PSYCHOLOGY ENTRANCE EXAMINATIONS

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

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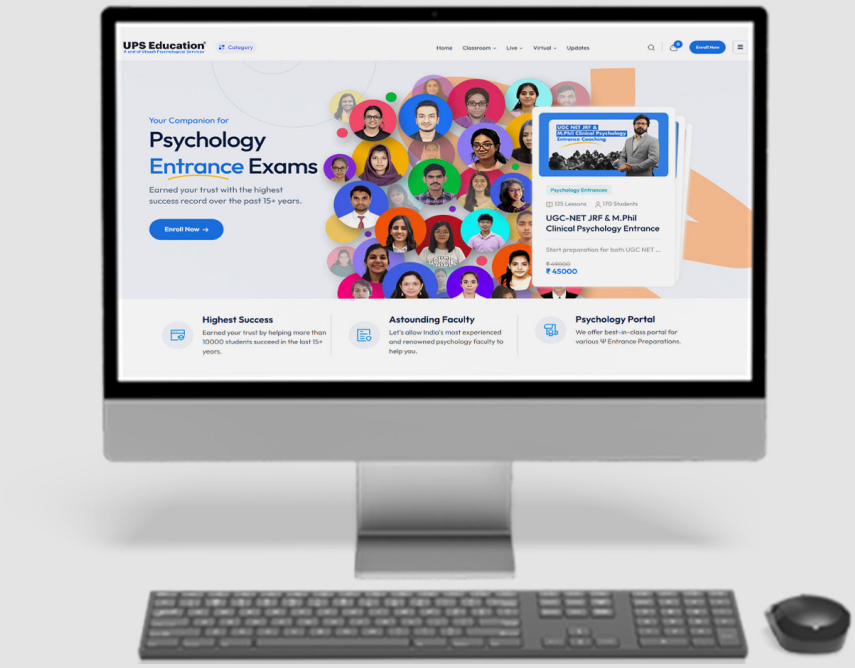

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GATE 2025

1. (1) Extol
Explanation: The question involves arranging words in decreasing order of intensity. In Group-I, “Abuse” is more intense than “Insult,” which is more intense than “Ridicule.” Similarly, in Group-II, “Appreciate” is mild, “Praise” is stronger, and we need the most intense word of admiration. “Extol” means to praise highly or enthusiastically, making it more intense than “Praise.” Thus, the correct sequence is: Extol → Praise → Appreciate.

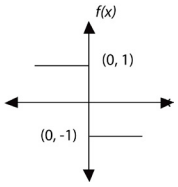
2. (4) could have been
Explanation: The sentence is a third conditional, which is used to describe hypothetical situations in the past that did not actually happen. The structure follows: “Had + past participle, subject + could/would/might + have + past participle.” In this case, “Had I learnt acting as a child” suggests that the speaker did not learn acting. The second part of the sentence, “I could have been a famous film star,” indicates a missed opportunity or an unrealized possibility in the past. The other options are incorrect as they refer to the present or future rather than a past hypothetical scenario.

3. (2) √2.
Explanation:
Understanding the relationship: Each note’s frequency is (2^(1/12)) times the previous note’s frequency.
Counting the steps: From C to F#, there are 6 steps: C, C#, D, D#, E, F#.
Calculating the ratio: The ratio of frequencies between F# and C is (2^(1/12))^6, which simplifies to 2^(6/12) = 2^(1/2) = √2.

4. (2) (5/3)n
Explanation: The given curves resemble a fractal-like iterative process. In such patterns, each iteration modifies the existing structure by replacing each segment with a more complex version, increasing the total length by a fixed ratio.
From the image, it seems that in each step, the length of the curve increases by a factor of 5/3 compared to the previous iteration.
Mathematically, if the initial length is L0 , then after n iterations, the total length is:

Ln= L0 ×(5/3)n

5.



(1)

Explanation:

The function gives f(x) = -|x|/x

For x>0, f(x) = -1 because |x|/x =1.

For x<0, f(x) =1 because |x|/x = -1.

