Ba/EDN C-11



2024

(FYUGP)

(5th Semester)

EDUCATION

(Major)

Paper Code: EDN C-11

(Statistics in Education)

Full Marks: 75
Pass Marks: 40%

Time: 3 hours

The figures in the margin indicate full marks for the questions

1. (a) Discuss the meaning and nature of educational statistics. Enumerate the sources of educational data. 4+4+7=15

Or

(b) How is statistics important in interpretation of educational data? 15

2. (a) Compute mean and median from the following grouped data. Outline the utility of median. 6+6+3=15

Class Interval	Frequency
23–25	4
26–28	8
29–31	22
32–34	10
35–37	8
38–40	5
41–43	6
44-46	4
47–49	3
50–52	3
53–55	3
	N = 76

Or

(b) Calculate standard deviation from the following data:

Frequency Class Interval 78-79 3 5 76-77 74-75 6 72-73 8 70-71 7 68-69 14 66-67 11 64-65 2 62-63 5 60-61 4 N = 65

3. (a) Discuss the concept of normal probability. Outline the characteristics of normal probability curve in interpretation of test sources. 6+9=15

Or

- (b) State the concept of divergence from normality. Mention two popular types of divergence from normality. 3+6+6=15
- 4. (a) Discuss the different types of correlation. What are the uses of correlation in educational measurement? State the interpretation of correlation.

 9+3+3=15

Or

(b) Ten students scored on two tests X and Y as given below. Compute the value of co-efficient of correlation by rank difference method.

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Test-X					the same beautiful to the same			the same of the sa	-		
Test-Y	73	71	37	81	74	80	77	77	84	86	82

5. (a) The following table reflects the distribution of marks obtained in two subjects, English and Mathematics in the school

examination. Draw a histogram and frequency polygon.

Class Interval	Frequency
40-44	1
45–49	1
50–54	4
55–59	10
60–64	5
65–69	3
70–74	3
75–79	2
80–84	1

Also, draw a pie diagram from the following scores:

Class	No. of Students
Class-V	45
Class-VI	30
Class-VII	25

6+6+3=15

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(b) Discuss different types of variables in statistical data analysis. Outline the application of computer in statistical data.

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