PSYCHOLOGY ENTRANCE EXAMINATIONS

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

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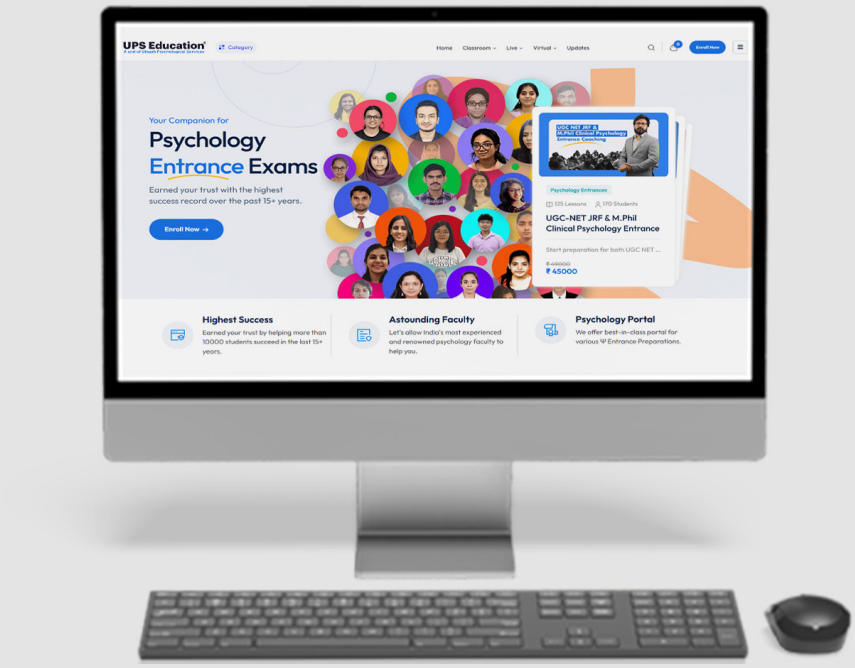

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GATE 2024

1. 2) obliterate
Explanation:
The arrow (→) indicates rising force.
simmer → seethe → smolder: each verb marks a stronger, more destructive form of heat or anger—first a gentle bubble, then a violent boil, finally a slow yet total consuming burn.
We need a parallel climb in destructive power for break → raze → _____.
break: slight damage; an object is merely snapped or cracked.
raze: level a structure to the ground; far harsher than a simple break.
obliterate: wipe out so nothing remains—utter, final destruction, exceeding even razing.
The other options fall short: obfuscate means "make unclear," fracture is no stronger than break, and fissure is a small crack. Hence obliterate best completes the escalating sequence.

2. 1) 27
Explanation:
Let n be the number of houses on each side.
Odd-numbered side starts at 301: odd numbers = 301, 303, 305, ..., up to n terms
Even-numbered side starts at 302: even numbers = 302, 304, 306, ..., n terms
Sum of n odd numbers starting from 301:
$Sum_1 = n/2 \times (\text{first} + \text{last}) = n/2 \times (301 + [301 + 2(n-1)]) = n/2 \times (2\times301 + 2(n-1)) = n(301 + n - 1)$
Sum of n even numbers starting from 302:
$Sum_2 = n(302 + n - 1)$
Difference: $Sum_2 - Sum_1 = 27$
$n(302 + n - 1) - n(301 + n - 1) = 27$
$n[(302 + n - 1) - (301 + n - 1)] = 27$
$n(1) = 27$
So, n = 27 houses on each side.

3.1) $q^p = p^q$
Explanation:
We're given:

$(p/q)^{(p/q)} = p^{(p/q - 1)}$
Let's simplify RHS:
$p^{(p/q - 1)} = p^{[(p - q)/q]}$
Now LHS:
$(p/q)^{(p/q)} = [p/q]^{(p/q)} = (p^p/q^p)^{(1/q)} = p^{(p/q)}/q^{(p/q)}$
So:
$p^{(p/q)}/q^{(p/q)} = p^{[(p - q)/q]}$
Divide both sides by $p^{(p/q)}$:
$1/q^{(p/q)} = p^{[(p - q)/q - p/q]} = p^{[(p - q - p)/q]} = p^{(-q/q)} = p^{(-1)}$
So:
$1/q^{(p/q)} = 1/p \rightarrow q^{(p/q)} = p$
Raise both sides to q:
$[q^{(p/q)}]q = p^q \rightarrow q^p = p^q$

