

TIME ALLOWED: (PART-I MCQs)

## FEDERAL PUBLIC SERVICE COMMA TO POSTS IN BS-17 TO POSTS IN BS-17 TO POSTS IN BS-17

**30 MINUTES** 

TH	REE	JOH	JRS	(PART-I	$\mathbf{I})$	2 HOUE	RS & 30 MINU	<b>JTES</b>	MA	XIM	<b>IUM MARKS: 80</b>		
NO'	TE:	(i)	First att	empt <b>PA</b> l	RT-I (MCQ	s) on sepa	rate OMR An	swer Sh	eet which	shal	be taken back		
				minutes.									
		(ii)	Overwr	iting/cutt	ing of the o	ptions/an	swers will not	be give	n credit.				
						( <b>)</b>	(COMPLIE	CODY					
							(COMPUL						
Q.1.	(i) Se	elect t	he best o	ption/ans	wer and fill i	n the app	ropriate Circle	Oon th	e OMR A	nswe	er Sheet. (20x1=20)		
(	ii) A	nswer	rs given a	nywhere,	other than C	OMR Ans	wer Sheet, shal	ll not be	considered	d.			
4			1.1	.1	. 1 . 1	10 .	1		1.1 41	cı.	1 1.0		
1.		_	•	y the ego	to defend its	seir again	st the anxiety p	orovokeo	i by the co	onflic	t of everyday life		
		ers to:		L : (I-	) Disalasa		D -4'14'	. ( <b>J</b> )	D	l (-)	N C 41		
•					) Displacei	ment (c)	Rationalzation	n ( <b>a</b> )	Ego-idea	(e)	None of these		
2.		_	ment is a			(.)	C 1	<b>(1</b> )	<b>C</b>	(.)	NI CAI		
•	` '	Cha	$\mathcal{C}$	<b>(b)</b>	C	` '	Gender	` ′		` /	None of these		
3.			_		ing adolesce	nce that 11	ntegrates and in	ndividua	l's ideas o	t wh	at he or she is and		
			be refers		F : 14:4	(-)	Cui ai a	( <b>L</b> )	Б	(-)	N		
	` ′	_	-ideal		Ego-identity				_		None of these		
4.			•	w people refers to:	explain othe	r's benav	iour by attribu	ting it e	itner to int	erna	l disposition or to		
					(b) Dian	asitional	attaibuti an	(a)	Situationa	1 0++=	ibution		
			ibuting c	•	<ul><li>(b) Disp</li><li>(e) None</li></ul>		attribution	(C)	Situationa	ı auı	ibution		
_	` ′		_	•	` '		alama amé a a a éla a			ا ما ما			
5.		The behavioural approach is to rewards and punishments as the cognitive approach is to: (a) Biological processes (b) The humanistic struggle for self fulfilment (c) Individual genetic make up											
					he mind or n			None o		iuua	i genetic make up		
6.			-							ividu	als reaching their		
υ.			n potenti		rspectives o	i psychol	ogy is most co	JIICCIIICC	ı willi ilidi	ividu	als reaching then		
			n potenti avioural		Cognitive	(c) Hum	nanistic (d)	Psycho	vanalytic	(a)	None of these		
7.	` ′				•			•	•		ase responsibility		
7.				for achie		OIK IIIOIC	interesting, er	ianciigii	ig and to	mere	asc responsibility		
						tion (c)	Ioh enrichmen	t (d) I	h descript	ion (	e) None of these		
8.					en obsession			i ( <b>u</b> ) J(	o aescripi	1011 (	c) Tronc of these		
σ.				ice belwe	CH 00909910H								
	(a)	The	former					while	the later in	กรุงปร	ves preoccupation		

with the Axis II of DSM-IV (d) There is no difference between the two disorders (e) None of these

(b) The former is a mood disorder whereas the later is an anxiety disorder

- 9. The process by which egg are ripened and released is called:
  - (d) Implantation (a) Ovulation (b) Mitosis (c) Fertilization
- **10.** The process by which we learn not to respond to similar stimuli in an identical manner:
- (a) Generalization **(b)** Extinction (c) Discrimination (d) All of these (e) None of these
- Which method of gathering information about the brain indicates overall activity of the brain? 11.
- (a) Positron Emission Tomography (PET scan) **(b)** Electroencephalogram (EEG)
- (d) Studying damage to the brain (c) Electrical stimulation (e) None of these The physiological and psychological response to stress referred as: **12.** 
  - (a) Transition (b) Stressors (c) Strain (d) Hypertension (e) None of these
- A behavioural technique for reducing anxiety in which patients practice relaxation while visualizing anxiety provoking situations of increasing intensity refers:

