

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 occurs through identification with the same-sex parent.

Information Booster:

- Named after the Greek myth of Oedipus who unknowingly killed his father and married his mother
- In girls, the corresponding complex is called the Electra complex (though Freud preferred "feminine Oedipus complex")
- Resolution involves internalizing same-sex parent's values, forming superego (conscience)
- Castration anxiety in boys and penis envy in girls are central to Freud's theory at this stage
- Successful resolution leads to healthy gender identity and superego development
- Modern psychology largely rejects these concepts as lacking empirical support

Additional Knowledge:

- Oral stage (0-18 months): Focus on mouth; issues around dependency and trust
- Anal stage (18-36 months): Focus on bowel control; issues around autonomy and control
- Latency stage (6-puberty): Sexual impulses dormant; focus on social and intellectual skills

Q.2 - Pancha Kosha Order

Arrange 'Pancha Kosha' in order:

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

Choose the correct answer from the options given below:

- 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 Worlds

Match List-I with List-II:

| List-I | List-II |
|---------------------------|---------------|
| A. Physical World | I. Mitwelt |
| B. Social World | II. Uberwelt |
| C. Psychological World | III. Umwelt |
| D. Spiritual World | IV. Eigenwelt |
| A. A-II, B-IV, C-I, D-III | |
| B. A-II, B-I, C-IV, D-III | |
| C. A-III, B-I, C-IV, D-II | |
| D. A-III, B-IV, C-II, D-I | |

Answer: C

Solution: The four terms come from existential psychology, specifically the work of Ludwig Binswanger, to describe different dimensions of existence:

1. **A (Physical World - Umwelt):** Refers to the biological and physical environment that individuals interact with, including natural surroundings and bodily sensations
2. **B (Social World - Mitwelt):** Represents interpersonal relationships and the social interactions that shape our experiences
3. **C (Psychological World - Eigenwelt):** Focuses on self-awareness, introspection, and the internal psychological processes of the individual
4. **D (Spiritual World - Uberwelt):** Relates to the higher, transcendent aspects of existence, including faith, spirituality, and the meaning of life

Q.4 - Projective Assessment Techniques Timeline

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

- A. Thematic Apperception Test (TAT)
- B. House-Tree-Person Test (HTP)
- C. Rorschach Inkblot Test
- D. Children's Apperception Test (CAT)
- E. Sentence Completion Test

Choose the correct answer from the options given below:

- A. A, C, B, E, D
- B. C, A, B, E, D
- C. 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) - Child-adapted version of projective storytelling
- These techniques reflect growing sophistication in personality assessment

Q.5 - Test Construction Process

Which of the following sequences represents the essential chronological steps in a rigorous, formalized test construction process?

- A. Test Blueprint - Item Analysis - Standardization - Validation
- B. Item Writing - Pilot Testing - Test Blueprint - Norming
- C. Defining the Test's Purpose/Scope - Test Blueprint - Item Writing - Standardization
- D. Reliability Check - Standardization - Defining the Test's Purpose/Scope - Item Analysis

Answer: C

Solution:

1. **Defining the Test's Purpose/Scope:** This is the crucial first step where the construct to be measured (e.g., knowledge of psychology) and the target population are clearly specified
2. **Test Blueprint (or Test Specification/Table of Specifications):** This involves outlining the content to be covered and the cognitive skills to be assessed (e.g., 60% Recall, 40% Application)
3. **Item Writing (or Item Generation):** This is the creation of the individual questions (items) based on the blueprint
4. **Standardization:** This involves administering the test to a representative sample, analyzing the results (including Item Analysis), establishing reliability and validity, and developing test norms for scoring and interpretation

Q.6 - Intelligence Theorists Matching

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 processing, and Sequential processing.

Q.7 - Kübler-Ross Stages of Grief

The five stages of grief according to Kübler-Ross include:

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

Answer: A

Solution: Kübler-Ross's five stages of grief, introduced in her 1969 book *On Death and Dying*, represent the emotional stages that individuals typically go through when faced with terminal illness or the death of a loved one. The stages are:

- **Denial:** Refusal to accept the reality of the situation
- **Anger:** Feelings of frustration and resentment
- **Bargaining:** Attempting to make deals or compromises to reverse the situation
- **Depression:** Feeling overwhelmed by sadness and loss
- **Acceptance:** Coming to terms with the reality and finding peace

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 Verbal Scales

WAIS verbal scales include the following subtests:

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

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 Booster:

