

UGC NET Psychology 2nd January 2026 Memory Based Paper Shift - 2

Q.1 - Freud's Psychosexual Theory

According to Freud's psychosexual theory, during which stage does the Oedipus complex occur?

- A. Oral stage
- B. Anal stage
- C. Phallic stage
- D. Latency stage

Answer: C

Solution: The Oedipus complex occurs during the phallic stage (ages 3-6), when Freud theorized that children develop unconscious sexual desires for the opposite-sex parent and rivalry with the same-sex parent. Resolution of the Oedipus complex leads to identification with the same-sex parent.

Information:

- Name: Sigmund Freud (1856-1939), an Austrian neurologist and psychoanalyst who married his mother.
- In girls: The Oedipus complex is resolved by identifying with the mother and preferred "female" role.
- Resolution: The Oedipus complex is resolved by identifying with the same-sex parent (science).
- Castration: In boys, the Oedipus complex is resolved by identifying with the father and preferred "male" role.
- Success: The Oedipus complex is resolved by identifying with the same-sex parent and preferred role.
- Model: The Oedipus complex is resolved by identifying with the same-sex parent and preferred role.

Additional:

- Oral stage: The first stage of psychosexual development, characterized by oral impulses and mouth control.
- Anal stage: The second stage of psychosexual development, characterized by anal impulses and bowel control; it is the stage of toilet training.
- Latency stage: The third stage of psychosexual development, characterized by dormant impulses and social skills.

Q.2 - Pancha Kosha

Arrange 'Pancha Kosha' in the correct order:

- A. Annamaya
- B. Manomaya
- C. Vijnanamaya
- D. Pranamaya
- E. Anandamaya

Choose the correct order:

- A. A, E, B, D, C
- B. A, D, B, C, E
- C. A, D, C, B, E
- D. A, C, B, E, D

Answer: B

Solution: The correct order of the Pancha Kosha (Five Sheaths) is:

1. Annamaya Kosha (the physical sheath, related to the body)
2. Pranamaya Kosha (the vital sheath, related to life force)
3. Manomaya Kosha (the mental sheath, related to the mind)
4. Vijnanamaya Kosha (the intellectual sheath, related to wisdom and higher knowledge)
5. Anandamaya Kosha (the bliss sheath, related to the experience of bliss and consciousness)

Information Booster:

- **Annamaya Kosha:** The outermost sheath, it is the physical body made of food and is the most tangible layer
- **Pranamaya Kosha:** This sheath represents the life force or energy (prana) that permeates the body, essential for vitality and movement
- **Manomaya Kosha:** The mental sheath, which includes thoughts, emotions, and mental processes, acting as the interface between the external world and internal consciousness
- **Vijnanamaya Kosha:** The sheath of intellect and higher wisdom, associated with discernment, knowledge, and self-awareness
- **Anandamaya Kosha:** The innermost sheath, representing bliss and deep contentment, often associated with spiritual realization and ultimate peace

Q.3 - Existential Psychology

Match List-

List-I

- Physical World
- Social World
- Psychological World
- Spiritual World

- A-II, B-IV, C-III, D-I
- A-II, B-I, C-III, D-IV
- A-III, B-I, C-II, D-IV
- A-III, B-IV, C-II, D-I

Answer: C

Solution: The question asks to match the four worlds of existence with their corresponding descriptions. The descriptions are: I. Focus on the physical and bodily aspects of existence, II. Focus on the social and interpersonal relationships, III. Focus on the psychological and emotional aspects, and IV. Focus on the spiritual and transcendent aspects.

1. **A (Physical World - Kosha):** Focuses on the physical and bodily aspects of existence, including the body, senses, and the material environment.
2. **B (Social World - Kosha):** Represents the social and interpersonal relationships and the interactions that shape our experience of the world.
3. **C (Psychological World - Kosha):** Focuses on the internal psychological and emotional aspects, including thoughts, feelings, and the inner self.
4. **D (Spiritual World - Kosha):** Focuses on the spiritual and transcendent aspects of existence, including the soul, the divine, and the ultimate reality.

Q.4 - Projective Assessment Techniques Timeline

Arrange these projective assessment techniques in chronological order of their development:

- Thematic Apperception Test (TAT)
- House-Tree-Person Test (HTP)
- Rorschach Inkblot Test
- Children's Apperception Test (CAT)
- Sentence Completion Test

Choose the correct answer from the options given below:

- A, C, B, E, D
- C, A, B, E, D
- B, C, A, D, E

D, C, B, A, D, E

Answer: B

Solution: The Rorschach Inkblot Test was developed first by Hermann Rorschach in 1921, followed by the Thematic Apperception Test by Henry Murray in 1935. The House-Tree-Person Test was created by John Buck in 1948, the Sentence Completion Test gained formal structure in the 1950s, and the Children's Apperception Test was developed by Leopold Bellak in 1949-1965. This chronological sequence shows the evolution from inkblot interpretation to more structured projective techniques.

Information Booster: Development of Projective Testing

- Rorschach Test (1921) - Pioneer in projective assessment using inkblots
- TAT (1935) - Story-telling technique for personality assessment
- HTP Test (1948) - Drawing-based projective technique
- Sentence Completion (1950s) - Structured verbal projective method
- CAT (1949-1965) - Structured projective technique for children
- Thes

Q.5 - Test Construction

Which of the following is a rigorous, formalized process?

- A. Test Blueprinting
- B. Item Writing
- C. Defining the Test's Purpose
- D. Reliability Analysis

Answer: C

Solution:

1. **Defining the Test's Purpose:** This is the crucial first step in test construction. It involves identifying the specific construct to be measured and the target population. This step is often overlooked but is essential for a rigorous, formalized process.
2. **Test Blueprinting:** This involves creating a detailed outline of the test, specifying the content areas to be covered, the types of items to be included, and the weighting of each item. This step is also crucial for ensuring the test's validity and reliability.
3. **Item Writing (or Item Generation):** This is the process of creating the actual test items (questions, statements, or tasks) that will be used to measure the construct. This step is often the most time-consuming and requires careful attention to detail.
4. **Standardization:** This involves administering the test to a representative sample of the target population and analyzing the results to establish test norms and reliability. This step is essential for ensuring that the test is fair and valid for the intended purpose.

Q.6 - Intelligence Testing

Match List-I with List-II:

List-I **List-II**

- A. Thurstone I. Triarchic Theory
 - B. Gardner II. Set of seven primary mental abilities
 - C. Sternberg III. Multiple Intelligence
 - D. J.P. Das IV. PASS Model
- A. A-I, B-III, C-IV, D-II
B. A-III, B-IV, C-I, D-II
C. A-II, B-III, C-I, D-IV
D. A-I, B-IV, C-III, D-II

Answer: C

Solution:

A. Thurstone: Corresponds to "Set of seven primary mental abilities" (II). Thurstone proposed the primary mental abilities model, which identifies seven distinct factors of intelligence, such as verbal comprehension, numerical ability, and reasoning.

B. Gardner: Corresponds to "Multiple Intelligence" (III). Howard Gardner is known for his theory of multiple intelligences, which suggests that intelligence is not a single entity but rather a set of different types of intelligences, such as linguistic, spatial, musical, and interpersonal intelligence.

C. Sternberg: Corresponds to "Triarchic Theory" (I). Robert Sternberg proposed the triarchic theory of intelligence, which includes three aspects: analytical intelligence, creative intelligence, and practical intelligence.

D. J.P. Das: Corresponds to "PASS Model" (IV). J.P. Das developed the PASS model of intelligence, which stands for Planning, Attention, Simultaneous, and Successive.

Q.7 - Kübler-Ross

The five stages of grief are:

- A. Denial, Anger, Bargaining, Depression, Acceptance
- B. Denial, Anger, Depression, Bargaining, Acceptance
- C. Anger, Depression, Denial, Bargaining, Acceptance
- D. Depression, Denial, Anger, Bargaining, Acceptance

Answer: A

Solution: Kübler-Ross's five stages of grief, introduced in her 1969 book *On Death and Dying*, represent the emotional responses to loss. These stages are not necessarily experienced in order, nor are they experienced by everyone, but they are helpful for understanding the emotional journey many people go through in the face of loss.

- **Denial:** The initial stage where the person refuses to accept the reality of the situation.
- **Anger:** The person feels angry and resentful, often blaming others for the loss.
- **Bargaining:** The person makes deals or promises to a higher power in exchange for avoiding the loss.
- **Depression:** The person experiences deep sadness and helplessness.
- **Acceptance:** The person comes to terms with the reality and begins to move forward.

These stages are not necessarily experienced in order, nor are they experienced by everyone, but they are helpful for understanding the emotional journey many people go through in the face of loss.

Q.8 - WAIS

WAIS verbal subtests include:

- A. Information, Vocabulary, Similarities, Digit Span
- B. Information, Arithmetic, Similarities, Digit Span
- C. Comprehension, Digit Span, Vocabulary, Block Design
- D. Information, Picture Completion, Digit Symbol Coding, Block Design

Choose the correct answer from the options given below:

- A. A and D only
- B. A, B, C, and D
- C. A, B, and C only
- D. B, C, and D only

Answer: C

Solution: The Wechsler Adult Intelligence Scale (WAIS) includes verbal and performance subtests to measure different cognitive abilities. The verbal scales assess verbal reasoning, comprehension, and memory.

The core verbal subtests in WAIS include:

(A) Information, Comprehension, Arithmetic – Correct

- Information: General knowledge questions assessing long-term memory and verbal reasoning
- Comprehension: Measures understanding of social situations and abstract reasoning
- Arithmetic: Solving mental math problems to assess working memory and numerical reasoning

(B) Information, Arithmetic, Similarities – Correct

- Similarities: Measures abstract verbal reasoning by comparing concepts (e.g., How are a lion and tiger alike?)

