

R4743

Sub. Code

25MVI2C1

M.Ed.Spl. Edn. DEGREE EXAMINATION, APRIL – 2026

Second Semester

Special Education (Visual Impairment)

RESEARCH METHODOLOGY AND STATISTICS

(CBCS – 2025 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. Research is best defined as (CO1, K1)
 - (a) A systematic and scientific investigation
 - (b) Collection of facts
 - (c) Personal observation
 - (d) Trial and error

2. Research that uses numerical data and statistical analysis is called (CO1, K1)
 - (a) Qualitative research
 - (b) Descriptive research
 - (c) Quantitative research
 - (d) Ethnographic research

3. Identification and formulation of a research problem is mainly concerned with (CO2, K1)
- (a) Data analysis
 - (b) Reporting results
 - (c) Tool standardization
 - (d) Defining the focus of the study
4. A hypothesis is best described as (CO2, K1)
- (a) A tentative statement tested through research
 - (b) A statistical technique
 - (c) A conclusion of research
 - (d) A research tool
5. Which of the following is a continuous type of data? (CO3, K1)
- (a) Number of students in a class
 - (b) Blood pressure measurement
 - (c) Gender
 - (d) Eye color
6. Which measure of central tendency is least affected by extreme values? (CO3, K1)
- (a) Mean
 - (b) Standard Deviation
 - (c) Mode
 - (d) Median
7. Which of the following tests is used to compare the means of two independent groups? (CO4, K1)
- (a) ANOVA
 - (b) Regression analysis
 - (c) Chi-square test
 - (d) Student t-test

8. A Type I error occurs when (CO4, K1)
- (a) A true null hypothesis is incorrectly rejected
 - (b) A false null hypothesis is not rejected
 - (c) The sample size is too small
 - (d) The standard deviation is underestimated
9. Which of the following best describes the i10-index? (CO5, K1)
- (a) The number of papers cited at least 10 times
 - (b) The total number of citations received by a researcher
 - (c) The impact factor of a journal
 - (d) The ranking of a university based on research output
10. In research reporting, which of the following is the correct sequence of steps? (CO5, K1)
- (a) Data collection → Hypothesis → Literature review → Results
 - (b) Literature review → Hypothesis formulation → Data collection → Reporting results
 - (c) Results → Data analysis → Hypothesis → Literature review
 - (d) Hypothesis → Reporting → Literature review → Data collection

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Explain the concept and meaning of research. (CO1, K3)

Or

- (b) Discuss the importance of research in Special Education. (CO1, K4)

12. (a) Explain the concept and meaning of a research hypothesis. (CO2, K4)

Or

- (b) What is a research gap? Explain its importance in research. (CO2, K4)

13. (a) Define parametric and non-parametric tests with one example of each. (CO3, K5)

Or

- (b) Explain the difference between mean, median, and mode with a suitable example. (CO3, K4)

14. (a) Explain the difference between one-tailed and two-tailed tests with an example. (CO4, K5)

Or

- (b) A sample of 25 students has a mean score of 70 with a standard deviation of 10. Calculate the Standard Error of the Mean (SEM) (Formula: $SEM = SD/\sqrt{n}$). (CO4, K4)

15. (a) Explain the meaning of H-index. How is this used to evaluate research journals? (CO5, K4)
Or
(b) List four steps involved in reporting a research study in education or special education. (CO5, K4)

Part C (5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Explain the need for research in Special Education with suitable examples. (CO1, K5)
Or
(b) Describe the types of research methods: Fundamental, Applied, Descriptive, and Analytical. (CO1, K4)
17. (a) Describe in detail the steps involved in the process of research from identification of the problem to reporting. (CO2, K5)
Or
(b) Explain the process of tool construction, including item selection, tryout, and -pilot study. (CO2, K5)
18. (a) A researcher collects the following blood pressure readings (mmHg) from 7 patients: 120, 130, 125, 135, 140, 125, 130,
(i) Calculate the mean, median, and mode. (CO3, K5)
(ii) Interpret which measure is most appropriate in this dataset.
Or
(b) Differentiate between parametric and non-parametric tests. When would you use each in research? Provide one example of a scenario for each. (CO3, K4)

