PSYCHOLOGY ENTRANCE EXAMINATIONS

Useful for CUET-PG Psychology, GATE & Other M.A/ M.Sc Psychology Entrances

Arvind Otta

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CUET-PG 2025
National Testing Agency

1. 2) A-I, B-III, C-II, D-IV
Explanation:
A. Paranoid Personality Disorder – Characterized by deep suspicion and mistrust of others. Individuals often assume others intend to deceive, harm, or exploit them without sufficient evidence (I).B. Histrionic Personality Disorder – Involves excessive emotional expression and constant attention-seeking. Individuals often use dramatic speech, appearance, or behavior to draw attention and approval (III).C. Borderline Personality Disorder – Known for emotional instability, intense and unstable relationships, impulsive behavior (e.g., substance abuse, self-harm), and fear of abandonment (II).D. Schizotypal Personality Disorder – Features odd beliefs (e.g., telepathy), eccentric behavior, unusual speech, and discomfort in close relationships or social situations (IV).

2. 1) Behaviorism
Explanation:
Behaviorism is a psychological approach focusing solely on observable behaviors and how they're learned from the environment through conditioning (classical and operant). It emphasizes stimulus-response relationships, excluding internal mental states from direct scientific study.
Key figures like Watson and Skinner highlighted learning via association and consequences. This perspective has influenced education, therapy, and training by focusing on modifying behavior through environmental factors.

3. 2) C, B, A, D
Explanation:
C. Fetal Posture: Newborns retain the curled-up position from the womb. Their movements are limited and reflexes dominate.
B. Lift Head: Around 1 month, when placed on their tummy, babies gain enough neck strength to briefly lift their head. This is a crucial first step in developing upper body strength and control.
A. Lift Chest: By 2-3 months, continued strengthening allows them to lift their chest off the surface, using their arms for support. They are building the muscles needed for later

movements like crawling.
D. Reach and Miss: Around 4 months, infants begin to reach for objects. However, their hand-eye coordination is still developing, leading to inaccurate reaching or swiping motions.

4. 3) A, B, D, C
Explanation:
Maslow's theory suggests humans are motivated by a hierarchy of needs. Basic physiological needs (food, water) must be met first. Then comes safety (security, shelter). Next is belongingness (love, connection), followed by esteem (respect, confidence). Only after these are largely satisfied can one pursue self-actualization (reaching full potential).
This hierarchical structure implies a progression: lower needs must be addressed before higher-level motivators become significant. Think of it like a pyramid – the base needs to be stable before you can build upwards.

5. 4) Achievement.
Explanation:
People who are driven to succeed and reach goals have a high need for achievement, as described in McClelland's theory of needs. These individuals are motivated by personal success, excellence, and improvement. They prefer tasks where success depends on their effort and skill, not luck.
They set challenging but realistic goals and take responsibility for outcomes. Unlike those driven by power (control over others), attention (seeking recognition), or affiliation (desire for relationships), high achievers are focused on performance and results. Feedback is important to them, as it helps them grow and do even better.

6. 1) A, B and D only.
Explanation:
Depth perception helps us perceive how far away objects are. It uses visual cues that can be either monocular (one eye) or binocular (both eyes):
A. Monocular cues include relative size, texture gradient, interposition, and linear perspective. These can give depth information even with one eye.
B. Binocular cues, like retinal disparity and convergence, rely on the slightly different views from each eye to judge depth.
D. Linear perspective is a monocular cue, where parallel lines appear to converge in the distance, giving a sense of depth.
C. Proximity is not a depth cue it's a Gestalt principle used to group nearby elements, not measure distance.

7. 1) Z = (X - M) / SD
Explanation:
A Z-score tells us how many standard deviations a raw score (X) is from the mean (M). The formula is:
Z = (X – M) / SD
X = raw score
M = mean of the distribution
SD = standard deviation
This standardizes the score, allowing comparison across different distributions. If Z = 0, the score is exactly at the mean. A positive Z means above the mean; a negative Z means below.

8. 1) Emotion
Explanation:
The hippocampus is primarily known for its role in memory formation, especially long-term and spatial memory. However, it's also closely linked to the limbic system, which is involved in processing emotions.
While the amygdala is more directly tied to fear, the hippocampus contributes by giving context to emotional experiences (e.g., remembering where a fearful event occurred). It does not control balance (that's the cerebellum), fear alone (that's amygdala), or sexual drive (linked more with hypothalamus). Hence, emotion is the best fit.

9. 3) A, B, C and D
Explanation:
Psychology aims to understand human and animal behavior through four core goals:
A. Description – The first step; psychologists observe and describe behaviors objectively to identify patterns.
B. Explanation – Goes deeper by exploring the why behind behaviors—looking at causes, theories, and influences.
C. Prediction – Once patterns are found, psychologists predict how individuals might behave in certain situations.
D. Control – Applying psychological principles to change or manage behaviors, often to improve well-being or solve problems.