The function is undefined at x=0, causing discontinuity.

6. (2) Q → S → R → P

Explanation:

(Q) Introduces the topic: Organisms adapt to their environment.

(S) Explains how adaptation helps survival.

(R) Defines natural selection, explaining why adaptation occurs.

(P) Concludes by stating that long-term adaptation leads to evolution.

This forms a coherent paragraph on adaptation and evolution.

7. (4) $b_1 + b_2 < 1$

Explanation:

This condition is not necessary because it does not relate directly to the triangle inequality. The triangle inequality requires the sum of any two segment lengths to be greater than the third, but it does not require that the sum of the break points (b1 + b2) be less than 1. In fact, $b_1 + b_2$ can be greater than or equal to 1 and still form a valid triangle depending on the actual segment lengths.

8. (4) Q; T; V; W

Explanation:

1st round: 4th student behind P eliminated.

2nd round: 5th behind Q eliminated.

3rd round: 3rd behind V eliminated.

4th round: 4th behind U eliminated.

By following this elimination pattern in a clockwise sequence, the remaining students are Q, T, V, and W.

9. (3) USA and Canada together have less than 50% of the total medals awarded to the nations in the above table
Explanation:
Total medals for each nation:
USA: 40 + 44 + 41 = 125
Canada: 39 + 27 + 24 = 90
Japan: 20 + 12 + 13 = 45
Australia: 17 + 19 + 16 = 52
France: 16 + 26 + 22 = 64
Total medals = 125 + 90 + 45 + 52 + 64 = 376
USA + Canada = 215, which is more than 50% of 376.

10. (2) ₹ 7, 24,961
Explanation:
Let consulting fee = x
Overhead calculation:
If x<=5, 00, 00: Overhead=0.2x
If x>5, 00,000: Overhead= 1, 00,000+0.1(x - 5, 00,000)
Total charge to client:
Total=(x + Overhead)*1.18
Solve for x give that the total charge cannot exceed ₹10, 00,000.
The solution gives x ≈ ₹7, 24,961.

11. (3) 53791
Explanation:
To identify the odd one out, let's analyze the pattern in the given numbers:
31541: 3 + 1 + 5 + 4 + 1 = 14
42651: 4 + 2 + 6 + 5 + 1 = 18
53791: 5 + 3 + 7 + 9 + 1 = 25
64871: 6 + 4 + 8 + 7 + 1 = 26
75981: 7 + 5 + 9 + 8 + 1 = 30
Looking at the sum of the digits of each number, we can observe that:
14 is divisible by 7
18 is divisible by 9
25 is divisible by 5
30 is divisible by 6

However, 26 (the sum of the digits of 64871) is not divisible by any of the numbers from 2 to 10.

12. (2) Arun
Explanation:
Ankit: 1 apple + 1 pineapple = 2 fruits
Arun: Only 1 apple
Ankur: 1 apple + 1 banana = 2 fruits
Alam: 1 mango + 1 kiwi = 2 fruits
Thus, Arun has the least (1 fruit).

13. (4) H
Explanation:
Change vowels (E, I, E) to previous letters → D, H, D
Change consonants (R, S, D) to next letters → S, T, E
New word: STHDED
Third from the right = H.

14. (2) Santosh
Explanation:
Vipul and Ahmad are partners, sitting opposite each other.
Vipul faces West, so Ahmad (opposite him) faces East.
David faces South.
Since it's a 2v2 Carrom game:
The other two players must be David and Santosh.
David faces South, so his partner Santosh must be opposite him — facing North.

15. (2) RQSP
Explanation:
R introduces coaches & officials.
Q explains their role in guiding players.
S emphasizes reading the game.
P concludes by mentioning adjusting tactics accordingly.
Thus, the best sequence is RQSP.

16. (3) 14:30 Hours
Explanation:

Start time = 09:40
Journey time = 4 hours 50 minutes
Arrival time = 09:40 + 4:50 = 14:30
Thus, the car reaches city Q at 14:30 hours.