- **WAIS Structure:** Divided into Verbal Comprehension, Working Memory, Perceptual Reasoning, and Processing Speed indices
- **Verbal Comprehension Index (VCI) Components:** Includes Similarities, Vocabulary, and Information subtests
- **Working Memory Index (WMI) Components:** Includes Arithmetic and Digit Span subtests
- **WAIS vs. WISC:** WAIS is used for adults (16+ years), while WISC (Wechsler Intelligence Scale for Children) is for younger individuals
- **Difference Between Verbal and Performance Scales:**
 - Verbal Scales assess language-based intelligence, memory, and comprehension
 - Performance Scales assess non-verbal abilities, spatial reasoning, and processing speed

Q.9 - Correlation Types

Match List-I with List-II:

List-I

- A. Biserial Correlation
- B. Point Biserial Correlation
- C. Tetrachoric Correlation
- D. Phi Coefficient

List-II

- I. Both are truly dichotomous variables
- II. One continuous variable and one apparently dichotomous variable
- III. One continuous variable and one truly dichotomous variable
- IV. Both are apparently dichotomous variables

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

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 of sensation
- (B) The just-noticeable difference (JND) between stimuli
- (C) The logarithmic relationship between stimulus intensity and perception (Fechner's Law)
- (D) The speed of neural transmission

Choose the correct combination from the options below:

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

Answer: C

Solution: Gustav Fechner's contributions to psychophysics include:

- **(A) Absolute threshold:** Minimum stimulus intensity detectable 50% of the time
- **(B) Just-noticeable difference (JND):** Smallest detectable change in a stimulus (building on Weber's work)
- **(C) Fechner's Law:** Mathematical relationship (logarithmic) between stimulus magnitude and perceived intensity

Information Booster:

1. Fechner's Methods:

- Method of limits
- Method of constant stimuli
- Method of adjustment

2. Historical Context:

- Published *Elements of Psychophysics* (1860), establishing psychology as a quantifiable science

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

Q.12 - Classical Conditioning UCS

In a classic experiment, a dog learns to salivate merely at the sound of a bell because the bell was previously paired with food. In this scenario, what is the unconditioned stimulus (UCS)?

- A. The act of the dog salivating
- B. The sound of the bell
- C. The food presented to the dog
- D. The neutral stimulus presented before conditioning

Answer: C

Solution: In classical conditioning, the Unconditioned Stimulus (UCS) is a stimulus that naturally and automatically triggers a reflexive response without any prior learning. Food naturally and reliably causes a dog to salivate, making it the UCS.

Information Booster:

- **Unconditioned Response (UCR):** The dog's natural salivation to the food is the UCR
- **Conditioned Stimulus (CS):** The sound of the bell is the CS. It was originally neutral but came to elicit the response after being paired with the food
- **Conditioned Response (CR):** The dog's salivation to the bell alone is the CR
- **Acquisition:** The phase where the CS and the UCS are repeatedly paired is called acquisition, leading to the learned association

Q.13 - Ratio vs Interval Scale

The key property that distinguishes a Ratio scale from an Interval scale is the presence of a/an:

- A. Arbitrary zero point
- B. Absolute zero point
- 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. External

- **Internal:** The person believes they themselves are the cause of the event
 - Example: "I failed the test because I didn't study enough"
- **External:** The person attributes the cause to outside factors
 - Example: "I failed the test because the questions were unfair"

2. Stable vs. Unstable

- **Stable:** The cause is seen as permanent and unchanging
 - Example: "I'm just not good at math"
- **Unstable:** The cause is temporary or changeable
 - Example: "I didn't prepare well this time"

3. Global vs. Specific

- **Global:** The cause affects many areas of life
 - Example: "I'm bad at everything"
- **Specific:** The cause applies only to a particular situation
 - Example: "I'm bad at this particular math test"

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 and focus on consequences
- C. Complete rejection of all rules
- 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: Lawrence Kohlberg's theory of moral development progresses through three hierarchical levels. Pre-conventional morality emerges first in early childhood, where moral reasoning is based on self-interest and consequences such as punishment and reward. Conventional morality develops next, typically in adolescence, where individuals conform to social rules and seek approval from others or maintain social order. Post-conventional morality represents the highest level, where moral principles are based on universal ethical principles and abstract reasoning that may transcend specific laws or social conventions.

Information Booster:

- Kohlberg's theory is based on Piaget's cognitive-developmental approach, with each level representing qualitatively different moral reasoning
- Pre-conventional morality includes two stages: obedience/punishment orientation and instrumental-relativist orientation
- Conventional morality emphasizes interpersonal conformity and law-and-order orientation
- Post-conventional morality involves social contract and universal ethical principles orientation

Q.17 - Heuristics Matching

Match the following Heuristics (mental shortcuts) with their correct description:

| Heuristic | Description |
|---------------------------|--|
| I. Availability | A. Judging the probability of an event by the degree to which it resembles the typical case or prototype |
| 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)
- **Developers:** The most widely studied heuristics (Availability and Representativeness) were introduced by Daniel Kahneman and Amos Tversky
- **Contrasting:** While the first three (I, II, III) are generally considered fast-and-frugal heuristics for estimation, Confirmation Bias (IV) is a broader tendency affecting information processing and belief maintenance

Q.18 - Flynn Effect

What does the "Flynn Effect" refer to?

