessible experiences to the impaired
CO2: alleviate math phobias and develop mental math skills among the visually impaired children
CO3: possess necessary competencies and skills to teach science to the visually impaired students
CO4: prepare TLM in social science for the children with visual Impairment and adapt strategies of evaluation
CO5: increase the use of residual vision of the low vision students through visual efficiency training

Part A **10 X 1 = 10**
Choose the Correct Answer

1. The approach through which visual ideas are compensated by non visual experiences is — CO1 K1
   a. multisensory b. functional
   c. ecological d. experiential

2. Set of orderly procedures are known as — CO1 K2
   a. method b. approach
   c. strategy d. technique

3. An intervention is a combination of programme elements or strategies designed to produce — CO2 K1
   a. behaviour changes b. new learning
   c. adapted behaviour d. development

4. Nemeth code helps the students with visual impairment to learn — CO1 K3
   a. Language b. Maths
   c. Science d. Social Science

5. Children must have _____initially to learn abstract concepts in Maths. — CO2 K1
   a. concrete experience b. experiential learning
   c. learning by doing d. all the above

6. Three dimensional aids give _____ experience to visually impaired children. — CO3 K2
   a. concrete b. live
   c. abstract d. virtual

7. Problem solving method is mostly useful in teaching subjects like — CO5 K1
   a. Economics b. Civics
   c. Science d. History

8. Which is not an example of scale map? CO5 K5

a. Cadastral maps
b. Topographical maps
c. Chorographical maps
d. Vegetation maps

9. Appropriate learning medium of the visually impaired can be assessed through CO4 K1

a. FSIB
b. WISC - R
c. REPT
d. EPQ

10. In a classroom, the students with _____ should not be allowed to sit where there is direct and glare lighting. CO5 K2

a. cataract
b. amblyopia
c. albinism
d. glaucoma

Part B **5 X 6 = 30**

Answer the following questions

Answer should not exceed 400 words or two pages

11.a. Differentiate methods, approaches and strategies. CO1 K2

(or)

11.b. Describe the concept and scope of intervention. CO1 K2

12.a. Illustrate the conceptualization of mathematical ideas. CO1 K3

(or)

12. b. Describe the need for mental arithmetic abilities. CO1 K1

13.a. Establish the scope of collaborative learning for laboratory work. CO2 K3

(or)

13.b. Examine the evaluation procedures to evaluate the practical activities of students with visual impairment. CO2 K3

14.a. Explain the adaptations made in different types of models. CO1 K3

(or)

14.b. Enlist the teaching skills required for teaching Social Science. CO1 K1

15.a. Sketch the concept and procedure of visual stimulation. CO2 K3

(or)

15.b. Justify the need for teaching orientation and mobility to low vision persons. CO3 K6

Part C **5 X 12 = 60**

Answer the following questions

Answer should not exceed 800 words or four pages

16.a. Outline the need for converting visual concepts into accessible experiences. CO3 K4

(or)

16.b. Justify the significance of mediated learning among the visually impaired. CO2 K5

17.a. Demonstrate the strategies to cope with mathematics phobias. CO3 K3

(or)

17.b. Examine the challenges faced by visually impaired students in conceptualizing mathematical ideas. CO3 K3

18.a. Summarize the adaptations to be made in science teaching learning materials and equipment. CO5 K5

(or)

18.b. Evaluate the effectiveness of problem solving and learning by doing approach for visually impaired students. CO5 K5

19.a. Validate the techniques of preparation and presentation of adapted tactile maps, diagrams and globe. CO3 K6

(or)

19.b. Write a report on the evaluation of concepts and skills of social science among the students with visual impairment. CO4 K6

20.a. Summarize the techniques and procedures for developing reading and writing skills among the children with low vision. CO5 K5

(or)

20.b. Justify the need for providing appropriate classroom management techniques for the successful inclusion of low vision children. CO5 K6

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