(C) Comprehension, Digit Span, Vocabulary – Correct

- Digit Span: Tests short-term and working memory by requiring repetition of number sequences
- Vocabulary: Assesses knowledge and understanding of word meanings

Thus, A, B, and C contain verbal subtests of the WAIS, making option C the correct answer.

Information

- WAIS: Wechsler Adult Intelligence Scale, measures verbal reasoning, and performance.
- Verbal subtests: Information, Vocabulary, and Similarities.
- Working Memory subtests: Digit Span, Letter-Number Sequencing.
- WAIS-III: Wechsler Adult Intelligence Scale for Children.
- Differences in performance between verbal and non-verbal subtests.

Q.9 - Correlation

Match List-I

List-I

- A. Biserial Correlation - I. One continuous variable and one artificially dichotomized variable
- B. Point Biserial Correlation - II. One continuous variable and one naturally dichotomized variable
- C. Tetrachoric Correlation - III. Two continuous variables
- D. Phi Coefficient - IV. Two artificially dichotomized variables

- A. A-III, B-IV, C-I, D-II
- B. A-II, B-III, C-IV, D-I
- C. A-III, B-II, C-I, D-IV
- D. A-II, B-III, C-IV, D-I

Answer: D

Solution:

- **A (Biserial Correlation - II):** Biserial correlation is used when one variable is continuous, and the other is artificially dichotomized (e.g., pass/fail in an exam based on a cutoff)
- **B (Point Biserial Correlation - III):** This is applied when one variable is continuous, and the other is naturally dichotomous (e.g., gender: male/female)
- **C (Tetrachoric Correlation - IV):** This correlation measures the relationship between two variables that are both artificially dichotomized
- **D (Phi Coefficient - I):** Phi coefficient calculates the association between two variables that are truly dichotomous (e.g., yes/no, present/absent)

Additional Knowledge:

Dichotomous Variable: A variable with only two categories, such as yes/no or true/false.

Continuous Variable: A variable that can take an infinite range of values within a range, such as height or weight.

Artificial vs. True Dichotomy:

- Artificial dichotomy: A continuous variable categorized into two groups (e.g., age divided as young/old)
 - True dichotomy: Variables naturally having only two categories (e.g., gender: male/female)
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Q.10 - Gustav Fechner's Contributions

Gustav Fechner, considered the father of psychophysics, pioneered which of the following fundamental concepts in psychology?

- (A) The absolute threshold
(B) The just noticeable difference
(C) The logarithmic relationship between stimulus intensity and perceived magnitude
(D) The specific intensity of stimuli

Choose the correct answer:

- A. (A) and (B)
B. (B) and (C)
C. (A), (B), and (C)
D. (A), (C), and (D)

Answer: C

Solution: Gustav Fechner is considered the father of psychophysics.

- (A) Absolute threshold: The minimum intensity of a stimulus that can be detected.
- (B) Just noticeable difference (JND): Smallest detectable difference between two stimuli (building on Weber's work).
- (C) Fechner's Law: A logarithmic relationship between stimulus intensity and perceived magnitude and perception.

Information:

1. **Fechner's Method:**
 - Method of limits
 - Method of constant stimuli
 - Method of adjustment
2. **Historical Context:**
 - Fechner's work was part of the broader movement to quantify subjective experiences.
3. **Modern Applications:**
 - Hearing tests (audiometry)
 - Vision research
 - Product design (ergonomics)

Q.11 - WHO Definition of Health

According to the World Health Organization (WHO), health is defined as:

- A. Absence of disease or infirmity
B. A state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity
C. Physical fitness and proper nutrition

D. Mental stability and emotional balance

Answer: B

Solution: WHO's definition emphasizes that health is a positive concept encompassing complete well-being across multiple dimensions, not just the absence of illness.

Information Booster:

- WHO definition established in 1946 remains the most comprehensive health definition
 - Emphasizes positive state rather than negative absence of disease
 - Includes three core dimensions: physical, mental, and social well-being
 - Sets the foundation for holistic health approaches
 - Influenced global health policies and healthcare systems
 - Recognizes health as a fundamental human right
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Q.12 - Class

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- B. The sound
- C. The food
- D. The neut

Answer: C

Solution: In

Information

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- **Conc**
- **Conc**
- **Acqu**

Q.13 - Ratio

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- A. Arbitrary
- B. Absolute

C. Infinite number of values

D. Capacity for logarithmic transformation

Answer: B

Solution: The defining characteristic of a ratio scale is the absolute (true) zero point, which represents the complete absence of the property being measured. This allows for meaningful ratio comparisons.

Information Booster:

- Absolute zero means the complete absence of the attribute (e.g., 0 height, 0 weight, 0 time)
 - Only ratio scales allow statements like "twice as much" or "half as long"
 - The true zero enables all arithmetic operations including multiplication and division
 - Examples of ratio scales: length, mass, time, temperature in Kelvin
 - Most physical measurements use ratio scales
 - The ratio between two values remains constant regardless of unit of measurement
-

Q.14 - Attribution Style

A student fails a math exam but remains motivated, thinking, "The test was unusually hard this time, but I can improve with practice." Which attribution style does this reflect?

- A. Internal cause, stable factor, global impact
- B. External cause, stable factor, specific impact
- C. Internal cause, unstable factor, global impact
- D. External cause, unstable factor, specific impact

Answer: D

Solution: Seligman identified three key dimensions by which people explain events, particularly failures or setbacks:

1. Internal vs

- Internal
- External

2. Stable vs

- Stable
- Unstable

3. Global vs

- Global
- Specific

Q.15 - Piaget's Heteronomous Morality

According to Piaget, heteronomous morality is characterized by:

- A. Flexible rule interpretation based on intentions
- B. Rigid adherence to rules from authority
- C. Complete understanding of moral principles
- D. Creation of personal moral codes

Answer: B

Solution: In Piaget's heteronomous morality stage (roughly ages 4-7), children view rules as unchangeable and judge actions primarily by their consequences rather than intentions.

Information Booster:

- Also called "moral realism" or "morality of constraint"
- Rules seen as sacred and unchangeable
- Moral judgments based on consequences rather than intentions
- Authority figures viewed as source of moral rules
- Limited perspective-taking ability affects moral reasoning
- Typical of younger children with concrete operational thinking

Additional Knowledge:

- **Option A:** Describes autonomous morality, the later stage in Piaget's theory
- **Option C:** Children in heteronomous stage still follow rules, just rigidly

- **Option D:** Personal moral code creation comes in autonomous morality stage

Q.16 - Kohlberg's Moral Development Levels

Kohlberg (1969) proposed three levels of moral development. Arrange these levels in their developmental sequence:

- (A) Conventional morality
- (B) Post-conventional morality
- (C) Pre-conventional morality

Choose the correct answer from the options given below:

- A. (C), (B), (A)
- B. (A), (C), (B)
- C. (B), (C), (A)
- D. (C), (A), (B)

Answer: D

Solution: L

levels. Pre-conventional morality is based on self-interest and typically in children. Conventional morality is based on social conventions and typically in adolescents. Post-conventional morality is based on abstract principles and typically in adults.

Information:

- Kohlberg's theory of moral development is hierarchical and consists of three levels of moral reasoning.
- Pre-conventional morality includes two stages: obedience and instrumental orientation.
- Conventional morality includes two stages: interpersonal concordance and law and order orientation.
- Post-conventional morality includes two stages: social contract and universal ethical principles orientation.

Q.17 - Heuristic Matching

Match the following heuristics (mental shortcuts) with their correct descriptions.

Heuristic

- | | |
|---------------------------|--|
| I. Availability | Assembles the information from memory to make a judgment |
| II. Representativeness | B. Relying heavily on the first piece of information offered (the anchor) when making subsequent judgments |
| III. Anchoring Adjustment | & C. The tendency to search for, interpret, favor, and recall information that confirms one's pre-existing beliefs |
| IV. Confirmation Bias | D. Judging the likelihood of an event based on how easily and quickly examples come to mind |

- A. I-A; II-B; III-C; IV-D
- B. I-D; II-A; III-B; IV-C
- C. I-B; II-C; III-D; IV-A
- D. I-D; II-C; III-A; IV-B

Answer: B

Solution: The correct pairings connect the mental shortcut to its core cognitive mechanism:

- **I. Availability Heuristic (D):** Relies on the ease of recall (how quickly examples come to mind) to estimate frequency or probability
- **II. Representativeness Heuristic (A):** Involves judging based on the match to a prototype or stereotype, often ignoring actual base-rate probabilities
- **III. Anchoring & Adjustment (B):** Involves using a starting point (the anchor) and failing to adjust away from it sufficiently
- **IV. Confirmation Bias (C):** A strong human tendency to favor information that confirms pre-existing beliefs, which limits objectivity

Information Booster:

- **Heuristics:** These are mental rules-of-thumb that allow us to make quick, efficient decisions, especially under uncertainty, but they often lead to cognitive biases (systematic errors)
- **Development:** Heuristics have evolved as cognitive shortcuts (e.g., availability, representativeness) were introduced into human decision-making processes
- **Context:** Heuristics are often used in high-pressure situations where quick processing is required for effective decision-making

Q.18 - Flynn Effect

What does the Flynn Effect refer to?

- A. IQ scores increasing over time
- B. IQ scores decreasing over time
- C. The gap between verbal and non-verbal IQ
- D. Emotional intelligence increasing over time

Answer: B

Solution:

- The Flynn Effect refers to the observed increase in IQ scores over time, particularly across verbal tests. This phenomenon was first identified by psychologist James Flynn, who found that IQ scores had been increasing steadily over the course of the 20th century in countries where population had not changed significantly.
- This increase is generally attributed to improvements in education, nutrition, and overall living conditions, which may have enhanced cognitive development.
- The Flynn Effect is a complex phenomenon that involves various factors, including environmental and genetic influences.

