ENTRANCE EXAMINATION FOR ADMISSION, MAY 2013.

Ph.D. (APPLIED PSYCHOLOGY)

COURSE CODE: 157

| Register Number : | | |
|-------------------|---|--|
| • | | |
| | • | Signature of the Invigilator (with date) |
| | • | |
| | | |

COURSE CODE: 157

Time: 2 Hours

Max: 400 Marks

Instructions to Candidates:

- 1. Write your Register Number within the box provided on the top of this page and fill in the page 1 of the answer sheet using pen.
- 2. Do not write your name anywhere in this booklet or answer sheet. Violation of this entails disqualification.
- 3. Read each question carefully and shade the relevant answer (A) or (B) or (C) or (D) in the relevant box of the ANSWER SHEET using HB pencil.
- 4. Avoid blind guessing. A wrong answer will fetch you -1 mark and the correct answer will fetch 4 marks.
- 5. Do not write anything in the question paper. Use the white sheets attached at the end for rough works.
- 6. Do not open the question paper until the start signal is given.
- 7. Do not attempt to answer after stop signal is given. Any such attempt will disqualify your candidature.
- 8. On stop signal, keep the question paper and the answer sheet on your table and wait for the invigilator to collect them.
- 9. Use of Calculators, Tables, etc. are prohibited.

| | 10 | me qua | inty of a perso | | avior in any situ | 401011. | • |
|--------------------------------|--|------------------------------------|--|-----------------------------------|--|---|---|
| (A) | Intelligence | (B) | Personality | (C) | Self-concept | (D) | Emotions |
| | is | the lea | st developed s | ense at | birth. | | |
| (A) | Vision | (B) | Touch | (C) | Hearing | (D) | Taste |
| Mos | t babies can scr | ibble w | ith a pencil or | crayon | at — | m | onths. |
| (A) | 8 | (B) | 12 | (C) | 15 | (D) | 18 |
| Acro | ophobia refers t | o fear o | f | | | | |
| (A) | Heights | , | | (B) | Darkness | | |
| (C) | Depth | | | (D) | Closed room | | |
| | developmenta vidual is | l stage | which is of | the sl | nortest period i | n the | lifespan of a |
| (A) | The prenatal | period | | (B) | The period of i | nfancy | |
| | | | | | | | |
| (C) | The period of | partun | ate | (D) | The period of n | eonate | |
| | The period of types' of perso | _ | | | The period of n | ieonate | |
| | - | _ | | | The period of n | | |
| The (A) | types' of perso | nality v (B) | were discussed Jung ssure divides | (C) | Adler (D brain along th |) Pav | lov |
| The (A) The sym | freud | nality v (B) | were discussed Jung ssure divides | (C) the | Adler (D brain along th |) Pav | lov |
| The (A) The sym | freud Freud metrical, mirro | nality v (B) | were discussed Jung ssure divides | (C) the nispher (B) | Adler (D brain along th es. central |) Pav | lov |
| The (A) The sym (A) (C) | freud Freud metrical, mirro | nality v (B) — fi or-imag | were discussed Jung ssure divides e cerebral hen | the nispher (B) | Adler (D brain along thes. central corpus callosu |) Pav ne mic | lov lline into tv |
| The (A) The sym (A) (C) | freud Freud metrical, mirro | nality v (B) — fi or-imag | were discussed Jung ssure divides e cerebral hen | the nispher (B) | Adler (D brain along th es. central |) Pav ne mic | lov lline into tv |
| The (A) The sym (A) (C) | types' of perso Freud metrical, mirrolateral longitudinal edividing line | nality v (B) — fi or-imag | were discussed Jung ssure divides e cerebral hen n early and lat | (C) the nispher (B) (D) | Adler (D brain along thes. central corpus callosu |) Pav ne mic | lov lline into to |
| The sym (A) (C) The aro (A) Wh | types' of perso Freud metrical, mirrolateral longitudinal dividing line k | nality v (B) —— file or-imag | vere discussed Jung ssure divides e cerebral hen n early and lat | (C) the hisphere (B) (D) te adole | Adler (D) brain along thes. central corpus callosurescence is somew |) Pav ne mic m vhat an (D) | lline into to bitrarily place |
| The sym (A) (C) The aro (A) Wh | e 'types' of perso Freud metrical, mirrolateral longitudinal e dividing line bund 15 years ich of the follow | nality v (B) —— file or-imag | vere discussed Jung ssure divides e cerebral hen n early and lat | (C) the hisphere (B) (D) te adole | Adler (D) brain along theses. central corpus callosus escence is somewant 16 years |) Pav ne mid m vhat an (D) positiv | lov lline into to bitrarily place 19 years |