19. (a) Explain the differences between ANOVA and ANCOVA. Include an example of when ANCOVA would be preferred. (CO4, K5)

Or

- (b) A researcher wants to test the effectiveness of two teaching methods on math performance. Describe how you would set up a Student t-test for this study, including hypothesis formulation, level of significance, and interpretation of results. (CO4, K6)
20. (a) Describe the types of research reports commonly published in education and special education journals. Provide examples. (CO5, K5)

Or

- (b) Explain the steps involved in evaluating and reviewing a research paper for a journal, including criteria for acceptance. (CO5, K6)
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R4744

Sub. Code

25MVI2C2

M.Ed. DEGREE EXAMINATION, APRIL – 2026

Second Semester

Special Education (Visual Impairment)

**CURRICULUM DEVELOPMENT AND EDUCATIONAL
EVALUATION**

(CBCS – 2025 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the questions by choosing the correct option.

1. The foundation of curriculum development that focuses on learners' mental growth and learning processes is (CO1, K1)
 - (a) Philosophical foundation
 - (b) Sociological foundation
 - (c) Psychological foundation
 - (d) Economic foundation

2. Which curriculum design emphasizes integration of subjects around common themes? (CO1, K2)
 - (a) Subject-centered design
 - (b) Learner-centered design
 - (c) Integrated curriculum design
 - (d) Core curriculum design

3. What is the primary purpose of curriculum evaluation? (CO2, K2)
- (a) To replace the curriculum
 - (b) To judge teacher performance
 - (c) To determine the effectiveness of curriculum goals and outcomes
 - (d) To increase examination results
4. Which agency is mainly responsible for curriculum evaluation at the national level? (CO2, K1)
- (a) School management committee
 - (b) Parents and community
 - (c) National curriculum bodies
 - (d) Students
5. Educational measurement mainly deals with (CO3, K1)
- (a) Making value judgments
 - (b) Assigning numerical values to attributes
 - (c) Improving teaching methods
 - (d) Decision-making process
6. Which of the following best explains the relationship between measurement and evaluation? (CO3, K2)
- (a) They are identical processes
 - (b) Evaluation precedes measurement
 - (c) Measurement provides data for evaluation
 - (d) Evaluation is a part of testing only

7. Evaluation for learning mainly aims to (CO4, K2)
- (a) Assign final grades
 - (b) Improve ongoing teaching and learning
 - (c) Rank students
 - (d) Certify achievement
8. Which of the following is an example of *assessment as learning*? (CO4, K3)
- (a) End-term examination
 - (b) Teacher observation checklist
 - (c) Student self-reflection journal
 - (d) Standardized test
9. Programme evaluation is best defined as (CO5, K2)
- (a) Preparation of lesson plans
 - (b) Systematic collection of information to judge the value of a programme
 - (c) Daily assessment of students
 - (d) Supervision of teachers
10. Which of the following is a major goal of programme evaluation? (CO5, K2)
- (a) To increase syllabus content
 - (b) To judge programme effectiveness
 - (c) To replace teachers
 - (d) To eliminate assessment

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Explain the philosophical foundations of curriculum development. (CO1, K4)

Or

- (b) Differentiate between subject-centered and learner-centered curriculum design. (CO1, K4)

12. (a) Explain the importance and need of curriculum evaluation in education. (CO2, K4)

Or

- (b) Describe the agencies involved in curriculum evaluation and their roles. (CO2, K4)

13. (a) Define educational measurement and educational evaluation. Explain their relationship. (CO3, K4)

Or

- (b) Explain the role of educational evaluation in learning and decision-making. (CO3, K4)