10. 1) Karen Horney
Explanation:
Karen Horney, a prominent Neo-Freudian psychologist, introduced the ideas of basic

anxiety and basic hostility in her theory of personality development.
Basic Anxiety: A deep feeling of insecurity and fear in a child due to a lack of warmth and affection from caregivers.
Basic Hostility: The resentment or anger a child feels when caregivers are neglectful or abusive. Since the child depends on them, the hostility is often repressed.
These concepts are central to her belief that early relationships shape neuroses and coping strategies in adulthood.

11. 3) B, A, D, C
Explanation:
Light passes through the eye in a specific order:
Cornea (B) – First structure light hits; it bends (refracts) light to begin focusing.
Pupil (A) – The adjustable opening controlled by the iris that regulates how much light enters.
Lens (D) – Focuses the light more precisely onto the retina; can change shape to focus on near or far objects.
Retina (C) – Light hits this inner layer, which contains photoreceptors (rods and cones) that convert light into neural signals sent to the brain.

12. 1) (Mental Age/Chronological Age) × 100
Explanation:
The IQ formula, IQ=(Mental Age/ Chronological Age)×100, compares a person's test performance (represented as mental age) to their actual age. If someone's mental age is higher than their chronological age, their IQ will be above 100, suggesting advanced cognitive abilities relative to their age group.
Conversely, a lower mental age results in an IQ below 100. Multiplying the ratio by 100 provides a standardized score with 100 as the average. While modern IQ tests use different scoring methods, this formula illustrates the initial concept of IQ as a measure of relative intellectual development.

13. 3) Behavior Modification
Explanation:
Behavior modification explicitly applies operant conditioning principles, using reinforcement (rewards) to increase desired behaviors and punishment to decrease undesired ones. Techniques like systematic desensitization and flooding are based on classical conditioning, focusing on associating relaxation with anxiety triggers.
Aversive conditioning also uses classical conditioning by pairing unwanted behaviors with

unpleasant stimuli. Therefore, behavior modification stands out as the direct application of operant conditioning's focus on consequences shaping behavior.

14. 3) B, A, D, C
Explanation:
In Beck's Cognitive Behavior Therapy (CBT) model, the development of psychological disorders like depression follows a specific cognitive sequence:
B. Illogical ideas – The person starts with distorted or irrational beliefs (cognitive distortions).
A. Negative affect – These illogical thoughts lead to negative emotional responses (sadness, anxiety, etc.).
D. Negative thoughts, memories, and ideas – Negative schemas become activated, bringing up automatic negative thoughts, biased memories, and pessimistic beliefs.
C. Depression – As these patterns accumulate and persist, they can lead to clinical depression or other disorders.

15. 3) Hallucinations
Explanation:
Hallucination: This refers to a sensory perception that feels entirely real to the individual experiencing it, despite the absence of any external sensory stimulus that would typically evoke such a sensation.
These experiences can involve any of the senses: visual (seeing things that aren't there), auditory (hearing voices or sounds), olfactory (smelling odors no one else does), gustatory (tasting something without eating), or tactile (feeling sensations like touch or crawling when nothing is present).
It's crucial to distinguish hallucinations from illusions, which involve a misinterpretation of an actual external sensory input, and delusions, which are fixed, false beliefs not based in reality.

16. 4) A - III, B - IV, C - I, D - II
Explanation:
Sternberg (A) - Triarchic theory (III): Intelligence has three parts: analytical (problem-solving), creative (new ideas), and practical (adapting).
Cattell (B) - Fluid intelligence (IV): This is the ability to reason and solve new problems without relying on past knowledge.
Das, Naglieri & Kirby (C) - PASS theory (I): Intelligence involves Planning, Attention, Simultaneous, and Successive processing of information.
Gardner (D) - Multiple intelligences (II): There are several distinct types of intelligence, like

musical, spatial, and linguistic.

17. 2) A - I, B - III, C - II, D – IV
Explanation:
A. Verbal Comprehension Index → Similarities: Tests verbal concept formation by asking how two things are alike, reflecting abstract thinking.
B. Perceptual Reasoning Index→Picture Concepts: Assesses visual reasoning and problem-solving by identifying related images.
C. Working Memory Index → Digit Span: Measures short-term memory and concentration by repeating number sequences.
D. Processing Speed Index → Coding: Evaluates visual-motor speed and accuracy by having children copy symbols quickly.

18. 1) Infant
Explanation:
Erikson's first psychosocial stage, Trust versus Mistrust, occurs in infancy (birth to 18 months). Infants depend entirely on caregivers for needs. Consistent, responsive care fosters trust, a belief in the world's reliability and caregiver dependability.
Inconsistent or neglectful care leads to mistrust, causing insecurity and anxiety. The goal is a basic sense of trust outweighing mistrust, leading to the virtue of hope.
Other stages involve different developmental tasks: toddlers (autonomy vs. shame), preschoolers (initiative vs. guilt), and adolescents (identity vs. role confusion). Thus, trust versus mistrust is specifically the developmental task of infancy.