| 10. | | The gland that controls such diverse activities as the level of su he secretion of the sex hormone androgen is called. | | | | | | the blood and | | | | |
|-----|-----------------------------|---|---------|-----------------|------------|--------------------|--------|-----------------|--|--|--|--|
| | (A) | Thyroid | Ē | | (B) | Gonads | | | | | | |
| | (C) | Adrenal Corte | ĸ | | (D) | Adrenal medull | a. | | | | | |
| 11. | The | New Nuclear D | eal (12 | 3) is between | | | | | | | | |
| - | (A) | India and Chir | ıa · | | (B) | India and Russi | a | | | | | |
| | (C) | India and Geri | nany | | (D) | India and USA | . • | | | | | |
| 12. | Pone | dicherry was a – | | color | ny. | | | | | | | |
| | (A) | German | (B) | Dutch | (C) | British | (D) | French | | | | |
| 13. | Defe | Defence Institute of Psychological Research is situated at | | | | | | | | | | |
| | (A) | Delhi | (B) | Dehradun | (C) | Hyderabad | (D) | Chandigarh | | | | |
| 14. | NIM | IHANS is locate | d at | ÷ | | | | | | | | |
| | (A) | Chandigarh | (B) | Bangalore | (C) | Chennai | (D) | Dehradun | | | | |
| 15. | Psychology can be termed as | | | | | | | | | | | |
| | (A) | Humanities su | bject | | (B) | Social Science | | | | | | |
| | (C) | Exact Science | | | (D) | Bio Social Scien | ce | | | | | |
| 16. | | is | also kr | own as the "m | aster g | land". | • | | | | | |
| | (A) | Thyroid gland | | | (B) | Pituitary gland | • | | | | | |
| | (C) | Adrenal gland | | | (D) | Gonads | | | | | | |
| 17. | The | stages in moral | develo | pment were fo | rmulat | ed by | | • | | | | |
| | (A) | Erikson | (B) | Piaget | (C) | Kohlberg | (D) | Terkel | | | | |
| 18. | | is | no long | ger a child but | not yet | an adolescent | | | | | | |
| | (A) | Pubescent | | , | (B) | Post pubescent | | | | | | |
| | (C) | Prepubescent | • | | (D) | Adult | | | | | | |
| 19. | | dren who requi | | | mal tir | ne for their sex g | roup (| to complete the | | | | |
| | (A) | Slow maturers | 1 | · | (B) | Fast maturers | | • | | | | |
| | (C) | Rapid mature | :8 | | (D) | Early maturers | | | | | | |

