

| Sr. No. | Client Question ID | Question Body and Alternatives | Marks | Negative Marks |
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| Objective Question | | | | |
| 1 | 1 | <p>The forms of knowledge, skills, education and any advantages a person has which give him a higher status in society is known as</p> <p>A1 : Cultural capital</p> <p>A2 : Social capital</p> <p>A3 : Knowledge capital</p> <p>A4 : Social mobility</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 2 | 2 | <p>Which of the following institutions in the society is a major facilitator of the prevailing disadvantages and inequalities transmitted from one generation to another</p> <p>A1 : Polity</p> <p>A2 : Education system</p> <p>A3 : Family</p> <p>A4 : Religion</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 3 | 3 | <p>Which of the following is not related to modernization?</p> <p>A1 : Change in social structure</p> <p>A2 : Progressive Transformation of Society</p> <p>A3 : Establishment of one's own identity</p> <p>A4 : Adoption of Science based technology</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 4 | 4 | <p>Schools serve the presumed needs of a social order committed to rationality, meritocracy, and democracy. Which among the following schools of thoughts purports this view?</p> | 4.0 | 1.00 |

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| | | <p>A1 Functionalism :</p> <p>A2 Conflict theory :</p> <p>A3 Symbolic Interactionist theory :</p> <p>A4 Phenomenology :</p> | | |
| Objective Question | | | | |
| 5 | 5 | <p>Who was the chairman of Knowledge Commission?</p> <p>A1 Sam Petroda :</p> <p>A2 Prof.Yaspal :</p> <p>A3 Indira Gandhi :</p> <p>A4 Dr. A.P.J. Abdul Kalam :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 6 | 6 | <p>The text, Sociology of teaching is authored by</p> <p>A1 Emile Durkheim :</p> <p>A2 Max Weber :</p> <p>A3 John Dewey :</p> <p>A4 Willard Waller :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 7 | 7 | <p>Which of the following is not correct about schools?</p> <p>A1 They are powerful instruments of social change :</p> <p>A2 They are social agencies of cultural transmission :</p> <p>A3 They are potential agents of conflicts and disintegration :</p> <p>A4 They are necessarily affected by the social and economic situations and changes in our civilization :</p> | 4.0 | 1.00 |
| Objective Question | | | | |

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| 8 | 8 | <p>A student has scored 80 marks in a test of psychology and 60 marks in statistics. These scores can be compared by converting them into</p> <p>A1 : Percentages</p> <p>A2 : Categories</p> <p>A3 : Standard scores</p> <p>A4 : Rank differences</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 9 | 9 | <p>The correlation between X and Y is significant. It means that</p> <p>A1 : X causes variation in Y.</p> <p>A2 : X and Y vary together.</p> <p>A3 : Y causes variation in X.</p> <p>A4 : X and Y vary independently.</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 10 | 10 | <p>Culture is</p> <p>A1 : The sum total of feelings of the people of a group</p> <p>A2 : The totality of the inter-relationships of the people of a group</p> <p>A3 : The totality of mutual understandings of the people of a group</p> <p>A4 : The characteristics and products of the learned behaviour of a group of people</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 11 | 11 | <p>Which is the correct statement among the following.</p> <p>A1 : A person is placed in a social class by birth.</p> <p>A2 : Members of social classes may follow any religion.</p> <p>A3 : Social class has prescribed customs, rituals and folkways.</p> <p>A4 : A social class is not open for all.</p> | 4.0 | 1.00 |