17. (2) 10
Explanation:
P is three years younger than R →P =R-3=15-3=12
P is one year older than S →S=P-1=12-1=11
S is one year older than Q →Q=S-1=11-1=10
Thus the age of Q is 10 years.

18. (1) ALOHVEGA
Explanation:
Given transformations:
ATTITUDE → TAUJUEDU
CHILDREN → HCJMENER
Observing the pattern:
The 1st and 3rd letters swap places.
The 2nd and 4th letters swap places.
The 5th and 7th letters swap places.
The 6th and 8th letters swap places.
Now applying this pattern to LANGUAGE:
Swap 1st (L) and 3rd (N) → NAGUAGE
Swap 2nd (A) and 4th (G) → ALGUAGE
Swap 5th (U) and 7th (A) → ALGAUAE
Swap 6th (G) and 8th (E) → ALOHVEGA

19. (3) 390
Explanation:
Total candidates = 450
Failed in all subjects = 60
Candidates who passed at least one subject = Total - Failed in all
390 = 450 - 60

20. (2) $7\frac{2}{5}$

Explanation:
Division: 8 ÷ 40 = 0.2
Multiplication: 7 × 0.2 = 1.4
Addition: 8 + 1.4 = 9.4
Subtraction: 9.4 - 2 = 7.4
Therefore, the answer is 7.4

21. (3) 106
Explanation:
Arithmetic sequence formula:
Tn = a + (n-1) d
where a = 5, d = 3, Tn = 320
320 = 5 + (n-1) × 3
315 = (n-1) × 3
n-1 = 105
n = 106

22. (2) 1060
Explanation:
Last year taxable income = Rs. 22,000
This year taxable income = Rs. 34,200
Using tax slab calculations:
Last year tax = Rs. 910
This year tax = Rs. 1970
Additional tax payable = 1970 - 910 = 1060

23. (4) Anand is clerk and Chris is plumber.
Explanation:
Clerk is Chris's cousin: This means Chris cannot be the clerk.
Hari lives next door to the plumber: Thus, Hari cannot be the plumber.
Anand knows more facts than the teacher: Therefore, Anand cannot be the teacher.
From these deductions, if Chris is not the clerk and Hari is not the plumber, the only possibility is that Anand is the clerk. Consequently, Chris must be the plumber, leaving Hari as the teacher. This arrangement satisfies all clues: Anand (clerk) is Chris's cousin, Hari lives next to Chris (the plumber), and Anand knows more than Hari (the teacher).

24. (3) and (4)
Explanation:
Statement A is incorrect: The UN report clearly mentions India among the worst affected countries.
Statement B is incorrect: The passage mentions poor groundwater quality in Europe but does not confirm drought.
Statement C is correct: The passage mentions food godowns being attacked due to water shortages.
Statement D is correct: The passage states severe drought in Rajasthan, MP, and AP.

25. (2) 18
Explanation: Step-by-step Analysis:
Identify numbers appearing in exactly two overlapping shapes.
Exclude numbers that belong to only one shape or more than two shapes.
Observing the figure:
Numbers in exactly two overlapping regions: 2, 2, 3, 8, and 3
Summing them up:
2+2+3+8+3=18

26. (3) Rs. 6250.00
Explanation:
The given square field ABCD has a diagonal AC = 50 meters. The formula for the diagonal of a square is:
Diagonal = $s\sqrt{2}$
Solving for s,
$S = 50/\sqrt{2} = 25\sqrt{2} \approx 35.36$meters
The area of the square is:
$S2 = 25\sqrt{2} = 1250$ square meters.
The cost lying grass at Rs. 5 sq. meters is:
1250*5 = 6250Rs

27. (2) Permissive indulgent parenting
Explanation: In permissive indulgent parenting, parents are overly involved in their child's life but do not enforce rules or discipline. This leads to children having freedom without boundaries, which can affect their self-regulation.