| 20. The period that has been thought of as a period of storm and stress | | | | | | | | | | | | |
|---|--|------------------|----------|-------------------|-------------|----------------------------|-------------|----------|--|--|--|--|
| | (A) | Adulthood | (B) | Adolescence | (C) | Childhood | (D) | Old age | | | | |
| 21. | Whic | h of the followi | ng tool | s is not suitable | e for m | easurement of | persona | lity? | | | | |
| | (A) | NEOPI | (B) | FIROB | (C) | MBTI | (D) | TAT | | | | |
| 22. | Who | is the chairma | n of Inc | lian Council of | Philos | ophical researc | ch? | • | | | | |
| | (A) | P.V. Ramkrish | nnarao | | (B) | Giriswar Mis | hra | | | | | |
| | (C) | Jitendra Moh | an | | (D) | Janak Pande | y | | | | | |
| 23. | The difficulty of 'Cohort Effect' is experienced in | | | | | | | | | | | |
| | (A) | Cross-Section | al resea | arch | (B) | Single Subject Design | | | | | | |
| | (C) | Longitudinal | researc | h | (D) | All of these | | | | | | |
| 24. | Which of the following is not necessary for the construction of a questionnaire? | | | | | | | | | | | |
| | (A) | Validity | | | (B) | Reliability | | • • | | | | |
| | (C) | Difficulty Ind | ex | | (D) | Discrimination | on Index | | | | | |
| 25. | In S | WOT analysis | 'O' star | nds for | | | | | | | | |
| • | (A) | Organisation | | | (B) | Opinion | | · | | | | |
| | (C) | Overload | | | (D) | Opportunity | | | | | | |
| 26. | Which of the following is broadest in scope? | | | | | | | | | | | |
| | (A) | Human Resor | urce M | anagement | (B) | Human Resource Development | | | | | | |
| | (C) | Personnel Ma | anagem | ent | (D) | Organisation | nal Deve | lopment | | | | |
| 27. | . The graphical representation of the relationship between stress and performance will have a —————————————————————————————————— | | | | | | | | | | | |
| | (A) | ' ⊃' | (B) | ·c' | (C) | ' '' | (D) | 'O' | | | | |
| 28. | Crit | ical Incident: J | Job Ana | ılysis:: Factor (| Compa | rison | | | | | | |
| | (A) | Job Descript | ion | | (B) | B) Job-Evaluation | | | | | | |
| | (C) | Performance | Appra | isal | (D) |) Job-Specific | ation | | | | | |
| 29. | . The assumption that employees like work and are creative falls under | | | | | | | | | | | |
| | (A) | Theory X | (B) | Theory Y | (C) | Theory Z | (D) | Theory C | | | | |

| 30. | Whi | ch of the following is the correct seq | uence of | f group-development? | | | | | | | |
|-----|--|--|------------|--|--|--|--|--|--|--|--|
| | (A) | Forming→Storming → Norming → | Perform | ming → Adjourning | | | | | | | |
| | (B) | Forming→ Norming → Storming → | Perfor | ming → Adjourning | | | | | | | |
| | (C) | Forming→Storming → Performing | → Nort | ming → Adjourning | | | | | | | |
| | (D) | Forming→ Norming → Performing | g →Stor | ming → Adjourning | | | | | | | |
| 31. | Whi | ch of the following provides a contin | gency a | pproach to leadership? | | | | | | | |
| , | (A) | Ohio State Studies | (B) | University of Michigan Studies | | | | | | | |
| • | (C) | Fiedler Model | (D) | Managerial Grid | | | | | | | |
| 32. | | three step (Unfreezing → Mov counded by | ement | → Refreezing) change model was | | | | | | | |
| | (A) | Kotter | (B) | Lewin | | | | | | | |
| | (C) | Maslow | (D) | French & Bell | | | | | | | |
| 33. | As per the Max-min-con principle, research design attempts to control————variance. | | | | | | | | | | |
| | (A) | Systematic Variance | (B) | Error Variance | | | | | | | |
| | (C) | Extraneous Variance | (D) | Between Group Variance | | | | | | | |
| 34. | 360 Degree Feedback is a method of | | | | | | | | | | |
| | (A) | Selection | (B) | Job Analysis | | | | | | | |
| | (C) | Job Evaluation | (D) | Performance Appraisal | | | | | | | |
| 35. | Wha | at is true about Job-Evaluation? | | | | | | | | | |
| | (A) | It evaluates the job | (B) | It evaluates the job-holder | | | | | | | |
| | (C) | It is done by the job-holder | (D) | All of the above | | | | | | | |
| 36. | EAF | stands for | | | | | | | | | |
| | (A) | Employer Assistance Programme | • | | | | | | | | |
| | (B) | Employment Assistance Programn | ne | | | | | | | | |
| | (C) | Employee Assistance Programme | | | | | | | | | |
| , | (D) | Employee Association Programme | | | | | | | | | |
| 37. | The calle | | r to give | e average rating to all the employees is | | | | | | | |
| | (A) | Error of Leniency | (B) | Error of central tendency | | | | | | | |
| • | (C) | • | (D) | Error of Severity | | | | | | | |

