

CUET-UG Psychology Sample Paper-7

Duration: 1 Hour

Maximum Marks: 250

Instructions

- This paper contains a total of 50 Multiple Choice Questions.
- Each correct answer carries **+5 marks**.
- Each incorrect answer carries **-1 mark**.
- No negative marking for unattempted questions.

Q1. Which of the following best illustrates Sternberg's concept of practical intelligence?

- (A) Solving abstract puzzles
- (B) Adapting effectively to real-life situations
- (C) Generating novel ideas
- (D) Memorizing facts

Q2. In Gardner's theory, which intelligence is most closely related to self-reflection?

- (A) Interpersonal
- (B) Intrapersonal
- (C) Linguistic
- (D) Naturalistic

Q3. Which of the following statements about emotional intelligence is correct?

- (A) It is unrelated to social competence
- (B) It includes regulation of emotions
- (C) It is measured only through IQ tests
- (D) It excludes empathy



- Q4.** Which condition is necessary for creativity according to most psychological theories?
- (A) High intelligence only
 - (B) Divergent thinking
 - (C) Rote memorization
 - (D) Conditioning
- Q5.** The concept of “g factor” was proposed by:
- (A) Spearman
 - (B) Gardner
 - (C) Sternberg
 - (D) Thurstone
- Q6.** Which of the following best describes crystallized intelligence?
- (A) Ability to solve new problems
 - (B) Accumulated knowledge
 - (C) Emotional awareness
 - (D) Sensory perception
- Q7.** Bandura’s concept of self-efficacy is most closely linked to:
- (A) Intelligence
 - (B) Motivation and performance
 - (C) Memory
 - (D) Perception
- Q8.** Which personality theory emphasizes unconscious conflicts?
- (A) Trait theory
 - (B) Humanistic theory
 - (C) Psychoanalytic theory



(D) Behavioral theory

Q9. Fixation at the anal stage may lead to:

(A) Dependency

(B) Obsessiveness

(C) Narcissism

(D) Identity confusion

Q10. Which of the following is NOT a Big Five personality trait?

(A) Openness

(B) Conscientiousness

(C) Psychoticism

(D) Extraversion

Q11. Which projective test uses ambiguous pictures for storytelling?

(A) Rorschach Test

(B) TAT

(C) MMPI

(D) WAIS

Q12. Self-regulation failure is most likely to result in:

(A) Goal achievement

(B) Impulsive behavior

(C) Emotional stability

(D) Increased intelligence

Q13. Which stage of GAS involves depletion of resources?

(A) Alarm

(B) Resistance



- (C) Exhaustion
- (D) Recovery

Q14. Eustress refers to:

- (A) Negative stress
- (B) Positive stress
- (C) Chronic stress
- (D) Traumatic stress

Q15. Avoidance coping is considered:

- (A) Task-oriented
- (B) Emotion-oriented
- (C) Problem-focused
- (D) Cognitive-focused

Q16. Which of the following is a physiological symptom of stress?

- (A) Anxiety
- (B) Increased heart rate
- (C) Withdrawal
- (D) Irritability

Q17. Which disorder is characterized by disorganized thinking and speech?

- (A) Depression
- (B) Schizophrenia
- (C) Anxiety
- (D) OCD



- Q18.** A person believing they are being followed despite evidence to the contrary shows:
- (A) Hallucination
 - (B) Delusion
 - (C) Phobia
 - (D) Compulsion
- Q19.** Which is a positive symptom of schizophrenia?
- (A) Flat affect
 - (B) Hallucination
 - (C) Social withdrawal
 - (D) Lack of motivation
- Q20.** Which disorder involves excessive fear without real danger?
- (A) Phobia
 - (B) Schizophrenia
 - (C) Depression
 - (D) ADHD
- Q21.** DSM-5 primarily focuses on:
- (A) Physical illnesses
 - (B) Mental disorders classification
 - (C) Therapy techniques
 - (D) Intelligence testing
- Q22.** Which disorder is marked by repetitive behaviors and intrusive thoughts?
- (A) OCD
 - (B) Depression
 - (C) Bipolar disorder



(D) Autism

Q23. Which therapy focuses on reinforcement and punishment?

(A) Psychoanalysis

(B) Behavior therapy

(C) Cognitive therapy

(D) Humanistic therapy

Q24. Flooding is used to treat:

(A) Phobias

(B) Depression

(C) Schizophrenia

(D) ADHD

Q25. Beck's cognitive triad includes negative views about:

(A) Self, world, future

(B) Self, others, society

(C) Memory, learning, thinking

(D) Past, present, future

Q26. Which therapy emphasizes unconditional positive regard?

(A) Cognitive

(B) Behavioral

(C) Humanistic

(D) Psychoanalytic

Q27. Resistance in therapy refers to:

(A) Cooperation

(B) Avoidance of disclosure



- (C) Emotional release
- (D) Insight

Q28. The P-O-X model suggests imbalance leads to:

- (A) Stability
- (B) Attitude change
- (C) Learning
- (D) Memory loss

Q29. Which of the following best explains prejudice?