4. 4) 31
Explanation:
Let's examine the pattern:
3, 7, 15, X, 63, 127, 255
Observe:
$3 = 2^2 - 1$
$7 = 2^3 - 1$
$15 = 2^4 - 1$
$X = 2^5 - 1 = 31$
$63 = 2^6 - 1$
$127 = 2^7 - 1$
$255 = 2^8 - 1$
Each term is of the form $2^n - 1$ starting from n = 2.
So, the missing number (X) must be $2^5 - 1 = 31$

5. 3) 50
Explanation:
The second-hand and minute-hand cross each other exactly 59 times in 60 minutes, roughly once every ~61 seconds.
Here, the time span is from 12:05:00 to 12:55:00, which is exactly 50 minutes.
So, in 50 minutes, they cross:
(59 crossings / 60 minutes) × 50 minutes = 49.17 ≈ 50 times
We round down only if the fractional part doesn't reach a full crossing. But since the hands

cross roughly every minute and this is a clean 50-minute span, they will cross exactly 50 times.

6. 4) (i) holds (ii) waits (iii) culminate (iv) pivots
Explanation:
Let's match each blank grammatically and contextually:
(i) "Athletics holds" — subject is singular ("athletics" as a field), so holds is correct.
(ii) "Crowd waits" — "crowd" is a collective noun, treated as singular in formal English, so waits is correct.
(iii) "Six cross-steps culminate" — "six cross-steps" is plural → needs culminate.
(iv) "Body pivots" — "body" is singular → needs pivots.

7. 1) 12
Explanation:
Each twin pair must sit together, so treat each pair as a "block." We have 3 such blocks and 2 empty chairs, totaling 5 items around a circular table. In circular arrangements, fix one block to remove identical rotations. Now arrange the remaining 4 items:
4! = 24 ways
Since the 2 empty chairs are identical, divide by 2! = 2 to avoid overcounting:
24 / 2 = 12 unique arrangements.

8. 1) T1
Explanation: Capacity Factor= Electricity Generation (MWh)/ Installed Capacity (MW)×1000
T1:
Electricity Generation ≈ 10,000 MWh
Installed Capacity ≈ 20 MW
CF=10000/20×1000=0.5=50
T2:
Generation ≈ 9000 MWh
Capacity ≈ 30 MW
CF=9000/30×1000=0.3=30
T3:
Generation ≈ 7000 MWh
Capacity ≈ 20 MW
CF=7000/20×1000=0.35=35
T4:
Generation ≈ 12,000 MWh
Capacity ≈ 40 MW

CF=12000/40×1000=0.3=30
T1 has the highest Capacity Factor of 50%, meaning it used its installed capacity most efficiently over the 1000-hour period.

9. 3) 2
Explanation:
Each number shows the count of Xs in its 8 surrounding cells. To satisfy all, we analyze key cells:
(1,3)=2 and (2, 3)=3 already have 2 Xs in (2,2) and (3,2) → need 1 more X from (1,4), (2,4), or (3,4)
(3,3)=4 already has 2 Xs → needs 2 more from (2,4), (3,4), (4,3), (4,4)
(4,2)=2 has 1 X → needs 1 more at (4,3)
So, place Xs at (4,3) and (2,4) to satisfy all conditions.
Adding a third X (e.g., at 3,4) would exceed limits.
Thus, max crosses in column 4 = 2.

10. 2) 382
Explanation:
In the half-moon phase, Earth, Moon, and Sun form a right triangle, with the right angle at the Moon.
Given: ∠Moon–Earth–Sun = 89.85°, so ∠Sun = 0.15°.
Using the law of sines:
Earth–Sun/ sin(0.15°) = Earth–Moon/ sin(89.85°)
Earth–Sun/ Earth–Moon = sin(89.85°)/ sin(0.15°) ≈ 1/0.002618 ≈382
Thus, the Earth–Sun to Earth–Moon distance ratio is closest to 382.

11. 2) Protest
Explanation:
Amma may not use formal feminist terms like “patriarchy,” but she clearly recognizes and resents the unequal treatment of women. She strongly believes in women’s rights and openly expresses her frustration, saying: “I am a doormat on which everyone wipes their emotional dirt off.”
This statement is not passive acceptance it’s a verbal protest against her emotional and social burden. Though she continues her roles, her tone is critical and confrontational, not resigned.