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| Objective Question | | | | |
| 12 | 12 | <p>The term “anomie” is introduced by.</p> <p>A1 : Max Weber</p> <p>A2 : Basil Bernstein</p> <p>A3 : Emile Durkheim</p> <p>A4 : Pierre Bourdieu</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 13 | 13 | <p>The Marxist view of education stresses that</p> <p>A1 : Society rewards individuals for hard work.</p> <p>A2 : Education allows the elite to dominate</p> <p>A3 : Individuals require skills, which allow them to meet societal goals</p> <p>A4 : Education facilitates the teaching of values to young people.</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 14 | 14 | <p>“Ethnocentrism” refers to:</p> <p>A1 : The tendency of a society to place its own culture at the centre of things.</p> <p>A2 : The tendency of an ethnic group to accept cultural characteristics of other ethnic groups.</p> <p>A3 : The tendency of an ethnic group to impose its culture on others.</p> <p>A4 : The process by which members of a group give up parts of their own culture in order to blend into a new culture.</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 15 | 15 | <p>The organised forms of social behaviour and their repetitions are called</p> <p>A1 : Values</p> <p>A2 : Customs</p> <p>A3 : Culture</p> | 4.0 | 1.00 |

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| | | A4 : Norms | | |
| Objective Question | | | | |
| 16 | 16 | <p>In democracy,</p> <p>A1 : Individuals are superior to society</p> <p>A2 : State is superior to individuals and society</p> <p>A3 : Society is superior to individuals</p> <p>A4 : Political parties are superior to state</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 17 | 17 | <p>Which among the following is a barrier for national integration?</p> <p>A1 : Communal harmony</p> <p>A2 : Secularism</p> <p>A3 : Intolerance</p> <p>A4 : Democracy</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 18 | 18 | <p>Dialectical Materialism is a by-product of</p> <p>A1 : Pragmatic philosophy</p> <p>A2 : Existentialism</p> <p>A3 : Marxist philosophy</p> <p>A4 : Buddhist Philosophy</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 19 | 19 | <p>Who defined curriculum as “a tool in the hands of an artist to mould his material in accordance with his ideals in his studio”?</p> <p>A1 : John Dewy</p> <p>A2 : Cunningham</p> | 4.0 | 1.00 |

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| | | <p>A3 John Locke :</p> <p>A4 Watson :</p> | | |
| Objective Question | | | | |
| 20 | 20 | <p>“Doctrine of Liberty” is related to the educational ideas of</p> <p>A1 Tagore :</p> <p>A2 Gandhiji :</p> <p>A3 Maria Montessori :</p> <p>A4 Kilpatrick :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 21 | 21 | <p>Who was the first sociologist to clearly indicate the need for a sociological approach to the study of Education?</p> <p>A1 F.H. Giddings :</p> <p>A2 C.A. Ellwood :</p> <p>A3 Emile Durkheim :</p> <p>A4 Max Weber :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 22 | 22 | <p>The term “positivism” is coined by.</p> <p>A1 Karl Marx :</p> <p>A2 Basil Bernstein :</p> <p>A3 Emile Durkheim :</p> <p>A4 Auguste Comte :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 23 | 23 | <p>Which statement is not correct among the following?</p> <p>A1 Social mobility is essential to maximize the use of manpower. :</p> <p>A2 Social mobility brings flexibility to the rigid social system.</p> | 4.0 | 1.00 |

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| | | : A3 Social mobility can be achieved by birth and taking up hereditary occupations. : A4 Educational system performs the function of providing social mobility to individual : | | |
| Objective Question | | | | |
| 24 | 24 | Who among the following is not a major advocate of Functionalism? A1 Herbert Spencer : A2 Robert Merton : A3 Emile Durkheim : A4 Pierre Bourdieu : | 4.0 | 1.00 |
| Objective Question | | | | |
| 25 | 25 | Which is the most dominant kind of stratification in modern societies? A1 Political stratification : A2 Class stratification : A3 Caste stratification : A4 Cultural stratification : | 4.0 | 1.00 |
| Objective Question | | | | |
| 26 | 26 | Which among the following is not source of data for sociological research? A1 Government statistics : A2 Historical documents : A3 Interviewing : A4 Experiments : | 4.0 | 1.00 |
| Objective Question | | | | |
| 27 | 27 | In which year, Durkheim's famous work "Suicide; A study in sociology" was published? A1 1897 : | 4.0 | 1.00 |