14. (a) Explain the need and nature of evaluation in teaching—learning processes. (CO3, K3)

Or

- (b) Differentiate between knowledge-based evaluation and performance-based evaluation. (CO4, K4)

15. (a) Explain the concept of programme evaluation. (CO5, K4)

Or

- (b) Describe any two goals of programme evaluation. (CO5, K4)

Part C

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Discuss the history of curriculum development and explain how curriculum design has evolved over time. (CO1, K4)

Or

- (b) Explain the foundations of curriculum development with reference to philosophical, psychological, sociological, political, and economic factors. (CO1, K4)

17. (a) Discuss the process of curriculum evaluation in detail. (CO2, K4)

Or

- (b) Compare and contrast the scientific and humanistic approaches to curriculum evaluation. (CO2, K4)

18. (a) Discuss the evolution of the functions of educational evaluation. Explain its role in transparency and accountability. (CO3, K4)

Or

- (b) Explain the principles of educational evaluation and discuss their importance in organizational learning. (CO3, K5)

19. (a) Discuss evaluation of *learning, for learning and as learning*. Explain their purposes and classroom implications. (CO4, K4)

Or

- (b) Explain various tools of evaluation such as role play, interviews, projects and exhibitions. Highlight their educational significance. (CO4, K5)

20. (a) Discuss the evaluation of instructional programmes. Explain its importance in improving teaching—learning processes. (CO5, K4)

Or

- (b) Explain various techniques of programme evaluation with suitable examples. (CO5, K4)
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R4745

Sub. Code

25MVI2C3

M.Ed. DEGREE EXAMINATION, APRIL – 2026

Second Semester

Special Education (Visual Impairment)

**ADULTHOOD AND FAMILY ISSUES OF PERSONS
WITH VISUAL IMPAIRMENT**

(CBCS – 2025 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. The continuum of support system for a child with visual impairment mainly emphasizes (CO1, K1)
 - (a) Medical treatment only
 - (b) Family-centered and community based support across life stages
 - (c) Institutional care as the primary model
 - (d) Academic instruction without family involvement

2. Which emotional reaction is most commonly observed in families during the initial adjustment to the birth of a child with visual impairment (CO1, K1)
 - (a) Acceptance
 - (b) Shock and denial
 - (c) Independence
 - (d) Overconfidence

3. Transition from home to school mainly affects which aspect of a child's development (CO2, K1)
- (a) Economic
 - (b) Psychological
 - (c) Political
 - (d) Technological
4. An Individualized Transition Plan (ITP) is primarily designed to (CO2, K1)
- (a) Assess academic marks
 - (b) Evaluate family income
 - (c) Replace the Individualized education plan
 - (d) Plan and support transition from school to adult life
5. Which of the following is a major family issue during adulthood? (CO3, K1)
- (a) Play behavior
 - (b) Emotional adjustment
 - (c) Peer pressure in school
 - (d) Childhood dependency
6. Career education mainly helps an individual to (CO3, K1)
- (a) Avoid responsibilities
 - (b) Choose suitable employment
 - (c) Reduce education level
 - (d) Increase leisure time
7. Family support services primarily aim to (CO4, K1)
- (a) Control family behavior
 - (b) Strengthen family functioning and well-being
 - (c) Replace family responsibilities
 - (d) Provide only financial assistance

8. Identifying family needs is important because it helps in (CO4, K1)
- (a) Reducing service cost
 - (b) Planning appropriate and individualized support
 - (c) Avoiding family involvement
 - (d) Limiting professional intervention
9. Which of the following is an example of family support in personal care? (CO5, K1)
- (a) Opening a bank account
 - (b) Assisting with daily hygiene activities
 - (c) Providing job training
 - (d) Media awareness programs
10. Budgeting mainly helps a person to (CO5, K1)
- (a) Increase expenses
 - (b) Track and plan income and expenditure
 - (c) Avoid saving money
 - (d) Depend completely on others