12. 3) (i) patent-leather shoes (ii) shoes (iii) patent-leather shoes (iv) feet
Explanation: The speaker talks about tight items worn before lectures to trigger a sharp,

overwhelming pain that enhances speech. This pain is located in the feet, so the item must be shoes.
(i) “patent-leather shoes” fits as they’re known to be tight.
(ii) “shoes” continues the comparison with Neapolitan singers.
(iii) Repeats the same painful item: “patent-leather shoes”
(iv) The suffering body part is logically “feet”
Thus, the correct and coherent sequence is:
C. shoes – shoes – shoes – feet.

13. 1) Encourage
Explanation: In the passage, “ignite our dormant inner energy” means to awaken, activate, or inspire inner potential. The context is about spiritual awakening and motivation, not destruction or scattering.
Encourage fits best — it means to stimulate or awaken positive inner force.
Simulate means to imitate, which doesn’t fit.
Dissipate means to scatter or disappear — opposite of ignite.
Engross means to absorb attention, not awaken energy.
So, the correct synonym for “ignite” in this context is A. Encourage.

14. 2) ‘One day I’ll write a book’, I said, ‘not just a thriller, but a real book, about real people’.
Explanation: This sentence uses correct punctuation for quoted speech.
Commas and periods are correctly placed outside the quotation when not ending the sentence.
The quotation is split correctly by the attribution “I said”, and the second part of the quote continues in lowercase.
The final period is inside the closing quote.

15. 3) (i) had (ii) has
Explanation: The sentence refers to two time frames:
(i) “Darwin’s work had a related effect...”
This uses past perfect (“had”) to show that the effect occurred in the past, as part of Darwin’s historical work.
(ii) “...that has influenced the development...”
This uses present perfect (“has”) to show the effect continues to influence environmental politics till now.
Using “had” for past action and “has” for ongoing influence maintains proper time sequence and logical flow.
Other combinations (like “have/had” or “has/have”) are grammatically inconsistent.

16. 3) House: Bricks
Explanation:
The relationship in “Music : Notes” is whole to parts — music is made up of notes.
Similarly, a house is made up of bricks, showing the same part-to-whole relationship.
Now, consider the others:
Water : Cold drink → Not part-whole; water is an ingredient.
Paper : Class notes → Reverse; class notes are written on paper.
Graphite : Charcoal → Similar substances, but not a part-whole relationship.
Correct analogy: House : Bricks shows the same structure as Music : Notes.

17. 2) 43.
Explanation: Given:
“RAMAN” → 52
“MAP” → 33
Find code for “CLICK”
Step 1: Find the pattern
RAMAN → 52
R = 18, A = 1, M = 13, A = 1, N = 14
Sum = 18 + 1 + 13 + 1 + 14 = 47
52 − 47 = 5
MAP → 33
M = 13, A = 1, P = 16
Sum = 13 + 1 + 16 = 30
33 − 30 = 3
So, for both:
Code = Sum of letter positions + Number of letters
Step 2: Apply to “CLICK”
C = 3, L = 12, I = 9, C = 3, K = 11
Sum = 3 + 12 + 9 + 3 + 11 = 38
“CLICK” has 5 letters → Add 5
38 + 5 = 43.

18. 2) Only 1, 2 and 3
Explanation: From the statements:
“Desire is the cause of suffering” supports Assumption 1: Suffering is because of wants.
“The end of desire is the end of suffering” means that if desire ends, suffering ends → suffering

is not permanent, so Assumption 2 is valid.
"Desire can be reduced by following the noble eightfold path" implies that this path helps reduce desire → and therefore suffering → so Assumption 3 is valid.
Assumption 4 ("Suffering is caused by life") is incorrect, as the statements clearly say desire, not life, causes suffering.