- (A) Behavior toward others
- (B) Negative attitude toward a group
- (C) Emotional instability
- (D) Social influence

Q30. Discrimination differs from prejudice because it involves:

- (A) Thoughts
- (B) Actions
- (C) Feelings
- (D) Beliefs

Q31. Social facilitation leads to:

- (A) Decreased performance
- (B) Improved performance on simple tasks
- (C) Poor decision-making
- (D) Isolation

Q32. Group polarization occurs due to:

- (A) Lack of interaction



- (B) Discussion strengthening initial views
- (C) Individual thinking
- (D) Isolation

Q33. Attribution theory explains:

- (A) Personality traits
- (B) Causes of behavior
- (C) Intelligence
- (D) Learning styles

Q34. Fundamental attribution error refers to:

- (A) Overestimating situational factors
- (B) Ignoring personality factors
- (C) Overestimating dispositional factors
- (D) Accurate judgment

Q35. A group formed for a short-term goal is called:

- (A) Primary group
- (B) Secondary group
- (C) Formal group
- (D) Informal group

Q36. Which factor increases group cohesiveness?

- (A) Conflict
- (B) Shared goals
- (C) Competition
- (D) Isolation



- Q37.** Norms in a group refer to:
- (A) Rules of behavior
 - (B) Leadership style
 - (C) Group size
 - (D) Intelligence
- Q38.** Which type of leader involves group members in decision-making?
- (A) Autocratic
 - (B) Democratic
 - (C) Laissez-faire
 - (D) Authoritarian
- Q39.** Groupthink is most likely when:
- (A) Members disagree openly
 - (B) Group is highly cohesive
 - (C) Leadership is weak
 - (D) Group is diverse
- Q40.** Social identity theory explains:
- (A) Individual learning
 - (B) Group-based self-concept
 - (C) Memory processes
 - (D) Intelligence
- Q41.** Ingroup bias refers to:
- (A) Favoring outgroup
 - (B) Favoring one's own group
 - (C) Neutral behavior



(D) Avoidance

Q42. Which of the following reduces prejudice?

(A) Segregation

(B) Intergroup contact

(C) Competition

(D) Isolation

Q43. Social norms influence behavior through:

(A) Coercion

(B) Expectation

(C) Intelligence

(D) Memory

Q44. Obedience is best illustrated by which experiment?

(A) Milgram experiment

(B) Asch experiment

(C) Pavlov experiment

(D) Skinner experiment

Q45. Asch's experiment demonstrated:

(A) Obedience

(B) Conformity

(C) Learning

(D) Conditioning

Q46. Which of the following best describes conformity?

(A) Acting independently

(B) Following group pressure



- (C) Leading a group
- (D) Ignoring norms

Q47. Which situation is most likely to produce social loafing?

- (A) Individual tasks
- (B) Group tasks with shared responsibility
- (C) Competitive tasks
- (D) Small groups

Q48. Leadership effectiveness depends on:

- (A) Only personality
- (B) Situation and traits
- (C) Intelligence only
- (D) Memory

Q49. Which factor decreases conformity?

- (A) Group unanimity
- (B) Presence of dissent
- (C) Group size
- (D) Cohesiveness

Q50. A person experiences physiological arousal (increased heart rate) and labels it as fear in one situation and excitement in another. This phenomenon is best explained by which theory of emotion?

- (A) James-Lange theory
- (B) Cannon-Bard theory
- (C) Schachter-Singer two-factor theory
- (D) Lazarus cognitive appraisal theory



Detailed Solutions**Q1.****Solution**

Concept: Sternberg's Triarchic Theory of Intelligence.

Solution: Robert Sternberg proposed a "triarchic" (three-part) theory of intelligence, suggesting that intelligence is more complex than a single general factor. The three components are:

Analytical Intelligence: This is the traditional "book smarts" intelligence measured by IQ tests. It involves analyzing, evaluating, judging, and comparing information. Solving abstract puzzles is a prime example of this.

Creative Intelligence: This involves the ability to generate novel ideas, invent, and imagine. It is about thinking outside the box and coming up with unique solutions.

Practical Intelligence: Often called "street smarts," this is the ability to apply knowledge to real-world situations. It involves adapting to, shaping, and selecting one's environment. This intelligence is crucial for solving everyday problems and navigating social situations effectively.

Based on these definitions, "Adapting effectively to real-life situations" is the clearest illustration of practical intelligence.

Final Answer : "Adapting effectively to real-life situations"

Answer: (B)



Q2.

Solution

Concept: Gardner's Theory of Multiple Intelligences.

Solution: Howard Gardner challenged the traditional view of a single, unified intelligence. He proposed the Theory of Multiple Intelligences, which posits that humans have several distinct intellectual capacities. Two of these are:

- **Interpersonal Intelligence:** The ability to understand and effectively interact with other people. It involves perceiving others' emotions, motivations, and intentions.
- **Intrapersonal Intelligence:** The capacity for introspection and understanding oneself. It involves having a clear model of one's own strengths, weaknesses, desires, and emotions, and using this self-knowledge to guide one's life.

Self-reflection is the core activity of intrapersonal intelligence, as it requires looking inward to understand one's own inner world. Linguistic and Naturalistic intelligences relate to language and nature, respectively, not self-understanding.

Final Answer : "Intrapersonal"

Answer: (B)

Q3.

Solution

Concept: Components of Emotional Intelligence (EI).

Solution: Emotional Intelligence (EI or EQ) is the ability to perceive, understand, manage, and use emotions. The key components include:

- **Perceiving emotions:** Recognizing emotions in oneself and others (e.g., through facial expressions).
- **Understanding emotions:** Comprehending emotional language and the complex relationships between emotions.
- **Managing emotions:** The ability to regulate one's own emotions and influence the emotions of others. This is the "regulation of emotions."
- **Using emotions:** Harnessing emotions to facilitate various cognitive activities, such as problem-solving and creativity.