| 38. Which of the following is not a bivariate correlation? | | | | | | | | | |
|--|--|--|---------------------|------------|--|--|--|--|--|
| | (A) | Product moment | t Correlation | (B) | Kendel's Rank-order Correlation | | | | |
| | (C) | Partial correlation | n | (D) | Bi-serial Correlation | | | | |
| 39. | Job- | Enrichment model | is a model of | | | | | | |
| | (A) | Job-Evaluation | | (B) | Organisation structure | | | | |
| | (C) | Training | | (D) | Job design | | | | |
| 40. | | a two way factorial ropriate? | l design which of t | he follo | owing sampling procedure will be most | | | | |
| | (A) | Quota sampling | | (B) | Stratified random sampling | | | | |
| | (C) | Simple Random s | ampling | (D) | Cluster sampling | | | | |
| 41. | | g techniques does the researcher ask ntial research participants? | | | | | | | |
| | (A) | Snowball | | (B) | Convenience | | | | |
| | (C) | Purposive | | (D) | Quota | | | | |
| 42. | People who are available, volunteer, or can be easily recruited are used in the sampling method called | | | | | | | | |
| | (A) | Simple random sa | ampling | (B) | Cluster sampling | | | | |
| | (C) | Systematic sample | ling | (D) | Convenience sampling | | | | |
| 43. | A number calculated with complete population data and quantifies a characteristic of the Population is called which of the following? | | | | | | | | |
| | (A) | A datum | | (B) | A statistic | | | | |
| | (C) | A parameter | | (D) | A population | | | | |
| 44. | cert | ain rules. | set of elements t | aken fi | rom a larger population according to | | | | |
| | (A) | Sample | (B) Population | (C) | Element (D) Statistic | | | | |
| 45. | Whi time | | types of reliabilit | y refer | s to the consistency of test scores over | | | | |
| | (A) | Equivalent forms | reliability | (B) | Split-half reliability | | | | |
| | (C) | Test-retest reliab | ility | (D) | Inter-scorer reliability | | | | |