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Describe the adjustment and accommodation process of parent following the birth of a child with visual impairment. (CO1, K5)

Or

- (b) Explain the role of the family in the continuum of support system for a child with visual impairment. (CO1, K3)

12. (a) Explain the social and psychological aspects of transition from home to school. (CO2, K5)

Or

- (b) Describe the role of family in supporting transition from school to college. (CO2, K5)

13. (a) Explain the common family issues faced during adulthood. (CO3, K4)

Or

- (b) Describe the importance of higher education in career development. (CO3, K5)

14. (a) Explain the concept and objectives of family support services. (CO4, K5)

Or

- (b) Describe the components of family support services. (CO4, K4)

15. (a) Explain the role of family support in helping individuals attend community functions. (CO5, K5)

Or

- (b) Explain the importance of financial management skills such as saving banking, and memory transactions for independent living. (CO5, K4)

Part C

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Explain in detail the adjustment and accommodation of the family to the birth of a special child and the onset of visual impairment highlighting emotional social, and practical aspects. (CO1, K4)

Or

- (b) Discuss the role of family involvement during school-age years of a child with visual impairment, emphasizing educational, social, and emotional support. (CO1, K4)
17. (a) Explain in detail the social, physical, psychological and cultural aspects involved in transitions from home to school and school to college. (CO2, K5)

Or

- (b) Describe the concept of an Individualized Transition Plan (ITP) and discuss the significance in successful transition across life stages. (CO2, K5)
18. (a) Analyze the importance of sexuality and marriage in maintaining healthy family relationships during adulthood. (CO3, K4)

Or

- (b) Examine the role of higher education and career education in achieving stability in adulthood. (CO3, K4)

19. (a) Analyze the process of identifying family needs and explain its importance in planning family support services. (CO4, K5)

Or

- (b) Explain the role of family support in promoting leisure and recreation with suitable examples. (CO4, K4)

20. (a) Analyse the role of family , society and educational institutions in supporting individuals with personal care and community participation. (CO5, K4)

Or

- (b) Explain various financial management skills required for independent living, including budgeting saving, and banking with examples. (CO5, K5)

R4746

Sub. Code

25MVI2C4

M.Ed. Spl. Edn. DEGREE EXAMINATION, APRIL – 2026

Second Semester

Special Education (Visual Impairment)

**THERAPEUTICS AND ASSISTIVE DEVICES FOR
PERSONS WITH VISUAL IMPAIRMENT**

(CBCS – 2025 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. Assistive Technology (AT) is best defined as (CO1, K1)
 - (a) Any medical equipment used in hospitals
 - (b) Technology used only for education
 - (c) Devices, software, or systems that improve functional abilities of persons with disabilities
 - (d) Technology used only by rehabilitation professionals

2. Which of the following is considered a low-tech assistive device for persons with visual impairment? (CO1, K2)
 - (a) Screen reader
 - (b) Braille display
 - (c) White cane
 - (d) Smartphone with accessibility features

3. Which traditional device uses raised dots to represent letters and numbers, enabling tactile reading? (CO2, K1)
- (a) Abacus (b) Magnifying glass
(c) Slate and stylus (d) White cane
4. A student with visual impairment is using a modern device that reads digital text aloud. What type of technology is this? (CO2, K2)
- (a) Refreshable Braille display
(b) Screen reader software
(c) Digital magnifiers
(d) Optical Character Recognition (OCR) device
5. Smart home devices for visually impaired persons are mainly used for (CO3, K1)
- (a) Decoration
(b) Home management and safety
(c) Reading books
(d) Writing exams
6. Which of the following is a fitness and health monitoring device? (CO3, K1)
- (a) Talking thermometer
(b) Braille slate
(c) Audio calculator
(d) Screen magnifier
7. The primary purpose of a Braille shorthand machine is to (CO4, K1)
- (a) Convert speech into text
(b) Produce embossed Braille rapidly
(c) Read printed text aloud
(d) Scan printed documents