From this, we can evaluate the options. EI is strongly related to social competence and includes empathy (understanding others' feelings). It is measured by specific EI assessments, not IQ tests. Therefore, the statement that it includes the regulation of emotions is the only correct one.

Final Answer : "It includes regulation of emotions"

Answer: (B)



Q4.

Solution**Concept:** Cognitive Processes in Creativity.

Solution: Creativity is the process of generating ideas or products that are both novel (original) and useful (appropriate). Psychologists have identified several cognitive processes associated with creativity. A crucial one is **divergent thinking**, which is the ability to generate a wide array of different ideas or solutions to a problem. It involves brainstorming, flexibility of thought, and exploring many possible avenues. This is in contrast to **convergent thinking**, which aims to find a single, correct solution to a problem. While a certain level of intelligence is necessary for creativity, high intelligence alone does not guarantee it. Rote memorization and conditioning are forms of learning that are generally not associated with novel idea generation. Therefore, divergent thinking is considered a necessary condition for creativity.

Final Answer : “Divergent thinking”**Answer:** (B)

Q5.

Solution**Concept:** Theories of Intelligence - General Intelligence Factor.

Solution: Charles Spearman, a British psychologist, was a pioneer in the study of human intelligence. Using a statistical technique called factor analysis, he observed that students' scores on a wide variety of seemingly unrelated academic subjects were positively correlated. He concluded that performance on all cognitive tasks is influenced by a single underlying factor of general mental ability, which he termed the "**g factor**" (general intelligence). He also proposed "s factors" for specific abilities, but the "g factor" was his central contribution, suggesting a common core to all intelligent behavior. Gardner, Sternberg, and Thurstone all later proposed theories that challenged the singular focus on a "g factor."

Final Answer : “Spearman”**Answer:** (A)

Q6.

Solution

Concept: Cattell's Theory of Fluid and Crystallized Intelligence.

Solution: Psychologist Raymond Cattell proposed that general intelligence ("g") can be broken down into two distinct but related components:

Fluid Intelligence (Gf): This is the ability to think logically, reason abstractly, and solve novel problems, independent of any previously acquired knowledge. It involves abilities such as pattern recognition and logical reasoning. This form of intelligence tends to peak in early adulthood and then decline.

Crystallized Intelligence (Gc): This refers to the knowledge and skills acquired through experience, education, and culture. It includes vocabulary, general knowledge, and factual information. Crystallized intelligence is essentially accumulated knowledge and tends to increase or remain stable throughout adulthood.

Therefore, the best description for crystallized intelligence is "accumulated knowledge."

Final Answer : "Accumulated knowledge"

Answer: (B)

Q7.

Solution

Concept: Bandura's Social Cognitive Theory and Self-Efficacy.

Solution: Albert Bandura, a key figure in social cognitive theory, introduced the concept of self-efficacy. Self-efficacy is an individual's belief in their own capacity to execute behaviors necessary to produce specific performance attainments. It is not about one's actual skills, but about the belief in one's ability to use those skills. This belief has a profound impact on human behavior. Individuals with high self-efficacy are more likely to set challenging goals, invest more effort, persist longer in the face of difficulties, and ultimately achieve higher levels of performance. Thus, self-efficacy is a powerful determinant of both motivation and performance.

Final Answer : "Motivation and performance"

Answer: (B)



Q8.

Solution

Concept: Major Theories of Personality.

Solution: Different personality theories offer distinct explanations for why people behave the way they do.

- **Trait Theory:** Focuses on identifying and measuring stable, enduring personality characteristics or traits.
- **Humanistic Theory:** Emphasizes personal growth, free will, and the drive for self-actualization.
- **Behavioral Theory:** Views personality as a set of learned behaviors acquired through conditioning and reinforcement.
- **Psychoanalytic Theory:** Founded by Sigmund Freud, this theory places a strong emphasis on the influence of the unconscious mind. Freud believed that personality is shaped by deep-seated, unconscious conflicts, desires, and memories, often stemming from early childhood experiences.

Therefore, psychoanalytic theory is the one that uniquely emphasizes unconscious conflicts as the primary drivers of personality.

Final Answer : “Psychoanalytic theory”

Answer: (C)

Q9.

Solution

Concept: Freud’s Psychosexual Stages of Development.

Solution: Sigmund Freud’s psychosexual theory posits that personality develops through a series of stages, each focused on a different erogenous zone. Unresolved conflicts at any stage can lead to a "fixation," where an individual’s personality becomes stuck with themes from that stage. The **anal stage** (approx. 18-36 months) is centered on the pleasure and conflict associated with toilet training. Fixation at this stage can result in one of two personality types:

- **Anal-retentive:** Resulting from overly strict toilet training, this can lead to a personality that is obsessively neat, orderly, rigid, and stingy.
- **Anal-expulsive:** Resulting from overly lenient training, this can lead to a messy, destructive, and disorderly personality.

Thus, fixation at the anal stage is most commonly linked to obsessiveness.

Final Answer : “Obsessiveness”

Answer: (B)



Q10.

Solution

Concept: The Big Five Personality Model (OCEAN).