- A. IQ scores declining over time
- B. IQ scores rising over generations
- C. The gap between verbal and performance IQ
- D. Emotional intelligence outpacing cognitive IQ

Answer: B

Solution:

- The "Flynn Effect" refers to the observed rise in IQ scores over time, particularly across generations. This phenomenon was first identified by psychologist James R. Flynn, who found that IQ scores had been increasing steadily over the course of the 20th century, even in countries where the population had not changed
- This rise is generally attributed to improvements in education, nutrition, healthcare, and overall living conditions, which may have enhanced cognitive development
- The Flynn Effect is particularly notable in tests that measure fluid intelligence, which involves problem-solving and abstract thinking

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 contains two primary categories for measuring intelligence:

1. **Verbal subtests:** These assess verbal reasoning, comprehension, and memory. There are 6 verbal subtests
2. **Performance subtests:** These assess non-verbal skills, such as visual-spatial reasoning and problem-solving. There are 5 performance subtests

Information Booster:

Wechsler Adult Intelligence Scale (WAIS-IV) - Tests and Subtests

1. Verbal Comprehension Index (VCI)

- Similarities (Core)
- Vocabulary (Core)
- Information (Core)
- Comprehension (Supplemental)

2. Perceptual Reasoning Index (PRI)

- Block Design (Core)
- Matrix Reasoning (Core)
- Visual Puzzles (Core)
- Picture Completion (Supplemental)
- Figure Weights (Supplemental)

3. Working Memory Index (WMI)

- Digit Span (Core)
- Arithmetic (Core)
- Letter-Number Sequencing (Supplemental)

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 visual processing and attention

Thus, B (Picture Completion) and D (Cancellation) are sequential tests in WAIS-IV.

Information Booster:

Wechsler Adult Intelligence Scale (WAIS) – Key Information

The Wechsler Adult Intelligence Scale (WAIS) is one of the most widely used intelligence tests for measuring cognitive ability in adults. It was developed by David Wechsler in 1955 and has undergone several revisions to improve its reliability and validity.

1. Overview of WAIS

- **Developed by:** David Wechsler
- **First Published:** 1955
- **Current Version:** WAIS-IV (2008)
- **Age Range:** 16 to 90 years
- **Purpose:** Measures general intelligence (IQ) and specific cognitive abilities

2. Structure of WAIS-IV

The test consists of four major indices, each assessing different cognitive domains:

2.1. Verbal Comprehension Index (VCI) Measures verbal reasoning, vocabulary, and general knowledge. **Subtests:**

- Similarities (abstract verbal reasoning)
- Vocabulary (word knowledge)
- Information (general factual knowledge)
- (Supplemental: Comprehension)

2.2. Perceptual Reasoning Index (PRI) Measures non-verbal and spatial reasoning. **Subtests:**

- Block Design (spatial reasoning, pattern recognition)
- Matrix Reasoning (problem-solving)
- Visual Puzzles (visual perception)
- (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 more comprehensive assessment than single-score IQ tests
- Useful for clinical, educational, and neuropsychological assessments
- Can help diagnose learning disabilities, ADHD, and neurocognitive disorders
- Includes working memory and processing speed, which are crucial for executive functioning

5. Uses of WAIS

- **Clinical Diagnosis:** Used to assess cognitive impairments (e.g., dementia, brain injuries)
- **Educational Settings:** Helps in diagnosing learning disabilities and giftedness
- **Occupational Assessments:** Used for employee selection in high-skilled jobs
- **Neuropsychological Research:** Assesses cognitive deficits in psychiatric and neurological conditions

6. Limitations of WAIS

- **Cultural Bias:** Some verbal subtests may disadvantage non-native English speakers
- **Time-Consuming:** Takes 60–90 minutes to administer
- **Requires Trained Examiner:** Interpretation of results needs expertise
- **Not a Perfect Measure of Intelligence:** Intelligence is multidimensional and cannot be fully captured by IQ scores alone

Q.22 - Psychosexual Stages Order

Arrange the psychosexual stages of personality development in their correct 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 adult traits:
 - Oral: Dependency, aggression, optimism/pessimism
 - Anal: Perfectionism, rigidity (retentive) or messiness (expulsive)
 - Phallic: Promiscuity, pride, relationship issues

