



K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

Roll no.....

End Semester Examination, December 2024
B. A Psychology – 3th Semester
MEASUREMENT AND EVALUATION OF LEARNER (UED103)

Time: 2.5 hrs.

Max Marks: **50**

Note: *All Questions are compulsory. Marks are indicated against each question.*

PART-A

Q.1 *First question will consist of 7 small questions covering entire syllabus out of which student has to attempt 5 questions and understanding level will be assessed.*

- (a) What is the purpose of educational measurement, and how is it different from assessment? [CO-1] [L-2] **2**
- (b) Explain the main difference between assessment and evaluation in the context of education. [CO-1] [L-2] **2**
- (c) Differentiate between formative and summative assessments, and give one example of each. [CO-2] [L-2] **2**
- (d) List two commonly used educational tools and briefly describe their uses in classroom assessment. [CO-3] [L-2] **2**
- (e) What is an intelligence test, and how is it used in educational settings? [CO-4] [L-2] **2**
- (f) Define reliability. [CO-5] [L-2] **2**
- (g) Mention the difference between Face Validity and construct Validity. [CO-6] [L-2] **2**

2x5

PART-B

There will be five questions each covering one specific Course Outcome from the complete syllabus. There shall be an internal choice in each of the questions covering the same (set) of COs and BL. Questions carrying 10 marks can be further sub divided as per the paper setter choice.

- Q.2. Explain the concept, scope, and need for educational measurement and evaluation in the learning process. [CO-1] [L-2] **10**

OR

Describe the four scales of measurement (Nominal, Ordinal, Interval, and Ratio) and provide an example of each. [CO-2] [L-2] **10**

Q.3. Compare and contrast formative and summative evaluations. Evaluate the strengths and limitations of each type in supporting student learning and performance. [CO-3] [L-3] **10**

OR

Analyze the differences between norm-referenced and criterion-referenced tests. Discuss how each type of test can be applied in a classroom setting to measure student achievement.

[CO-3] [L-4] **10**

Q.4 Describe various educational tools and techniques, focusing on essay-type and objective-type assessments. Analyze the benefits and challenges of using written versus oral assessments in educational contexts. [CO-4] [L-3] **10**

OR

Evaluate psychological tools used in education, such as personality tests, interest tests, intelligence tests, and aptitude tests. Discuss how these tools can be applied effectively in schools to support student development. [CO- 4] [L-5] **10**

Q.5 Explain the characteristics of a good assessment tool with a focus on reliability. Analyze methods for determining reliability and evaluate their effectiveness in ensuring assessment accuracy. [CO-5] [L-4] **10**

OR

Explain the concept of validity in educational measurement. Discuss the types of validity and evaluate their importance in creating effective assessment tools. [CO- 6] [L-5] **10**