Solution: The Big Five model is the most widely accepted and empirically supported framework for describing personality structure. It identifies five broad dimensions that capture the majority of variation in human personality. These five traits, often remembered by the acronym OCEAN or CANOE, are:

- (a) **O**penness to Experience (curious vs. cautious)
- (b) **C**onscientiousness (organized vs. careless)
- (c) **E**xtraversion (outgoing vs. reserved)
- (d) **A**greeableness (compassionate vs. detached)
- (e) **N**euroticism (anxious vs. confident)

Psychoticism is a trait from a different, earlier model proposed by Hans Eysenck, known as the PEN model (Psychoticism, Extraversion, Neuroticism). It is not part of the Big Five.

Final Answer : “Psychoticism”

Answer: (C)



Q11.

Solution

Concept: Projective Personality Tests.

Solution: Projective tests are a method of personality assessment where individuals respond to ambiguous stimuli. The underlying assumption is that in interpreting the ambiguity, individuals will "project" their unconscious thoughts, feelings, needs, and conflicts.

- The **Rorschach Test** uses ambiguous inkblots.
- The **Thematic Apperception Test (TAT)** uses a series of ambiguous pictures depicting people in various situations. The test-taker is asked to create a detailed story for each picture, including what led up to the event, what is happening, what the characters are thinking and feeling, and what the outcome will be. The stories are then analyzed for recurring themes and C.
- The **MMPI** (Minnesota Multiphasic Personality Inventory) is an objective, not projective, test.
- The **WAIS** (Wechsler Adult Intelligence Scale) is an IQ test.

Therefore, the TAT is the projective test that uses ambiguous pictures for storytelling.

Final Answer : "TAT"

Answer: (B)

Q12.

Solution

Concept: Self-regulation refers to the ability to monitor and manage one's own cognitive processes, emotions, and behaviors to achieve personal goals. It is a critical executive function that involves impulse control.

Solution: Self-regulation is the capacity to control one's impulses, delay gratification, and direct behavior towards long-term objectives. A failure in this ability means that the internal controls that prevent one from acting on immediate urges are weakened. This directly leads to impulsive behavior, which is characterized by acting on a whim without considering the potential negative consequences. In contrast, goal achievement and emotional stability are outcomes of successful self-regulation. Increased intelligence is a measure of cognitive ability and is distinct from the skill of self-regulation.

Final Answer : "Impulsive behavior"

Answer: (B)



Q13.

Solution

Concept: The General Adaptation Syndrome (GAS), developed by Hans Selye, is a three-stage model describing the body's physiological response to prolonged stress.

Solution: The GAS model consists of three stages:

Alarm: The initial stage where the body recognizes a stressor and activates the "fight-or-flight" response, mobilizing its resources by releasing hormones like adrenaline.

Resistance: If the stressor persists, the body enters this stage. It tries to adapt and cope with the stressor, maintaining a high level of physiological arousal. While it adapts, the body is consuming its resources at an accelerated rate.

Exhaustion: This is the final stage, reached after prolonged exposure to the stressor. The body's adaptive energy and resources are depleted. The individual becomes vulnerable to illness, fatigue, and burnout as the body can no longer sustain its resistance.

Therefore, the exhaustion stage is characterized by the depletion of resources.

Final Answer : "Exhaustion"

Answer: (C)

Q14.

Solution

Concept: Stress is not always negative. Eustress is a term for the positive, beneficial form of stress that can improve performance and well-being.

Solution: The term "eustress" combines the Greek prefix "eu-" (meaning "good") with "stress." It describes a type of stress that is perceived as a positive challenge rather than a threat. This form of stress can motivate an individual, increase focus, and lead to feelings of fulfillment and achievement. Examples include the stress felt before an athletic competition or the excitement of starting a new project. In contrast, distress is negative stress, which causes anxiety and impairs function. Chronic and traumatic stress are types of negative stress.

Final Answer : "Positive stress"

Answer: (B)



Q15.

Solution

Concept: Coping strategies are broadly categorized into two types: problem-focused (addressing the stressor itself) and emotion-focused (addressing the feelings associated with the stressor).

Solution: Avoidance coping is a strategy where an individual tries to ignore, deny, or otherwise avoid dealing with a stressful situation or its associated emotions. This strategy does not attempt to solve the underlying problem (making it not problem-focused or task-oriented). Instead, its primary goal is to reduce the negative emotional distress by disengaging from the situation. Because it centers on managing one's emotional state, it is classified as an emotion-oriented coping strategy. While it can be effective for short-term relief, it is often maladaptive in the long run if it prevents a person from addressing a solvable problem.

Final Answer : "Emotion-oriented"

Answer: (B)

Q16.

Solution

Concept: The body's reaction to stress involves a range of symptoms that can be categorized as physiological (physical), psychological (emotional/cognitive), and behavioral (actions).

Solution: A physiological symptom is a physical change in the body. When a person experiences stress, the sympathetic nervous system activates the "fight-or-flight" response, leading to measurable bodily changes. An increased heart rate (tachycardia) is one of the most common physiological responses, as the heart pumps more blood to muscles and vital organs in preparation for action. The other options are not physiological: anxiety and irritability are psychological/emotional symptoms, and withdrawal is a behavioral symptom.

Final Answer : "Increased heart rate"

Answer: (B)



Q17.

Solution

Concept: Schizophrenia is a severe psychiatric disorder that affects how a person thinks, feels, and behaves. A core feature is psychosis, which includes disorganized thought processes.