19. 2) Stage 2
Explanation:
Kohlberg's Stage 2 of moral development, known as Individualism and Exchange, is characterized by a focus on satisfying one's own needs and recognizing that others also have needs. Moral decisions at this stage are often driven by self-interest and a pragmatic understanding of reciprocity – "What's in it for me?" and "You do something for me, and I'll do something for you."
This represents a shift from Stage 1's obedience to authority and punishment avoidance. Individuals in Stage 2 understand that different people have different viewpoints and that moral actions can serve individual needs. It's a more relativistic and instrumental approach to morality.

20. 3) 68.26%

Explanation:
In a normal distribution, approximately 68% of the data falls within one standard deviation (SD) of the mean. This means that about 34.13% of scores lie between the mean and +1 SD, and another 34.13% lie between the mean and -1 SD.
Adding these percentages (34.13% + 34.13%) gives us 68.26%. This is a fundamental property of the normal distribution, often referred to as the 68-95-99.7 rule (or the empirical rule), 1 which describes the percentage of data within 1, 2, and 3 standard deviations of the mean, respectively.

21. 3) C, B, A, D
Explanation:
The correct order of Freud's psychosexual stages of development is:
C. Oral Stage: (Birth to 18 months) Focus is on pleasure derived from oral activities like sucking and feeding.
B. Anal Stage: (18 months to 3 years) Focus shifts to the anus and control over bowel movements.
A. Phallic Stage: (3 to 6 years) Focus is on the genitals, and children become aware of their sexual differences. This stage includes the Oedipus and Electra complexes.
D. Latency Period: (6 years to puberty) Sexual urges are relatively dormant as the child focuses on social and intellectual development.

22. 1) GABA
Explanation:
GABA (gamma-aminobutyric acid) is the brain's main inhibitory neurotransmitter, acting like a natural tranquilizer. It reduces nerve cell activity by blocking signals, leading to a calming effect that can alleviate anxiety, stress, and fear.
When GABA levels are low, neurons can become overexcited, potentially contributing to anxiety disorders. Many anti-anxiety medications, such as benzodiazepines, enhance GABA's effects by binding to GABA receptors, making them more responsive to the neurotransmitter. This increased GABA activity further inhibits brain activity, promoting relaxation and reducing anxiety symptoms.
Therefore, GABA plays a crucial role in maintaining a balanced nervous system and counteracting excessive neuronal firing associated with anxiety.

23. 2) Crystallized
Explanation:
Crystallized intelligence is the accumulation of knowledge, facts, and skills acquired

throughout life. It's the ability to use learned information and past experiences to solve problems and make judgments.
This type of intelligence increases with age as we gather more knowledge. Examples include understanding historical facts, vocabulary, and applying learned procedures. Unlike fluid intelligence, which involves problem-solving in novel situations, crystallized intelligence relies on previously acquired information stored in long-term memory. It represents the depth and breadth of our accumulated wisdom.

24. 1) Schachter and Singer's theory of emotion
Explanation:
Schachter and Singer's theory posits that our emotions aren't just about what our bodies do; our brains actively interpret those bodily signals based on the situation we're in. First, we feel a general state of arousal – our heart might race, we might sweat, etc. Then, we look around and try to figure out why we're feeling this way.
The label we give to that arousal – fear, joy, anger – depends on our cognitive assessment of the context. So, the same physiological response can lead to different emotions depending on how we think about what's happening around us. This highlights the crucial role of cognition in shaping our emotional experiences.

25. 3) Rational-Emotive Therapy
Explanation:
Rational-Emotive Therapy (RET), by Albert Ellis, centers on identifying and directly challenging irrational beliefs that cause emotional distress. RET therapists actively persuade clients to recognize these illogical assumptions (e.g., "I must be perfect") and replace them with more rational and adaptive ways of thinking.
While Cognitive Behavior Therapy (CBT) also addresses thoughts, RET's initial focus is often more confrontational in disputing irrational beliefs. The goal is to help individuals develop a more realistic and tolerant view of themselves and the world, thus reducing negative emotions and maladaptive behaviors stemming from these faulty assumptions.

26. 1) 12 to 30
Explanation:
Short-term memory (working memory) has a limited duration. Without active rehearsal (repeating information), it typically holds information for about 12 to 30 seconds. This temporary storage allows us to briefly hold and manipulate information needed for immediate tasks.
If the information isn't attended to or processed further, it quickly decays and is lost. This

limited duration highlights the importance of attention and rehearsal for transferring information from short-term to long-term memory for more permanent storage and later retrieval.

27. 3) D, C, B, A
Explanation:
Sensorimotor (D): (0-2 yrs) Infants learn through senses and actions, developing object permanence.
Preoperational (C): (2-7 yrs) Symbolic thought emerges, but logic and perspective-taking are limited (egocentrism).
Concrete Operational (B): (7-11 yrs) Logical thinking about concrete events develops, including conservation and classification.
Formal Operational (A): (12+ yrs) Abstract and hypothetical reasoning skills mature.

