



Avinashilingam Institute for Home Science and Higher Education for Women

Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD (now MoE)

Re-accredited with A++ Grade by NAAC. CGPA 3.65 /4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

Continuous Internal Assessment Test I – September 2025

SEMESTER III

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

Time: 2 Hrs.

Max. Marks: 30

23BDSSV3 - 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 visually impaired
- CO2: alleviate math phobias and developmental 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

PART – A

6 x 1 = 6

Answer all questions
(Multiple choice questions)

1. Psychological rehabilitation is more needed for those who CO 1 K2
- a. have visual impairment b. have low vision
- c. have total blindness d. became blind at the later part of their lives
2. Phobia means CO2 K1
- a. functional literacy b. illiteracy
- c. fear d. Vomiting sensation
3. Algebra can be learnt using CO2 K2
- a. Abacus b. Taylor Frame c. Geo board d. Spur wheel
4. Tactile diagrams are CO3 K1
- a. teaching aids b. learning aids
- c. adapted aids d. teaching and learning aids
5. Mental Math will aid in _____ ability CO2 K1
- a. arithmetic b. algebraic c. reading d. listening
6. Major objective of science teaching is CO3 K2
- a. providing first hand experience b. inculcating scientific attitude
- c. conveying scientific facts d. motivating learning

PART – B

3 x 6 = 18

Answer all the questions

Answer should not exceed 400 words

- 7.a. Differentiate methods, approaches and strategies CO1 K3
- Or
- 7.b. How would you cope up with Math phobia of children with visual CO2 K4
impairment?
- 8.a. Comment on mediated teaching-learning for the students with visual CO1 K2
impairment
- Or
- 8.b. What are the adaptations to be done in evaluating the Math performance of CO2 K3
the students with visual impairment?

- 9.a. Comment on 'Enriched learning for concept development' CO1 K3
Or
- 9.b. Comment on Mental Arithmetic Abilities for the visually impaired CO2 K3
- 10.a. Explain in detail on Science teaching for the students with visual impairment CO3 K3
Or
- 10.b. How will you convert visual concepts into accessible experiences for the students with visual impairment? CO1 K5
- 11.a. Write a note on 'Intervention for lately blinded students' CO1 K4
Or
- 11.b. Write in detail the role of special educators in the intervention of the visually impaired CO1 K4
- 12.a. What are the evaluation procedures with special reference to the needs of children with visual Impairment CO2 K4
Or
- 12.b. The visually impaired can access science lab. Comment upon this statement. CO3 K6

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