| 46. | All o | f the following are examples of Intel | ligence T | l'ests except | | | | | | |
|-------------|---|--|------------------------|--|--|--|--|--|--|--|
| | (A) | Wechsler Scales | | | | | | | | |
| | (B) | Stanford-Binet | ٠ | | | | | | | |
| • | (C) | Minnesota Multiphasic Personality | / Invento | ory (MMPI) | | | | | | |
| | (D) | Slosson | | | | | | | | |
| 47. | Anal | lysis of covariance is: | | | | | | | | |
| | (A) | A statistical technique that can variables | be used | I to help equate groups on specific | | | | | | |
| | (B) | A statistical technique that can be | used to | control sequencing effects | | | | | | |
| | (C) | A statistical technique that substit | tutes for | random assignment to groups | | | | | | |
| | (D) | (D) Adjusts scores on the independent variable to control for extraneous variables | | | | | | | | |
| 48. | Whe | en all participants receive all treatm | ent cond | litions, the study is susceptible to: | | | | | | |
| | (A) | Order effects | (B) | Carryover effects | | | | | | |
| | (C) | Analysis of covariance | (D) | (A) and (B) | | | | | | |
| 49. | In an experimental research study, the primary goal is to isolate and identify the effect produced by the | | | | | | | | | |
| | (A) | Dependent variable | (B) | Extraneous variable | | | | | | |
| | (C) | Independent variable | (D) | Confounding variable | | | | | | |
| 50. | Wh | at would happen (other things equal cent confidence interval rather than | l) to a co a 95 per | nfidence interval if you calculated a 99 cent confidence interval? | | | | | | |
| | (A) | It will be narrower | (B) | It will not change | | | | | | |
| | (C) | The sample size will increase | (D) | It will become wider | | | | | | |
| 51. | Wh | at is the standard deviation of a san | npling di | stribution called? | | | | | | |
| | (A) | Sampling error | (B) | | | | | | | |
| | (C) | Standard error | (D) | Simple error | | | | | | |
| 52 . | A - | is a subset of a | | . | | | | | | |
| | (A) | Sample, population | (B) | Population, sample | | | | | | |
| | (C) | | (D) | Parameter, statistic | | | | | | |
| 53. | | | to reject | the null hypothesis when the null | | | | | | |
| ٠ | hy | pothesis is actually false. | | | | | | | | |
| | (A) | Type I error | (B) | Type II error | | | | | | |
| | (C) | Type III error | (D) | Type IV error | | | | | | |

| 54 . | | | | | | | | | | | | |
|-------------|--|--|-------------------------|-----------------------------|-------------------------------|--|--|--|--|--|--|--|
| | (A) | False positive | (B) | False negative | | | | | | | | |
| | (C) | Double negative | (D) | Positive negative | | | | | | | | |
| 55. | The the | cutoff the researcher us | es to decide whethe | r to reject the null | hypothesis is called | | | | | | | |
| | (A) | Significance level | (B) | Alpha level | | | | | | | | |
| | (C) | Probability value | (D) | Both (A) and (B) | are correct | | | | | | | |
| 56. | Another name for a Likert Scale is a(n) | | | | | | | | | | | |
| | (A) | Interview protocol | (B) | Event sampling | · | | | | | | | |
| | (C) | Summated rating scale | e (D) | Ranking | ÷ | | | | | | | |
| 57. | À qu | A question during an interview such as "Why do you feel that way?" is known as a | | | | | | | | | | |
| | (A) | Probe | (B) | | | | | | | | | |
| | (C) | Response | (D) | Pilot | | | | | | | | |
| 58. | indi (A) (C) | viduals over time, such Instrumentation | as aging, learning, (B) | boredom, hunger, History | may occur within and fatigue. | | | | | | | |
| 59. | | What may happen when different comparison groups experience a different history event? | | | | | | | | | | |
| | (A) | History effect | (B) | Selection-histor | y effect | | | | | | | |
| | (C) | Selection effect | (D) | Group effect | | | | | | | | |
| 60. | | s type of validity refers | | | • | | | | | | | |
| - | (A) | Temporal validity | (B) |) Internal validit | y . | | | | | | | |
| | (C) | Ecological validity | (D |) External validit | ty | | | | | | | |
| 61. | Fil | ter Model theory of atte | ntion given by | | • | | | | | | | |
| | (A) | Shannon and Weaver | (B | • | | | | | | | | |
| | (C) | Broad bent | (D |) Schacter | | | | | | | | |
| 62 | . The concentration of mental effort on sensory or mental events is called | | | | | | | | | | | |
| | (A) | | Perception (C | _ | (D) Sensation | | | | | | | |