19. 1) ATCCRKMP
Explanation: From the coding of KARAMCHAND → ICPCKEFCLF, we see an alternating pattern of –2, +2 shifts in alphabet positions.
Apply same to CREATION (C, R, E, A, T, I, O, N):
C(3) → A(1) [–2]
R(18) →T(20) [+2]
E(5) →C(3) [–2]
A(1)→ C(3) [+2]
T(20) → R(18) [–2]
I(9) → K(11) [+2]
O(15) → M(13) [–2]
N(14) → P(16) [+2]
So, CREATION → ATCCRKMP

20. 3) Third from the right
Explanation: In each step, the machine moves the alphabetically smallest word to the leftmost position and the largest number to the rightmost position.
Input: cb kb eb 58 49 23 38 jb nb gb 69 82
Words in order: cb, eb, gb, jb, kb, nb
Numbers in descending order: 82, 69, 58, 49, 38, 23
By Step 4:
Words arranged: cb, eb, gb, jb
Numbers arranged: 49, 58, 69, 82 (from right)
So, position of 58 in Step 4 is:
From right → 82 (1st), 69 (2nd), 58 (3rd)

21. 1) gv gb kv
Explanation:
We are given 4 coded sentences. Let's break them down:
they play cricket together → mv kb lb iv
they score maximum points → gb lb mb kv

cricket score earned points → mb gv kb kv
points are earned together → kv mv ob gv
From sentences (3) and (4), common words: earned, points
→ common codes: kv, gv
From sentence (2): includes maximum, points
code for maximum: in sentence (2) but not in (1)
→ likely gb (since lb, mb, kv already appear elsewhere)
So:
earned = gv
points = kv
maximum = gb
Therefore, code for "earned maximum points" is:
gv gb kv

22. 1) Recent studies refute the hypothesis that region-specific brain development is necessarily associated with rapid human progress
Explanation: The passage claims that although total brain size hasn't increased, region-specific structural brain changes may explain the rise in human intelligence.
Option A directly weakens this argument by stating that recent studies refute the idea that such region-specific development is necessarily linked to human progress. It challenges the central claim that structural brain evolution, not size, drove intelligence gains.

23. 1 and 3
Explanation: The narrator's "I" shows self-consciousness by reflecting on their own writing skills and preferences: "I have never been any good at the more lurid sort of writing" and "I am happier being a short-story writer". It also shows a confessional and communicative tone, as they openly share personal thoughts and invite the reader into their experiences: "I prefer to write about the people and places I have known…". The passage is introspective and personal, modest in tone, not apologetic or boastful.

24. 2 and 3 are correct
Explanation: The problem is student absenteeism post-pandemic. The best way to address it is by understanding the reasons and offering support.
2. Counselling sessions help students cope with emotional, psychological, or motivational issues caused by the pandemic.
3. Surveys allow institutions to gather insights about why students are skipping classes, leading to informed solutions.

1. Disciplinary action is harsh and may alienate students further.
4. Changing course content immediately without knowing the cause is reactive and possibly ineffective.

25. 1, 3, and 4 are correct
Explanation:
The passage aims to inform educators about how emotion affects learning (A) and emphasizes that the strategies may be familiar, but their novelty lies in viewing them through brain science (C). It also suggests using emotions as a lens to enhance learning, making emotions an integral part of the strategy (D).
However, B is not fully supported. The passage says strategies are already known to teachers, so offering strategies is not the main purpose, but rather reframing them through emotion and neuroscience.

26. 1 and 2 are correct
Explanation:
A says, "My mother is the daughter of B's mother." This means B's mother is A's grandmother, so B and A's mother are siblings. Hence, B is either A's uncle or aunt, depending on gender.
The question doesn't specify B's gender, but the options are gender-specific:
Uncle (1) → if B is male
Aunt (2) → if B is female

27. 2) Systematic sampling
Explanation:
Systematic sampling is a probability sampling method where you select every Kth element from a population list, starting from a randomly chosen first element. The interval K is calculated by dividing the population size by the desired sample size, and it stays constant throughout. This method is more structured than simple random sampling and is often used when the population is ordered.

28. 1) -0.86
Explanation:
The correlation coefficient (r) ranges from -1 to +1. The closer the absolute value of r is to 1, the stronger the relationship between two variables regardless of the sign.
+1 = perfect positive correlation
-1 = perfect negative correlation
0 = no correlation

Here, |-0.86| = 0.86, which is closer to 1 than the other values:
|+0.68| = 0.68
|+0.59| = 0.59
|-0.05| = 0.05
So, -0.86 indicates the strongest correlation, though in a negative direction. This means as one variable increases, the other tends to decrease, and the relationship is strong.

29. 3) Room temperature
Explanation:
The independent variable is the one that the researcher manipulates to observe its effect. In this case, the researcher is changing the room temperature to see how it influences aggression levels. Since aggression is the outcome being measured, it's the dependent variable. Other factors like crowding or the prison setting are part of the environment but not the variable being tested. Therefore, room temperature is the correct independent variable.