Solution: Disorganized thinking (also known as formal thought disorder) is a hallmark symptom of schizophrenia. This cognitive disruption becomes apparent through a person's speech, which may be illogical, incoherent, or tangential (e.g., "word salad" or loose associations between ideas). While disorders like depression and anxiety can affect concentration, the profound disorganization in the structure and flow of thought is most characteristic of schizophrenia.

Final Answer : "Schizophrenia"

Answer: (B)

Q18.

Solution

Concept: Psychotic symptoms include delusions (false beliefs) and hallucinations (false perceptions). It is important to distinguish between a disorder of thought content and a disorder of perception.

Solution: A delusion is a fixed, false belief that is firmly held despite clear evidence to the contrary. It is a disturbance in the content of thought. The belief that one is being followed, spied on, or plotted against is a specific type of delusion known as a persecutory delusion. A hallucination, by contrast, is a sensory experience that occurs without any external stimulus (e.g., hearing voices). A phobia is an irrational fear, and a compulsion is a repetitive behavior. The person's belief, being a false and fixed idea, is a delusion.

Final Answer : "Delusion"

Answer: (B)



Q19.

Solution

Concept: The symptoms of schizophrenia are often categorized as positive or negative. Positive symptoms represent an excess or distortion of normal functions, while negative symptoms represent a deficit or loss of normal functions.

Solution: Positive symptoms are those that are "added" to a person's experience and are not present in healthy individuals. Hallucinations (false sensory perceptions) and delusions (false beliefs) are primary examples of positive symptoms. Negative symptoms reflect a reduction or absence of normal behaviors. Flat affect (reduced emotional expression), social withdrawal (reduced social engagement), and lack of motivation (avolition) are all classic negative symptoms, as they represent a deficit in normal functioning. Therefore, a hallucination is a positive symptom.

Final Answer : "Hallucination"

Answer: (B)

Q20.

Solution

Concept: A phobia is a type of anxiety disorder defined by an intense and irrational fear of a specific object, place, or situation.

Solution: The key characteristics described are "excessive fear" and the fear occurring "without real danger." This points to a disproportionate and irrational fear response. This is the definition of a phobia. Individuals with a phobia experience overwhelming anxiety when confronted with the feared stimulus and will go to great lengths to avoid it, even though they may recognize that their fear is unreasonable. The other disorders have different core features: schizophrenia involves psychosis, depression involves low mood, and ADHD involves inattention and hyperactivity.

Final Answer : "Phobia"

Answer: (A)



Q21.

Solution

Concept: The Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5), is the standard classification system used by mental health professionals.

Solution: The primary purpose of the DSM-5 is to provide a standardized framework for the classification and diagnosis of mental disorders. It contains detailed descriptions, symptoms, and other criteria for diagnosing mental health conditions. This standardization facilitates reliable diagnoses among clinicians, guides treatment planning, and provides a common language for researchers. It is not a textbook on therapy techniques, a manual for intelligence testing, or a classification system for general physical illnesses (which is the role of the ICD).

Final Answer : “Mental disorders classification”

Answer: (B)

Q22.

Solution

Concept: Obsessive-Compulsive Disorder (OCD) is an anxiety disorder characterized by two main components: obsessions (intrusive thoughts) and compulsions (repetitive behaviors).

Solution: The question describes the two defining features of OCD.

Intrusive thoughts: These are obsessions, which are recurrent, unwanted, and distressing thoughts, images, or urges.

Repetitive behaviors: These are compulsions, which are ritualistic actions or mental acts that a person feels driven to perform in response to an obsession. The goal of the compulsion is to reduce the anxiety caused by the obsession or to prevent a feared outcome.

This distinct cycle of obsessions and compulsions is the hallmark of OCD.

Final Answer : “OCD”

Answer: (A)



Q23.

Solution

Concept: Behavior therapy is a school of psychotherapy that applies principles of learning, particularly operant and classical conditioning, to change maladaptive behaviors.

Solution: Behavior therapy is founded on the idea that behaviors are learned and can therefore be unlearned or modified. It uses techniques based on learning theory. A core component of this is operant conditioning, developed by B.F. Skinner, which involves modifying behavior through consequences. Reinforcement (a rewarding consequence) is used to strengthen a desired behavior, while punishment (an aversive consequence) is used to weaken an undesired behavior. This focus on reinforcement and punishment is central to behavior therapy, distinguishing it from psychoanalysis (unconscious conflicts), cognitive therapy (thought patterns), and humanistic therapy (self-actualization).

Final Answer : “Behavior therapy”

Answer: (B)

Q24.

Solution

Concept: Flooding is a form of exposure therapy, a behavioral technique used to treat anxiety disorders by confronting the feared stimulus directly.

Solution: Flooding is a therapeutic technique used primarily for phobias and other anxiety disorders. It involves exposing the patient to their feared object or situation intensely and rapidly, preventing them from making their usual avoidance or escape response. The therapy works on the principle of extinction; the intense anxiety response is a physiological state that cannot be maintained indefinitely. By remaining in the situation without any actual harm occurring, the patient’s fear response eventually subsides, and they learn that the situation is not dangerous.

Final Answer : “Phobias”

Answer: (A)



Q25.

Solution

Concept: Aaron Beck's cognitive model of depression posits that negative thought patterns are the central cause of depressive symptoms.

Solution: According to Beck's cognitive theory, individuals with depression hold a negative cognitive triad, which is a pessimistic view of three key areas of their lives. These are:

The Self: A negative view of oneself (e.g., "I am worthless," "I am a failure").