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| | | <p>A2 1868 :</p> <p>A3 1891 :</p> <p>A4 1887 :</p> | | |
| Objective Question | | | | |
| 28 | 28 | <p>“What knowledge is of most worth” is an essay by:</p> <p>A1 Herbert Spencer :</p> <p>A2 Robert Merton :</p> <p>A3 Emile Durkheim :</p> <p>A4 Basil Bernstein :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 29 | 29 | <p>The theory of “Symbolic Interactionism” refers to:</p> <p>A1 The social system in which the individual has to take up particular roles :</p> <p>A2 Individual’s views and interpretations of social reality :</p> <p>A3 The social interaction between different social classes :</p> <p>A4 The upward or downward movements of individuals in social hierarchy :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 30 | 30 | <p>Identify the test which is applied for the situation where an aspiring MBA students wants to compare the salaries offered to the graduates of two business schools.</p> <p>A1 One sample t-test :</p> <p>A2 Independent samples t-test :</p> <p>A3 Dependent samples t-test :</p> <p>A4 t-test :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 31 | 31 | According to Samkhya philosophy the sequence of creation is as under | 4.0 | 1.00 |

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| | | <p>A1 : Purusa, Prakrati, Ahankar, Mahat</p> <p>A2 : Prakrati, Purusa, Ahankar, Mahat</p> <p>A3 : Prakrati, Purusa, Mahat, Ahankar</p> <p>A4 : Purusa, Prakrati, Mahat, Ahankar</p> | | |
| Objective Question | | | | |
| 32 | 32 | <p>In Tagorian Education System the child learns better by</p> <p>1) Debates and Discussion 2) Reading, Writing and speaking 3) Dance, Drama and Music 4) Travelling and interacting with nature. In the context of the above which statements are true</p> <p>A1 : All, I, II, III and IV are true</p> <p>A2 : Statements I, III and IV are true</p> <p>A3 : Statement I, II, and III are true</p> <p>A4 : Statements II, III and IV are true</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 33 | 33 | <p>Schools are basically social institutions as</p> <p>A1 : They preserve and instils the values of our culture in future generations.</p> <p>A2 : They suggest ways and means for social progress</p> <p>A3 : They suggest solutions to social problems.</p> <p>A4 : They are established by the society</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 34 | 34 | <p>The son of rickshaw puller struggles and become an engineer. This is an example of</p> <p>A1 : Social change</p> <p>A2 : Social stratification</p> <p>A3 : Social mobility</p> | 4.0 | 1.00 |

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| | | A4 Social cohesion : | | |
| Objective Question | | | | |
| 35 | 35 | Archimedes found the solution of his problem when he was in his bath tub. This will come under which step of process of creativity? A1 Preparation : A2 Incubation : A3 Illumination : A4 Verification : | 4.0 | 1.00 |
| Objective Question | | | | |
| 36 | 36 | Nikil fails in the examination and attributes his failure to the framing of the faulty question paper. Which defence mechanism does he use? A1 Projection : A2 compensation : A3 Identification : A4 Rationalization : | 4.0 | 1.00 |
| Objective Question | | | | |
| 37 | 37 | Which of the following is an incorrect pairing? A1 R-O-S Theory of Learning – I.P. Pavlov : A2 S-R Theory of Learning – R. Guthrie : A3 R-S Theory of Learning – C.I. Hull : A4 S-O-R Theory of Learning – B.F. Skinner : | 4.0 | 1.00 |
| Objective Question | | | | |
| 38 | 38 | Balanced curriculum is also known as A1 Integrated curriculum : A2 Experienced curriculum : | 4.0 | 1.00 |

