



Mamiruf

**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 – May 2022  
IV Semester**

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

Time : 3 Hours

Max. Marks : 100

**18BDSSV5 Specialization: Psycho Social and Family Issues of  
Individuals with Visual Impairment**

**Course Outcomes:**

- CO1: Counsel the parents and the members to foster the education of visually impaired  
CO2: Tap support from family of the visually impaired in early stimulation, concept development and early intervention  
CO3: Involve parents in Individualized Education Plan(IEP) and Individualized Family Support Plan(IFSP)  
CO4: Be familiarize with the legal provisions and concessions pertaining to visual impairment  
CO5: Enhance prosocial behaviour among children with visual impairment

**Part A  
Choose the Correct Answer**

10 x 1 = 10

1. The very first reaction of the family members when a child is born with disability is CO1 K1  
a. confusion      b. rejection      c. over protection      d. acceptance
2. In this type of parenting style, parents exert control through power and coercion. CO1 K1  
a. Authoritarian      b. Authoritative      c. Overprotective      d. Neglecting
3. This is the most effective style of parenting. CO1 K2  
a. Authoritarian      b. Neglectful      c. Permissive      d. Authoritative
4. The stage in which sensory training must be started for the visually impaired. CO1 K3  
a. Infancy      b. Early Childhood      c. School age      d. Adolescence
5. Individualized Transition Plan is section of CO2 K2  
a. Long term goals      b. IEP      c. IFSP      d. Career education
6. The appropriate age to start ITP according to IDEA is \_\_\_\_\_ years. CO2 K3  
a. 10      b. 13      c. 16      d. 20
7. Individual family service plan only applies to children at the age group of CO3 K1  
a. Birth to 2 years      b. Birth to 3 years      c. Birth to 4 years      d. Birth to 5 years
8. The scheme Higher Education for Person with Special Needs (HEPSN) is an initiative by CO5 K2  
a. MSJE      b. MHRD      c. RCI      d. NCTE
9. As per the RPwD Act, the reservation of jobs for the differently abled is CO5 K4  
a. 1%      b. 2%      c. 3%      d. 4%
10. Adults with visual impairment require \_\_\_\_\_ to become self reliant. CO4 K3  
a. Career education      b. Vocational training  
c. Job placement      d. Elementary education.

**Part B** **5 x 6 = 30**  
**Answer ALL questions**  
**Each answer should not exceed 400 words or two pages**

- 11.a. Brief the parental reactions on the birth of a child with visual impairment. CO1 K1  
(or)
- 11.b. What are the points to be considered while counselling the parents of child with visual impairment? CO1 K1
- 12.a. Summarize the role of siblings in the concept development of visually impaired children. CO2 K2  
(or)
- 12.b. Enumerate the need for developing Network among the family members of children with visual impairment. CO2 K1
- 13.a. Enlist the criteria for choosing an appropriate educational setting for a visually impaired child. CO2 K3  
(or)
- 13.b. Explain the concept and importance of Parent Support Groups. CO3 K2
- 14.a. Describe the concepts of habilitation and rehabilitation. CO3 K2  
(or)
- 14.b. Justify the advocacy helps in the rehabilitation of children with visual impairment. CO4 K5
- 15.a. Enlist any six strategies to cope up with stress among the visually impaired. CO4 K1  
(or)
- 15.b. Review the advantages of social skill training for persons with visual impairment. CO4 K2

**Part C** **5 x 12 = 60**  
**Answer ALL questions**  
**Each answer should not exceed 800 words or four pages**

- 16.a. Critically analyse the need for attitude modification with regard to visual impairment. CO1 K4  
(or)
- 16.b. Summarize the nature of four styles of parenting. CO1 K2
- 17.a. Elucidate the role of family in the early stimulation and early intervention of children with visual impairment. CO2 K2  
(or)
- 17.b. Analyse the impact of immediate society on the family and child with visual impairment and suggest the ways to attitudinal change in the society. CO2 K4
- 18.a. Critically examine the influences of gender on disability. CO2 K3  
(or)
- 18.b. Explain the marriage and employment issues faced by the adults with visual impairment. CO5 K2
- 19.a. Appraise the legal provisions, concessions and schemes available for individuals with visual impairment. CO5 K4  
(or)
- 19.b. Identify the needs and challenges of visually impaired in the vocational rehabilitation. CO4 K1
- 20.a. Distinguish the challenges faced by an individual with congenital blindness and adventitious blindness. CO4 K2  
(or)
- 20.b. Evaluate the need and importance of recreation and leisure time management among individuals with visual impairment. CO4 K4

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