28. (4) Association area

Explanation: Association areas of the brain are regions that integrate and process information from different sensory modalities. They help in tasks like thinking, learning, memory, and problem-solving. These areas are not directly responsible for motor or sensory functions but play a crucial role in coordinating and interpreting information received from various parts of the brain.

29. (2) Cognitivism
Explanation: B.F. Skinner is associated with behaviorism, a psychological approach that emphasizes learning through reinforcement and punishment. In contrast, Howard Gardner is known for the Theory of Multiple Intelligences, which falls under cognitivism. Cognitivism focuses on mental processes like thinking, problem-solving, and intelligence.

30. (4) Double blind study
Explanation: A double-blind study is a type of experimental research where both the experimenter and the participants are unaware of which group (experimental or control) a participant belongs to. This method is used to eliminate biases and ensure that the results are not influenced by expectations. For example, in drug trials, neither the patient nor the doctor knows if the patient is receiving the actual drug or a placebo.

31. (1) Evolutionary psychology
Explanation: Cultural congruence in social psychology refers to behaviors and attitudes aligning with cultural norms. In contrast, evoked culture is a concept from evolutionary psychology that explains how cultural traits emerge due to environmental pressures. For example, in regions with high disease prevalence, cultures tend to have stricter social norms to minimize contact and disease spread. This adaptation is shaped by evolutionary pressures rather than learned behaviors alone, making it a key concept in evolutionary psychology.

32. (3) P-iii; Q-i; R-iv; S-ii
Explanation:
P. Psychodynamic (iii) Controlled by inner forces and conflicts: The psychodynamic perspective emphasizes the influence of unconscious drives, motives, and conflicts on behavior. It suggests that our early childhood experiences play a significant role in shaping our personalities and behavior.
Q. Behavioral (i) Reactors to the environment: The behavioral perspective focuses on how we learn through interactions with our environment. It emphasizes the role of rewards, punishments, and observation in shaping behavior.
R. Humanistic (iv) Free agent seeking self-actualization: The humanistic perspective

emphasizes human potential and free will. It suggests that we are inherently motivated to grow, learn, and achieve self-actualization (reaching our full potential).
S. Cognitive (ii) As thinkers: The cognitive perspective focuses on mental processes such as perception, memory, problem-solving, and decision-making. It views humans as active processors of information who interpret and make sense of their experiences.

33. (3) Factor Analysis
Explanation: Factor analysis is a statistical method used to identify underlying relationships between variables by grouping them into factors. It is commonly used in psychology, particularly in intelligence and personality research, to determine clusters of related traits. For example, in personality psychology, factor analysis has been used to develop the Big Five personality traits. It works by analyzing correlations between multiple variables and reducing them into fewer underlying factors that explain observed data patterns.

34. (2) P: ii, Q: i, R: iv, S: iii
Explanation:
P. Instinct (ii) Are fixed action patterns: Instincts are innate, unlearned behaviors that are triggered by specific stimuli. They are often referred to as fixed action patterns because they are relatively inflexible and occur in a predictable sequence.
Q. Incentive (i) Environmental motivation triggers: Incentives are external stimuli or rewards that motivate behavior. They can be positive (e.g., getting a raise) or negative (e.g., avoiding punishment).
R. Self-actualization (iv) Considered by Maslow as the highest need: Self-actualization is the highest level of Maslow's hierarchy of needs. It refers to the need to fulfill one's potential and become the best version of oneself.
S. Intrinsic motivation (iii) Self-determination theory: Intrinsic motivation refers to doing an activity for its own sake, because it is enjoyable or interesting. Self-determination theory (SDT) emphasizes the importance of intrinsic motivation for psychological well-being and growth. It suggests that people are motivated to grow and change when they feel a sense of autonomy, competence, and relatedness.

35. (2) Confirmation Bias
Explanation: Confirmation bias is the tendency to interpret, search for, and recall information in a way that confirms one's preexisting beliefs. For example, if someone believes that a particular student is intelligent, they may focus more on instances where the student excels and ignore mistakes. This bias affects decision-making and perception, reinforcing existing beliefs rather than challenging them with new evidence.