Regression

- Reverting to earlier stage behaviors under stress
- Examples: Nail-biting (oral) or controlling behavior (anal)

Oedipus Complex

- Boys desire mother, see father as rival
- Unresolved: Guilt, anxiety, relationship difficulties

Electra Complex

- Girls desire father, see mother as rival
- Unresolved: Similar to Oedipus complex

Repression

- Pushing traumatic thoughts into the unconscious
- Can cause issues if conflicts resurface later

Defense Mechanisms

- Ego strategies to manage anxiety:
 - Denial: Ignoring reality
 - Projection: Blaming others for one's thoughts
 - Sublimation: Redirecting impulses into acceptable activities

Q.23 - Non-Parametric Two-Way ANOVA

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

- A. Mann-Whitney Test
- B. Wilcoxon Sign Test
- C. Kruskal-Wallis Test
- D. 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 samples are common

Additional Knowledge

1. **Mann-Whitney Test:** This is the non-parametric equivalent of an independent t-test (one-way comparison between two groups)
2. **Wilcoxon Sign Test:** This is the non-parametric equivalent of a paired t-test (comparing two related conditions)
3. **Kruskal-Wallis Test:** This is the non-parametric equivalent of one-way ANOVA (comparing multiple independent groups)

Q.24 - Motivation Theories Matching

Match the following motivation theories with their key concepts:

| Theory | Key Concepts |
|------------------------|---|
| 1. Expectancy Theory | a) Hygiene factors and motivators |
| 2. ERG Theory | b) Existence, Relatedness, Growth |
| 3. Two-Factor Theory | c) Valence, Instrumentality, Expectancy |
| 4. Goal-Setting Theory | d) Specific, Measurable, Achievable goals |
| A. 1-B, 2-A, 3-C, 4-D | |
| B. 1-C, 2-B, 3-D, 4-A | |
| 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 Rorschach test uses:

- 5 black-and-white inkblots
- 2 black-and-red inkblots
- 3 multicolored inkblots

Information Booster:

1. Administration:

- Phase 1: Free association ("What might this be?")
- Phase 2: Inquiry (clarifying responses)

2. Scoring:

- Location (whole/part responses)
- Determinants (color, movement, shading)
- Content (human, animal, etc.)

Additional Information: Contrast with Bender-Gestalt:

- Bender: 9 geometric designs to copy (assesses visual-motor skills)
- Rorschach: Projective personality test

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

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

- A. Autonomy vs Shame, Industry vs Inferiority, Intimacy vs Isolation
- B. Initiative vs Guilt, Industry vs Inferiority, Identity vs Role Confusion
- C. Trust vs Mistrust, Initiative vs Guilt, Generativity vs Stagnation
- D. Initiative vs Guilt, Identity vs Role Confusion, Intimacy vs Isolation

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 Test
D. Army Beta Test
A. ACDB
B. BACD
C. CBDA
D. DBAC

Answer: A

Solution:

- 1905: Binet-Simon Scale
- 1917: Army Alpha
- 1917-1918: Army Beta
- 1939: Wechsler-Bellevue (first Wechsler test)

Q.28 - Normal Distribution Percentile

In a normally distributed group, an examinee scores one SD above the mean. What shall be her/his percentile score?

- A. 34
B. 68
C. 84
D. 52

Answer: C

Solution:

1. In a normal distribution, the mean, median, and mode all lie at the center of the distribution. A score that is one standard deviation (SD) above the mean typically corresponds to the 84th percentile
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. In a normal distribution, the median coincides with the mean.

2.3. Mode: The mode is the value that occurs most frequently in a dataset. For a perfectly normal distribution, the mode is the same as the mean and median.

2.4. Relationship to Normal Distribution: In a normal distribution, all three measures of central tendency (mean, median, mode) are located at the same point in the center of the distribution, reflecting the symmetry of the curve.

Q.29 - Health Belief Model

The Health Belief Model suggests that health behavior change is most likely when individuals:

- A. Have strong social support only
- B. Believe they are susceptible to a health problem and that taking action will be beneficial
- C. Are educated about health risks
- D. Have financial resources for healthcare

Answer: B

Solution: The Health Belief Model emphasizes perceived susceptibility, severity, benefits, and barriers as key factors influencing health behavior decisions.