28. 1) Army Alpha
Explanation:
The Army Alpha test holds historical significance as a pioneering group intelligence test. Developed during World War I, its primary purpose was the efficient and rapid assessment of the cognitive abilities of a vast number of U.S. Army recruits. Unlike individually administered tests, the Army Alpha could be given to large groups simultaneously, making it a practical tool for mass classification and assignment of personnel.
The test comprised various subtests, including verbal comprehension, arithmetic reasoning, general information, and analogies, all administered in a paper-and-pencil format suitable for group settings. Its success demonstrated the feasibility of large-scale intelligence testing and significantly influenced the development of subsequent group intelligence tests used in educational and industrial settings.

29. 1) A, B and D only
Explanation:
A. The goal is to increase the rate of an already occurring response. Operant conditioning aims to modify the frequency of voluntary behaviors through reinforcement or punishment.
B. Responses are voluntary. Unlike classical conditioning which deals with involuntary reflexes, operant conditioning involves voluntary actions emitted by the organism.
D. Reinforcement must be immediate. While immediate reinforcement is most effective, reinforcement can still influence behavior even if delayed, though its impact might be weaker.
C. Responses are involuntary and reflexive is incorrect because operant conditioning

focuses on voluntary behaviors.

30. 1) A, B and D only
Explanation:
The core elements generally considered to constitute an emotion are:
A. Physical reaction: This involves physiological changes in the body, such as increased heart rate, sweating, or facial expressions.
B. Subjective experience: This refers to the individual's internal feeling state or conscious awareness of the emotion. It's the personal and unique quality of the emotional experience.
D. Physical reaction: This is a repetition of point A, emphasizing the physiological component.
C. Attention is a cognitive process that can be influenced by emotion, but it is not considered a core element of the emotion itself. While emotions can direct our attention, attention is a separate cognitive function. Therefore, the elements consistently recognized as fundamental to emotion are physical reactions and the subjective feeling associated with them.

31. 3) Soma
Explanation:
Soma: The neuron's cell body, also called the soma, is its vital control center. Housing the nucleus (containing genetic material) and essential organelles like mitochondria (powerhouse) and the endoplasmic reticulum (protein production), the soma manages the neuron's metabolic needs.
It synthesizes crucial molecules and generates energy, ensuring the neuron's survival and proper functioning. Unlike dendrites, which receive signals, and the axon, which transmits them, the soma is the core unit responsible for maintaining the neuron's life. Glial cells are support cells, distinct from the neuron's own body. Damage to the soma often leads to neuron death, underscoring its critical role in sustaining the nerve cell.

32. 4) OCD and related disorders
Explanation:
In the DSM-5, Body Dysmorphic Disorder (BDD) is categorized under OCD and related disorders. This classification highlights the shared features between BDD and Obsessive-Compulsive Disorder.
Individuals with BDD experience persistent, intrusive thoughts about perceived flaws in their appearance, leading to repetitive behaviors like mirror checking or seeking reassurance. This preoccupation and these compulsive actions mirror the obsessions and compulsions seen in OCD.

The DSM-5 recognizes this significant symptomatic and mechanistic overlap, distinguishing BDD from mood, somatoform, or primary anxiety disorders. This grouping aids in more accurate diagnosis and targeted treatment approaches that address both the obsessive thoughts and compulsive behaviors related to appearance concerns.

33. 4) A - III, B - IV, C - I, D - II
Explanation:
A. Nominal - III. Allows for categorizing: Nominal scales use numbers or labels simply to categorize data into distinct groups without any inherent order or ranking (e.g., gender, types of fruit).
B. Ordinal - IV. Allows for ranking: Ordinal scales categorize data and also allow for ranking these categories in a specific order, but the intervals between ranks are not necessarily equal (e.g., educational levels, satisfaction ratings).
C. Interval - I. Arbitrary zero: Interval scales categorize, rank, and have equal intervals between values, but their zero point is arbitrary and does not indicate the absence of the measured attribute (e.g., temperature in Celsius or Fahrenheit).
D. Ratio - II. Absolute zero: Ratio scales possess all the characteristics of interval scales (categorizing, ranking, equal intervals) and also have a true or absolute zero point, indicating the complete absence of the measured attribute. This allows for meaningful ratio comparisons (e.g., height, weight, income).

34. 4) A - III, B - IV, C - I, D - II
Explanation:
A. Intelligence tests - III. Measures an individual's ability in relatively global areas: These tests assess general cognitive abilities such as reasoning, problem-solving, and memory across various domains.
B. Aptitude tests - IV. Measures the capability for a relatively specific task or type of skill: Aptitude tests are designed to predict an individual's potential for learning or succeeding in a particular area or skill.
C. Personality tests - I. Measures the traits, qualities, or behaviors that determine a person's individuality: These tests aim to assess stable patterns of thoughts, feelings, and behaviors that characterize an individual.
D. Achievement tests - II. Measures a person's degree of learning, success or accomplishment in a subject or task: These tests evaluate how much knowledge or skill an individual has acquired in a specific area after instruction or experience.