36. (1) Fundamental Attribution Error
Explanation: The fundamental attribution error occurs when people overemphasize personality traits and underestimate situational factors in explaining others' behaviors. For instance, if a coworker is late, one might assume they are irresponsible rather than considering traffic delays. This cognitive bias influences how people perceive and judge others, often leading to unfair assumptions.

37. (1) Stimulus Generalization
Explanation: Stimulus generalization occurs when a conditioned response spreads to similar stimuli. In Ankit's case, his fear of dogs extends to all animals, even though he was only chased by one. This principle is observed in classical conditioning, where responses learned for one stimulus can be triggered by other similar stimuli.

38. (3) P – true, Q – true, R – true, S – false
Explanation:
P – True: Exogenous attention is involuntary and drawn by external stimuli, such as brighcolors.
Q – True: Endogenous attention is voluntary and directed based on internal goals (e.g., searching for a green dress).
R – True: Endogenous attention is controlled voluntarily, while exogenous attention is reflexive.
S – False: Endogenous attention is a top-down process, while exogenous attention is bottom-up.

39. (3) Operationalization
Explanation: Operationalization is the process of defining a concept so it can be measured. For example, to study "happiness," researchers might use self-reported surveys, physiological indicators, or behavioral measures. This ensures clarity in research and allows variables to be tested systematically.

40. (2) and (4)
Explanation:
Both depth interviews and case studies are qualitative research methods that aim to collect detailed, in-depth information about a small number of individuals:
Depth Interview (2): Involves intensive, one-on-one conversations to explore a participant's thoughts, motivations, and experiences in depth.
Case Study (4): Focuses on an in-depth examination of a single individual, group, or situation, often over a long period, to gather comprehensive data.

On the other hand:
Surveys (1): Typically involve large samples and focus on breadth rather than depth.
Correlational Research (3): Examines relationships between variables, often with larger samples and without detailed individual-level data.

41. (1) (3) and (4)
Explanation:
The state of internal physiological equilibrium the body strives to maintain is called Homeostasis. It refers to the body's regulation of internal conditions (like temperature, pH, glucose levels) to maintain stability.
(2) Homeostasis – Denotes internal equilibrium.
(1) Intrinsic motivation – Refers to engaging in behavior for internal satisfaction, not physiological balance.
(3) Instincts – Innate behavioral patterns, not directly linked to maintaining physiological equilibrium.
(4) Drive – Refers to internal states of tension that motivate behavior to reduce that tension, but it is a response to imbalance, not the equilibrium itself.

42. (3) and (4)
Explanation:
(1) "Thoughts about what to do…" — more about planning a response, not formal appraisal.
(2) "Thoughts about whether an event is generally threatening…" — this belongs to primary appraisal.
(3) "Evaluation of an event's relevance, threat and stressfulness" — part of the appraisal process involved in assessing stress.
(4) "Evaluation of coping resources and options…" — a core aspect of secondary appraisal.

43. (1) Analytic & (2) Experiential/creative
Explanation: Sternberg's Triarchic Theory of Intelligence divides intelligence into three types:
Analytic intelligence: Problem-solving and logical reasoning.
Creative (experiential) intelligence: Innovation and adaptability.
Practical intelligence: Everyday problem-solving and street smarts.

44. (1) Falsifying the data & (3) Not taking informed consent
Explanation: While some deception is allowed in research (e.g., withholding study details temporarily), falsifying data and failing to obtain informed consent violate ethical standards. Researchers must ensure participants understand the study's nature and agree voluntarily.