| 63. | | nirment of lear mation is calle | | of a task o | caused b | by having previously learnt similar | | | |
|-------------|--|------------------------------------|-----------|---------------|-------------|-------------------------------------|--------------|-------------------|--|
| | (A) | Retroactive in | hibition | | (B) | Proactive in | hibition | | |
| | (C) | Latent Learn | ing | • | (D) | Spontaneou | ıs recovery | | |
| 64. | Asso | ciative neuron | s are fou | ınd at | | | | <i>i</i> | |
| | (A) | Spinal cord or | nly | | (B) | Brain only | | | |
| | (C) | Spinal cord a | nd Brair | only | (D) | Autonomou | s nervous | system | |
| 6 5. | Lear | ning that is af | fected by | y consequen | ces is call | led | | | |
| | (A) | Self-regulate | d learni | ng | (B) | Classical conditioning | | | |
| | (C) | Operant cond | litioning | | (D) | Behavioral | self mana | gement | |
| 66. | Vica | rious learning | theory v | vas develope | ed by | | | | |
| | (A) | Kelly | (B) | Bandura | (C) | Wundt | (D) | Hering | |
| 67. | The calle | | tion of a | n organism | that resu | lts from som | e bodily or | tissue deficit is | |
| | (A) | Motive | (B) | Goal | (C) | Drive | (D) | Incentive | |
| 68. | A response that is invariably elicited by the unconditioned stimulus without prilearning is called | | | | | | | | |
| | (A) | Unconditione | ed respon | nse | (B) | Unconditioned stimulus | | | |
| | (C) | Conditioned | response | 9 | (D) | Conditioned stimulus | | | |
| 69. | The | act of bringing | g to mine | d material ti | hat has b | een stored in | n memory i | s called | |
| | (A) | Retrieval | (B) | | | Storage | (D) | | |
| 70 . | The | duration of sh | ort-tern | n memory is | | | | | |
| | (A) | 250 msec to | 4 sec | | (B) | About 12 s | ec | | |
| | (C) | 30 sec | | | (D) | 60 sec | | • | |
| 71. | | nnemonic tech all cues | nique th | nat organize | s inform | ation into ca | ntegories tl | hat are used as | |
| | (A) | Method of L | oci | | (B) | Acronym | | | |
| | (C) | Key word | • | | (D) | Organizat | ional scher | nas | |

| 72. | The las | basic traits that r | nake | up the huma | n persor | nality according to C | Cattell are known |
|-------------|------------|---------------------------|---------|--|-------------|-----------------------|---------------------|
| ٠. | (A) | Cardinal traits | | | (B) | Central traits | |
| | (C) | Source traits | | | (D) | Surface traits | |
| 73. | Δ 1111 | le that guarantee | s a so | lution to a sp | ecific ty | pe of problem is call | ed |
| 10. | (A) | | • | | (B) | Analogy | *: |
| | (C) | Algorithms | | | (D) | Trial and Error | |
| 5. 4 | Q | en independent M | ontal | abilities was | develop | ed by | |
| 74. | (A) | Cattell | | Spearman | (C) | Sternberg (1 | D) Thurstone |
| 75 | Т | factor theory of i | ntellis | zence was pro | posed b | у | |
| 75. | (A) | Sternberg | | Vernon | (C) | Thorndike (| D) Spearman |
| 76. | Ifa | null hypothesis is | rejec | ted, when it | is true, 1 | the error committed | knows as |
| 10. | (A) | Type II error | • | | (B) | Type I error | |
| | (C) | Type I and II er | ror | • | (D) | Probable error | į |
| 77. | Pro | vocative and retro | activ | e inhibition a | re exam | ples of | |
| , , , | (A) | Decay through | | and the second s | (B) | Motivated forgetti | ng |
| | (C) | | | | (D) | Interference effect | S |
| 78. | An | action potential i | s caus | ed by a self-r | propagat | ing mechanism call | ed |
| | · (A) | | | | (B) | Assimilation | • |
| | (C) | | | | (D) | Substitution | |
| 79. | On | e of the following | is not | a parametri | c test | | |
| | (A) | | (B) | | (C) |) F-test | (D) ANOVA |
| 80 | | e branch of psych muli | ology | that deals w | ith the | detection and interr | pretation of sensor |
| | (A) |) Perception | | | (B) | | • |
| | (C | | perce | ption | (D) | Signal detection | |
| 81 | | ne process by whi | ch a | cue enhances | recall | or recognition or a | subsequent item, i |
| | (A | | | | (B |) Memory | |
| | • |) Prior probabil | itv | | (D |) Permastore | |
| 19 | 5 <i>7</i> | y I have proposed | - 🗸 | | 10 | | |