(c) The former is diagnosed along with the Axis III of DSM-IV whereas the later is diagnosed along

- (a) Symptom Substitution (b) Time-out (c) Systematic Desensitization
- (d) Token Economy (e) None of these

(e) None of these

**MAXIMUM MARKS:** 

## **PSYCHOLOGY, PAPER-II**

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<u> </u>	CHOLOGY, PAPER-II	
14.	CHOLOGY, PAPER-II  The ability to acquire information from the culture such as vocabulary and the learned in the schools is an example of what type of intelligence?  (a) Fluid intelligence (b) Componential intelligence (c) Crystallize (d) Contextual intelligence (e) None of these Critics of Freudian psychoanalysis maintain that this form of therapy:  (a) Does not put enough emphasis on sex.  (b) Can be harmful by tolerating or encouraging transference.	ce
15	(d) Contextual intelligence (e) None of these  Critical of Franchisch may be applying maintain that this forms of the repry	17%
15.	(a) Does not put enough emphasis on sex	J.C
	(b) Can be harmful by tolerating or encouraging transference.	
	(c) Is good mostly for treating phobias. (d) Is too quick to be effective.	
	(e) Is too scientific and impersonal.	
16.	When Maya first saw a violent movie, she was scared and disgusted. But now that she has see such movies, she is barely affected by them Maya has experienced:  (a) Habitantian (b) Disabasement (c) Catherine (d) Catherine (d) Name	
17.	(a) Habituation (b) Displacement (c) Cultivation (d) Catharsis (e) None A person's intelligence quotient, or IQ, initially represented the ratio of a person's divided by his or her age.	age
10	<ul> <li>(a) Chronological, Mental</li> <li>(b) Mental, Chronological</li> <li>(c) Real, Intentional</li> <li>(d) Chronological, Neurological</li> <li>(e) None of these</li> </ul>	
18.	Which of the following is true regarding the relative influence of genes and the environ behaviour?	iment of
	(a) Genes are the primary influence before birth, and environment is the primary influence f birth.	following
	(b) Environment is the primary influence throughout life.	
	(c) Genes are primary influence on the development of physical structures, and environment fa	ictors are
	<ul><li>a great influence on the development of behavioural capacities.</li><li>(d) In no sence can either genes or environment be said to be a great influence than the other.</li></ul>	
	(e) None of these	
19.	Why do similarities in the IQ of raised-together siblings tend to disappear as the children grow of	older?
	(a) The genes that differentiate intellectual abilities are dormant until the approach of puberty.	
	(b) As children mature and become increasingly autonomous, they each tend to create any increase.	a unique
	environment.  (c) Siblings learn to over-compensate for deficiencies in each other's abilities.	
	(d) All of these (e) None of these	
20.	The Release of emotions is called:	
	(a) Behaviour change (b) Insight (c) Mastery (d) Catharsis (e) None of the	se
	<u>PART-II</u>	
NOT	TE: (i) Part-II is to be attempted on the separate Answer Book.	
	<ul> <li>(ii) Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Q. F</li> <li>(iii) Attempt ONLY FOUR questions from PART-II. ALL questions carry EQUAL mark</li> <li>(iv) Extra attempt of any question or any part of the attempted question will not be considered</li> </ul>	S.
Q.2.	Give your valuable comments on the importance of Developmental Psychology.	(20)
Q.3.	What do your know about the various methods of studying Infant Behaviour? Discuss in detail.	(20)
Q.4.	Why did American Psychiatric Association adopt multi-axial system of diagnosis in <i>Diagnostic and statistical Manual?</i> What are the distinguishing features of depression and generalized anxiety by virtue of which the two disorders have discrete diagnosis?	(20)
Q.5.	"Rational Emotive Behaviour Therapy (REBT) is a form of psychotherapy and a philosophy of living created by Albert Ellis in the 1950's." In your opinion, to what extent it can be judged successful in the contemporary psychotherapies?	(20)
Q.6.	Many theories have been advanced to explain the causes of Juvenile Delinquency. To your mind how our society may come to deal preventively with this problem?	(20)
Q.7.	"The study and measurement of Intelligence has been an important topic for nearly hundred years." Discuss in length the topic. Also describe briefly the main reasons of Mantel Retardation?	(20)
Q.8.	Write short notes on any <b>TWO</b> of the following:- (10 eac	h) (20)
	a) Creativity b) Behaviour Modification c) Job Satisfaction  ***********************************	