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| | | <p>A3 Activity centered curriculum :</p> <p>A4 Core curriculum :</p> | | |
| Objective Question | | | | |
| 39 | 39 | <p>Pre-existent values are not accepted by</p> <p>A1 Idealists and Existentialists :</p> <p>A2 Idealists and Pragmatists :</p> <p>A3 Idealists and Realists :</p> <p>A4 Pragmatists and Existentialists :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 40 | 40 | <p>One of the following statements is correct, identify it</p> <p>A1 A scholar in his/her subject need not prepare and go to the class. :</p> <p>A2 Preparation for the class is not needed for well experienced teachers. :</p> <p>A3 Irrespective of his/her experience or scholarship, a teacher needs to prepare and enter the class every time. :</p> <p>A4 A skilled teacher can manage classes even without preparation. :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 41 | 41 | <p>A teacher is strict in maintaining discipline in class in curricular and extracurricular activities. But there is always room for discussion regarding clarification of doubts in teaching-learning and conducting other activities. What is the approach of teacher towards students?</p> <p>A1 Authoritative :</p> <p>A2 Democratic :</p> <p>A3 Flexible :</p> <p>A4 Rigid :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 42 | 42 | <p>Reorganize the following steps of descriptive research in a correct sequence:</p> <p>a) Collection and processing of data</p> <p>b) Interpretation of results</p> <p>c) Identification of a problem</p> | 4.0 | 1.00 |

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| | | d) Drawing conclusions e) Drafting of the report f) Formulation of hypothesis A1 : f c a b d e A2 : f c a e b d A3 : c f a e b d A4 : c f a b d e | | |
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| Objective Question | | | | |
| 43 | 43 | The major objective of a qualitative research study is to A1 : understands a process or concept A2 : study group-differences A3 : predicts relationships A4 : explain variation in measurements | 4.0 | 1.00 |

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| Objective Question | | | | |
| 44 | 44 | A distribution of scores was negatively skewed. It can be stated that A1 : Mean and Median coincide A2 : Mean is more than the median A3 : Mean is less than the median A4 : No such relationship exists | 4.0 | 1.00 |

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| Objective Question | | | | |
| 45 | 45 | The primary function of a school as an agent of society is: A1 : To develop in children an adequate level of vocational competence A2 : To prepare the child for life A3 : To provide children with an understanding of their environment A4 To maintain social stability | 4.0 | 1.00 |

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| Objective Question | | | | |
| 46 | 46 | <p>The problem child is generally one who has</p> <p>A1 : An unsolved problem</p> <p>A2 : A poor heredity</p> <p>A3 : A poor home environment</p> <p>A4 : An over-protective by the parent</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 47 | 47 | <p>When sociologists study the structure of layers in society and people's movement between them, they call this</p> <p>A1 : Social stratification</p> <p>A2 : Social control</p> <p>A3 : Social conflict</p> <p>A4 : Social solidarity</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 48 | 48 | <p>Logical order in teaching according to John Dewey is</p> <p>A1 : Method to reach the perfected Knowledge</p> <p>A2 : The proper form of knowledge as perfected</p> <p>A3 : Introduction of Technical Concepts</p> <p>A4 : Introduction of scientific laws into teaching</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 49 | 49 | <p>Which is the most dominant kind of stratification in modern societies?</p> <p>A1 : Political stratification</p> <p>A2 : Class stratification</p> <p>A3 : Caste stratification</p> | 4.0 | 1.00 |

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| | | A4 : Cultural stratification | | |
| Objective Question | | | | |
| 50 | 50 | Contemporary and historical records are often analyzed systematically through a procedure known as A1 : Content analysis A2 : Quantitative Index A3 : Sociologist's inquiry A4 : Coding | 4.0 | 1.00 |
| Objective Question | | | | |
| 51 | 51 | What is a research design? A1 : A way of conducting research that is not grounded in theory A2 : The choice between using qualitative or quantitative methods A3 : The style in which you present your research findings, e.g. a graph A4 : A framework for every stage of the collection and analysis of data | 4.0 | 1.00 |
| Objective Question | | | | |
| 52 | 52 | "Internal validity" refers to: A1 : Whether or not there is really a causal relationship between two variables A2 : Whether or not the findings are relevant to the participants' everyday lives A3 : The degree to which the researcher feels that this was a worthwhile project A4 : How accurately the measurements represent underlying concepts | 4.0 | 1.00 |
| Objective Question | | | | |
| 53 | 53 | What is a cross-sectional design? A1 : A study of one particular section of society, e.g. the middle classes A2 : One that is devised when the researcher is in a bad mood | 4.0 | 1.00 |