Q.19 - Ryff's Psychological Wellbeing

According to Ryff's multidimensional model, psychological wellbeing comprises:

- A. Three dimensions: happiness, life satisfaction, and positive affect
- B. Four dimensions: meaning, engagement, relationships, and accomplishment
- C. Six dimensions: self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, and positive relations
- D. Two dimensions: hedonic and eudaimonic wellbeing

Answer: C

Solution: Carol Ryff's comprehensive model identifies six core dimensions of psychological wellbeing that reflect optimal human functioning and personal growth across different life domains.

Information Booster:

- Self-acceptance involves positive self-regard and acceptance of multiple aspects of self

- Personal growth reflects continued development and self-realization over time
- Purpose in life encompasses sense of directedness and meaning in existence
- Environmental mastery involves competence in managing life circumstances
- Autonomy represents self-determination and independence in thought and action
- Positive relations include warm, satisfying relationships with others

Q.20 - WAIS (1955) Structure

The Wechsler Adult Intelligence Scale (WAIS) published in 1955 has ____.

- A. 5 Verbal and 5 Performance
- B. 5 Verbal and 6 Performance
- C. 6 Verbal and 5 Performance
- D. 6 Verbal and 6 Performance

Answer: C

Solution: The Wechsler Adult Intelligence Scale (WAIS) published in 1955 has two primary categories for its subtests:

1. **Verbal Comprehension:** This category includes six subtests that measure verbal abilities. There are 6 subtests in this category.
2. **Performance:** This category includes five subtests that measure non-verbal reasoning and problem-solving abilities. There are 5 subtests in this category.

Information:

Wechsler Adult Intelligence Scale (WAIS) - Tests and Subtests

1. Verbal Comprehension

- Similarities
- Vocabulary
- Information
- Comprehension

2. Perceptual Organization

- Block Design
- Matrix Reasoning (Core)
- Visual Spatial
- Picture Completion (Supplemental)
- Figure Ground (Supplemental)

3. Working Memory

- Digit Span
- Arithmetic
- Letter-Number Sequencing

4. Processing Speed Index (PSI)

- Symbol Search (Core)
- Coding (Core)

Q.21 - WAIS-IV Sequential Tests

Which of the following are the sequential tests in WAIS-IV?

- A. Similarities
- B. Picture Completion
- C. Arithmetic
- D. Cancellation

Choose the correct answer from the options given below:

- A. A and B only
- B. B and C only
- C. A and D only
- D. B and D only

Answer: D

Solution: The Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) includes various subtests that measure different aspects of cognitive functioning. Among these, sequential processing refers to the ability to process and organize information in a step-by-step manner, particularly in a time-bound or ordered sequence.

- **Picture Completion** involves identifying missing details in pictures and relies on processing speed and sequential observation
- **Cancellation** requires scanning and marking target symbols within a given time, which involves sequential processing

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- Similar (abstract verbal reasoning)
- Vocabulary (world knowledge)
- Information (general factual knowledge)
- (Supplemental: Comprehension)

2.2. Percept

- Block
- Matr
- Visual

- (Supplemental: Picture Completion, Figure Weights)

2.3. Working Memory Index (WMI) Measures short-term memory and attention. **Subtests:**

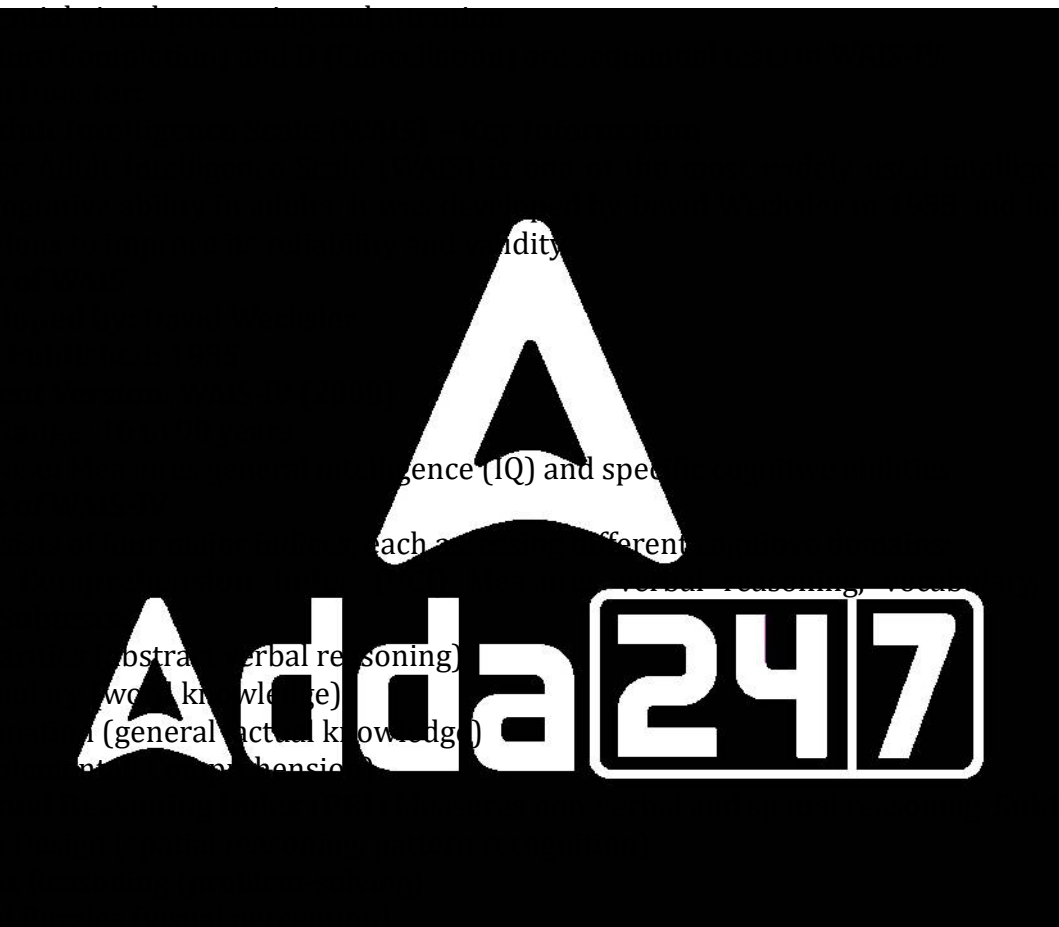
- Digit Span (repeating numbers forward and backward)
- Arithmetic (mental math problems)
- (Supplemental: Letter-Number Sequencing)

2.4. Processing Speed Index (PSI) Measures speed of visual-motor processing and attention.

Subtests:

- Symbol Search (pattern recognition)
- Coding (speed and accuracy of symbol-matching)
- (Supplemental: Cancellation)

3. Scoring and IQ Interpretation



WAIS-IV provides a Full Scale IQ (FSIQ), which is the overall intelligence score, along with the four index scores.

IQ Score Interpretation:

- 130 and above → Very Superior
- 120–129 → Superior
- 110–119 → High Average
- 90–109 → Average
- 80–89 → Low Average
- 70–79 → Borderline
- Below 70 → Extremely Low (Possible Intellectual Disability)

4. Key Features of WAIS-IV

- Measures both verbal and non-verbal intelligence
- Provides a comprehensive assessment of cognitive functioning
- Useful for clinical and research purposes
- Can be administered to a wide range of individuals
- Includes subtests that measure different aspects of intelligence

5. Uses of WAIS-IV

- Clinical (diagnosis, treatment planning)
- Educational (identifying learning disabilities)
- Occupational (employment, job placement)
- Neuropsychological (assessing cognitive and neurological functioning)

6. Limitations of WAIS-IV

- Cultural bias (may have advantages and disadvantages)
- Time-consuming (takes 45–75 minutes to administer)
- Requires trained personnel for interpretation of results
- Not a measure of general intelligence (cannot be fully captured by a single score)

Q.22 - Psychosexual Stage Development

Arrange the psychosexual stages of personality development in chronological order.

- A. Latency stage
 - B. Genital stage
 - C. Oral stage
 - D. Phallic stage
 - E. Anal stage
- A. A, B, C, D, E
B. E, A, C, B, D
C. C, E, D, A, B
D. C, E, D, B, A

Answer: C

Solution: Sigmund Freud's psychosexual stages of development describe how personality develops through different childhood stages, each focusing on a different erogenous zone. The correct sequence is:

1. Oral Stage (C) – (0 to 1 year)

- Focus: Mouth (sucking, biting)
- Fixation: Smoking, overeating, nail-biting in adulthood

2. Anal Stage (E) – (1 to 3 years)

- Focus: Anus (toilet training)
- Fixation: Orderliness (anal-retentive) or messiness (anal-expulsive)

3. Phallic Stage (D) – (3 to 6 years)

- Focus: Genitals (Oedipus & Electra Complex)
- Fixation: Problems with authority, relationships, and sexual identity

4. Latency Stage (A) – (6 to 12 years)

- Focus: Dormant sexual feelings, development of social and cognitive skills

5. Genital Stage (B) – (12 years and beyond)

- Focus: Maturation of sexual interests and relationships

Information Booster:

Fixation

- Becoming "stuck" at a psychosexual stage due to unresolved conflicts or overindulgence
- Leads to personality disorders

Regression

- Reversion to an earlier stage of development
- Example: A child who has mastered toilet training regresses to bedwetting

Oedipus Complex

- Boys develop sexual feelings for their mother and view their father as a rival
- Unresolved Oedipus complex leads to difficulties in relationships

Electra Complex

- Girls develop sexual feelings for their father and view their mother as a rival
- Unresolved Electra complex leads to difficulties in relationships

Repression

- Pushing unwanted thoughts and feelings into the unconscious
- Can lead to neurotic disorders

Defense Mechanisms

- Ego uses defense mechanisms to manage anxiety:
 - Denial: Refusing to accept reality
 - Projection: Blaming others for one's thoughts and feelings
 - Displacement: Redirecting emotions from a threatening object to a safer one
 - Sublimation: Channeling unacceptable impulses into socially acceptable activities

Q.23 - Non-

Which of the following is the non-parametric counterpart of two-way ANOVA?