Information Booster:

- Perceived susceptibility involves personal risk assessment
- Perceived severity relates to seriousness of health consequences
- Perceived benefits concern effectiveness of preventive actions
- Perceived barriers include costs and obstacles to behavior change
- Cues to action trigger health behavior initiation
- Self-efficacy beliefs affect confidence in behavior change

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. Astey, Aparigraha, Brahmacharya
- C. Ananda, Asmita, Aachar
- 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 aims to harmonize the mind, body, and spirit
2. Yama and Niyama are foundational, addressing ethical and personal behaviors
3. Pratyahara and Dharana prepare the mind for meditation and introspection
4. Ashtanga yoga is a progressive journey from external practices (Yama, Niyama, Asana) to internal refinement (Dhyana, Samadhi)
5. It is a holistic approach to achieving spiritual enlightenment and self-realization

Information Booster:

1. The five Yamas include Ahimsa (non-violence), Satya (truth), Asteya (non-stealing), Brahmacharya (celibacy or moderation), and Aparigraha (non-possessiveness)
2. The five Niyamas include Shaucha (cleanliness), Santosha (contentment), Tapas (discipline), Svadhyaya (self-study), and Ishvarapranidhana (devotion to God)
3. Pratyahara serves as the bridge between the external and internal paths of yoga
4. Samadhi, the final stage, is the state of ultimate bliss and union with the divine

Additional Information:

- **(a) Savichar, Santosh, Tap:** These are elements of Niyama and meditation but do not complete Ashtanga Yoga
- **(b) Astey, Aparigraha, Brahmcharya:** These are part of Yama but not the complete set of three missing components
- **(c) Ananda, Asmita, Aachaar:** These terms are unrelated to Ashtanga Yoga's eightfold components
- **(d) Yama, Dharana, Pratyahara:** Correct answer, as these are essential components of Ashtanga Yoga

Q.31 - Transtheoretical Model Stages

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 and Latané's Helping Behavior Model

Arrange the following cognitive points sequentially to explain helping behavior as suggested by Darley and Latané:

- A. Taking responsibility
- B. Defining an emergency
- C. Taking action
- D. Noticing
- E. Planning a course of action

Choose the correct answer from the options given below:

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

Answer: D

Solution: Darley and Latané proposed a five-step model to explain the cognitive processes involved in helping behavior, especially in emergencies:

1. **D. Noticing:**
 - The first step is becoming aware of the situation. Without noticing, no help can be offered
2. **B. Defining an Emergency:**
 - After noticing, an individual assesses whether the situation is an emergency requiring intervention
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 Origins: A) Rhombencephalon

B) Mesencephalon

C) Prosencephalon

D) Myelencephalon

A. 1-C, 2-B, 3-A, 4-D

B. 1-B, 2-C, 3-A, 4-D

C. 1-D, 2-B, 3-A, 4-C

D. 1-B, 2-C, 3-D, 4-A

Answer: A

Solution: During embryonic development, the brain develops from three primary vesicles. The cerebrum develops from the prosencephalon (forebrain), the midbrain from the mesencephalon, the cerebellum from the rhombencephalon (hindbrain), and the medulla oblongata from the myelencephalon (part of the hindbrain).

Information Booster:

- The three primary brain vesicles appear early in embryonic development
 - The prosencephalon further divides into telencephalon and diencephalon
 - The rhombencephalon divides into metencephalon and myelencephalon
 - This developmental pattern is conserved across vertebrates
 - Understanding embryonic origins helps explain anatomical relationships
 - Developmental disorders can affect specific brain regions based on their embryonic timing
-

Q.34 - Ekman's Basic Emotions

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 traits
- D. Random chance

Answer: C

Solution: Correspondent Inference Theory (Jones & Davis, 1965) explains how people make internal (dispositional) attributions about others' stable personality traits from their actions, especially when behavior is freely chosen and distinct.

Key factors influencing this are:

- **Choice:** Was the behavior freely chosen? (Yes = more inference)
- **Social Desirability:** Is the behavior common or expected? (Uncommon/Low desirability = stronger inference)
- **Non-Common Effects:** Are there unique outcomes of this action compared to alternatives? (Unique outcomes = stronger inference)

Q.36 - Reality Therapy Components

Reality Therapy in counselling:

- A. Is based on principles of choice
 - B. Emphasises self-evaluation
 - C. Focuses on the way we live and exist
 - D. Views empowerment from a strength-based perspective
 - E. Follows the stages of Wants, Direction, Evaluation and Planning (WDEP)
- A. A, B, E Only
 - B. A, C, E Only
 - C. A, B, D Only
 - D. C, D, E Only

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. Emphasises 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 model):** A structured framework exclusive to Reality Therapy for guiding clients through change

Q.37 - Advanced Empathy Components

Which of the following are considered components of Advanced Empathy in the context of therapeutic counselling?