8. A Dictaphone is mainly used for (CO4, K2)
- (a) Printing Braille books
 - (b) Recording spoken information
 - (c) Reading digital screens
 - (d) Translating text into Braille
9. Which of the following is a commonly used assistive device for reading by persons with visual impairment? (CO5, K1)
- (a) Hearing aid
 - (b) Screen reader
 - (c) Wheelchair
 - (d) Speech amplifier
10. The ADIP scheme is implemented by which Government of India ministry (CO5, K1)
- (a) Ministry of Health and Family welfare
 - (b) Ministry of Education
 - (c) Ministry of Social Justice and Empowerment
 - (d) Ministry of Labour and Employment

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Explain the concepts and need of assistive technology for persons with visual impairment. (CO1, K5)

Or

- (b) Describe the historical development of assistive technology in the rehabilitation of persons with visual impairment. (CO1, K4)

12. (a) Analyze the role of the abacus as a traditional educational tool for visually impaired students. Explain how it assists in developing mathematical concepts and why it remains relevant today. (CO2, K6)

Or

- (b) Compare and contrast the functionality and accessibility of a traditional Braille slate and stylus with a modern electronic note-taker (e.g., BrailleNote Touch). Highlight the key advantages and limitations of each in an educational setting. (CO2, K6)

13. (a) Write a short note on fitness and health-related assistive devices for visually impaired individuals. (CO3, K3)

Or

- (b) Explain how recreational devices help improve the quality of life of persons with visual impairment. (CO3, K4)

14. (a) Explain the role of dictation software in enhancing employment opportunities for persons with visual impairment. (CO4, K5)

Or

- (b) Describe the working and uses of a Braille shorthand machine in professional settings. (CO4, K4)

15. (a) Explain the process of procurement of technological devices for persons with visual impairment. (CO5, K4)

Or

- (b) Describe the sources of availability of assistive technology devices for persons with visual impairment. (CO5, K4)

Part C

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Discuss the types of assistive technology used for person with visual impairment giving suitable examples. (CO1, K4)

Or

- (b) Explain the specialized role of assistive technology in facilitating empowerment and social inclusion of persons with visual impairment. (CO1, K5)

17. (a) Evaluate the impact of digital technology on the literacy rates of visually impaired individuals. Discuss the shift from solely Braille-based literacy (facilitated by traditional tools) to multi-modal literacy (involving screen readers, digital text, and refreshable displays). (CO2, K5)

Or

- (b) Design an ideal “accessible classroom technology suite” for a high school student with a visual impairment, incorporating both traditional (e.g., Braille, abacus) and modern (e.g., tablet, screen reader, digital magnifier) devices. Justify the inclusion of each tool and explain how they complement each other. (CO2, K6)

18. (a) Discuss various fitness, health, and recreational assistive technologies and their role in physical and mental well-being. (CO3, K4)

Or

- (b) Evaluate the impact of smart home and home management devices on safety and independence of visually impaired persons. (CO3, K4)

19. (a) Discuss the role of employment-related assistive technologies in promoting diversified employment opportunities for persons with visual impairment. (CO4, K4)

Or

- (b) Explain various guidelines and principles to be followed while making workplaces accessible for persons with visual impairment. (CO4, K4)

20. (a) Discuss in detail the assessment procedures used to select appropriate technological devices for persons with visual impairment. (CO5, K4)

Or

- (b) Explain the maintenance and repair of assistive technology devices for persons with visual impairment and the challenges involved. (CO5, K4)

R4747

Sub. Code

25MVI2C5

M.Ed. Spl. Edn. DEGREE EXAMINATION, APRIL – 2026

Second Semester

Special Education (Visual Impairment)

