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BCD–102

CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION ENABLING INCLUSION VISUAL IMPAIRMENT (CESEIVI)

Term-End Examination

June, 2025

BCD-102 : FOUNDATIONS OF EARLY CHILDHOOD DEVELOPMENT AND EDUCATION–VISUAL IMPAIRMENT

Time : 3 Hours *Maximum Marks : 100*

***Note** : (i) Attempt any **five** questions.*

(ii) All questions carry equal marks.

1. (a) List the different stages of development in the human life span giving *two* characteristics of each stage. 2+10

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(b) Explain what is meant by 'critical periods'. Why are the first six years considered crucial for development ? 4+4

2. (a) Define the terms 'Heredity' and 'Environment'. Explain the interrelationship between heredity and environment in influencing physical and motor development of children with visual impairment. 4+6

(b) Explain the impact of visual impairment on the following : 5+5

(i) Development of brain

(ii) Inputs from the sense of hearing

3. (a) Describe *two* reflexes shown by the newborn. Discuss how visual impairment impacts reflexes. 4+4

(b) Explain *three* ways in which visual impairment impacts the process of concept development in young children.

12

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4. (a) Discuss *two* misconceptions and facts about persons with visual impairment. 5

(b) Explain the *five* steps in the process of early intervention. 15

5. (a) Explain features of home-based intervention and its *two* advantages and limitations each. 8+2+2

(b) Explain the meaning of 'inclusive education' and its rationale. 8

6. (a) Describe *five* readiness skills that any child with or without disability needs to have, when he/she makes the transition from preschool to the primary school. 10

(b) Explain *three* ways in which visual impairment impacts the play behaviour of children. Suggest *two* modifications in play activities and play materials for children with visual impairment. 6+4

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7. Answer any ***four*** of the following : 5 each

(i) Mental Representation and Symbolic Thinking

(ii) Rights of Persons with Disabilities Act, 2016

(iii) Universal Design of Learning

(iv) Open Schooling and Distance Education

(v) Role of play in promoting imagination and creativity

(vi) Signage

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