30. 2) Fewer scores have low values than have high values
Explanation:
In a left-skewed or negatively skewed distribution, the tail stretches to the left, toward the lower values. This tail is formed by a few extremely low scores, while the majority of the data is concentrated on the higher end of the scale (to the right).
So, although the mean is pulled down by a few low scores, most of the values are actually high. This means there are fewer low scores and more high scores, which makes Option B correct: "Fewer scores have low values than have high values."

31. 3) Case study
Explanation:
Psychoanalysis, developed by Sigmund Freud, is based on the case study method. Freud deeply analyzed individual patients over time to understand unconscious motives, conflicts, and childhood experiences.
Rather than using large-scale surveys or simple observation, psychoanalysis relies on detailed, in-depth analysis of a single person through techniques like free association, dream analysis, and therapeutic dialogue.

32. 4) Type II and Type I error, respectively
Explanation: In hypothesis testing:
A Type II error happens when a false null hypothesis is not rejected, meaning a guilty person is wrongly acquitted (false negative).

A Type I error occurs when a true null hypothesis is wrongly rejected, meaning an innocent person is wrongly punished (false positive).

33. 4) Fitness
Explanation:
In evolutionary biology, fitness refers to an organism's ability to survive, reproduce, and pass on its genes to the next generation. It measures reproductive success in a given environment. The more viable offspring an organism produces, the greater its fitness. This concept is central to natural selection, where traits that enhance fitness become more common over time. Thus, the term that best describes reproductive success and survival is fitness.

34. 4) Emotion-focused coping
Explanation:
Emotion-focused coping involves managing or reducing the emotional distress caused by a situation, rather than trying to change the situation itself. It includes strategies like distraction, relaxation, or reframing thoughts to feel better. This approach is especially useful when the stressor is beyond one's control. Since the goal is to minimize emotional distress.

35. 1) Theoretical ideas and concepts should emerge from the data.
Explanation:
Grounded theory is a qualitative research approach where theories are developed inductively from the data itself. Researchers collect and analyze data without preconceived hypotheses, allowing patterns, themes, and concepts to emerge naturally from what participants say or do. This bottom-up approach ensures that the theory is truly "grounded" in the data.

36. 1) 68%
Explanation:
In a normal distribution, approximately 68% of the scores fall within ±1 standard deviation of the mean — that is, from -1 SD to +1 SD. This means the combined area between one standard deviation below and above the mean covers 68% of all values.
34% lies between the mean and +1 SD
34% lies between the mean and -1 SD
Thus, the total percentage between -1 and +1 SD is 68%.

37. 4) Convergence
Explanation:
Convergence is a binocular cue because it requires both eyes. When we look at a nearby object,

our eyes turn inward (converge). The brain senses the muscle tension created by this inward movement and uses it to judge the distance of the object. The more the eyes turn inward, the closer the object is perceived to be.
In contrast, motion parallax, texture gradient, and linear perspective are all monocular cues, meaning they can be perceived using only one eye.

38. 1) I-c, II-d, III-a, IV-b
Explanation:
I. Fixed ratio → c: Reinforcement is given after a set number of responses (e.g., every 5th response).
II. Fixed interval → d: Reinforcement is provided after a fixed amount of time (e.g., every 2 minutes).
III. Variable ratio → a: Reinforcement is given after an unpredictable number of responses (e.g., slot machines).
IV. Variable interval → b: Reinforcement is provided after varying time intervals, making it unpredictable (e.g., checking for email notifications).

39. 3) Constructive processing
Explanation:
Constructive processing refers to the way the brain retrieves long-term memories by rebuilding them from various stored pieces of information. Instead of recalling a perfect copy, the memory is reconstructed, which may lead to distortions influenced by beliefs, experiences, or suggestions. It's an active process where the mind fills in gaps to make the memory complete.

40. 2) Judgment heuristics and biases model
Explanation:
This model explains how people use mental shortcuts (heuristics) to make decisions quickly based on past experiences, fairness, familiar events, and avoiding losses. These strategies are not always logical but help in everyday decision-making. While useful, they can lead to systematic errors or biases. The model highlights how real-life decisions often deviate from purely rational thinking due to emotional and cognitive influences like loss aversion or the availability of recent memories.