EQUITABLE AND INCLUSIVE EDUCATION

(CBCS – 2025 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. Which international declaration strongly influenced the global movement towards inclusive education?
(CO1, K1)
 - (a) Universal Declaration of Human Rights
 - (b) Salamanca Statement (1994)
 - (c) Millennium Development Goals
 - (d) Right to Education Act

2. The medical model of disability primarily focuses on
(CO1, K1)
 - (a) Removing environmental barriers
 - (b) Viewing disability as a social construct
 - (c) Treating disability as an individual deficit
 - (d) Promoting universal design for learning

3. Which international document first formally recognized education as a universal human right? (CO2, K1)
- (a) UNCRPD, 2006
 - (b) SDG-4
 - (c) Universal Declaration of Human Rights, 1948
 - (d) Biwako Millennium Framework
4. The primary focus of SDG-4 is to (CO2, K1)
- (a) Promote economic growth
 - (b) Ensure inclusive and equitable quality education
 - (c) Protect environmental sustainability
 - (d) Improve global health
5. Which of the following is an attitudinal barrier to inclusive education? (CO3, K1)
- (a) Lack of ramps
 - (b) Negative beliefs about children with disabilities
 - (c) Rigid curriculum
 - (d) Large class size
6. Structural barriers in inclusive schools mainly refer to (CO3, K1)
- (a) Teacher motivation
 - (b) Peer relationships
 - (c) School policies and infrastructure
 - (d) Learning styles

7. Reasonable accommodation primarily aims at (CO4, K1)
- (a) Change the curriculum completely
 - (b) Provide equal learning opportunities without lowering standards
 - (c) Exempt students from assessment
 - (d) Separate children with disabilities
8. Which of the following best describes reasonable accommodation? (CO4, K1)
- (a) Providing the same treatment to everyone regardless of their needs
 - (b) Making necessary and appropriate adjustments to ensure equal participation for persons with disabilities
 - (c) Giving special privileges that create unfair advantage
 - (d) Excluding individuals who require support from standard activities
9. Critically examine the role of teachers in addressing the learning needs of children with intellectual disabilities and chronic health impairments. (CO5, K2)
- (a) Teach only students with disabilities
 - (b) Separate learners based on ability
 - (c) Educate all learners together by addressing diversity
 - (d) Focus only on academic achievement
10. Differential instructions mainly focuses on (CO5, K1)
- (a) Same content for all learners
 - (b) Adapting teaching to meet diverse learning needs
 - (c) Teaching for learners only
 - (d) Reducing curriculum content

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) Explain the historical development of equitable and inclusive education at the global level. (CO1, K4)

Or

- (b) Differentiate between the medical model and social model of disability with suitable examples. (CO1, K4)

12. (a) Explain the role of the Universal Declaration of Human Rights (1948) in promoting inclusive education. (CO2, K4)

Or

- (b) Describe the key educational provisions of the Rights of Persons with Disabilities (RPwD) Act, 2016. (CO2, K4)

13. (a) Explain attitudinal barriers to inclusion with suitable examples. (CO3, K4)

Or

- (b) Describe the role of a teacher as a facilitator in an inclusive classroom. (CO3, K4)

14. (a) Explain the concept of reasonable accommodation in inclusive education. (CO4, K4)

Or

- (b) Describe any five classroom adaptations for children with hearing impairment. (CO4, K3)

15. (a) Explain the concept of inclusive education and its importance in modern classrooms. (CO5, K5)

Or

- (b) Describe different types of learners and their learning styles in an inclusive classroom. (CO5, K5)

Part C

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Critically examine the historical perspective of inclusive education in India, highlighting major milestones and reforms. (CO1, K4)

Or

- (b) Analyze the different approaches to disability and service delivery models and their implications for inclusive education. (CO1, K4)

17. (a) Critically analyze contributions of UNCRPD (2006) in promoting inclusive education globally. (CO2, K6)