45. (4) P-iii; Q-iv; R-i; S-ii
Explanation:
P. Cellular-Clock Theory (iii) Cells are limited in the number of times they can reproduce to repair damage: This theory suggests that our cells have a limited number of times they can divide and replicate. This limit is related to the shortening of telomeres (protective caps on the ends of chromosomes) with each cell division. As telomeres shorten, cells become less able to divide, leading to aging and age-related diseases.
Q. Wear-and-Tear Theory (iv) Body organs and cell tissues wear out with repeated use and abuse: This theory proposes that the body, like a machine, gradually wears out over time due to the accumulation of damage from everyday use, stress, and environmental factors.
R. Free-radical Theory (i) Oxygen molecule with unstable electron: This theory suggests that aging is caused by the accumulation of damage from free radicals, which are unstable molecules that can damage cells and DNA. Free radicals are a natural byproduct of metabolism, but their production can be increased by factors like pollution and smoking.
S. Activity Theory (ii) Elderly person who remains active in some way adjusts more positively to aging: This theory emphasizes the importance of social engagement and activity in successful aging. It suggests that older adults who remain active and involved in their communities tend to have better physical and mental health and overall well-being.

46. (2) P-iii; Q-i; R-ii; S-iv
Explanation:
Neurotransmitters are chemical messengers in the brain that regulate different functions.
Acetylcholine (P-iii) – Attention and memory
Involved in muscle activation, learning, and memory.
A deficit is linked to Alzheimer's disease.
Dopamine (Q-i) – Movement and pleasure sensation
Plays a role in movement and reward-motivated behavior.
Too much dopamine is linked to schizophrenia, while too little is linked to Parkinson's disease.
Serotonin (R-ii) – Sleep, anxiety, and appetite
Regulates mood, hunger, sleep, and arousal.
Low serotonin is associated with depression and anxiety disorders.
Norepinephrine (S-iv) – Arousal and mood
Influences alertness, mood, and the body's response to stress.

47. (1) P-iv; Q-iii; R-ii; S-i
Explanation:

P. Sympathetic (iv) Fight-or-flight system: The sympathetic nervous system is responsible for preparing the body for stressful or emergency situations. It increases heart rate, respiration, and blood flow to muscles, while slowing down digestion and other non-essential functions.
Q. Parasympathetic (iii) Maintaining body functions under normal conditions: The parasympathetic nervous system is responsible for "rest and digest" functions. It slows heart rate, lowers blood pressure, and stimulates digestion.
R. Afferent (ii) Carrying messages from senses to Central Nervous System: Afferent neurons (sensory neurons) carry sensory information from the body's receptors (like those in your skin, eyes, and ears) to the central nervous system (brain and spinal cord).
S. Efferent (i) Carrying messages from Central Nervous System to muscles and glands: Efferent neurons (motor neurons) carry signals from the central nervous system to the muscles and glands, causing them to take action.

48. (3) Cross-sequential design
Explanation:
Cross-sectional design: Studies multiple age groups at a single point in time.
Longitudinal design: Follows one group over a long period.
Cross-sequential design: A combination of both, where different age groups are studied over time.
Since the researcher is studying different age groups in both 2022 and 2025, the study follows a cross-sequential design.

49. (3) Somatic + Autonomic Nervous Systems
Explanation:
The Peripheral Nervous System (PNS) connects the CNS (brain and spinal cord) to the rest of the body. It consists of:
Somatic Nervous System: Controls voluntary muscle movements.
Autonomic Nervous System: Regulates involuntary functions like heartbeat and digestion.

50. (3) P-iii; Q-iv; R-ii; S-i
Explanation:
P. Anima (iii) An archetype representing the female principles. In the male psyche, the anima represents the unconscious feminine qualities.
Q. Animus (iv) An archetype representing the male principles. In the female psyche, the animus represents the unconscious masculine qualities.
R. Self-Archetype (ii) An unconscious image representing unity, wholeness, completion, and balance. The self is the central archetype of the personality, striving for integration and

wholeness.
S. Archetype (i) A universal idea, image, or pattern, found in the collective unconscious. Archetypes are innate, universal patterns or symbols that are part of the collective unconscious, a shared reservoir of experiences inherited from our ancestors.

51. (4) Non-reinforcement and time out
Explanation:
Behavior modification aims to eliminate undesirable behaviors through:
Non-reinforcement: Ignoring bad behavior to reduce it.
Time-out: Removing access to positive reinforcement.
Punishment is not effective because it can lead to aggression and anxiety.