The World: A negative interpretation of one's experiences and the world at large (e.g., "The world is an unfair place," "No one loves me").

The Future: A negative and hopeless view of the future (e.g., "Things will never get better," "My future is bleak"). This triad of negative thoughts perpetuates the feelings of sadness and hopelessness characteristic of depression.

Final Answer : "Self, world, future"

Answer: (A)

Q26.

Solution

Concept: Humanistic psychology, particularly Carl Rogers' Person-Centered Therapy, emphasizes the importance of the therapeutic relationship and creating a supportive environment for client growth.

Solution: Unconditional positive regard is a core concept in the humanistic approach to therapy. It refers to the therapist's complete and non-judgmental acceptance of the client as a person, regardless of what they say or do. The therapist values the client for who they are, fostering an environment of safety and trust. This acceptance allows the client to explore their feelings and experiences without fear of rejection, facilitating personal growth and self-actualization. Cognitive, behavioral, and psychoanalytic therapies have different primary focuses (thoughts, behaviors, and unconscious conflicts, respectively).

Final Answer : "Humanistic"

Answer: (C)



Q27.

Solution

Concept: In psychoanalytic theory, resistance is an unconscious defense mechanism used by the client to avoid confronting painful or repressed thoughts and emotions.

Solution: Resistance occurs when a patient in therapy unconsciously blocks the progress of treatment. As the therapist and patient get closer to uncovering repressed memories and unconscious conflicts, the patient's defense mechanisms may activate to prevent this anxiety-provoking material from coming to light. This can manifest as missing appointments, changing the subject, arguing with the therapist, or a general reluctance and avoidance of disclosure about sensitive topics. It is seen as an obstacle to therapy that must be analyzed and overcome to achieve insight.

Final Answer : "Avoidance of disclosure"

Answer: (B)

Q28.

Solution

Concept: Fritz Heider's Balance Theory (P-O-X model) is a social psychology theory of attitude change, which suggests people seek consistency in their attitudes.

Solution: The P-O-X model describes a triad of relationships between a Person (P), another person (O), and an attitude object (X). The relationships can be positive (+) or negative (-). A state of "balance" exists when the product of the three signs is positive (e.g., P likes O, O likes X, and P likes X). An "imbalance" exists when the product is negative (e.g., P likes O, O likes X, but P dislikes X). This imbalanced state creates cognitive dissonance or tension, which motivates the person (P) to restore balance. The most common way to do this is by changing one of their attitudes (e.g., P might decide they actually like X, or they might change their opinion of O).

Final Answer : "Attitude change"

Answer: (B)



Q29.

Solution

Concept: Prejudice, stereotypes, and discrimination are three distinct components of bias toward a group. Prejudice is the affective or attitudinal component.

Solution: Prejudice is defined as a preconceived, usually negative, attitude toward a person based solely on their membership in a particular social group. An attitude is a combination of feelings, beliefs, and behavioral tendencies. The core of prejudice is the negative feeling or emotion associated with the group. It is distinct from a stereotype (a generalized belief or cognitive schema about a group) and discrimination (the actual negative behavior or action toward a group). Therefore, a negative attitude is the best explanation of prejudice.

Final Answer : “Negative attitude toward a group”

Answer: (B)

Q30.

Solution

Concept: Prejudice is an attitude (a feeling or belief), whereas discrimination is a behavior.

Solution: While prejudice and discrimination are related, they are not the same. Prejudice refers to the internal thoughts, feelings, and attitudes a person has about a particular group. Discrimination is the externalization of that prejudice; it is the unfair or negative treatment or action directed at individuals based on their group membership. One can hold a prejudice without acting on it (no discrimination), but discrimination is the behavioral manifestation of prejudice. Therefore, discrimination is defined by the actions taken.

Final Answer : “Actions”

Answer: (B)

Q31.

Solution

Concept: Social facilitation is a phenomenon in social psychology where the mere presence of other people affects an individual’s task performance.

Solution: Social facilitation describes the tendency for people to perform differently when in the presence of others than when alone. For simple or well-rehearsed tasks, the presence of others leads to improved performance. This is because the presence of others increases physiological arousal, which enhances the emission of one’s dominant (most likely) response. For easy tasks, the dominant response is usually the correct one. However, for complex or unfamiliar tasks, the dominant response is often incorrect, so the same arousal leads to decreased performance.

Final Answer : “Improved performance on simple tasks”

Answer: (B)



Q32.

Solution

Concept: Group polarization is the tendency for a group's attitudes or decisions to become more extreme after group discussion.

Solution: Group polarization occurs when like-minded individuals engage in a discussion. During the discussion, members are exposed to new arguments that support their initial positions and hear their own views validated by others. This process of persuasive argumentation and social comparison strengthens their pre-existing attitudes, causing the average viewpoint of the group to shift toward a more extreme position. Far from being a result of isolation or lack of interaction, it is the interaction itself that drives the phenomenon.

Final Answer : "Discussion strengthening initial views"

Answer: (B)

Q33.

Solution

Concept: Attribution theory is a framework for understanding how people explain the events and behaviors they observe.

Solution: Attribution theory deals with how the social perceiver uses information to arrive at causal explanations for events. It examines what information is gathered and how it is combined to form a causal judgment. In essence, it is the study of how we infer the causes of behavior. People make attributions to understand, predict, and control their environment. These attributions typically fall into two categories: internal (dispositional, related to the person's character) and external (situational, related to the environment).

Final Answer : "Causes of behavior"

Answer: (B)



Q34.