- A. Interpreting hidden meanings behind client narratives
- B. Clarifying discrepancies in client behavior
- C. Predicting future client behavior based on current patterns
- D. Reflecting themes that are not directly expressed
- 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 implicit, hidden, or emotionally significant, which the client may not yet be consciously aware of.

- **A. Interpreting hidden meanings behind client narratives**
 - Correct: This is a hallmark of advanced empathy, where the therapist draws attention to the deeper emotional undercurrents in the client's story
- **D. Reflecting themes that are not directly expressed**
 - 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 keep personal beliefs from influencing professional judgment, ensuring that their decisions are based on the best interests of the client, rather than their own biases
- Counselors should maintain objectivity and professionalism in all interactions

Information Booster:

1. Counselors must be aware of their biases and actively work to ensure that these do not interfere with their professional judgment
2. Ethical practice includes the ability to remain neutral and focus on the client's needs rather than imposing personal values or beliefs
3. Client autonomy is a central principle, requiring counselors to respect the client's choices without imposing personal preferences
4. Ethical guidelines help ensure that counselors provide equitable care and create a non-judgmental environment
5. Counselors must also be aware of cultural differences and personal values to avoid affecting their objectivity

Q.39 - Dialectical Behaviour Therapy Core Principles

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

- A. Self reflection and introspection
- B. Mindfulness, distress tolerance, emotional regulation and interpersonal effectiveness
- C. Free association and dream analysis
- D. Rational restructuring and cognitive framing

Answer: B

Solution: Dialectical Behaviour Therapy (DBT), developed by Marsha Linehan, 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 OARS

In Motivational Interviewing, what does the acronym OARS represent as a core set of microskills?

- A. Open questions, Affirmations, Reflective listening, Summarizing
- B. Objectives, Action plans, Results, Scaling
- C. Observation, Assessment, Reinforcement, Solution-focus
- D. Open dialogue, Active listening, Rapport, Scaling

Answer: A

Solution: OARS are fundamental skills used to strengthen personal motivation and commitment to change by exploring and resolving ambivalence.

- **Open questions** invite elaboration rather than brief answers
- **Affirmations** recognize strengths and build rapport
- **Reflective listening** paraphrases to show understanding
- **Summarizing** pulls together key points and highlights change talk

Q.41 - Solution-Focused Therapy Question

A solution-focused therapist would most likely ask:

- A. "How does this problem connect to your childhood?"
- B. "What exceptions exist when the problem doesn't occur?"
- C. "What unconscious conflicts underlie this behavior?"
- D. "Describe your earliest memory of this feeling."

Answer: B

Solution:

- Solution-Focused Brief Therapy (SFBT) emphasizes clients' strengths, resources, and 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. This perceptual phenomenon occurs because our brain interprets the moon near the horizon as being farther away due to intervening objects and terrain, but since the retinal image size remains constant, the brain scales up the perceived size to compensate for the assumed greater distance.

Information Booster:

- Size-distance scaling involves the brain's automatic adjustment of perceived size based on distance cues
- The moon's actual size and distance remain constant, only perception changes
- Horizon moon appears larger because terrain provides distance cues suggesting it's farther away
- This demonstrates the brain's active role in interpreting visual information
- The illusion shows how constancy mechanisms can sometimes create perceptual errors
- Size-distance scaling is fundamental to maintaining size constancy in normal vision

Additional Knowledge:

- Option 1: Linear perspective involves parallel lines converging, not relevant to moon perception
- Option 2: Atmospheric perspective relates to haze and clarity affecting distance perception, but doesn't explain the size change
- Option 4: Retinal disparity is about binocular depth perception, irrelevant for distant objects like the moon

Q.43

According to Watson, Conscious mentalism refers to:

- A. Wakeful state of mind
- B. Knowledge about mental activities
- C. Reasoning ability
- 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 Booster:

- Founder: The principle was established by Sigmund Freud as a cornerstone of Psychoanalysis.
- Meaningful Mistakes: The concept states that seemingly random mistakes, like slips of the tongue or forgetting appointments, are actually meaningful and are called parapraxes (Freudian Slips).
- Opposing Force: Psychic Determinism directly challenges the idea of Free Will by asserting that our internal history and unconscious drives control our actions.
- Therapeutic Value: In therapy, this principle requires the analyst to look past surface behavior and symptoms to find the unconscious root cause or conflict.

Q.45

Bandura's concept of reciprocal determinism suggests that personality is shaped by the interaction of:

- A. Self-actualization occurs
- B. Psychological maladjustment and anxiety result
- C. Personal growth is enhanced
- D. Unconditional positive regard increases

Answer:

C

Sol:

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

Information Booster - Bandura's Social Learning Theory:

- Reciprocal determinism: Person, behavior, and environment mutually influence each other
- 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 processing: Often occurs quickly and below conscious awareness
-

Q.47

Which theory proposes that physiological arousal and cognitive label together produce emotion?