52. (1) P-ii; Q-i; R-iv; S-iii
Explanation:
P. Confounding (ii) Presence of an uncontrolled variable creates uncertainty as to whether the dependent variable was influenced by the independent variable. Confounding occurs when an extraneous variable interferes with the relationship between the independent and dependent variables, making it difficult to determine the true cause of the effect.
Q. High internal validity (i) We can draw clear causal conclusions from an experiment. Internal validity refers to the extent to which a study can confidently demonstrate a cause-and-effect relationship between the variables.
R. High external validity (iv) The results of a study generalize to other settings and populations. External validity refers to the extent to which the findings of a study can be generalized to other populations, settings, or time periods.
S. Placebo effect (iii) Participant improves because of the expectation of receiving a treatment, not because of the treatment itself. The placebo effect is a phenomenon where a person experiences a benefit or improvement after receiving a placebo (a fake treatment), simply because they believe they are receiving a real treatment.

53. (3) Both P and Q are correct
Explanation:
Factor analysis:
Reduces a large number of variables into clusters (P is correct).
Clusters reflect underlying traits or dimensions (Q is correct).
Example: Intelligence can be broken down into verbal, mathematical, and spatial abilities.

54. (1) Psychodynamic and Humanistic

Explanation:
In psychology, the 'first force' is the psychodynamic perspective, primarily associated with Sigmund Freud, which focuses on unconscious processes and childhood experiences. The 'third force' is the humanistic perspective, which emphasizes personal growth and self-actualization, represented by figures like Carl Rogers and Abraham Maslow. The behavioral perspective is considered the 'second force,' focusing on observable behaviors rather than internal processes.

55. (1) The ability to distinguish speech from non-speech sound is likely to develop before the age of three months. & (4) the ability to use single words is not likely to begin before the age of ten months.
Explaination:
(1): Infants can differentiate between speech and non-speech sounds before three months, which is a foundational skill for language development.
(4): Infants typically start using single words around 10 months, marking an important milestone in language development.

56. (1), (2), & (3)
Explanation:
Humanistic theorists (1) – Would NOT typically use them
Focus on conscious experience, free will, self-actualization, and subjective growth.
They prefer interviews, Q-sorts, and self-report methods over tools designed to uncover unconscious conflicts.
Cognitive theorists (2) – Would NOT use them
Study schemas, information processing, and thought patterns, relying on experiments, reaction-time tasks, or questionnaires not projective measures.
Trait theorists (3) – Would NOT use them
Emphasize measurable, stable traits assessed with standardized, objective tests (e.g., NEO-PI-R, 16PF). Projective tests lack reliability and validity for trait measurement.
Psychodynamic theorists (4) –Would be interested
Projective tests were developed within psychodynamic theory to probe the unconscious.
This group relies on them the most.

57. (1), (2), & (3)
Explanation:
Ambition – Strong drive to achieve goals.
Competitiveness – Constant desire to outperform others.
Time urgency – Obsession with deadlines and fast-paced activity.

Laid back – This trait is typical of Type B personality, which is more relaxed and stress-resistant.

58. (1) Reactivity carryover true change over time & (3) Inconsistency of test content non parallel halves.
Explanation:
(A) Reactivity carryover true change over time: * Reactivity: The act of measurement itself can change the thing being measured. For example, if someone knows they're being observed, they might behave differently.
Carryover: Effects from previous testing or events can influence later measurements.
True change over time: People naturally change over time, and this can affect the consistency of measurements.
(C) Inconsistency of test content non parallel halves:
If a test is supposed to measure the same thing throughout, but different parts of the test are inconsistent or unequal in difficulty, this will introduce error. This is often a concern with tests that have multiple forms or parallel versions.

