



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)
Re-accredited with 'A+' Grade by NAAC. Recognised by UGC Under Section 12B
Coimbatore - 641 043, Tamil Nadu, India

B. Ed. Special Education (VI/Hi) Degree Examination - February 2022
I Semester

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

Time : 3 Hours

Max. Marks : 100

21BDSEV1 Discipline Specific Elective (DSE) - I: Braille and Assistive Devices

Course Outcomes:

- CO1: To be able to analyze the impact of blindness
CO2: To be able to transcribe print in to Braille format by using Braille Slate as well as with Mechanical Brailier in both Regional and English language with contractions
CO3: To be familiarize with the different types of devices available for children with visual impairment
CO4: To apply the knowledge of Taylor frame and abacus to teach visually impaired students, teachers, parents and to the caregivers.
CO5: Be familiar with various schemes and legislations available for PWDs

Part A
Choose the Correct Answer

10 x 1 = 10

1. How is Braille typically read? CO1 K2
a. Vertically from bottom to top b. Horizontally from right to left
c. Horizontally from left to right d. Vertically from top to bottom
2. The number of contractions in Grade 2 Braille is CO1 K1
a. 180 b. 187 c. 190 d. 192
3. The device that is handy for taking notes in class. CO2 K1
a. Electronic Braille b. Electronic Notetaker
c. Smart Brailier d. Screen Reader
4. This is the first embosser in the world based on revolutionary multi printer design. CO2 K3
a. Interpoint NV b. Basic DV4 c. Juliot Pro d. Index 4waves Pro
5. Orca is a _____ based screen reader. CO3 K1
a. Linex b. Linux c. Unix d. Microsoft
6. In Grade 2 Braille, the letter 'r' is the contraction for the word CO3 K1
a. Run b. Remember c. Rather d. Relax
7. In Nemeth code, the numeric indicator is CO4 K1
a. 3,4,5,6 b. 1,4,5,6 c. 2,4,5,6 d. 2,3,5,6
8. Abacus which is used by visually impaired users was invented by CO4 K2
a. Tim Cranmer b. William Taylor
c. Charles Barbier d. Samuel Morse
9. The number of columns in abacus is CO5 K2
a. 14 b. 15 c. 16 d. 17
10. ADIP scheme is implemented by CO5 K1
a. Rehabilitation Council of India b. Ministry of Human Resource and Development
c. Ministry of Social Justice and Empowerment d. Ministry of Higher Education

Part B

5 x 6 = 30

Answer ALL questions

Each answer should not exceed 400 words or two pages

- 11.a. Give any six examples for contractions and abbreviations of English Braille. **CO1 K2**
(or)
- 11.b. Briefly summarize on Braille reading and writing processes. **CO1 K2**
- 12.a. Describe various types of Slate and Stylus. **CO2 K1**
(or)
- 12.b. Describe the application of Braille translation software. **CO2 K1**
- 13.a. Discuss the merits and demerits of Taylor Frame. **CO3 K2**
(or)
- 13.b. Outline the procedure for setting of numbers and digits in Taylor Frame. **CO3 K4**
- 14.a. Explain the use of Abacus and Geometry Kit for the children with visual impairment. **CO4 K2**
(or)
- 14.b. Demonstrate the setting of numbers in Abacus. **CO4 K3**
- 15.a. Enumerate the science learning materials for the students with visual impairment. **CO5 K1**
(or)
- 15.b. Recall the advantages of any six vision training material. **CO5 K1**

Part C

5 x 12 = 60

Answer ALL questions

Each answer should not exceed 800 words or four pages

- 16.a. Sketch the evolution of Braille system. **CO1 K3**
(or)
- 16.b. Appraise the significance of Mathematical Braille codes (Nemeth Codes) and science notations. **CO1 K5**
- 17.a. Identify the electronic Braille devices available for persons with visual impairment. **CO2 K1**
(or)
- 17.b. Explain the salient features of any six Braille embossers. **CO2 K2**
- 18.a. Demonstrate the setting of various mathematical signs like plus, minus, multiplication and division with examples. **CO3 K3**
(or)
- 18.b. Explain the 3 digit multiplication and division with suitable examples by using Taylor Frame. **CO3 K2**
- 19.a. Explain the setting of addition, subtraction, multiplication and division in Abacus. **CO4 K2**
(or)
- 19.b. Discuss the procedure for teaching geometry using Geometry Kit to the visually impaired. **CO4 K2**
- 20.a. Analyse the usability of TLM for Social Science subject while teaching students with visual impairment. **CO5 K4**
(or)
- 20.b. Discuss the optical and non-optical devices meant for students with visual impairment. **CO5 K2**