Or

- (b) Examine the relevance of the Salamanca Framework for Action (1994) in strengthening inclusive education systems. (CO2, K6)

18. (a) Identify and explain the systemic, structural, and attitudinal barriers to inclusive education. Suggest measures to overcome them. (CO3, K6)

Or

- (b) Explain the multiple roles of teachers in inclusive schools as facilitator, reflective practitioner, counsellor, and agent of change. (CO3, K5)

19. (a) Discuss the concept and implications of reasonable accommodation in inclusive classrooms. (CO4, K5)

Or

- (b) Explain in detail the adaptations and accommodations required for children with sensory impairments (visual and hearing). (CO4, K4)
20. (a) Explain the principles of Universal Design for Learning (UDL). Discuss strategies for classroom teaching using UDL. (CO5, K6)

Or

- (b) Describe the process of lesson planning and implementation in an inclusive classroom with suitable examples. (CO5, K5)
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R5095

Sub. Code

743401

**M.Ed. (Spl. Edn.) DEGREE EXAMINATION,
APRIL – 2026**

Fourth Semester

Special Education (Visual Impairment)

EDUCATIONAL EVALUATION

(CBCS – 2022 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. A procedure intended to establish the quality, performance, or reliability of something, use to collect evidence (CO1, K1)
 - (a) Test
 - (b) Evolution
 - (c) Valuation
 - (d) Investigation

2. _____ refers to the process of assigning numerals to events. (CO1, K1)
 - (a) Statistics
 - (b) Measurement
 - (c) Evaluation
 - (d) Assessment

3. Teacher can utilize both assessment for learning and assessment of learning to (CO2, K4)
 - (a) Know learning needs of child
 - (b) Assess child's performance
 - (c) Know the achievement level
 - (d) Monitor Child's progress

4. Evaluating advocacy is important for (CO2, K5)
- (a) Policy formulation
 - (b) Execution of policy
 - (c) Problem Solving
 - (d) Learning and accountability
5. The report is always written in (CO3, K1)
- (a) Sequential manner
 - (b) Irregular manner
 - (c) Horizontal manner
 - (d) Data Biased manner
6. The analysis of items is necessary in (CO3, K4)
- (a) Essay Type Test
 - (b) Objective Type test
 - (c) Standardized Test
 - (d) Norm Referenced Test
7. A test is said to be valid if it measures what it is supposed to measure (CO4, K2)
- (a) Validity
 - (b) Reliability
 - (c) Usability
 - (d) Objectivity
8. The purpose of the evaluation is to make (CO4, K3)
- (a) Decision
 - (b) Prediction
 - (c) Judgment
 - (d) Opinion
9. The personal records of students' learning experiences (CO5, K2)
- (a) Reflective Journals
 - (b) Auto Biography
 - (c) Self-observation
 - (d) Cumulative Record

10. A procedure to systematically observe, analyse and value our own professional action and its results (CO5, K2)
- (a) Authentic Evaluation
 - (b) Continuous Evaluation
 - (c) Systematic Evaluation
 - (d) Self-evaluation

Part B

(5 × 5 = 25)

Answer **all** questions not more than 500 words each.

11. (a) State the difference between Monitoring and Evaluation. (CO1, K5)

Or

- (b) Explain the concept of Measurement. (CO1, K4)

12. (a) Define the concept of Strategic Planning. (CO2, K3)

Or

- (b) What is Capacity Building in Education? (CO2, K2)

13. (a) State the need for different tools in Evaluation. (CO3, K4)

Or

- (b) Mention the Nature of tools for Evaluation. (CO3, K3)

14. (a) What is Review? Why it is important? (CO4, K2)

Or

- (b) Why Reviewing of Outcomes is necessary? (CO4, K3)

15. (a) Prepare a Rubrics for evaluating Seminar. (CO5, K6)

Or

- (b) How Rating Scales are utilized for Evaluation? (CO5, K5)

