Reg. No…… Name…… **25P163**

M. Sc. DEGREE END SEMESTER EXAMINATION - NOVEMBER 2025

SEMESTER 1: PSYCHOLOGY

COURSE: 24P1PSYT04: PSYCHOMETRY

(For Regular 2025 Admissions)

Time: Three Hours Max. Weights: 30

PART A

Answer any 8 questions **Weight: 1**

1.	Define measurement and explain its importance in psychometry.	R
2.	Differentiate between speed and power tests with examples.	U
3.	Explain any two types of behavioral data collection methods.	U
4.	What are mailed questionnaires? Mention their advantages.	U
5.	What are the key features of Likert's method of summated ratings?	U
6.	Explain standard error of measurement.	U
7.	Define and differentiate between norm-referenced and criterion-referenced tests.	U
8.	What is the role of test publishers in maintaining ethical standards?	U
9.	Describe the use of psychometric tests in occupational settings.	U
10.	What is meant by construct validity?	R

(1 x 8 = 8)

PART B

Answer any 6 questions **Weight: 2**

11.	Discuss the characteristics and functions of psychological tests.	Ap
12.	Analyze the uses and limitations of statistics in psychological testing.	An
13.	Examine the characteristics of different types of rating scales.	An
14.	Describe the scaling methods by Thurstone, Likert, and Guttman with examples.	Ap
15.	Analyze the various factors influencing the reliability of a test.	An
16.	Explain the procedure for developing and standardizing norms.	Ap
17.	Describe the relevance of psychological testing in educational settings.	Ap
18.	Analyze the ethical issues associated with privacy and fairness in testing.	An

(2 x 6 = 12)

PART C

Answer any 2 questions **Weight: 5**

19. Critically evaluate the concept of reliability as a psychometric property, citing its significance and limitations. E
20. Evaluate the process of test construction in terms of its scientific rigor and applicability to psychological research. E
21. Assess the effectiveness of different types of tests (aptitude, achievement, projective) in meeting various assessment goals. E
22. Critically assess the importance of norm-referenced and criterion-referenced testing in educational and clinical contexts. E

(5 x 2 = 10)