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

Explanation:
A. Eysenck - III. Type theory: Hans Eysenck proposed a hierarchical model of personality, identifying broad personality types or dimensions, such as Extraversion-Introversion and Neuroticism-Stability.
B. Allport - IV. Trait theory: Gordon Allport is known for his trait theory, which emphasizes the unique and stable personality characteristics (traits) that influence an individual's behavior. He distinguished between cardinal, central, and secondary traits.
C. Freud - I. Psychoanalytic theory: Sigmund Freud developed psychoanalytic theory, which posits that unconscious psychological processes, including drives and conflicts, shape personality. Key concepts include the id, ego, and superego, as well as psychosexual stages of development.
D. Horney - II. Interpersonal theory: Karen Horney developed an interpersonal theory of personality, emphasizing the impact of social and cultural factors, particularly early childhood relationships, on personality development and neurotic trends. Her work challenged some of Freud's ideas, focusing on social needs and the concept of basic anxiety.

36. 3) Standard Deviation
Explanation:
The standard deviation is a measure of the dispersion or spread of a dataset around its mean. It is directly related to the variance and is calculated by taking the square root of the variance.
The variance, on the other hand, is the average of the squared differences from the mean. While the variance provides a measure of spread, its units are squared, which can be less intuitive to interpret. The standard deviation, by taking the square root, returns the measure of spread to the original units of the data, making it easier to understand the typical deviation of data points from the mean.

37. 3) Internal, covert process
Explanation:
Mental processes in psychology refer to internal, covert processes within the mind. These are the hidden cognitive activities like thinking, feeling, learning, remembering, perceiving, reasoning, and problem-solving.
They are the unseen workings that underlie our actions and reactions. Unlike facial expressions or outward behaviors, which are observable, mental processes are private and internal. While psychology studies both behavior and mental processes, the latter specifically focuses on these unobservable cognitive functions that shape our experiences and actions.

38. 3) Neuroplasticity
Explanation:
Neuroplasticity refers to the remarkable ability of the nervous system, particularly the brain, to adapt its structure and function in response to changes in the environment, new experiences, learning, or following injury.
This adaptability allows the brain to reorganize itself by forming new neural connections throughout life. After damage, such as a stroke, neuroplasticity enables other parts of the brain to sometimes take over the functions that were lost. This capacity for reorganization and functional replacement is crucial for recovery and learning.
Lateralization refers to the specialization of function in one hemisphere of the brain over the other.
Localization is the principle that specific functions are associated with particular areas of the brain.
Neural degeneration is the progressive loss of structure or function of neurons, often associated with neurological disorders.

39. 2) A, C, B, D
Explanation:
Person-centered therapy, developed by Carl Rogers, posits a process of change that typically unfolds in this sequence:
A. Unrealistic conditions of worth: Individuals often develop psychological distress due to internalizing conditions of worth – external standards they believe they must meet to be loved and accepted. These conditions lead to a discrepancy between their real self and their ideal self.
C. Distorted self-concept: Internalizing these conditions of worth leads to a distorted self-concept, where individuals deny or distort aspects of their true selves to fit these external expectations. This incongruence creates anxiety and maladjustment.
B. Therapy: The therapeutic process in person-centered therapy involves the therapist providing a supportive environment characterized by genuineness, unconditional positive regard, and empathy. This facilitates the client's self-exploration and begins to break down the internalized conditions of worth.
D. Enhanced adjustment, progress toward self-fulfillment: As the client experiences acceptance and understanding, they begin to shed unrealistic conditions of worth, leading to a more congruent and realistic self-concept. This process fosters greater self-acceptance, psychological adjustment, and movement towards their inherent potential for self-fulfillment.

40. 1) Kinesthetic sense
Explanation:
The kinesthetic sense, also known as proprioception, is the body's ability to sense its own movement, action, and orientation in space. It allows us to know the position of our body parts relative to each other without having to look at them.
Receptors located in our muscles, tendons, and joints send information to the brain about muscle tension, joint angles, and movement. This sense is crucial for coordinated movement, balance, and our overall awareness of our body in the environment.

41. 3) Hindsight bias
Explanation:
Hindsight bias is the tendency to believe, after an event has occurred, that you "knew it all along." This happens because the mind updates old memories with new information, making it seem like the outcome was predictable, even if it wasn't.
It's not about being misled (like the misinformation effect) or just building memories (constructive processing). The recency effect is about remembering the last items better, not prediction.

42. 4) Obsessive-Compulsive and Related Disorders
Explanation:
In DSM-5, OCD was moved out of the Anxiety Disorders category and placed into a new category called Obsessive-Compulsive and Related Disorders. This change was made because OCD shares features like repetitive thoughts and behaviors with related conditions (e.g., hoarding, body dysmorphic disorder), rather than classic anxiety symptoms. This helps in better diagnosis and treatment planning.

43. 4) Acquired
Explanation:
The need for social approval is considered an acquired drive because it's learned through experience and social interaction, not something we're born with. Unlike primary drives (like hunger or thirst), which are biological, acquired drives develop as we grow and adapt to our environment. They often reflect personal or cultural values, like the desire for success, approval, or money.

44. 2) Salovey and Mayer
Explanation:

Salovey and Mayer first introduced the concept of emotional intelligence (EI) in 1990, defining it as the ability to recognize, understand, manage, and use emotions effectively.
While Daniel Goleman later popularized the idea through his books, he wasn't the original creator. Sternberg focused on triarchic intelligence, and Spearman is known for the "g" factor in general intelligence.