41. 4) Cognitive imitation
Explanation:
Cognitive imitation involves observing and reproducing not just actions but the underlying goal or strategy behind those actions. In this case, Monkey-A watches Monkey-B touch

pictures in a specific order to get a reward (banana). Monkey-A then applies the same rule, even when the layout changes—this shows it understood the sequence pattern, not just the movements.

42. 1) I-b, II-c, III-d, IV-a
Explanation:
I. Classical conditioning → b. Ivan Pavlov
Pavlov is known for conditioning dogs to salivate at a bell sound.
II. Instrumental conditioning → c. B. F. Skinner
Skinner expanded on Thorndike's work using reinforcement and punishment (operant/ instrumental conditioning).
III. Insightful learning → d. Wolfgang Köhler
Köhler observed sudden problem-solving in chimpanzees (insight).
IV. Trial & Error learning → a. E. L. Thorndike
Thorndike proposed learning through repeated attempts and gradual success.

43. 2) I-d, II-a, III-e, IV-b, V-c
Explanation:
I. Charles Spearman → d. Two factor theory of intelligence
He proposed general intelligence (g) and specific abilities (s).
II. Instrumental conditioning → a. Level-I & Level-II abilities
This seems mismatched in the options. However, if this is a typo and refers to Siegler or Jensen, Level-I & II relate to cognitive processing levels.
III. L.L. Thurstone → e. Primary mental abilities
He rejected Spearman's "g" and proposed seven primary abilities like verbal, numerical, etc.
IV. Robert Sternberg → b. Triarchic theory of intelligence
Sternberg proposed analytical, creative, and practical intelligences.
V. J.P. Guilford → c. Structure of intelligence
He proposed a 3D model: operations, contents, and products.

44. 3) Phenomenological
Explanation:
The phenomenological theory emphasizes how individuals perceive and interpret their own experiences—their subjective frame of reference. It focuses on personal awareness, meaning, and emotions. This approach is central to humanistic psychology, particularly in the work of Carl Rogers, who believed behavior is guided by a person's subjective reality rather than objective facts.

45. 1 & 2
Explanation:
In research methodology, a hypothesis is defined as a tentative answer to a research question that states a relationship between an independent variable (IV) and a dependent variable (DV). It provides a basis for testing and verification through data collection and statistical analysis.
There are two main types:
1. Alternate (Research) Hypothesis (H_1):
Predicts a specific relationship or effect between IV and DV.
Example: "Increased study time improves exam performance."
2. Null Hypothesis (H_0):
States that there is no significant relationship or effect between IV and DV.
Example: "Study time has no effect on exam performance."
Both hypotheses represent tentative answers and are formulated before conducting the study the research process then aims to test which one is supported by evidence.

46. 1 & 3
Explanation:
In research and experimental design, the independent variable (IV) is the variable that the researcher manipulates or controls to observe its effect on the dependent variable (DV). It is the presumed cause in a cause–effect relationship.
It is also referred to as:
Explanatory variable (1): Because it is used to explain changes in the dependent variable.
Exogenous variable (3): Because it originates outside the system or model being studied and is not influenced by other variables within the experiment.

47. 3 & 4
Explanation:
Data collection and statistical analysis are essential and ethical parts of any research study when conducted honestly. They involve gathering and analyzing data to test hypotheses or answer research questions. Unlike data fabrication (making up data) and salami slicing (publishing redundant results), which are unethical, data collection and analysis follow scientific principles.

48. 1, 3 and 4 are correct
Explanation:
In observational, correlational, and descriptive methods, variables are not actively manipulated. Instead, researchers observe, measure, or describe variables as they naturally occur.

1. Observational: Behavior is watched and recorded without interference.
3. Correlational: Examines relationships between variables without manipulation.
4. Descriptive: Summarizes or describes characteristics (e.g., through surveys).

49. 2 and 3 is correct
Explanation:
Distribution-free tests are also called non-parametric tests because they do not rely on assumptions about the data's distribution, such as normality. These are especially useful when data is ordinal, not normally distributed, or when sample sizes are small.
Spearman's rho is a non-parametric test that measures the strength and direction of the relationship between two ranked variables. It's used instead of Pearson's correlation when the data is not interval/ratio or not normally distributed.
Kruskal-Wallis H-test is a non-parametric alternative to one-way ANOVA. It's used to compare medians of three or more independent groups when the assumption of normal distribution is violated.

