

**CERTIFICATE IN EARLY CHILDHOOD SPECIAL
EDUCATION ENABLING INCLUSION
VISUAL IMPAIRMENT**

**Assignments 1 to 3
July 2024 – January 2025**

BCD-101: Introduction to Disability

**BCD-102: Foundations of Early Childhood Development
and Education**

**BCD-103: Early Intervention and Early Childhood
Education for Children with Visual Impairment**

**School of Continuing Education
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110068**

Certificate in Early Childhood Special Education Enabling Inclusion – Visual Impairment (Tutor Marked Assignment)

Dear Students,

These are three assignments in this Certificate programme, one from each Course. All the assignments are tutor marked. Each Assignment carries 100 marks. The distribution of assignments is as follows:

Assignment 1 (TMA)-based on BCD-101

Assignment 2 (TMA)-based on BCD-102

Assignment 3 (TMA)-based on BCD-103

INSTRUCTIONS

Before attempting the assignments please read the following instructions carefully.

1. Read the detailed instructions about assignments given in the Programme Guide.
2. Write your roll number, name, full address and date on the top right corner of the first page of your response sheet(s).
3. Write the course title, assignment number and name of the study centre you are attached to in the centre of the first page of your response sheet(s). The top of the first page of your response sheet should look like this:

	Enrolment No
	Name
	Address

	Date
Course Title	
.....	
Assignment No	
Study Centre	

4. Use only fullscap size paper for your responses and tie all the pages carefully.
5. Write the question number with each answer.
6. You should write in your own handwriting.

7. Submission: The completed Assignment should be sent to the Coordinator of the Study Centre allotted to you.

SOME DO'S AND DONT'S ABOUT SENDING IN ASSIGNMENTS

Some Do's

1. Submit your assignments by the due date to your Regional Centre or Work Centre as told to you by them.
2. You may have to submit the assignment in hard copy or upload a soft copy as informed you by the Regional Centre or Work Centre.
3. Maintain an account of the assignments sent to us and the corrected assignments received by you. This will help you to maintain the schedule of your work and avoid the possibility of sending the same assignment a second time.

Some Dont's

1. Do not remind us to send back the corrected response sheets. These will be sent to you at the earliest possible.
2. Do not misplace/ lose your graded assignments. You will need these till the Course is completed.

Do not enclose doubts for clarification along with the assignment. If you want to draw our attention to something of urgent/important nature, write to us separately. Give your roll number, name, address, the title of the Course, the number of the assignment, etc. on top of your letter.

A Note of Caution

It has been noticed that some students are sending answers to Check Your Progress Exercises to the University for evaluation. Please do not send them to us. These exercises are given to help in judging your own progress. For this purpose, we have provided the answers to these exercises at the end of each Unit. We have already mentioned this in the Programme Guide. Before dispatching your answer script, please make sure you have taken care of the following points: Your roll number, name and address have been written correctly.

- The title of the course and assignment number has been written clearly.
- Each assignment on each course has been written on separate sheets and pinned properly.
- All the questions in the assignments have been answered.
- Now read the guidelines before answering questions.

Assignment 3 (Tutor Marked Assignment)

Course Code: BCD-103

Assignment Code: BCD-107/TMA-3/2024

30th March 2025 for July 2024 session

30th September 2025 for January 2025 session

Total Marks: 100

All Three Sections–A, B and C of this Assignment are Compulsory

SECTION A

Answer the following question in 800 words each. (10x5= 50 Marks)

1. Explain visual stimulation and visual discrimination. Describe three types of low vision aids and outline the procedures for their effective use with an example respectively. **(4+6 marks)**
- 2- Identify five key visual skills and explain how they are assessed during a functional vision evaluation. **(10 Marks)**
- 3- What is concept formation? Describe the three basic limitations imposed by visual loss on children and explain how these limitations affect their learning process briefly. **(1+9 Marks)**
- 4- Draw structure of eye and label it. Write three effective strategies that can be used to enhance listening skills in children with visual impairment? **(5+5 Marks)**
- 5- Explain three impacts of visual impairment on social skill development. Discuss any two strategies to strengthening social skills with visual impairment. **(6+4 Marks)**

SECTION B

Answer the following question in 500 words each. (8x4= 32 Marks)

6. Giving definitions differentiate between low vision and blindness. Write about any three common eye diseases. **(2+6 Marks)**
7. Enlist all six steps in developing an Individualized Education Programme/ Plan (IEP). Explain any two steps in detail. **(3+5 Marks)**
8. a) Write two strategies to be used during acquisition stage of learning.
b) Explain with example how the principle "Learning Proceeds from Concrete to Abstract" will be implemented for teaching children with visual impairment. **(2+6 Marks)**
9. Explain what is task analysis. Explain forward chaining and backward chaining in teaching sequence. **(4+4 Marks)**

SECTION C

Write on the following in 100-150 words each.

(6x3 = 18 Marks)

10. Briefly explain any six:

- 1) Methods of Selecting Reinforcers
- 2) Sensory training
- 3) Residual vision
- 4) Braille Slate and Stylus
- 5) Pre-Reading/Readiness Activities for Learning Braille
- 6) Three directions where as a parent/family member or a teacher one can make extra efforts to foster physical and motor development in the child with visual impairment.
- 7) What is Orientation and Mobility Training?
- 8) Hand-under-hand technique
- 9) Mention any four key indicators that a child is ready to start toilet training
- 10) Write four basic concepts a child needs in order to learn how to read braille.
- 11) Provision of Scribe
- 12) Multi-Sensory Approach