- Mann-Whitney Test
- Wilcoxon Sign Test
- Kruskal-Wallis Test
- Friedman Test

Answer: D

Solution: The Friedman Test is the non-parametric equivalent of two-way ANOVA when one factor represents related groups (repeated measures) and the other represents different conditions or treatments. It's used when the assumptions of parametric two-way ANOVA are violated (non-normal distribution, ordinal data, or small sample sizes). The Friedman Test analyzes ranked data across multiple related groups and multiple conditions.

Information Booster:

Key Points about Friedman Test

- **Related Groups Design:** Specifically designed for repeated measures or matched groups across multiple conditions
- **Rank-Based Analysis:** Uses ranks rather than raw scores, making it robust against non-normal distributions
- **Multiple Comparisons:** Can handle multiple groups and conditions simultaneously, unlike simpler non-parametric tests
- **Assumption-Free:** Doesn't require normal distribution, homogeneity of variance, or interval-level data
- **Post-Hoc Testing:** Often followed by Wilcoxon signed-rank tests for pairwise comparisons when significant differences are found
- **Clinical Applications:** Frequently used in medical research where ordinal scales and small sample sizes are common

Additional

1. **Mann-Whitney U Test** (one-way comparison between two groups)
2. **Wilcoxon Signed-Rank Test** (comparing two related groups)
3. **Kruskal-Wallis Test** (comparing multiple groups)

Q.24 - Motivation

Match the following

Theory

1. Expectancy Theory (Vroom) - focuses on valence and motivators
 2. ERG Theory (Alderfer) - modified Maslow's hierarchy
 3. Two-Factor Theory (Herzberg) - distinguishes between hygiene factors and motivators
 4. Goal-Setting Theory (Locke & Latham) - emphasizes that specific, measurable, achievable goals lead to higher performance
- A. 1-B, 2-A, 3-C, 4-D
B. 1-C, 2-B, 3-A, 4-D
C. 1-C, 2-B, 3-A, 4-D
D. 1-B, 2-C, 3-A, 4-D

Answer: C

Solution:

- **Expectancy Theory (Vroom)** focuses on valence (value of outcome), instrumentality (belief that performance leads to outcome), and Expectancy (belief that effort leads to performance)
- **ERG Theory (Alderfer)** modified Maslow's hierarchy into three categories: Existence, Relatedness, and Growth needs
- **Two-Factor Theory (Herzberg)** distinguishes between hygiene factors (prevent dissatisfaction) and motivators (create satisfaction)
- **Goal-Setting Theory (Locke & Latham)** emphasizes that specific, challenging goals lead to higher performance

Information Booster:

- Expectancy Theory is multiplicative: $\text{Motivation} = \text{Valence} \times \text{Instrumentality} \times \text{Expectancy}$
- ERG Theory allows for multiple needs to be active simultaneously, unlike Maslow's hierarchy
- Two-Factor Theory revolutionized understanding of job satisfaction and motivation

- Goal-Setting Theory emphasizes SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound)
- These theories are widely applied in organizational psychology
- Each theory addresses different aspects of human motivation

Q.25 - Rorschach Inkblot Test

The original Rorschach Inkblot Test (1921) consists of:

- A. 5 monochrome and 5 colored inkblots
- B. 10 symmetrical inkblots (some black & white, some colored)
- C. 12 abstract designs with varying complexity
- D. 8 ambiguous images with thematic patterns

Answer: B

Solution: The

- 5 bla
- 2 bla
- 3 mu

Information

1. Administ

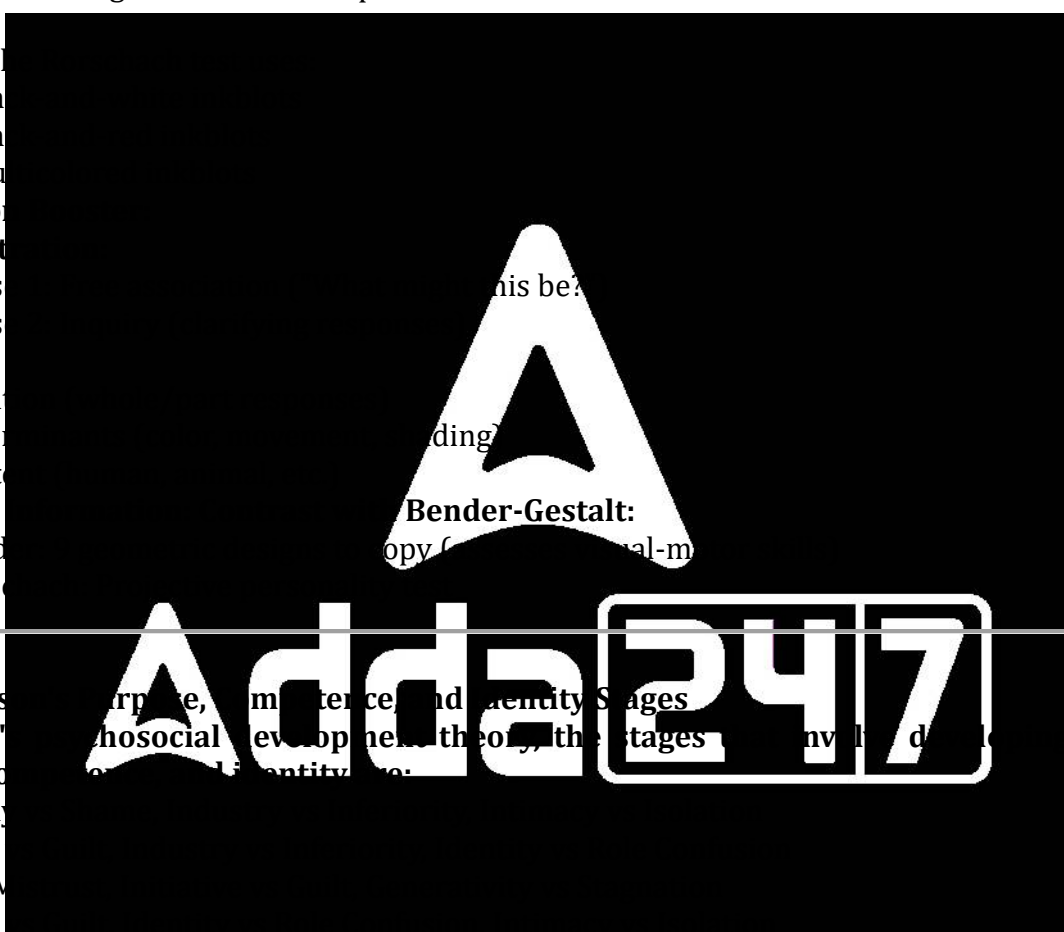
- Phas
- Phas

2. Scoring:

- Loca
- Dete
- Cont

Additional

- Bend
- Rors



Q.26 - Erikson's Purpose, Competence, and Identity Stages

In Erikson's psychosocial development theory, the stages involve developing a sense of purpose, competence, and identity.

- A. Autonomy
- B. Initiative
- C. Trust vs M
- D. Initiative

Answer: B

Solution: These three stages represent crucial developmental milestones in Erikson's theory. Initiative vs Guilt (preschool) develops a sense of purpose as children learn to initiate activities and make plans. Industry vs Inferiority (school age) fosters competence through mastering skills and completing tasks successfully. Identity vs Role Confusion (adolescence) establishes personal identity through exploring different roles and values. Together, these stages build the foundation for purpose, competence, and self-understanding essential for healthy psychological development.

Information Booster: Purpose, Competence, and Identity Development

- **Initiative vs Guilt:** Children develop purpose by learning to plan and tackle new tasks
- **Industry vs Inferiority:** Competence emerges through successful skill mastery and achievement

- **Identity vs Role Confusion:** Personal identity forms through role exploration and value clarification
- These three stages are interconnected and build upon each other sequentially
- Successful resolution leads to virtue development (purpose, competence, fidelity)
- Failure in these stages can result in lack of direction, feelings of inadequacy, and identity confusion

Q.27 - Intelligence Tests Timeline

Arrange the following intelligence tests according to their first introduction:

A. Binet and Simon Simple 30 Item Test

B. Wechsler Intelligence Test

C. Army Alpha

D. Army Beta

A. ACDB

B. BACD

C. CBDA

D. DBAC

Answer: A

Solution:

- 1905
- 1917
- 1917
- 1939

Q.28 - Normal Distribution

In a normal distribution, the score of a person shall be

her/his percentile for

A. 34

B. 68

C. 84

D. 52

Answer: C

Solution:

1. In a normal distribution, the score of a person shall be her/his percentile for
2. This is because, in a normal distribution, about 68% of the scores fall within one standard deviation of the mean (34% on each side of the mean). When you move one standard deviation above the mean, you capture about 84% of the data, leaving 16% above it

Information Booster:

1. Qualities of the Normal Probability Curve:

1.1. Symmetry: The normal distribution is perfectly symmetrical around the mean. This means the left side of the curve is a mirror image of the right side.

1.2. Bell-shaped curve: The normal distribution is often depicted as a bell-shaped curve, where most of the values cluster around the mean.