| 82. | The | loss of memory | after ti | ne onset of the | e memor | ry disorder is ca | lled | | | | | |
|-----|--|---|------------|-----------------|------------|-------------------|--------------------------------------|-------|--|--|--|--|
| | (A) | anterograde a | mnesia | | (B) | retrograde am | nesia | | | | | |
| | (C) | amnesia | | | (D) | none | | • | | | | |
| 83. | | | l repr | esentation of | | | S-R connections tion, it is calle | | | | | |
| | (A) | cognitive map | | | (B) | mental map | | . • | | | | |
| | (C) | map of the ma | ze | | (D) | imaginary maj | p | | | | | |
| 84. | The | sense of familia | ar with | an experience | when t | he experience is | s novel is called a | เฮ | | | | |
| | (A) | (A) déjà vu | | | | dream | | | | | | |
| • | (C) divergent thinking | | | | (D) | imagination | | | | | | |
| 85. | The | | the ba | ck of the eye | that c | ontains photore | ceptor cells (rod | s and | | | | |
| | (A) | retina | (B) | pupil | (C) | iris | (D) lens | | | | | |
| 86. | The | The junction between two neurons is called as | | | | | | | | | | |
| | (A) | synapse | | | (B) | axon | | | | | | |
| | (C) | dendrite | - | | (D) | myelin sheath | | | | | | |
| 87. | The arou | The law states that the relationship between performance and arousal level is an inverted U- curve. | | | | | | | | | | |
| | (A) | Yerkes-Dodso | n | | (B) | Seyle | | | | | | |
| | (C) | Canon-bard | | • | (D) | None | | | | | | |
| 88. | The influence of stimuli that are insufficiently intense to produce a conscious sensation but strong enough to influence some mental processes is known as | | | | | | | | | | | |
| | (A) | subliminal pe | rception | 1 | (B) | | | | | | | |
| | (C) | sensation | | · | (D) | subliminal pri | ming | | | | | |
| 89. | | be | elieved (| that learning | precede | s development. | | | | | | |
| | (A) | Vygotsky | (B) | Piaget | (C) | Mandler | (D) None | | | | | |
| 90. | Rati | ional emotive th | nerapy v | was developed | l by | | : | | | | | |
| | (A) | Freud | (B) | Albert Ellis | (C) | Beck | (D) Clark | | | | | |