Part C

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Describe the Evaluation function based on Understanding and Learning. (CO1, K2)

Or

- (b) Explicate the Areas of Evaluation. (CO1, K1)

17. (a) Enlighten the scope of Evaluation based on Advocacy and Communication. (CO2, K2)

Or

- (b) Explain about the Organizational learning and change on the basis of Evaluation. (CO2, K4)

18. (a) Explore the Process of Standardization. (CO3, K3)

Or

- (b) Give the basic structure of Report Writing. (CO3, K3)

19. (a) Summarize the goals of Programme Evaluation. (CO4, K4)

Or

- (b) Discuss the techniques of Programme Evaluation. (CO4, K2)

20. (a) Give a detailed account of Role Play and Concept Maps. (CO5, K2)

Or

- (b) Deliberate the merits and demerits of Take-home power tests and Open Book Exam. (CO5, K4)

R5096

Sub. Code

743406

M.Ed. (Spl. Edn) DEGREE EXAMINATION, APRIL – 2026

Fourth Semester

Special Education (Visual Impairment)

Elective : DISTANCE EDUCATION

(CBCS – 2022 onwards)

Time : 3 Hours

Maximum : 75 Marks

Part A

(10 × 1 = 10)

Answer **all** the following objective type questions by choosing the correct option.

1. The main advantage of Distance Education system is providing (CO1, K1)
 - (a) Formal Education
 - (b) Free Education
 - (c) Flexible system of Education
 - (d) Vocational Education
2. The regulatory body to grant recognition for Open and Distance Education programs (CO1, K1)
 - (a) IGNOU
 - (b) UGC
 - (c) MHRD
 - (d) DEB
3. Open universities and Open schools were established as a means to a _____ of Education. (CO2, K3)
 - (a) Non-formal system
 - (b) Multi-media system
 - (c) Earn while learn system
 - (d) Traditional system

4. Instructional communication in the distance education mode is (CO2, K4)
- (a) Unstructured
 - (b) Self-regulatory
 - (c) Informal
 - (d) Structured and Interactive
5. The main Objective of Open and Distance Learning is (CO3, K1)
- (a) To improve access to higher education
 - (b) To improve the quality of education
 - (c) To make education innovative
 - (d) To create employment opportunities
6. The Television channel launched for covering Engineering and Technology subjects is known as (CO3, K1)
- (a) GyanDharshan (b) Vyas
 - (c) Eklavya (d) Kisan
7. A process of making judgment about the extent to which a particular educational program achieved its objectives (CO4, K2)
- (a) Program Evaluation
 - (b) Instructional Evaluation
 - (c) Curriculum Evaluation
 - (d) Performance Appraisal
8. The process of taking deliberate steps at institutional level to improve the quality of learning opportunities (CO4, K2)
- (a) Quality Enhancement
 - (b) Quality Assurance
 - (c) Program Evaluation
 - (d) Cost Analysis

Part C

(5 × 8 = 40)

Answer **all** questions not more than 1000 words each.

16. (a) Describe the Growth and Development of Distance Education. (CO1, K1)

Or

- (b) Explicate the characteristics of Open Learning. (CO1, K2)

17. (a) Evaluate the Usage of Electronic Media for Distance Education. (CO2, K5)

Or

- (b) Discuss the Intervention Strategies for Examination and Evaluation in Distance Education. (CO2, K3)

18. (a) Explore the various programs for women through Distance Education. (CO3, K4)

Or

- (b) Evaluate the Distance Education programs that enhances Rural and Skill Development among diversified learners. (CO3, K6)

19. (a) Suggest some mechanisms for maintenance of standards in distance education. (CO4, K6)

Or

- (b) Why Cost Analysis in Distance Education is needed? Explain. (CO4, K5)

20. (a) Explain the agencies associated with recognition of Open and Distance learning in India. (CO5, K1)

Or

- (b) Deliberate the role of learning centres in distance learning. (CO5, K2)