Solution

Concept: The fundamental attribution error is a cognitive bias where people tend to overemphasize personal characteristics and ignore situational factors when judging others' behavior.

Solution: This error describes our tendency, as observers, to explain someone else's behavior by attributing it to their personality, character, or disposition (internal factors) while underestimating the power of the situation or context (external factors). For example, if someone is late for a meeting, we are more likely to think "they are irresponsible" (a dispositional attribution) than to consider that "there might have been heavy traffic" (a situational attribution). Therefore, the error involves overestimating dispositional factors.

Final Answer : "Overestimating dispositional factors"

Answer: (C)

Q35.

Solution

Concept: Sociology distinguishes between primary groups (intimate, long-term) and secondary groups (impersonal, goal-oriented).

Solution: A secondary group is a large, relatively temporary, and impersonal group that is typically organized around a specific goal or activity. Relationships within a secondary group are often formal and instrumental, meaning they are a means to an end. Examples include a project team at work, a college class, or a committee formed to plan an event. These groups are formed for a specific, often short-term, purpose and dissolve once the goal is met. This contrasts with a primary group (like family), which is small, long-term, and based on intimate, face-to-face relationships.

Final Answer : "Secondary group"

Answer: (B)



Q36.

Solution

Concept: Group cohesiveness refers to the bonds that link group members, creating a sense of unity and commitment to the group.

Solution: Group cohesiveness, or the "we-feeling," is strengthened by several factors that pull members together. One of the most powerful factors is the presence of shared goals. When individuals are working collaboratively toward a common objective that they all value, their sense of interdependence and mutual liking increases. Success in achieving these goals further enhances cohesion. In contrast, internal conflict and competition within the group decrease cohesiveness. While isolation from other groups can sometimes increase in-group cohesion, shared goals are a more direct and fundamental factor.

Final Answer : "Shared goals"

Answer: (B)

Q37.

Solution

Concept: Social norms are a fundamental aspect of group structure that guides the behavior of its members.

Solution: Norms are the shared expectations and rules, whether implicit or explicit, that govern the behavior of group members. They define what is considered appropriate or inappropriate conduct, beliefs, and attitudes within a particular social context. Norms provide a sense of order and predictability, allowing members to understand how they are expected to act and how to interpret the actions of others. They are essentially the group's "rules of behavior."

Final Answer : "Rules of behavior"

Answer: (A)



Q38.

Solution

Concept: Leadership styles vary based on how a leader involves their followers in the decision-making process.

Solution: There are several recognized leadership styles:

Autocratic (or Authoritarian): The leader makes decisions unilaterally, without much input from group members.

Democratic: The leader actively involves group members in the decision-making process. They encourage discussion and consider feedback before making the final decision.

Laissez-faire: The leader takes a hands-off approach, delegating decision-making authority to the group members themselves.

The style that explicitly involves group members in making decisions is the democratic style.

Final Answer : “Democratic”

Answer: (B)

Q39.

Solution

Concept: Groupthink is a psychological phenomenon where the desire for group harmony and conformity leads to poor decision-making.

Solution: Irving Janis, who coined the term, identified several conditions that make groupthink more likely. A primary condition is high group cohesiveness. When a group is highly cohesive, members are more likely to prioritize maintaining group consensus over critically evaluating alternatives. This desire for unanimity can lead to self-censorship and the suppression of dissenting opinions, resulting in flawed decisions. Open disagreement and group diversity are factors that prevent groupthink, while a strong, directive leader often promotes it.

Final Answer : “Group is highly cohesive”

Answer: (B)



Q40.

Solution

Concept: Social identity theory, proposed by Tajfel and Turner, explains how group membership contributes to an individual's sense of self.

Solution: Social identity theory posits that a person's self-concept is comprised of two parts: personal identity (based on individual characteristics) and social identity (based on membership in social groups). The theory suggests that we categorize ourselves and others into groups, and we derive self-esteem from the perceived status and success of the groups we belong to. This process explains various intergroup behaviors, such as ingroup favoritism and prejudice, as they are rooted in this group-based aspect of our self-concept.

Final Answer : "Group-based self-concept"

Answer: (B)

Q41.

Solution

Concept: Ingroup bias, also known as ingroup favoritism, is a cognitive bias where individuals show preferential treatment to members of their own group.

Solution: As explained by social identity theory, people tend to categorize the world into "us" (the ingroup) and "them" (the outgroup). Ingroup bias is the tendency to evaluate and treat members of one's own group more positively than members of other groups. This can manifest in attitudes, resource allocation, and social behavior. It is a powerful and pervasive tendency in human social interaction, driven by the desire to maintain a positive social identity and self-esteem.

Final Answer : "Favoring one's own group"

Answer: (B)

Q42.

Solution

Concept: The contact hypothesis suggests that prejudice between majority and minority group members can be reduced through interaction under specific conditions.

Solution: According to Gordon Allport's contact hypothesis, prejudice can be effectively reduced by bringing members of different groups into contact with each other. For this to work, certain conditions should be met: the groups must have equal status, share common goals, cooperate with each other, and have the support of authorities or institutions. In contrast, segregation, competition, and isolation are factors that typically create or exacerbate prejudice by reinforcing stereotypes and preventing mutual understanding.

Final Answer : "Intergroup contact"

Answer: (B)



Q43.

Solution

Concept: Social norms are the unwritten rules of belief, attitudes, and behaviors that are considered acceptable in a particular social group or culture.