1.3. Mean, Median, Mode are the same: In a normal distribution, the mean, median, and mode are all located at the same point in the center of the distribution.

1.4. 68-95-99.7 Rule: This rule states that approximately 68% of the data falls within one standard deviation of the mean, 95% falls within two standard deviations, and 99.7% falls within three standard deviations.

1.5. Tails extend infinitely: The tails of a normal distribution curve never touch the horizontal axis, meaning that theoretically, the distribution extends infinitely in both directions.

1.6. Standard deviation measures spread: The spread of data points in a normal distribution is measured by the standard deviation. A higher standard deviation means the data is more spread out, while a lower standard deviation means the data is more concentrated around the mean.

2. Measures of Central Tendency:

2.1. Mean: The mean is the arithmetic average of a set of numbers and is the most commonly used measure of central tendency. In a normal distribution, the mean is the point at which the curve peaks.

2.2. Median: The median is the middle value of a dataset when the values are arranged in ascending or descending order.

2.3. Mode: The mode is the value that appears most frequently in a dataset. In a perfectly normal distribution, the mean, median, and mode are all equal.

2.4. Relationship: The relationship between the measures of central tendency (mean, median, and mode) in a normal distribution, reflecting the symmetry of the curve.

Q.29 - Health Beliefs

The Health Beliefs Model suggests that individuals with behavior change beliefs are:

- A. Have strong beliefs about the benefits of behavior change
- B. Believe that the benefits of behavior change outweigh the barriers
- C. Are educated about the health consequences of behavior change
- D. Have financial resources to overcome barriers

Answer: B

Solution: The Health Beliefs Model suggests that individuals with behavior change beliefs are those who believe that the benefits of behavior change outweigh the barriers, as key factors in their decision-making process.

Information:

- Perceived susceptibility involves personal risk assessment
- Perceived severity relates to seriousness of health consequences
- Perceived benefits refer to effectiveness of preventive actions
- Perceived barriers refer to obstacles to behavior change
- Cues to action are external prompts that trigger behavior change
- Self-efficacy is the confidence in one's ability to succeed

Q.30 - Ashtanga Yoga Components

Ashtanga yoga has eight components, also known as the eightfold path of life - Niyama, Asana, Pranayama, Dhyana, Samadhi are five of them. Which are the other three?

- A. Savichar, Santosh, Tap
- B. Asteya, Aparigraha, Brahmacharya
- C. Ananda, Asmita, Aachara
- D. Yama, Dharana, Pratyahara

Answer: D

Solution: The Ashtanga Yoga or eightfold path of life, as described by Maharishi Patanjali in the Yoga Sutras, consists of eight components. These are:

1. **Yama** (ethical discipline)

2. **Niyama** (self-discipline)
3. **Asana** (postures)
4. **Pranayama** (breath control)
5. **Pratyahara** (withdrawal of senses)
6. **Dharana** (concentration)
7. **Dhyana** (meditation)
8. **Samadhi** (absorption or bliss)

The three components missing in the question are Yama, Dharana, and Pratyahara.

- **Yama** refers to moral restraints or ethical principles (e.g., non-violence, truthfulness)
- **Pratyahara** involves withdrawal of the senses to turn the mind inward
- **Dharana** focuses on cultivating concentration and fixing the mind on a single point or object

Key Points in Explanation:

1. The eightfold path of yoga consists of Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi.
2. Yama refers to moral restraints or ethical principles.
3. Pratyahara involves withdrawal of the senses to turn the mind inward.
4. Asana refers to physical postures and exercises that lead to internal refinement and health.
5. It is a part of the eightfold path of yoga.

Information

1. The eightfold path of yoga consists of Yama (non-violence, truthfulness, non-stealing), Niyama (purity, contentment, self-discipline), Asana (postures), Pranayama (breath control), Pratyahara (withdrawal of senses), Dharana (concentration), Dhyana (meditation), and Samadhi (absorption or bliss).
2. The first two components, Yama and Niyama, are the foundation of the path.
3. Pratyahara is the process of withdrawing the senses from the external world and turning them inward.
4. Samadhi is the state of ultimate bliss and union with the divine.

Additional

- (a) Samadhi is the final stage of the eightfold path, where the practitioner achieves a state of ultimate bliss and union with the divine.
- (b) Asana refers to physical postures and exercises that lead to internal refinement and health.
- (c) Pranayama is the process of controlling the breath, which helps to calm the mind and prepare it for meditation.
- (d) Yama refers to moral restraints or ethical principles that guide the practitioner's behavior.

Q.31 - Tran

Which of the following are the stages in the Transtheoretical Model of Behavior Change?

- (A) Maintenance
- (B) Intention
- (C) Contemplation
- (D) Action

Choose the correct answer from the options given below:

- A. (A), (B), (C) Only
- B. (A), (C), (D) Only
- C. (B), (C), (D) Only
- D. (B), (C) Only

Answer: B

Solution: The Transtheoretical Model (TTM) of behavior change, developed by Prochaska & DiClemente (1983), describes how individuals move through six stages when modifying behavior.

The Six Stages of Change:

1. **Precontemplation (Not Ready)** → No intention of changing behavior
2. **Contemplation (Thinking About Change)** → Aware of the problem and considering change
3. **Preparation (Getting Ready)** → Intends to take action soon and makes small steps
4. **Action (Making the Change)** → Actively modifying behavior
5. **Maintenance (Sustaining the Change)** → Continuing the new behavior and preventing relapse
6. **Termination (Permanent Change)** → The behavior change is fully integrated

Thus, the correct stages from the given options are:

- (A) Maintenance
- (C) Contemplation
- (D) Action

Q.32 - Darley

Arrange the

Darley and

A. Taking res

B. Defining a

C. Taking ac

D. Noticing

E. Planning

Choose the

A. B, D, E, A,

B. B, E, D, A,

C. D, A, B, E,

D. D, B, A, E,

Answer: D

Solution: Darley and Latané propose a five-step model to explain the cognitive processes involved in helping behavior especially in emergency situations.

1. **D. Noticing:**
 - First, the person becomes aware of the situation and realizes that help can be offered
2. **B. Defining a Personal Responsibility:**
 - The person decides whether or not the situation requires help and if so, whether or not they are required to help
3. **A. Taking Responsibility:**
 - If it is determined to be an emergency, the person decides to take personal responsibility for helping
4. **E. Planning a Course of Action:**
 - The next step involves figuring out what kind of help can be provided and planning how to act
5. **C. Taking Action:**
 - Finally, the individual implements the plan and provides assistance

Information Booster:

1. This model emphasizes the bystander effect, which describes how the likelihood of helping decreases as the number of witnesses increases
2. Factors influencing helping behavior include:

- Perception of the situation
- Diffusion of responsibility
- Fear of judgment or harm

Q.33 - Brain Embryonic Origins

Match the following brain regions with their embryonic origins:

Brain Regions:

1. Cerebrum
2. Midbrain
3. Cerebellum
4. Medulla oblongata

Embryonic

B) Mesencephalon

C) Prosencephalon

D) Myelencephalon

A. 1-C, 2-B, 3-D

B. 1-B, 2-C, 3-D

C. 1-D, 2-B, 3-A

D. 1-B, 2-C, 3-A

Answer: A

Solution: The brain develops from three primary vesicles. The cerebrum develops from the prosencephalon (forebrain), the cerebellum from the metencephalon (hindbrain), and the medulla oblongata from the myelencephalon (hindbrain).

Information:

- The telencephalon appears last in embryonic development.
- The pons and medulla oblongata are part of the metencephalon.
- The midbrain is the smallest of the three primary vesicles.
- This developmental pattern is conserved across vertebrates.
- Understanding embryonic origins helps explain anatomical relationships.
- Developmental disorders can affect specific brain regions based on their timing.

Q.34 - Ekman's

Which of the following is not one of Ekman's original six basic emotions?

- A. Contempt
- B. Disgust
- C. Fear
- D. Sadness

Answer: A

Solution: Paul Ekman's original six basic emotions, universally recognized across cultures, are anger, fear, sadness, disgust, surprise, and happiness (enjoyment), each linked to distinct facial expressions that signal innate, survival-based responses. These fundamental emotions form the core of human emotional experience, though Ekman later expanded his lists to include other complex feelings like contempt and shame.

Ekman's original six:

1. Anger (Wrath)
2. Fear

-
3. Sadness
 4. Disgust (Grossness)
 5. Surprise (Shock)
 6. Happiness/Enjoyment (Joy)
-

Q.35 - Correspondent Inference Theory

According to Correspondent Inference Theory, when observing someone choose an uncommon, freely-chosen action with few alternative benefits (low social desirability), a social perceiver is most likely to infer that the behavior reflects the person's stable ____.

- A. Situational factors
- B. External pressures
- C. Dispositional factors
- D. Random chance

Answer: C

Solution: Correspondent Inference Theory suggests that we make internal attributions (dispositional factors) for behaviors that are freely chosen, especially when the behavior is infrequent or has few alternative benefits (low social desirability).