45. 4) Cochlea
Explanation:
The cochlea is a spiral, snail-shaped structure in the inner ear filled with fluid. It plays a key role in hearing by converting sound vibrations into electrical signals that the brain can understand.
Inside it are tiny hair cells that move with the fluid and trigger nerve impulses. The auditory nerve carries these signals to the brain, the pinna is the outer ear, and the eardrum is a membrane that vibrates with sound but isn't fluid-filled.

46. 2) A, C, D, B
Explanation:
The information-processing model describes how memory flows through a series of stages. It starts with sensory memory (A), which briefly holds incoming sensory data. From there, selective attention (C) filters important information for further processing.
The selected information moves into short-term memory (D), where it's held temporarily and can be manipulated. With rehearsal or encoding, it finally gets stored in long-term memory (B) for extended periods. This model explains how we process, store, and retrieve information efficiently.

47. 1) Gordon Allport
Explanation:
Gordon Allport gave this well-known definition of personality, describing it as the dynamic organization within an individual of psychophysical systems that shape their unique adjustments to the environment.
He emphasized that personality is not static—it evolves—and includes both psychological traits and biological influences.
This definition highlights the individuality of each person's behavior and adaptation. The other theorists—Jung, Adler, and Horney—had influential views on personality, but this specific definition is credited to Allport.

48. 4) Proximity

Explanation:
Proximity refers to the Gestalt principle where things that occur close together, whether in space or time, are perceived as related or part of the same group. When two events happen close in time, our brain tends to link them, even if they're unrelated.
Continuity is about seeing smooth patterns, symmetry involves balanced visual arrangement, and closure is our tendency to fill in gaps to see a complete image.

49. 1) Description
Explanation:
Description is the first goal of psychology and involves carefully observing a behavior and noting everything about it—what happens, when it happens, and under what conditions. It's about collecting data without trying to change or explain it yet.
Prediction guesses future behavior, control means changing or influencing behavior, and analyzing is more about breaking down and interpreting the data after it's gathered.

50. 3) Empathy
Explanation:
Empathy is the ability to recognize, understand, and share the feelings of others. It goes beyond just noticing someone's emotional state—it involves mentally putting yourself in their shoes and emotionally connecting with their experience, at least to some extent. This emotional attunement helps in building deeper social bonds and responding appropriately to others' needs.
Sympathy is more about feeling concern for someone without necessarily sharing their emotions. Temperament refers to a person's natural emotional style, and attachment relates to emotional bonds, especially in early relationships like those between a child and caregiver.

51. 1) Alpha
Explanation:
The alpha level (α) represents the probability of making a Type I error, which means rejecting a true null hypothesis. It's the threshold set by researchers (commonly 0.05) to determine whether results are statistically significant.
If the p-value falls below alpha, the result is considered significant, but there's still an alpha-sized risk that this decision is wrong. Beta (β) refers to the risk of a Type II error—failing to reject a false null hypothesis. Gamma and delta aren't used to represent error rates in hypothesis testing in this context.

52. 1) C, D, A, B
Explanation:
C. Psychoanalytic Theory came first with Freud in the early 1900s.
D. Interpersonal Theory followed, developed by Sullivan in the 1930s–50s, focusing on social relationships.
A. Social Learning Theory emerged in the 1960s with Bandura, emphasizing learning through observation.
B. Humanistic Psychology also rose in the 1960s–70s with Rogers and Maslow, focusing on self-growth.
So, the correct chronological order is C, D, A, B.

53. 4) C, B, D, A
Explanation: Test construction follows a logical sequence:
C. Defining the test comes first, clarifying what the test will measure.
B. Selecting a scaling method is next, deciding how responses will be scored (e.g., Likert scale).
D. Constructing the items follows, where actual questions are written.
A. Testing the items (also called item analysis or pilot testing) is the final step to check clarity, difficulty, and reliability.

54. 1) Plato
Explanation:
Plato believed the soul is immortal, eternal, and can exist separately from the body. He argued that after death, the soul lives on and may be reincarnated into another body—a concept known as metempsychosis.
This forms the basis of his dualistic view, where the soul and body are distinct. While Descartes later developed a more modern dualism, Plato was the first major thinker to deeply explore this separation. De Anima is a work by Aristotle, not a person, and Fechner focused on early psychology and psychophysics, not dualism.

55. 2) A-II, B-III, C-IV, D-I
Explanation:
According to Piaget's theory of cognitive development:
A. 0-2 Years: In this stage, infants develop object permanence (the understanding that objects continue to exist even when they can't be seen).
B. 2-6 or 7 Years: Children in this stage begin to represent objects or events symbolically, often through play and language.

C. 7-11 or 12 Years: Children develop logical thinking and can perform operations like conservation, but these are tied to concrete objects and situations.
D. 12-Adult: Adolescents develop abstract reasoning, understanding more complex principles.