Solution: Social norms influence behavior by creating a shared expectation of how individuals should act in a given situation. People conform to these norms because they anticipate positive social consequences (like acceptance and approval) for doing so and negative consequences (like rejection or ridicule) for violating them. This influence is not typically based on direct force (coercion) but on the powerful social expectation to fit in and behave appropriately according to the group's standards.

Final Answer : "Expectation"

Answer: (B)

Q44.

Solution

Concept: Obedience is a form of social influence where an individual acts in response to a direct order from another individual, who is usually an authority figure.

Solution: The Milgram experiment is the most famous and compelling study of obedience to authority. In the experiment, participants were instructed by an authority figure to administer what they believed were painful electric shocks to another person. A surprisingly high percentage of participants obeyed the instructions, even when they showed significant emotional distress. The Asch experiment studied conformity, not obedience, while the experiments by Pavlov and Skinner were foundational studies in classical and operant conditioning, respectively.

Final Answer : "Milgram experiment"

Answer: (A)

Q45.

Solution

Concept: Conformity is the tendency to adjust one's thoughts, feelings, or behavior in ways that are in agreement with those of a particular individual or group.

Solution: Solomon Asch's classic line judgment experiments were designed specifically to study conformity. He placed a naive participant in a room with several confederates and asked them to judge the length of a line. The confederates intentionally gave incorrect answers on several trials to see if the participant would conform to the majority view, even when it was clearly wrong. The results showed a surprisingly high level of conformity, demonstrating the power of group pressure.

Final Answer : "Conformity"

Answer: (B)



Q46.

Solution

Concept: Conformity is a type of social influence involving a change in belief or behavior in order to fit in with a group.

Solution: The essence of conformity is yielding to real or imagined social pressure from a group. Individuals conform for various reasons, including the desire to be liked (normative influence) or the desire to be correct (informational influence). It involves modifying one's own behavior to align with group norms, which is the opposite of acting independently or ignoring those norms. It is a passive following of the group, not the active process of leading it.

Final Answer : "Following group pressure"

Answer: (B)

Q47.

Solution

Concept: Social loafing is the tendency for individuals to exert less effort when working collectively as part of a group compared to when working alone.

Solution: Social loafing occurs when individual contributions are pooled into a group outcome, making it difficult to assess any single person's effort. This diffusion of responsibility leads some individuals to reduce their effort, as their personal contribution feels less important and is not individually accountable. Therefore, social loafing is most pronounced in group tasks where responsibility is shared. It is less likely in individual tasks (where it's impossible), competitive tasks (which often increase effort), or very small groups (where individual contributions are more noticeable).

Final Answer : "Group tasks with shared responsibility"

Answer: (B)



Q48.

Solution

Concept: Contingency theories of leadership argue that a leader's effectiveness is dependent on the interaction between their personal style and the characteristics of the situation.

Solution: Modern research on leadership has moved beyond simple "trait" theories (which focus only on personality) to more complex contingency or situational models. These theories propose that there is no single best leadership style. Instead, a leader's effectiveness is contingent on matching their style (e.g., task-oriented or relationship-oriented) to the specific demands of the situation (e.g., the nature of the task, the maturity of the followers, the power of the leader). Therefore, effectiveness is a function of both the leader's traits and the situation they are in.

Final Answer : "Situation and traits"

Answer: (B)

Q49.

Solution

Concept: Several factors influence the degree to which an individual conforms to group pressure, as demonstrated in Asch's conformity studies.

Solution: Asch's experiments revealed several factors that modulate conformity. Group unanimity, larger group size (up to a point), and high group cohesiveness all increase the pressure to conform. However, Asch also found that the presence of even one dissenter who breaks the group's unanimity dramatically reduces conformity. Having an ally who shares one's own correct view provides social support and validates one's perception, making it significantly easier to resist the pressure from the rest of the group.

Final Answer : "Presence of dissent"

Answer: (B)



Q50.

Solution

Concept: Theories of emotion attempt to explain the relationship between physiological arousal, cognitive interpretation, and subjective emotional experience.

Solution: The scenario described is the classic example illustrating the Schachter-Singer two-factor theory of emotion. This theory posits that emotion is the product of two distinct factors:

Physiological Arousal: The body experiences a non-specific state of arousal (e.g., increased heart rate, sweating).

Cognitive Label: The mind actively seeks to explain the cause of this arousal by looking at the external context, and then applies a cognitive label to it. In the given example, the physiological arousal (increased heart rate) is the same. In one context (e.g., seeing a bear), the arousal is labeled as "fear." In another context (e.g., riding a roller coaster), the same arousal is labeled as "excitement." The James-Lange theory would struggle to explain this, as it posits a unique physiological signature for each emotion. The Cannon-Bard theory suggests arousal and emotion are simultaneous but separate, not explaining the role of cognitive labeling.

Final Answer : "Schachter-Singer two-factor theory"

Answer: (C)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	B	2	B	3	B	4	B	5	A
6	B	7	B	8	C	9	B	10	C
11	B	12	B	13	C	14	B	15	B
16	B	17	B	18	B	19	B	20	A
21	B	22	A	23	B	24	A	25	A
26	C	27	B	28	B	29	B	30	B
31	B	32	B	33	B	34	C	35	B
36	B	37	A	38	B	39	B	40	B
41	B	42	B	43	B	44	A	45	B
46	B	47	B	48	B	49	B	50	C