50. 1. Leptin, 2. Insulin, and 4. Melanocortin
Explanation:
These three hormones help suppress hunger:
Leptin: Produced by fat cells (adipose tissue), leptin signals the brain—especially the hypothalamus—that the body has enough energy stored, reducing appetite.
Insulin: While its main role is to regulate blood glucose, insulin also sends satiety signals to the brain after eating.
Melanocortin: A group of peptides in the brain that suppress appetite. The melanocortin system plays a key role in energy balance and reducing food intake.

51. 1 and 4 are correct
Explanation:
The Peripheral Nervous System (PNS) connects the Central Nervous System (CNS) (brain and spinal cord) to the rest of the body. It allows the CNS to communicate with limbs and organs.
1. Somatic Nervous System:
Controls voluntary movements (like walking or picking up an object).
Carries sensory information to the CNS and motor signals to muscles.
4. Autonomic Nervous System:
Regulates involuntary body functions (like heartbeat, breathing, and digestion).
Has two parts: Sympathetic (activates body) and Parasympathetic (calms body).

52. 1. Neuman-Keuls test, 3. Duncan multiple range test, 4. Tukey test
Explanation: Post hoc tests are used after ANOVA when a significant difference is found among group means. ANOVA only tells you that a difference exists, not where it lies. That's where post hoc tests come in—to compare all possible pairs of groups and find exactly which means differ.
Neuman-Keuls Test: A stepwise comparison test, less conservative than Tukey, useful when some flexibility in Type I error is acceptable.
Duncan Multiple Range Test: Also stepwise and more liberal, often used in agricultural and educational research.
Tukey's HSD Test: Very popular; provides a strong control of Type I error during multiple pairwise comparisons.

53. 1. Axon, 2. Myelin sheath, and 3. Soma
Explanation: A motor neuron is a specialized cell in the nervous system responsible for carrying signals from the central nervous system (CNS) to muscles, enabling movement. Let's look at its components:
1. Axon
A long projection that transmits electrical impulses away from the soma (cell body) toward muscles or other neurons.
It's essential for communication between the neuron and the muscle.
2. Myelin Sheath
A fatty covering that wraps around the axon in segments.
It acts as insulation, allowing electrical signals to travel faster and more efficiently along the axon.
3. Soma (Cell Body)
Contains the nucleus and the machinery needed to keep the neuron alive.
It integrates information received from dendrites and sends it to the axon.

54. 1. Variance and 4. Range
Explanation:
Measures of dispersion describe how spread out the data values are in a dataset. They indicate the variability or consistency of data.
1. Variance:
Measures the average squared deviation from the mean.
A key measure of dispersion showing how far values lie from the average.
4 Range:
The difference between the highest and lowest values in a dataset.

Simple but useful for understanding spread.

55. 1 and 3 are true
Explanation:
In behavior psychology, punishment is used to reduce unwanted behavior, and it comes in two forms:
1. Having her crayons taken away was a form of punishment by removal
This is also called negative punishment.
It involves removing a pleasant stimulus (the crayons) to reduce unwanted behavior (drawing on the wall).
3. Being made to wash off the drawing was a form of punishment by application
Also known as positive punishment.
It involves adding an unpleasant consequence (washing the wall) to decrease the behavior.

56. 1 and 3 are correct
Explanation:
1. Visual sensory memory lasts for a fraction of a second
This is known as iconic memory, a type of sensory memory that holds visual information briefly about 1/4 to 1/2 second.
3. In short-term memory, the information is held for a brief period of time while being used
Short-term memory typically holds data for 15–30 seconds and is used for active processing.

57. 2 and 3 are correct
Explanation:
Piaget's pre-operational stage (ages 2–7 years) is marked by symbolic thinking but limited logical reasoning. Key features include:
2. Focus on one feature (centration)
True. Children often display centration focusing on one aspect of a situation while ignoring others.
3. Inability to mentally reverse actions (irreversibility)
Children in this stage struggle with reversibility, like understanding that $4 + 2 = 6$ also means $6 - 2 = 4$.