56. 4) A-III, B-IV, C-II, D-I
Explanation:
A. Repression (III): Involves unconsciously pushing painful thoughts out of awareness, often described as "forgetting" through mental suppression.
B. Reaction Formation (IV): Expressing the opposite of one's true feelings—"the best defense is a good offense" fits this as a person defends against unwanted impulses by acting in the exact opposite way.
C. Projection (II): Blaming others for one's feelings or impulses—projecting internal conflicts outward.
D. Rationalization (I): Involves making excuses to justify behaviors or outcomes instead of facing the true reasons.

57. 1) A-I, B-III, C-II, D-IV
Explanation:
A. Picture completion - I. Performance test: Picture completion tasks, where individuals identify missing parts of drawings, are a type of performance test as they require non-verbal problem-solving skills.
B. Similarities - III. Verbal test: The Similarities subtest, often found in intelligence scales like the WAIS, asks individuals to identify the commonality between two words, making it a verbal test.
C. Down Syndrome - II. Usually IQ below 50: While the IQ range for individuals with Down Syndrome varies, it often falls in the mild to moderate intellectual disability range, with many having an IQ below 50.
D. William Syndrome - IV. Low IQ with musical talent: Williams Syndrome is a genetic disorder often associated with mild to moderate intellectual disability but can also present with relative strengths in certain areas, including musical abilities.

58. 3) A-III, B-IV, C-II, D-I
Explanation:
A. Extraversion (III): Ranges from enthusiastic to reserved, describing how sociable and outgoing a person is.
B. Agreeableness (IV): Ranges from cooperative to uncooperative, reflecting how kind,

empathetic, and considerate someone is.
C. Conscientiousness (II): Ranges from self-discipline to disorganized, assessing how goal-oriented, responsible, and dependable someone is.
D. Neuroticism (I): Ranges from calm to nervous, describing emotional stability and susceptibility to stress.

59. 4) Central
Explanation:
The spinal cord is part of the central nervous system (CNS), which also includes the brain. The CNS is responsible for processing and integrating information from the body and coordinating responses.
The somatic nervous system controls voluntary movements, the autonomic nervous system regulates involuntary functions (e.g., heart rate), and the peripheral nervous system consists of nerves outside the CNS that connect the CNS to limbs and organs. The spinal cord acts as a communication pathway between the brain and the rest of the body.

60. 4) B, C, and D only
Explanation:
In the trichromatic theory of color vision, three types of cones in the retina are responsible for detecting different wavelengths of light:
Blue cones (B) respond to short wavelengths of light (blue).
Red cones (C) respond to long wavelengths (red).
Green cones (D) respond to medium wavelengths (green).
The yellow cones (A) do not exist in the trichromatic theory. Yellow is perceived when both red and green cones are stimulated, not from a dedicated "yellow" cone.

61. 4) B, C, and D only
Explanation:
According to the DSM-5, anxiety disorders include:
Social Phobia (B): Excessive fear of social situations and being negatively evaluated.
Panic Disorder (C): Characterized by unexpected panic attacks and constant worry about future attacks.
Generalized Anxiety Disorder (D): Involves excessive, uncontrollable worry about various aspects of life.
However, Depression (A) is classified under mood disorders, not anxiety disorders.

62. 1) Agonists

Explanation:
Agonists are chemical substances that mimic or enhance the effects of neurotransmitters by binding to the receptor sites of the next cell. They activate the receptors, causing a biological response similar to that of the natural neurotransmitter.
On the other hand, antagonists block or reduce the effects of neurotransmitters by preventing them from binding to the receptor sites.
The terms antagonist, antalogist, and agnologist are not accurate.

63. 4) B, C, and D only
Explanation:
Punishment aims to decrease a behavior by adding or removing something.
B. Losing driving privileges for accidents is a punishment by removal (removing the privilege).
C. Paying a penalty for late tax filing is punishment by removal (losing money).
D. Being grounded is punishment by removal (loss of freedom).
A. Stopping at a red light to avoid accidents is avoidance learning, not punishment. Therefore, the correct answer is B, C, and D only.

64. 4) Neuropsychological test
Explanation:
A neuropsychological test is designed to measure cognitive, sensory, perceptual, and motor performance. It assesses how well the brain is functioning in areas like memory, attention, motor skills, and problem-solving. These tests are often used to evaluate the impact of brain injury, neurological conditions, or developmental disorders.
Aptitude tests measure potential in specific areas, interest inventories assess preferences, and personality tests measure traits, so these are not the correct categories in this case.

65. 4) B and C only
Explanation:
Parametric statistics are statistical tests that assume certain characteristics about the population data, most notably that the data are normally distributed.
B. Pearson product moment correlation: This is a parametric test used to measure the linear relationship between two continuous variables, assuming they follow a bivariate normal distribution.
C. t-test: This is a parametric test used to compare the means of one or two groups, assuming that the data within each group are normally distributed.

66. 3) Arousal
Explanation:
The Yerkes-Dodson law states that performance is related to arousal. Specifically, it suggests that there is an inverted U-shaped relationship between arousal and performance. Performance increases with physiological or mental arousal, but only up to a certain point. When arousal levels become too high, performance decreases. The optimal level of arousal for peak performance varies depending on the complexity of the task; more difficult tasks require lower levels of arousal, while easier tasks benefit from higher levels.

