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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 – January 2022
III Semester

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

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 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 training

Part A
Choose the Correct Answer

10 x 1 = 10

1. The approach through which visual ideas are compensated by non visual experiences
a. Functional b. Ecological c. Multisensory d. Experiential **CO1 K1**
2. In the mediated teaching, the stimuli are transformed by
a. Direct exposure b. Assistive technology c. Mediating agent d. Stimulant **CO1 K2**
3. Early intervention refers to the training that is given to toddlers during _____ years of life.
a. 0 -1 b. 0 - 2 c. 0 - 3 d. 0 - 4 **CO2 K1**
4. Nemeth code helps the students with visual impairment to learn
a. Science b. Language c. Social Science d. Maths **CO1 K3**
5. Persons who lose their sight at later stage are called _____ blind.
a. congenitally b. adventitiously c. legally d. economically **CO2 K4**
6. Problem solving method is mostly useful in teaching subjects such as
a. Economics b. Maths c. Science d. Civics **CO3 K1**
7. It Remaining vision is known as _____ vision.
a. Residual b. Peripheral c. Functional d. Tunnel **CO3 K2**
8. Which is not an example of scale map?
a. Cadastral maps b. Topographical maps
c. Chorographical maps d. Vegetation maps **CO4 K1**
9. Providing the lesson in Braille format is an example of _____ principle of adaptation.
a. Duplication b. Modification c. Substitution d. Omission **CO5 K2**
10. Person with eye condition has light sensitivity
a. Cataract b. Amblyopia c. Albinism d. Glaucoma **CO5 K2**

Part B

5 x 6 = 30

Answer ALL questions**Each answer should not exceed 400 words or two pages**

- 11.a. Brief the concept of mediated learning. CO1 K1
(or)
- 11.b. As a Special Educator, how will you provide enriched teaching for concept development. CO1 K2
- 12.a. Suggest any six strategies to cope up with mathematics phobias among children with visual impairment. CO2 K3
(or)
- 12.b. Describe the application of mental arithmetic abilities for the visually impaired. CO2 K2
- 13.a. Justify the need for providing first-hand experience in the learning environment for students with visual impairment. CO3 K5
(or)
- 13.b. State the guidelines in the preparation and use of TLM in science teaching of visually impaired. CO3 K1
- 14.a. Give an account of the benefits of organizing field trips for the children with visual impairment. CO4 K1
(or)
- 14.b. Brief the evaluation of concepts and skills in social science with particular reference to children with visual impairment. CO4 K2
- 15.a. Demonstrate the procedure for Visual Stimulation. CO4 K2
(or)
- 15.b. Mention any six criteria for the selection of appropriate medium of reading and writing for the visually impaired children. CO5 K1

Part C

5 x 12 = 60

Answer ALL questions**Each answer should not exceed 800 words or four pages**

- 16.a. Explain the role of special educators in the intervention of lately identified students with visual impairment. CO1 K2
(or)
- 16.b. Analyse the need for converting visual concepts into accessible experiences. CO1 K4
- 17.a. Explain the significance of preparation and use of tactile materials for teaching mathematics to children with visual impairment. CO2 K2
(or)
- 17.b. Write a summary on the evaluation procedures in Maths for children with visual Impairment. CO2 K3
- 18.a. Discuss any six adaptations in materials and equipment of Science laboratory with specific reference to visually impaired. CO3 K2
(or)
- 18.b. Enumerate the problem solving and learning by doing approaches for visually impaired students in learning science subjects. CO3 K1
- 19.a. Explain the use of various TLM in Social Science teaching for students with visual impairment. CO4 K2
(or)
- 19.b. Discuss the importance of skills such as dramatization, narration, explanation, story-telling, and role play while teaching Social Science to the visually impaired. CO4 K2
- 20.a. Analyse the techniques and procedures for developing reading and writing skills among the students with visual impairment. CO5 K4
(or)
- 20.b. Elucidate the need for effective Classroom management for the students with visual impairment. CO5 K3