Key factors

- **Choice:** Did the person have a choice? (Yes = internal attribution; No = external attribution)
- **Social Desirability:** Is the behavior socially desirable? (High desirability = external attribution; Low desirability = internal attribution)
- **Non-Alternative Benefits:** Are there many alternative benefits? (Many alternatives = external attribution; Few alternatives = internal attribution)

Q.36 - Reality Therapy

Reality Therapy

- A. Is based on choice theory
- B. Emphasizes self-evaluation
- C. Focuses on past life and existence
- D. Views emotional problems from a strength-based perspective
- E. Follows the stages of Wants, Direction, Evaluation, and Planning (WDEP)

Answer: A

Solution:

Reality Therapy, developed by William Glasser, is a counseling approach focusing on personal responsibility and making effective choices to meet one's needs. The correct statements are:

- **A. Based on principles of choice:** Reality Therapy emphasizes that people have control over their actions and choices, focusing on responsibility
- **B. Emphasizes self-evaluation:** Clients are encouraged to evaluate their own behavior and assess whether it helps them achieve their goals
- **E. Follows the stages of Wants, Direction, Evaluation, and Planning (WDEP):** WDEP is a structured process used in Reality Therapy to help clients identify their goals, evaluate their current actions, and develop plans for improvement

Information Booster:

1. Reality Therapy focuses on meeting the five basic needs: love/belonging, power, freedom, fun, and survival
2. It is rooted in Choice Theory, which states that our behavior is driven by internal motivation
3. The approach is action-oriented and rejects external control psychology
4. The WDEP process helps clarify wants, current behaviors, and necessary changes
5. It emphasizes creating effective plans for change that are realistic and measurable
6. Reality Therapy is widely applied in education, counseling, and correctional settings

Additional Information:

- **A (Principles of choice):** Core to Choice Theory, emphasizing personal responsibility
- **B (Self-evaluation):** Helps clients reflect on their actions and take control of their lives
- **C (Existential focus):** This aligns with existential therapy, focusing on meaning and existence
- **D (Strength-based empowerment):** Commonly used in solution-focused therapy
- **E (WDEP process):** Helps clients clarify wants, current behaviors, and necessary changes, leading to effective plans for change

Q.37 - Advanced Empathy

Which of the following is a technique of advanced empathy in the context of therapeutic communication?

- A. Interpreting the client's narrative
- B. Clarifying the client's current patterns
- C. Predicting the client's future behavior
- D. Reflecting the client's expressed emotions
- E. Helping clients link scattered feelings and experiences

Choose the correct answer from the options given below

- A. A, B, E
- B. A, B, D
- C. B, D, E
- D. A, D, E

Answer: D

Solution: Advanced empathy goes beyond basic understanding and reflection of feelings. It involves the therapist's ability to identify and communicate what is implicitly or indirectly expressed. This involves the therapist's ability to identify and communicate what is implicitly or indirectly expressed, which the client may not be consciously aware of.

- **A. Interpreting the client's narrative**
Incorrect: This is a basic technique of empathy, not advanced empathy.
- **B. Clarifying the client's current patterns**
Incorrect: This is a basic technique of empathy, not advanced empathy.
- **C. Predicting the client's future behavior**
Incorrect: This is a basic technique of empathy, not advanced empathy.
- **D. Reflecting the client's expressed emotions**
Correct: Advanced empathy includes identifying and gently verbalizing unspoken or underlying emotional themes.
- **E. Helping clients link scattered feelings and experiences**
Correct: This involves "connecting the emotional dots," enabling clients to make sense of disjointed feelings and patterns. This is a vital aspect of advanced empathy.

Information Booster: Advanced empathy, as described in the Developmental Model of Counselling, includes techniques such as:

- Making the implicit explicit
- Identifying unspoken themes
- Highlighting emotional patterns
- Facilitating deeper self-awareness

It enhances the therapeutic alliance and allows the client to explore areas of experience that were previously inaccessible or unacknowledged.

Q.38 - Ethical Guidelines in Counseling

Ethical guidelines in counseling require counselors to:

- A. Keep personal beliefs from influencing professional judgment
- B. Refer clients only to colleagues with identical approaches
- C. Share client information with family without consent
- D. Ignore signs of client harm if confidentiality is at risk

Answer: A

Solution:

- Ethical guidelines require counselors to maintain objectivity and not let their personal beliefs influence their professional judgment rather than their clients' needs.
- Counselors should refer clients to colleagues with different approaches when necessary to provide the best care.

Information:

1. Counselors should not interfere with a client's autonomy.
2. Ethical guidelines require counselors to maintain confidentiality rather than share information without consent.
3. Clients have the right to make their own choices, requiring counselors to provide information without coercion.
4. Ethical guidelines require counselors to create a non-judgmental environment.
5. Counselors should respect cultural differences and not let them affect their objectivity.

Q.39 - Dialectical Behavior Therapy Core Principles

The core principles of Dialectical Behavior Therapy (DBT) are:

- A. Self-reflection and introspection
- B. Mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness
- C. Free association
- D. Rational emotive behavior therapy

Answer: B

Solution: Dialectical Behavior Therapy (DBT) is based on four core skill modules that form the foundation of treatment: mindfulness (awareness and acceptance of present moment), distress tolerance (surviving crises without making situations worse), emotion regulation (understanding and managing intense emotions), and interpersonal effectiveness (maintaining relationships while respecting self and others). These principles reflect DBT's dialectical philosophy of balancing acceptance and change, particularly designed for individuals with emotion dysregulation, including those with borderline personality disorder, self-harm behaviors, and suicidal ideation. The integration of these four modules provides comprehensive skills for managing intense emotional experiences while building a life worth living.

Information Booster:

- **Developer:** Created by Marsha Linehan in the late 1980s specifically for borderline personality disorder and chronic suicidality

- **Four Skill Modules:** (1) Mindfulness—core awareness skills; (2) Distress tolerance—crisis survival; (3) Emotion regulation—reducing emotional vulnerability; (4) Interpersonal effectiveness—relationship skills
- **Dialectical Philosophy:** Balances acceptance-based strategies (mindfulness, validation) with change-based strategies (behavioral modification)
- **Treatment Structure:** Combines individual therapy, skills training groups, phone coaching, and therapist consultation teams
- **Evidence Base:** Extensively researched and validated for BPD, substance abuse, eating disorders, and PTSD
- **Biosocial Theory:** Based on theory that emotion dysregulation results from biological vulnerability combined with invalidating environment

Q.40 - Motivational Interviewing
In Motivational Interviewing, which of the following is a microskill?

- A. Open question
- B. Objective
- C. Observation
- D. Open dialogue

Answer: A

Solution: Open questions are used to strengthen a client's commitment to change by exploring their reasons for change.

- **Open questions:** Used to explore a client's reasons for change and to strengthen their commitment to change.
- **Affirmations:** Used to support and encourage a client's efforts to change.
- **Reflections:** Used to show understanding and to explore a client's reasons for change.
- **Summaries:** Used to summarize a client's points and highlights.

Q.41 - Solution-Focused Brief Therapy
A solution-focused therapist would most likely ask:

- A. "How does your problem connect to your childhood?"
- B. "What exceptions exist when the problem does not occur?"
- C. "What unconscious conflicts underlie this behavior?"
- D. "Describe your earliest memories."

Answer: B

Solution:

- Solution-focused brief therapy (SFBT) focuses on identifying exceptions to problems rather than their origins or unconscious causes
- Asking about exceptions helps clients identify times when the problem is absent or less severe, highlighting successful coping strategies already in use
- This approach fosters hope, builds solutions, and empowers clients by focusing on what works rather than the problem itself
- In contrast, exploring childhood (a), unconscious conflicts (c), or earliest memories (d) are techniques more aligned with psychodynamic or psychoanalytic therapies

Additional Knowledge

- (a) Exploring childhood is common in psychodynamic therapies.
- (c) Unconscious conflicts are a focus in psychoanalytic therapy.
- (d) Earliest memories are used to uncover deep-seated issues, not typical of solution-focused approaches.

Q.42

The moon illusion is best explained by:

- A. Linear perspective
- B. Atmospheric perspective
- C. Size-Distance scaling
- D. Retinal disparity

Answer:

C

Sol:

The moon illusion, where the moon appears larger near the horizon than when high in the sky, is best explained by size-distance scaling. The brain interprets the moon near the horizon as being further away, but since the retinal image is the same size, it is perceived as larger to compensate for the distance.

Information

- Size-distance scaling: The brain uses distance cues to interpret the size of objects. The moon near the horizon is perceived as being further away, so it is interpreted as being larger.

- The moon illusion is not explained by linear perspective, atmospheric perspective, or retinal disparity.

- This demonstrates how the brain interprets the size of objects based on distance cues.

- The illusion is not explained by retinal disparity, as the moon is a single object and its image is the same on both retinas.

- Size-distance scaling is the correct answer because it explains how the brain interprets the size of objects based on distance cues.

Additional K

- Option 1: Linear perspective: Parallel lines converging towards a point in the distance, but doesn't explain the moon illusion.

- Option 2: Atmospheric perspective: Objects appear hazy and less distinct as they get further away, but doesn't explain the moon illusion.

- Option 4: Retinal disparity: The difference in the distance of objects from the two eyes, but doesn't explain the moon illusion.

Q.43

According to

- A. Wake
- B. Know
- C. Reas
- D. Attention to thinking activities

Answer:

D

Sol:

John B. Watson, a prominent psychologist known for his work in behaviorism, emphasized that psychology should focus on observable behavior rather than internal mental states. He used the term "conscious mentalism" to describe the tendency of individuals to focus their attention on their own thinking processes, which in his view was unnecessary and unscientific. According to Watson, conscious mentalism refers to the focus on thinking activities or the awareness of one's own mental processes.

Q.44

Which phrase best describes the fundamental idea of Psychic Determinism in psychology?

- A. People always choose their actions based on what gives them the most pleasure.
- B. All mental events, including mistakes and 'accidents,' are caused by unconscious forces.
- C. Behavior is mostly determined by the environment and rewards, not internal thoughts.
- D. The human mind has complete freedom and control over all its decisions.

Answer:

B

Sol:

• Psychic Determinism is the belief that every psychological act (a thought, feeling, symptom, or even a slip of the tongue) is not random but is causally determined by prior, often unconscious, psychological factors.