67. 3) Behaviorist
Explanation:
John B. Watson is widely recognized as a key figure and one of the founders of behaviorism. This school of thought in psychology emphasizes the study of observable behavior and rejects the focus on internal mental states.
Watson famously argued that psychology should be an objective science based on the study of behavior and its environmental determinants, advocating for the use of classical conditioning principles in understanding human and animal actions.

68. 2) Phi-phenomenon
Explanation:
The phi-phenomenon describes the illusion of movement when stationary lights flash sequentially. Our brain interprets this rapid on-off sequence as a single light moving between the illuminated positions.
This apparent motion arises from how our visual system processes the temporal and spatial relationships of the lights. It's the principle behind many visual displays that simulate movement, like scrolling text on signs or the perception of motion in early films, where still frames are shown rapidly. The brain fills in the "gaps" between the static lights, creating the perception of continuous motion.

69. 1) Lev Vygotsky
Explanation:
Lev Vygotsky is renowned for his sociocultural theory of cognitive development. This theory heavily emphasizes the crucial role of social interaction, cultural context, and language in shaping a child's cognitive development.
Vygotsky believed that learning is a social process and that cognitive growth is facilitated through interaction with more knowledgeable others within a child's zone of proximal development. Language, in particular, is seen as a powerful tool for thought and cognitive

advancement.

70. 2) Cardinal trait
Explanation:
Cardinal trait: In Allport's trait theory, this is the dominant, all-encompassing trait that shapes nearly every facet of an individual's personality and behavior. It's a powerful, defining characteristic that often becomes synonymous with the person. Unlike central traits (general personality building blocks) or secondary traits (situational preferences), a cardinal trait is pervasive.
Source traits, a concept from Cattell's theory, are underlying personality dimensions, distinct from Allport's cardinal trait. Thus, the single, dominant trait influencing the entire personality, in Allport's view, is the cardinal trait.

71. 3) A, B, C and D
Explanation:
All four Arithmetic, Digit Symbol, Similarities, and Object Assembly are subtests of the Wechsler Adult Intelligence Scale (WAIS):
Arithmetic: Measures numerical reasoning and working memory.
Digit Symbol: Assesses processing speed.
Similarities: Tests verbal abstract reasoning and concept formation.
Object Assembly: Measures visual-spatial and problem-solving skills (though this subtest appears in older WAIS versions like WAIS-R).

72. 2) A, B and C only
Explanation:
Self-determination theory (SDT) highlights three innate psychological needs vital for well-being and healthy relationships: Autonomy, Competence, and Relatedness. Autonomy is the need for self-governance and choice in one's actions. Competence involves feeling effective and capable in interacting with the world.
Relatedness is the need for connection and belonging with others. While acceptance is crucial for positive relationships, SDT's core framework specifically identifies autonomy, competence, and relatedness as the fundamental, universal needs driving motivation and psychological health. Satisfying these needs fosters intrinsic motivation, personal growth, and a sense of wholeness.

73. 3) Practical
Explanation:

Sternberg's Triarchic theory posits three facets of intelligence: analytical, creative, and practical. Analytical intelligence involves critical thinking and problem-solving.
Creative intelligence is the ability to generate novel ideas and adapt.
Practical intelligence, the missing aspect, is the skill to apply knowledge effectively in everyday situations, adapt to environments, and manage oneself and others.
This "street smarts" aspect focuses on real-world application, contrasting with the more academic focus of analytical intelligence and the innovation of creative intelligence.
The theory emphasizes that intelligence is multifaceted and context-dependent.

74. 1) Variable ratio schedule
Explanation:
A variable ratio schedule is a schedule of reinforcement where the number of responses needed to receive reinforcement changes unpredictably from trial to trial or event to event.
The organism doesn't know how many responses will be required to get the reward.
This unpredictability leads to high and steady rates of responding because the subject keeps responding in anticipation of the next reinforcement, as it could occur after any number of responses.

75. 2) Speech production
Explanation:
Broca's area, located in the left frontal lobe of the brain, is primarily responsible for the production of speech. It plays a crucial role in forming words and sentences, as well as controlling the muscles involved in speaking.
Damage to Broca's area typically results in Broca's aphasia, characterized by difficulty forming fluent speech, often with halting and grammatically incorrect sentences, although comprehension usually remains relatively intact.

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About the author

Arvind Otta is a prevalent name who has been working continuously for many years toward human rights and equality for persons suffering from mental health issues and playing a vital role in reducing stigma and taboos related to mental health. He has been awarded the Gold medal by the contemporary Lok Sabha Speaker in 2003 and Asia's Youngest Best Mental Health Professional in 2018.

Arvind Otta currently serves as the editor-in-chief of Psychologs magazine, India's only print mental health magazine.

Arvind Otta has been teaching Psychology for the past 15 years and has helped over 10000 students crack various psychology entrance exams. He has authored 8 books on mental health and psychology, wrote 120+ articles & editorials on mental health, and delivered more than 11000 hours of lectures on various platforms, and this process is continuing.

/arvindotta

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