59. (1) & (3)
Explanation:
The humanistic approach to therapy such as Carl Rogers' client-centered therapy or Gestalt therapy emphasizes personal growth, self-awareness, free will, and the client's capacity for self-healing. It works best when the individual can reflect, communicate openly, and explore their inner experiences.
Schizophrenia (1): Involves severe disturbances in thought, perception, and reality testing. Clients may not have the cognitive or emotional stability needed for introspective therapy.
Paranoia (3): Characterized by mistrust, delusions, and suspicion, making it hard to form the therapeutic alliance necessary for humanistic methods.

60. (1) and (3)
Explanation: Aptitude tests are designed to measure an individual's potential or capacity to learn, develop skills, or succeed in training or future tasks rather than assessing their current level of knowledge. Here's how each statement relates:
(1) Evaluate the effects of an unknown, uncontrolled set of experiences: Aptitude reflects the combined influence of natural ability and varied life experiences that are often not systematically taught or controlled. These underlying capabilities influence how well a person can learn or adapt in the future.
(2) Rely heavily on content validation procedure: This is true for achievement tests, which

must closely match the specific content taught. Aptitude tests, instead, focus on predictive validity how well they forecast future performance.
(3) Evaluate the potential to profit from training: This is the core feature of aptitude tests. They predict how well a person will perform in a course, job, or learning situation.
(4) Evaluate the outcome of training: That is the function of achievement tests, not aptitude tests.

61. (1) Erroneous perceptions & (4) Incorrect perceptual hypothesis
Explanation:
Illusions are misinterpretations of real external stimuli, meaning the sensory input is real, but our perception of it is distorted. This happens because the brain relies on past experiences, context, and expectations to interpret sensory information, which sometimes leads to incorrect perceptual hypotheses. For example, in visual illusions like the Müller-Lyer illusion, lines of the same length appear different because of the context in which they are placed. So, illusions reflect errors in perception, not in the actual stimulus, which is why they are described as both erroneous perceptions and results of incorrect perceptual hypotheses.

62. (4) The mean of Section A and Section B are the same, the standard deviation is different
Explanation:
To analyse the data, we calculate the mean and standard deviation (SD) of both sections:
Step 1: Calculate the Mean
Mean formula:

$$\text{MEAN}=\boldsymbol{\Sigma}X/N$$

Both sections have the same set of values, just arranged differently, so their mean will be the same.
Step 2: Calculate the Standard Deviation
Standard deviation (SD) depends on how spread out the values are. Since the data is differently distributed, the SD will differ.

63. (1) Size influences conformity only up to a certain level & (3) Group unanimity influences conformity
Explanation:
Conformity is the tendency to align behaviors, attitudes, and beliefs with group norms.
(1) True – Research (Asch's conformity experiments) shows that group size affects conformity, but only up to a certain level (usually around 3–5 people).
(3) True – Group unanimity strongly affects conformity. If one person disagrees, conformity drops significantly.

64. (3) 4
Explanation:
In hypothesis testing, Type I error (α) occurs when a researcher incorrectly rejects a true null hypothesis (false positive), while Type II error (β) happens when a researcher fails to reject a false null hypothesis (false negative).
In this question, the given probabilities are:
Type I error (α) = 0.05
Type II error (β) = 0.20
To determine how much more serious a Type I error is compared to a Type II error, we calculate the ratio:
β /α =0.20/0.05=4

65. (1) 15.87%.
Explanation:
Step 1: Convert Soni's IQ Score into a Z-Score
The Z-score formula is:
$Z = X - \mu/\sigma$
Where:
X = 115X = 115X = 115 (Soni's IQ score)
μ = 100\mu = 100μ = 100 (Mean IQ)
σ = 15\sigma = 15σ = 15 (Standard deviation)
Z = 115 - 100/15 = 15/15 = 1
Step 2: Find the Percentage Below 115 in a Standard Normal Table-A Z-score of 1 corresponds to 84.13% of the population scoring below 11
Step 3: Find the Percentage Above 115
Since the total population is 100%, the percentage scoring above 115 is:
100% − 84.13% = 15.87%
Final Answer
The percentage of the population with IQ scores higher than 115 is 15.87% (rounded to 2 decimal places).

PSYCHOLOGY ENTRANCE EXAMINATIONS

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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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