



Muniraj

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/II) Degree Examination – May 2023 II Semester

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

Time : 3 Hours
Max. Marks: 100

21BDSSV2 Specialization: Curriculum Designing, Adaptation and Evaluation for Children with Visual Impairment

Course Outcomes:

- CO1: Identify curriculum and select the appropriate for children with visual impairment
CO2: Functional academic skills training to the visually impaired children
CO3: Identify appropriate DLS and train
CO4: Adapt the curriculum to suit the needs of visually impaired children and choose appropriate instructional strategies to teach visually impaired children
CO5: Train the visually impaired children on creative art activities and adapt physical education activities, work in collaboration with the organization promoting sports, culture and recreation activities for visually impaired children

Part A Choose the Correct Answer 10 x 1 = 10

- The word curriculums is derived from _____ language. CO1 K1
a. Greek b. French c. Latin d. Roman
- The type of approach which focuses on age appropriate skills is CO1 K1
a. functional b. eclectic c. UDL d. developmental
- The base on which the subject activities and experience are planned is called as CO2 K2
a. Lesson b. Unit c. Curriculum d. Design
- A learning media assessment provides information about the CO2 K1
a. topics and types of books the students enjoys for leisure reading
b. students efficiency in gathering information from various sensory channels
c. academic level at which the student is performing
d. students eligibility for the visually impaired program
- It is not an optical device. CO3 K1
a. Magnifier b. Telescope c. Telemicroscope d. Typoscope
- The ability to locate oneself in one's environment is CO3 K2
a. Mobility b. Movement c. Orientation d. Process
- Who has developed the ECC? CO4 K1
a. Phil Herbert Hatlen b. Phil Jones Hatlen
c. Phil Herbert Hall d. Phil Jones Hall
- In teaching self-determination skills to older teens with visual impairments, what aspects should the teacher emphasize? CO4 K2
a. Employment, independent living and self-advocacy
b. Health maintenance, social skills and academics
c. Employment, community awareness and recreation and leisure skills
d. Health maintenance, communication skills and academics
- Indian Blind Sports Association is located at CO5 K1
a. Delhi b. Mumbai c. Hyderabad d. Ahmedabad
- It is a method of tutoring when children in different age groups and ability levels are paired together to work for a task. CO5 K2
a. Class-wide peer tutoring b. Cross-age peer tutoring
c. Reciprocal peer tutoring d. Same-age peer tutoring

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

- 11.a. Brief the importance of knowledge based and skill based curriculum. CO1 K4
(or)
- 11.b. Write a short note on the components of expanded core curriculum for the visually impaired. CO1 K4
- 12.a. What do you mean by learning media assessment? CO2 K4
(or)
- 12.b. Enumerate any six techniques of teaching Braille for children with visual impairment. CO2 K4
- 13.a. Discuss the components of independent living skills for the visually impaired. CO3 K6
(or)
- 13.b. Explain the procedure for sensory training. CO3 K5
- 14.a. State the importance of curriculum adaptation for the students with visual impairment. CO4 K2
(or)
- 14.b. Explain the preparation of teaching learning materials for ECC. CO4 K1
- 15.a. Mention the advantages of teaching creative arts for persons with visual impairment. CO5 K1
(or)
- 15.b. Enlist the agencies promoting sports, culture and recreation activities for the visually impaired in India. CO5 K2

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

- 16.a. Explain the significance of Universal Design for learning approach. CO1 K6
(or)
- 16.b. Examine the role of special educators in curriculum planning, implementation and evaluation of students with visual impairment. CO2 K6
- 17.a. Discuss the educational devices for children with visual impairment. CO3 K6
(or)
- 17.b. Analyse the devices used for visually impaired students for reading and writing. CO2 K6
- 18.a. Examine the need and techniques of orientation and mobility. CO3 K3
(or)
- 18.b. Critically analyse the assessment of needs and techniques of age appropriate daily living skills for persons with visual impairment. CO3 K3
- 19.a. Discuss the need and planning for reasonable accommodation of students with visual impairment. CO4 K4
(or)
- 19.b. Summarize the pedagogical strategies pertaining to curriculum adaptation for CWVI. CO4 K6
- 20.a. Discuss any six adapted indoor and outdoor games and sports for students with visual impairment. CO5 K3
(or)
- 20.b. Elucidate the importance of teaching creative arts for children with visual impairment and suggest any six activities to enhance. CO5 K5