- A. James-Lange theory
- B. Cannon-Bard theory
- C. Lazarus cognitive-mediational theory
- D. Schachter-Singer two-factor theory

Answer:

D

Sol:

The two-factor theory states that emotion results from physiological arousal plus cognitive interpretation/label of that arousal based on context.

Information Booster:

- Stanley Schachter and Jerome Singer (1962)
- Two factors: arousal + cognitive label
- Famous epinephrine experiment
- Same arousal can produce different emotions
- Context influences emotional interpretation
- Explains misattribution of arousal

Additional Knowledge:

- James-Lange: physiological response produces emotion
 - 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 main categories:

Wisdom (Prajna): Right View, Right Intention

Ethical Conduct (Sila): Right Speech, Right Action, Right Livelihood

Mental Discipline (Samadhi): Right Effort, Right Mindfulness, Right Concentration

3. Applicable to all: Both monastics and lay practitioners are encouraged to follow the Eightfold Path.

4. It provides a practical guide for ethical living, mental purification, and spiritual insight.

Q.49

Which of the following is the correct sequence as part of Ashtanga Yoga Sutra?

A. Niyama

B. Pranayam

C. Yama

D. Pratyahara

E. Asana

A. A, C, E, D, B

B. C, A, E, B, D

C. E, A, C, B, D

D. C, A, B, E, D

Answer:

B

Sol:

The Ashtanga Yoga Sutra, as defined by Patanjali, outlines eight limbs of yoga in a specific sequence to achieve spiritual growth and self-discipline:

- C. Yama (1st limb)
- A. Niyama (2nd limb)
- E. Asana (3rd limb)
- B. Pranayam (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 create a stable and comfortable seat for meditation.
- 4. Pranayama (Breath Control)
 - Regulation of breath to control life force energy (prana).
 - Techniques include deep breathing, alternate nostril breathing, and breath retention.
 - Enhances vitality and calms the mind.
- 5. Pratyahara (Withdrawal of Senses)
 - Turning attention inward by detaching from external stimuli.
 - Helps to quiet the mind and prepare for deeper meditation.
- 6. Dharana (Concentration)
 - Focused attention on a single point, object, or thought.
 - Develops mental discipline and reduces distractions.
- 7. Dhyana (Meditation)
 - Sustained focus and uninterrupted flow of awareness.
 - Leads to a state of deep inner peace and connection with the self.
- 8. Samadhi (Union or Enlightenment)
 - The ultimate goal of yoga, where the meditator merges with the object of meditation.
 - A state of bliss, oneness, and self-realization.

Q.50

Prosopagnosia is related with:

- A. Sound recognition
- B. Face recognition
- C. Colour 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 a stationary object appears to move because a larger background or surrounding frame of reference is moving in the opposite direction. In this case, the stationary tree is perceived to move backward because the surrounding scenery and the car's frame of reference are moving forward.

Q.52

According to Indian concept of Self, elements of Psychological self include:

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

Choose the most appropriate answer from the options given below:

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

Answer:

D

Sol:

According to the Indian concept of Self, the psychological self is considered to consist of various elements. Among these elements, Manas, Buddhi, and Anthakarna play a significant role.

Manas (A) refers to the mind or the part of the self responsible for processing sensory inputs and emotions. It 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 techniques), researchers can assess whether the measurement tools are valid and whether the results are consistent across various methods.

Information Booster:

MTMM involves measuring multiple traits (constructs) using multiple methods (tools or procedures) and then analyzing the relationships between them. This design helps in understanding how different traits relate to each other and whether different methods yield consistent results.

Key Components:

1. Multiple Traits (T1, T2, T3, etc.):

o These represent the different psychological or conceptual constructs being measured. For example, Trait 1 could be intelligence, Trait 2 could be personality, and so on.

2. Multiple Methods (M1, M2, M3, etc.):

o Different methods are used to measure the same trait. For example, intelligence could be measured using a standardized test (M1), while personality might be measured using a self-report questionnaire (M2) and a peer-rating scale (M3).

Purpose of MTMM:

1. Convergent Validity:

o This is assessed when the same trait is measured by different methods. In MTMM, it is expected that different methods measuring the same trait should correlate highly with each other.

2. Discriminant Validity:

o This is assessed when different traits are measured by the same method. In MTMM, different traits measured by the same method should not correlate highly with each other, indicating that they are distinct constructs.

3. Method Effects:

o MTMM helps in identifying whether the correlations between traits are influenced by the method used (for example, response biases or measurement errors).