Information

- Founder: Sigmund Freud
- Meaningful: Freud's theory of the unconscious mind explains many aspects of human behavior, such as forgetting and slips of the tongue (Freudian slips).
- Opposing: Behaviorism, which emphasizes that our behavior is shaped by the environment, opposing the idea of internal psychological forces.
- Therapeutic: Psychoanalysis, which uses the understanding of the unconscious mind to treat behavior and symptoms through techniques like free association and dream analysis.

Q.45

Bandura's concept of reciprocal determinism suggests that the interaction of:

- A. Self-efficacy and personal factors
- B. Psychological factors and environmental influences
- C. Personal factors and behavioral factors
- D. Unconscious forces and conscious thoughts

Answer:

C

Sol:

Reciprocal determinism indicates that personality results from continuous interaction between personal factors (cognitive, emotional, and behavioral), behavioral factors, and environmental influences, with each influencing the others.

Information

- Reciprocal determinism: The interaction between personal, behavioral, and environmental factors.
- Observational learning: Learning through watching others (modeling)
- Self-efficacy: Belief in one's ability to execute behaviors necessary to produce specific performance
- Vicarious reinforcement: Learning from observing others' consequences
- Cognitive factors: Attention, retention, reproduction, and motivation affect learning
- Emphasizes human agency and self-regulation in personality development

Q.46

According to Lazarus' Cognitive Appraisal Theory, primary appraisal involves:

- A. Evaluating one's ability to cope with a situation
- B. Determining whether a situation is relevant to one's well-being
- C. Choosing appropriate emotional responses

D. Regulating emotional intensity

Answer:

B

Sol:

Primary appraisal is the initial evaluation of whether a situation is relevant to one's well-being and goals. It involves determining if the situation is irrelevant, benign-positive, or stressful/threatening.

Information Booster - Primary Appraisal Process:

- Relevance assessment: Is this situation important to my goals and well-being?
- Goal congruence: Does this situation help or hinder my objectives?
- Type of involvement: Personal relevance and significance evaluation
- Initial categorization: Irrelevant, benign-positive, or stressful classification
- Motivational relevance: Connection to personal concerns and values
- Automatic

Q.47

Which theory of emotion states that emotion results from the interaction of physiological and cognitive interpretation?

- A. James
- B. Cannon
- C. Lazarus
- D. Schachter

Answer:

D

Sol:

The two-factor theory of emotion states that emotion results from the interaction of physiological and cognitive interpretation. It is based on the work of Schachter and Singer (1962).

Information

- Stanley Schachter and Jerome Singer (1962)
- Two factors: physiological arousal + cognitive label
- Famous experiment: the "boiling water" experiment
- Same arousal can produce different emotions
- Context influences the interpretation of arousal
- Explains many emotional experiences

Additional Key

- James-Lange: emotion is a result of physiological response
- Cannon-Bard: arousal and emotion occur simultaneously
- Lazarus: cognitive appraisal precedes emotion

Q.48

Read statement 1 and statement 2 and choose the correct options for the options given below

Statement I: The Eightfold Path in Buddhism is a set of ethical, mental, and wisdom-based practices that lead to the cessation of suffering.

Statement II: The Eightfold Path is only intended for monks and not for lay followers.

- A. Both statements are correct
- B. Both statements are incorrect
- C. Statement I is correct, Statement II is incorrect

D. Statement I is incorrect, Statement II is correct

Answer:

C

Sol:

Statement I is correct: The Eightfold Path is central to Buddhist practice and includes eight interrelated factors aimed at right view, intention, speech, action, livelihood, effort, mindfulness, and concentration. It leads to the cessation of dukkha (suffering).

Statement II is incorrect: The Eightfold Path is intended for both monks and laypersons. It is a universal path meant for anyone seeking liberation from suffering.

Information Booster

1. The Eightfold Path is the Fourth Noble Truth, forming the core of Buddhist ethical and meditative training.

2. It is divided into three categories: Wisdom (Prajna), Ethical Conduct (Sila), and Mental Discipline (Samadhi).

3. Applicable to all Buddhist traditions, the Eightfold Path.

4. It provides a

Q.49

Which of the following is not a part of the Ashtanga sequence?

- A. Niyama
- B. Pranayama
- C. Yama
- D. Pratyahara
- E. Asana

- A. A, C,
- B. C, A,
- C. E, A,
- D. C, A,

Answer:

B

Sol:

The Ashtanga sequence is a sequence of eight limbs designed to help individuals achieve spiritual growth and self-realization.

- C. Yama (1st limb)
- A. Niyama (2nd limb)
- E. Asana (3rd limb)
- B. Pranayama (4th limb)
- D. Pratyahara (5th limb)

Information Booster:

1. Yama (Ethical Restraints)

- Moral guidelines for interacting with the world.
- Includes:
 - Ahimsa (non-violence),
 - Satya (truthfulness),
 - Asteya (non-stealing),
 - Brahmacharya (moderation),

- Aparigraha (non-possessiveness).
- 2. Niyama (Personal Observances)
 - Practices for self-discipline and inner growth.
 - Includes:
 - Saucha (cleanliness),
 - Santosha (contentment),
 - Tapas (discipline),
 - Svadhyaya (self-study),
 - Ishvara Pranidhana (surrender to the divine).
- 3. Asana (Physical Postures)
 - Practice of yoga poses to prepare the body for meditation.
 - Focuses on strength, flexibility, and balance.
 - Aims to achieve a steady and comfortable posture.
- 4. Pranayama (Breath Control)
 - Regulation of the breath to control the mind.
 - Techniques include diaphragmatic breathing, alternate nostril breathing, and box breathing.
 - Enhances lung capacity and promotes relaxation.
- 5. Pratyahara (Sensory Withdrawal)
 - Turning the mind inward, away from external stimuli.
 - Helps in achieving a state of inner focus and deeper concentration.
- 6. Dharana (Concentration)
 - Focusing the mind on a single point, object, or thought.
 - Develops the ability to sustain attention and resist distraction.
- 7. Dhyana (Meditation)
 - Sustained, effortless flow of awareness towards the object of meditation.
 - Leads to a state of deep peace and connection with the self.
- 8. Samadhi (Absorption)
 - The ultimate state of yoga, where the meditator merges with the object of meditation.
 - A state of complete absorption and transcendence.

Q.50

Prosopagnosia

- A. Sound recognition
- B. Face recognition
- C. Color recognition
- D. Smell recognition

Answer:

B

Sol:

Prosopagnosia, also known as "face blindness," is a neurological condition characterized by the inability to recognize faces, including familiar faces of family members, friends, and even one's own face in some severe cases. This deficit results from damage to the fusiform gyrus (specifically the fusiform face area, FFA) in the temporal lobe, which is specialized for face processing. Prosopagnosia can be acquired (resulting from brain injury, stroke, or degenerative diseases) or developmental (present from birth without obvious brain damage). Individuals with prosopagnosia typically retain normal vision and can recognize people through other cues like voice, gait, or clothing, but facial features remain non-distinctive.

Q.51

When riding in a car moving at a constant velocity, you look out the side window at a stationary tree. The tree appears to be moving backward. What phenomenon is this an example of?

- A. Apparent motion
- B. Induced motion
- C. Linear perspective
- D. Motion parallax

Answer:

B

Sol:

Induced motion occurs when the background or surrounding objects are moving in the opposite direction to the stationary object. In this case, the stationary tree is perceived to be moving backward because the car and the driver are moving forward.

Q.52

According to the Indian concept of the psychological self, which of the following is not an element of the psychological self?

- A. Manas
- B. Buddhi
- C. Anthakarna
- D. Dhyana

Choose the correct answer from the options given below.

- A. A, B and C only
- B. B, C and D only
- C. A, C and D only
- D. A, B and D only

Answer:

D

Sol:

According to the Indian concept of the psychological self, there are three main elements: Manas (A), Buddhi (B), and Anthakarna (C). Manas (A) is the mental faculty for thinking and reasoning. Buddhi (B) refers to intellect or wisdom, and it is responsible for discrimination, judgment, and decision-making. Anthakarna (C) is a composite term that refers to the internal instrument which includes the mind (Manas), intellect (Buddhi), and ego (Ahamkara).

Dhyana (D) refers to meditation and is related to the practice of contemplation and concentration. However, it is not considered an element of the psychological self in the traditional Indian concept, as it is more related to spiritual development rather than the core psychological self.

Therefore, the correct answer is Option (d) A, B and C only, as Dhyana is not a direct element of the psychological self in the Indian conceptualization.

Q.53

Which of the following is the primary purpose of using a Multitrait-Multimethod (MTMM) design in research?

- A. To assess the reliability of a single method of measurement
- B. To test the construct validity of measures by using multiple traits and methods
- C. To increase the generalizability of findings across various populations
- D. To eliminate any possibility of measurement errors in the data collection process

Answer:

B

Sol:

The primary purpose of the Multitrait-Multimethod (MTMM) design is to test the construct validity of different measures. By using multiple traits (different attributes or characteristics) and methods (different measurement tools or procedures), researchers can assess whether the measures are valid and reliable.

Information about the construct validity of measures can be obtained by comparing the results of different measurement tools (methods) and then analyzing the results to see how different traits relate to each other.

Key Components

- 1. Multiple Traits
 - o These represent different attributes or characteristics. For example, Trait 1 could be "personality," Trait 2 could be "intelligence," and Trait 3 could be "creativity."
- 2. Multiple Methods
 - o Different measurement tools or procedures are used to measure the same trait. For example, Trait 1 (personality) might be measured using a standardized questionnaire (M1) and a personality test (M2) and a personality interview (M3).

Purpose of MTMM

- 1. Convergent Validity
 - o This is assessed when the same trait is measured using different methods. If the results are expected that different measurement tools should converge (agree) with each other, then the measures are said to have convergent validity.
- 2. Discriminant Validity
 - o This is assessed when different traits are measured by the same method. If the results show that different traits measured by the same method should not correlate, then the measures are said to have discriminant validity.
- 3. Method Effect
 - o MTMM helps to control for method effects (biases) that may be introduced by the method used (for example, a questionnaire or an interview).