| 91. | The resp | mechanism cha onding is | aracter | rized by a retu | ırn to | n to earlier and more primitive modes o | | |
|------|----------|---------------------------------------|---------|-----------------|------------|---|------------|------------------|
| | (A) | Sublimation | | | (B) | Projection | | |
| | (C) | Regression | | | (D) | Rationalizatio | n | |
| 92. | Extr | emely slow brai | n wave | es that appear | in stag | ge 3 and domina | te stage | e 4 sleep |
| | (A) | Alpha | (B) | Delta | (C) | Theta | (D) | REM |
| 93. | Fear | Fear of strangers is called | | | | | | |
| | (A) | Acrophobia | (B) | Aquaphobia | (C) | Xenophobia | (D) | Agoraphobia |
| 94. | Whi | ch is not type of | delusi | on? | | | | |
| | (A) | Grandiose | (B) | Jealous | (C) | Somatic | (D) | Polygenic |
| 95. | | arrent, sexually | arous | ing fantasies (| or beh | aviors involving | the u | se of nonliving |
| | (A) | Fetishism | | - | (B) | Voyeurism | | |
| | (C) | Pedophilia | | | (D) | Exhibitionism | | 4 |
| 96. | | ch is involves ipitated by stres | | se of being c | ut off | or detached i | rom or | ne's self; ofter |
| | (A) | (A) Dissociative fugue | | | | Depersonaliza | tion | |
| | (C) | Adjustment dis | sorder | · | (D) | Bereavement | | · |
| 97. | | nse fear of gai nostic criteria fo | | weight or beco | oming | fat, even when | n unde | rweight is the |
| | (A) | Anorexia nervo | sa | | (B) | Bulimia nervosa | | |
| | (C) | Insomnia | | , | (D) | Dipsomania | | |
| 98. | Whi | ch is the major o | haract | eristic of Hist | rionic | Personality disc | rder? | |
| | (A) | Self-absorbed | | • | (B) | Seductive beha | iviour | |
| | (C) | Perfectionistic | | | (D) | Manipulative | | |
| 99. | Whi | ch is not the pos | itive s | ymptoms of sch | iizophi | renia? | | · |
| | (A) | Delusions | | | (B) | Disorganized s | peech | |
| | (C) | Poverty of spec | ech | | (D) | Hallucinations | 3 | |
| 100. | A fa | mous book 'Man | 's sear | ch for meaning | was w | ritten by | | |
| | (A) | Victor Frankl | | | (B) | Ellis | | |
| | (C) | Neitzche | | | (D) | Kierkegaard | | |
| | | | | | | | | |

| 91. | The mechanism characterized by a return to earlier and more primitive modes of responding is | | | | | | | |
|-------------|---|---|-----|------------|------------|---------------------|------------|-------------|
| | (A) | Sublimation | | | (B) | Projection | | |
| | (C) | Regression | | | (D) | Rationalization | | |
| 92. | Extremely slow brain waves that appear in stage 3 and dominate stage 4 sleep | | | | | | | |
| | (A) | Alpha | (B) | Delta | (C) | Theta | (D) | REM |
| 93 . | Fear of strangers is called | | | | | | | |
| | (A) | Acrophobia | (B) | Aquaphobia | (C) | Xenophobia | (D) | Agoraphobia |
| 94. | Which is not type of delusion? | | | | | | | |
| | (A) | Grandiose | (B) | Jealous | (C) | Somatic | (D) | Polygenic |
| 95. | | arrent, sexually arousing fantasies or behaviors involving the use of nonliving ets is called | | | | | | |
| | (A) | Fetishism | | | (B) | Voyeurism | | |
| | (C) | Pedophilia | | | (D) | Exhibitionism | | T |
| 96. | Which is involves a sense of being cut off or detached from one's self; often precipitated by stress? | | | | | | | |
| | (A) | A) Dissociative fugue | | | | Depersonalizat | ion | |
| | (C) | Adjustment disorder | | | (D) | Bereavement | | |
| 97. | Intense fear of gaining weight or becoming fat, even when underweight is the diagnostic criteria for | | | | | | | |
| | (A) | (A) Anorexia nervosa | | | | Bulimia nervosa | | |
| | (C) | Insomnia | | | (D) | Dipsomania | | |
| 98. | Whi | Which is the major characteristic of Histrionic Personality disorder? | | | | | | |
| • | (A) | (A) Self-absorbed | | | | Seductive behaviour | | |
| | (C) | Perfectionistic | | | (D) | Manipulative | | |
| 99. | Which is not the positive symptoms of schizophrenia? | | | | | | | |
| | (A) | Delusions | | | (B) | Disorganized sp | peech | |
| | (C) | Poverty of speed | ch | | (D) | Hallucinations | | |
| 100. | A famous book 'Man's search for meaning was written by | | | | | | | |
| ٠ | (A) | Victor Frankl | | | (B) | Ellis | | - |
| | (C) | Neitzche | | | (D) | Kierkegaard | | |