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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

Continuous Internal Assessment Test I - April 2022

SEMESTER II

Class : I B.Ed Special Education(VI&HI)

Time: 2 Hrs.

Max. Marks: 60

21BDSSV2: Specilaization : Curriculum Designing, Adaptation and Evlauation for Children with Visual Impairment

Course Outcomes:

- CO1: Select the appropriate curricular needs of children
- CO2: Providing functional academic skill training to the children with visual impairment
- CO3: Identify lacunae and teching DLS for visually impaired children
- CO4: Adapt curriculum to suit the needs of visully impaired children and choose appropriate pedagogical strategies
- CO5: Train visually impaired children in creative arts and adapt physicl education and work in collaboration with organization promoting sports, culture, recreation for the children with visually impaired

PART - A

6 x 1 = 6

**Answer all questions
(Multiple choice questions)**

1. The curriculum designed to enable the learner to process facts, information and process is CO 1 K1
 - a. Need based
 - b. Activity based
 - c. Knolwdge based
 - d. Skill based
2. The expandaed core curriculum includes all of the following areas except CO1 K1
 - a. Communication skills
 - b. Reading, wrting and math skills
 - c. Independent living skills
 - d. Orientation and mobility
3. The low vision children can see 1M to 2.5 M can advice to follow CO2 K1
 - a. Only large print
 - b. Print
 - c. Braille
 - d. Print + reader+tapes+learge print
4. A learning media assessment provides information about the CO2 K1
 - a. Topics and types of books the studetn enjoys for lesiure reading
 - b. Studetns efficiency in gathering information from vaious sensory channels
 - c. Academic level at which the studetn Is performing
 - d. Preference of learning medium
5. Studetns acts as a teacher in CO3 K1
 - a. Cooperative learning
 - b. Peer tutoring
 - c. Reflective
 - d. Supportive
6. In a classroom, the teacher uses multisensory approach for teaching science concept. This type of adaptation is known as _____ adaptation. CO3 K1
 - a. Material
 - b. Instructional
 - c. Environment
 - d. Content

PART – B

3 x 6 = 18

Answer the following questions

Answer should not exceed 400 words or two pages

- | | | | |
|-------|---|-----|----|
| 7. a. | Define the concept and meaning of the curriculum. | CO1 | K2 |
| | (or) | | |
| 7. b. | Why we need curriculum. | CO1 | K2 |
| 8. a. | Explain the course objectives of learning curriculum adaptation for visually challenged by teacher educators. | CO2 | K3 |
| | (or) | | |
| 8. b. | Explain the principles of curriculum adaptation for children with visually challenged. | CO2 | K3 |
| 9. a. | Explain the advantages and disadvantages of different types of learning media. | CO3 | K2 |
| | (or) | | |
| 9. b. | Define sensory training. How will you develop auditory training to children with visually challenged. | CO3 | K2 |

PART – C

3 x 12 = 36

Answer the following questions

Answer should not exceed 800 words or four pages

- | | | | |
|--------|---|-----|----|
| 10. a. | Explain the UDL principles. | CO1 | K3 |
| | (or) | | |
| 10. b. | Discuss the different types of curriculum and its importance. | CO1 | K3 |
| 11. a. | Demonstrate how you will decide learning media for children with visual impairment. | CO2 | K2 |
| | (or) | | |
| 11. b. | Explain the different strategies to develop braille reading skills to young visually challenged students. | CO2 | K3 |
| 12. a. | Define Daily living skills. Explain its objectives of teaching. | CO3 | K3 |
| | (or) | | |
| 12. b. | Define orientation and mobility. List the skills involved in sighted guide and long cane techniques. | CO3 | K4 |

Staff incharge: Dr.S.Revathi

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