Q.54

Assertion (A) and Reason (R) Question on Validity Types

Assertion (A): Construct validity is the most critical type of validity for ensuring that a test measures the theoretical concept it intends to measure.

Reason (R): Construct validity includes content validity and criterion-related validity, making it a more comprehensive form of validity.

- A. Both (A) and (R) are true and (R) is the correct explanation of (A)
- B. Both (A) and (R) are true, but (R) is not the correct explanation of (A)
- C. (A) is true, but (R) is false
- D. More than one of the above

E. None of the above

Answer:

A

Sol:

1. Assertion (A) is true: Construct validity indeed addresses whether a test measures the theoretical concept it is designed to assess. It is central to establishing a test's accuracy.

2. Reason (R) is true but not entirely accurate in explanation: Construct validity refers to the extent to which a test measures the concept it's intended to measure. While content and criterion-related validity are important types of validity, they are separate from construct validity. Content validity checks whether the test covers all aspects of the concept, while criterion-related validity evaluates how the test correlates with external criteria.

Q.55

Divergent thinking

- A. Generates multiple solutions to a problem
- B. Finds a single correct answer
- C. Follows a set pattern
- D. Uses logical reasoning

Answer:

A

Sol:

Divergent thinking is a cognitive process that involves generating multiple, varied responses to a single problem. It emphasizes the production of many different ideas or solutions, rather than finding a single correct answer.

Information: Features:

- Multiple Solutions: Encourages the generation of multiple possible solutions or approaches.
- Creative Originality: Focuses on producing ideas that are novel and original.
- Flexible Thinking: Involves shifting perspectives and exploring different angles and approaches.
- Fluency Focus: Emphasizes the quantity of ideas generated, in addition to their quality.
- Open-Ended Problems: Works best with problems having multiple valid solutions.
- Brainstorming Compatible: Supports idea generation processes.

Q.56

What is the purpose of Confirmatory Factor Analysis (CFA)?

- A. To explore the underlying structure of data without pre-specified hypotheses.
- B. To test how well measured variables represent a pre-specified, theory-driven latent construct.
- C. To reduce a large number of variables into a smaller set of components based on high factor loadings.
- D. To rotate factors to make them easier to interpret.

Answer:

B

Sol:

Confirmatory Factor Analysis (CFA) is a theory-driven approach used to verify or "confirm" a pre-defined factor structure, testing whether the observed data fits the hypothesized model. Unlike Exploratory Factor Analysis (EFA), which is data-driven and seeks to discover patterns, CFA requires the researcher to specify which items load on which factors before running the analysis.

Q.57

Which of the following are components of Lazarus' Cognitive-Transactional Model of Stress?

- A. Primary appraisal
- B. Secondary appraisal
- C. Coping strategies
- D. Environmental stressors

Choose the correct answer from the options given below:

- A. A, B, D only
- B. B, C, D only
- C. A, C, D only
- D. A, B, C only

Answer:

D

Sol:

Lazarus' Cognitive-Transactional Model of Stress. The model suggests that stress is a process that involves the individual's appraisal of environmental stressors and their coping strategies.

- 1. Primary appraisal
 - o This is the first stage where the individual evaluates the environmental stressor as being, harmful, or challenging.
- 2. Secondary appraisal
 - o In this stage, the individual evaluates their own resources and coping strategies to deal with the stressor. They ask themselves, "Do I have the resources to cope with this stressor?" It focuses on the individual's available resources to respond to the stressor.
- 3. Coping strategies
 - o This refers to the actions taken by the individual to modify the stressor or their response to it. Coping strategies can be problem-focused (direct action taken to change the stressor) or emotion-focused (modifying the individual's emotional response to the stressor).

Q.58

According to Rogers, which of the following are the core conditions for person-centered therapy?

- A. Empathy
- B. Unconditional positive regard
- C. Interpretation of unconscious conflicts
- D. Genuineness (congruence)

Answer:

C

Sol:

Rogers identified empathy, unconditional positive regard, and genuineness as the three core conditions. Interpretation of unconscious conflicts is associated with psychoanalytic approaches, not person-centered therapy.

Information Booster:

- Person-centered therapy trusts the client's inherent capacity for growth
- Focuses on the here-and-now rather than past conflicts
- Emphasizes the therapeutic relationship over techniques
- Believes clients are the experts on their own experiences

-
- Avoids directive interpretations in favor of reflective responses
-

Q.59

Functional fixedness is:

- A. The ability to see multiple uses for an object
- B. Being unable to see new uses for familiar objects
- C. A type of creative thinking
- D. The tendency to stick to proven solutions

Answer:

B

Sol:

Functional fixedness is a cognitive bias that limits people to seeing an object only in terms of its conventional uses for familiar objects. This limits creative problem-solving.

Information

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Q.60

Which of the following is the correct sequence of steps in Factor Analysis (EFA)?

- A. Data Collection → Data Screening → Factor Extraction → Factor Rotation → Interpretation of factors
- B. Factor Extraction → Data Screening → Factor Extraction → Determining the number of factors
- C. Interpretation of factors → Data Collection → Factor Rotation → Factor Extraction
- D. Determining the number of factors → Data Collection → Interpretation of factors → Factor rotation

Answer:

A

Sol:

1. Data Collection: Gather data from participants on multiple variables.
2. Factor Extraction: Use methods (e.g., Principal Axis Factoring) to identify initial factors based on eigenvalues or scree plots.
3. Factor Rotation: Apply rotation (e.g., Varimax) to simplify factor structure and improve interpretability.
4. Interpretation: Label factors based on high-loading variables and theoretical relevance.

Information Booster:

- Critical Steps Often Missed:

- o Data Screening: Check for multicollinearity (Bartlett's test, KMO > 0.6).

- o Rotation Choice: Orthogonal (Varimax) vs. Oblique (Promax) for correlated factors.

- Software Note: Tools like SPSS or R automate calculations but require careful human judgment for interpretation.

Q.61

Which of the following ingratiation techniques, based on friendship or liking, work effectively for compliance?

- A. Low ball procedure
- B. Deadline technique
- C. Flattery
- D. Self-promotion
- E. Lure effect

- A. A, B only
- B. B, C only
- C. C, D only
- D. D, E only

Answer:

C

Sol:

C. Flattery: Flattery is a technique used to increase liking and influence. It involves praising someone's appearance and influencing their behavior. Flattery is based on the desire for self-promotion and the need for social approval. It is a form of ingratiation that facilitates compliance. D. Self-promotion: Self-promotion is a technique used to increase credibility, visibility, and status. It involves highlighting one's own achievements and abilities. Self-promotion is based on the desire for social approval and the need for status. It is a form of ingratiation that facilitates compliance.

Information: Ingratiation is a technique used to increase liking and influence. It involves praising someone's appearance and influencing their behavior. Ingratiation is based on the desire for self-promotion and the need for social approval. It is a form of ingratiation that facilitates compliance.

Additional Key:

- Option A (Low ball procedure): This involves getting a person to agree to a request and then revealing additional costs. It is not based on friendship or liking. (e.g., "Offer a favor to a friend, then reveal that it will cost more than expected.")

Option B (Deadline technique): This involves creating a sense of urgency to elicit compliance. It is not based on friendship or liking. (e.g., "Offer a favor to a friend, then reveal that it will cost more than expected.") Lure effect: This involves switching to a different request. It is unrelated to ingratiation or liking.

Q.62

In statistical hypothesis testing, which of the following best describes a Type II error?

- A. Rejecting the null hypothesis when it is actually true
- B. Failing to reject the null hypothesis when it is actually false.
- C. Incorrectly calculating the p-value due to flawed assumptions.
- D. Accepting the alternative hypothesis when the null hypothesis is true

Answer:

B

Sol:

A Type II error (β) occurs when a statistical test fails to detect a true effect—meaning the null hypothesis (H_0) is retained even though the alternative hypothesis (H_1) is correct.

-Type II errors are linked to statistical power ($1 - \beta$). Lower power increases the risk of missing true effects.

Information Booster:

- Causes of Type II Errors:

- o Small sample size.

- o Weak effect size.

- o High variability in data.

- o Overly strict significance threshold (e.g., $\alpha = 0.01$).

- Reducing Type II Errors: Increase sample size, use more sensitive measures, or adjust α .

- Trade-off: Lowering α to avoid Type I errors raises Type II error risk (and vice versa).

Additional Info:

- A) Type I Error

- C) Flawed

- D) Miscon

Q.63

According to the dominant hypothesis, the dominant allele has an effect on fitness, while the recessive

A. Inbre

B. Rece

C. Dom

D. Hete

Answer:

C

Sol:

Option (c) - The dominant hypothesis, first proposed by Darwin in 1908 and later expanded by R. A. Fisher, suggests that the dominant allele has a favorable effect on fitness, while the recessive allele has an unfavorable effect. According to this hypothesis, when alleles are in a heterozygous state, the negative effects of the recessive allele are masked by the dominant allele. Inbreeding depression occurs because inbreeding causes the recessive allele to become homozygous.

Option (a) - Inbreeding depression is not explained by the dominant hypothesis alone. It also involves the recessive hypothesis and heterosis.

Option (b) - Recessive hypothesis: The recessive hypothesis would suggest that the recessive alleles are the primary drivers of inbreeding depression, but the dominant hypothesis emphasizes the dominant allele's favorable effect and its role in masking the recessive allele's negative impact.

Option (d) - Heterosis hypothesis: The heterosis hypothesis involves hybrid vigor and does not focus on the dominance-recessive relationship described in the dominant hypothesis.