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 is characterized by:

- A. Generating multiple creative solutions to a problem
- B. Finding the single correct answer to a problem
- C. Following logical step-by-step procedures
- D. Using past experience to solve current problems

Answer:

A

Sol:

Divergent thinking involves generating multiple, varied, and original solutions to a problem. It emphasizes creativity, flexibility, and the production of many different ideas rather than finding a single correct answer.

Information Booster: Divergent Thinking Features:

- Multiple Solutions: Generates numerous possible answers or approaches
- Creative Originality: Produces novel and unique ideas
- Flexible Thinking: Shifts easily between different categories and approaches
- Fluency Focus: Emphasizes quantity of ideas in addition to quality
- Open-Ended Nature: Works best with problems having multiple valid solutions
- Brainstorming Compatible: Supports idea generation processes

Q.56

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

- A. To explore data to identify the underlying factor structure without a priori 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 explains how individuals evaluate and cope with stress. The model emphasizes the cognitive processes involved in stress, including appraisal and coping strategies.

1. Primary appraisal (A):

o This is the first stage of stress appraisal where individuals evaluate if an event is threatening, harmful, or challenging. It helps determine whether the stressor is perceived as positive or negative.

2. Secondary appraisal (B):

o In this stage, individuals assess their resources and coping abilities to handle the stressor. They ask themselves, "What can I do to cope with this stress?" It focuses on evaluating the means available to respond to the stressor.

3. Coping strategies (C):

o This refers to the methods and techniques individuals use to manage stress, either by modifying the stressor or by managing their emotional response to it. Coping strategies can be problem-focused (direct action to deal with the problem) or emotion-focused (managing emotional responses).

Q.58

According to Carl Rogers' Person-Centered approach, which condition is NOT one of the core facilitative conditions?

- 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 barrier where individuals cannot think of new or unconventional uses for familiar objects because they are mentally "fixed" on the object's typical function. This limits creative problem solving by preventing flexible thinking about resources.

Information Booster: Functional Fixedness Characteristics

Cognitive Rigidity: Mental inflexibility regarding object functions

Experience Limitation: Past experience can paradoxically limit new solutions

Creative Barrier: Prevents innovative use of available resources

Cultural Influence: Different cultures may show varying degrees of functional fixedness

Age Differences: Children often show less functional fixedness than adults

Training Effects: Can be reduced through practice and awareness

Q.60

Which of the following sequences correctly outlines the key steps in conducting an Exploratory Factor Analysis (EFA)?

- A. Data collection → Factor extraction → Factor rotation → Interpretation of factors
- B. Factor rotation → 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 a dataset with appropriate sample size (typically 10:1 ratio of participants to 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: This is an ingratiation technique where compliments and praise are used to increase liking and influence someone's decision, thereby fostering compliance.

D. Self-promotion: This involves presenting oneself in a favorable light to increase likability or credibility, which can lead to compliance.

Information Booster:

Ingratiation Techniques and Compliance:

- Compliance is often achieved when the individual being influenced has a favorable impression of the influencer.
- Techniques like flattery (boosting the target's self-esteem) and self-promotion (enhancing one's own image) build rapport and trust, which facilitate agreement.

Additional Knowledge:

- Option 1 (A, B only):
 - Low ball procedure (A): This involves getting a person to agree to a low-cost request and then revealing additional costs. It is not based on friendship or liking.
 - Deadline technique (B): This involves creating urgency to elicit compliance (e.g., "Offer valid only for today"). It also does not rely on liking or friendship.
- Option 4 (D, E only):

Lure effect (E): This involves attracting someone with an appealing offer and then 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 Information:

- A) Type I Error (α): False alarm (e.g., concluding a drug works when it doesn't).

- C) Flawed Assumptions: Can lead to both Type I and II errors but isn't an error type itself.

- D) Misconception: Hypothesis testing is probabilistic; we only assess evidence against H_0

Q.63

According to this hypothesis, at each locus the dominant allele has a favorable effect, while the recessive allele has an unfavorable effect _____?

A. Inbreeding hypothesis

B. Recessive hypothesis

C. Dominant hypothesis

D. Heterosis hypothesis

Answer:

C

Sol:

Option (c) - Dominant hypothesis: The dominant hypothesis, first proposed by Davenport in 1908 and later expanded by Bruce, Keeble, and Pellow, suggests that at each locus, the dominant allele has a favorable effect 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 alleles to become homozygous, leading to the expression of their harmful effects.

Option (a) - Inbreeding hypothesis: The inbreeding hypothesis is related to the effects of inbreeding but does not specifically describe the relationship between dominant and recessive alleles as explained in the dominant hypothesis.

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.