58. 1, 2, and 4.
Explanation:
Item Response Theory (IRT) is a modern approach to psychological and educational testing that examines how individual test items function relative to a person's underlying ability or

trait level (θ). It focuses on the probability of a correct response based on this latent trait.
(1) Correct: IRT indeed focuses on how items should behave or function based on the examinee's ability or trait level.
(2) Correct: It involves analyzing item responses to evaluate how well items discriminate between individuals with different levels of the trait.
(3) Incorrect: IRT is based on the assumption of one underlying latent trait (unidimensionality) for a given test, not "many latent traits."
(4) Correct: IRT models use a logistic function with one (1PL), two (2PL), or three (3PL) parameters to describe item characteristics (difficulty, discrimination, and guessing).

59. 1 and 2 are correct
Explanation:
Groupthink is a psychological phenomenon that occurs in highly cohesive groups, where the desire for harmony or conformity results in poor decision-making.
1. Excessive optimism and risk taking
Groupthink leads to an illusion of invulnerability, causing members to underestimate risks.
2. Silence is interpreted as consent
This reflects self-censorship and the pressure to conform. Members avoid dissent, assuming silence equals agreement.

60. 1. Leader-member relationship and 2. Leader's position power
Explanation:
Fiedler's Contingency Model of Leadership Effectiveness explains that the effectiveness of a leader depends on how well their leadership style fits the situation. It identifies three key situational dimensions:
1. Leader-member relationship
This is about how well the leader is liked and trusted by the group. Good relationships make the situation more favorable.
2. Leader's position power
Refers to the formal authority the leader holds such as control over rewards or punishments. Strong position power makes leadership easier and more effective.

61. 2. and 4.
Explanation:
Culture-fair tests are designed to minimize the influence of language, education, and cultural background, focusing instead on non-verbal reasoning and abstract problem-solving.
A. Raven's Progressive Matrices – Culture-fair: Widely recognized as a non-verbal test of

abstract reasoning, designed to be independent of cultural and linguistic background.
B. Dynamic Progressive Matrices – Not culture-fair: This variant incorporates dynamic assessment elements, which may introduce cultural or contextual influences.
C. Advanced Progressive Matrices – Culture-fair: An extension of Raven's test for higher-ability individuals, still non-verbal and abstract.
D. Millennium Progressive Matrices – Not culture-fair: This version is not widely recognized or standardized as a culture-fair measure.

62. 1, 2, and 3 are correct
Explanation: Reliability means the consistency or stability of a test over time, scorers, or items. A reliable test gives similar results under consistent conditions.
1. Test-retest reliability:
A test given to the same people at two different times should yield similar results. This checks how stable the test is over time.
2. Inter-rater reliability:
When two or more evaluators score the same test, their scores should agree if the test is reliable.
3. Split-half reliability:
A single test is divided into two equal halves (like odd and even items). If both halves produce similar results, the test has good internal consistency.

63. 2 and 3 are correct
Explanation:
Defense mechanisms are unconscious coping strategies proposed by Freud to protect the ego from anxiety, guilt, or distress.
1. Projection – A classic defense mechanism. For example, someone who is jealous might accuse others of being jealous of them. It shifts uncomfortable feelings outward.
2. Frustration – This is not a defense mechanism. It is a reaction, an emotional response when someone is blocked from achieving a goal. It's a feeling, not a psychological coping strategy.
3. Introspection – This involves conscious self-reflection and is often used in therapy or personal growth. It's not unconscious or defensive, so it's not a defense mechanism.
4. Rationalization – Another defense mechanism where people create logical explanations to justify actions or feelings they find hard to accept (e.g., "I failed because the exam was unfair").

64. 2) 0.40
Explanation:
We use Cohen's d formula to calculate effect size:

Effect size: Mean experimental – Mean population/Standard Deviation
Given:
Population mean = 500
Experimental mean = 540
Standard deviation = 100
Now plug in the values:
d = 540-500/100 = 40/100 = 0.40
This means the experimental group's mean score is 0.40 standard deviations above the population mean — a moderate effect size.

65. 3) 1.94
Explanation:
Given scores:
8, 6, 6, 9, 6, 5, 6, 2
Step 1: Find the Mean
Mean= 8+6+6+9+6+5+6+2/8 = 48/8= 6
Step 2: Find the squared differences from the mean
(8−6)2 =4, (6−6)2 =0, (6−6)2=0, (9−6)2 =9
(6−6)2 =0, (5−6)2 =1, (6−6)2 =0, (2−6)2 =16
Sum of squared differences:
4+0+0+9+0+1+0+16=30
Step 3: Variance
Variance= 30/8 =3.75
Step 4: Standard Deviation
SD= √3.75 ≈1.94

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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.

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