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| | | <p>A3 The collection of data from more than one case at one moment in time :</p> <p>A4 A comparison of two or more variables over a long period of time :</p> | | |
| Objective Question | | | | |
| 54 | 54 | <p>A systematic literature review is:</p> <p>A1 One which starts in your own library, then goes to on-line databases and, finally, to the internet :</p> <p>A2 A replicable, scientific and transparent process :</p> <p>A3 One which gives equal attention to the principal contributors to the area :</p> <p>A4 A responsible, professional process of time-management for research :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 55 | 55 | <p>What is meta-analysis?</p> <p>A1 A technique of correcting for the errors in individual studies within a survey of a largenumber of studies, to demonstrate the effect of a particular variable :</p> <p>A2 A process of secondary-data gathering to assemble all the possibilities for a variable's effects :</p> <p>A3 A substitute for original research, which is justified by constraints of time or money :</p> <p>A4 A specialized step in a computer software program (SPSS e.g.) :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 56 | 56 | <p>The difference between measures and indicators is that:</p> <p>A1 Measures are unambiguous quantities, whereas indicators are devised from common sense understandings :</p> <p>A2 Indicators have a more direct relationship to the underlying concept than measures :</p> <p>A3 Measures are intuitively devised and then applied as if they were direct indicators of a concept :</p> <p>A4 Indicators are unambiguous quantities, whereas measures are subjective and value-laden :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 57 | 57 | <p>Quantitative social researchers rarely claim to have established causality because:</p> <p>A1 They are more concerned with publishing the results of their reliability tests :</p> <p>A2 They do not believe that this is an appropriate goal to be striving for</p> | 4.0 | 1.00 |

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| | | <p>:</p> <p>A3 They keep forgetting which of the variables they have manipulated</p> <p>:</p> <p>A4 They tend to use cross-sectional designs, which produce only correlations</p> <p>:</p> | | |
| Objective Question | | | | |
| 58 | 58 | <p>One of the preoccupations of quantitative researchers is with generalization, which is a sign of:</p> <p>A1 External validity</p> <p>:</p> <p>A2 Internal reliability</p> <p>:</p> <p>A3 External reliability</p> <p>:</p> <p>A4 Internal validity</p> <p>:</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 59 | 59 | <p>Written accounts of quantitative research rarely include the results of reliability and validity tests because:</p> <p>A1 Researchers are more interested in reporting their operational definitions</p> <p>:</p> <p>A2 Researchers don't really think that these tests are important</p> <p>:</p> <p>A3 Journal editors have banned these kinds of articles</p> <p>:</p> <p>A4 Researchers are more interested in reporting their substantive findings</p> <p>:</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 60 | 60 | <p>The standard error is a statistical measure of:</p> <p>A1 The normal distribution of scores around the sample mean</p> <p>:</p> <p>A2 The extent to which a sample mean is likely to differ from the population mean</p> <p>:</p> <p>A3 The clustering of scores at each end of a survey scale</p> <p>:</p> <p>A4 The degree to which a sample has been accurately stratified</p> <p>:</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 61 | 61 | <p>What effect does increasing the sample size have upon the sampling error?</p> <p>A1 It reduces the sampling error</p> <p>:</p> | 4.0 | 1.00 |

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| | | <p>A2 : It increases the sampling error</p> <p>A3 : It has no effect on the sampling error</p> <p>A4 : None of these</p> | | |
| Objective Question | | | | |
| 62 | 62 | <p>Which of the following is a general rule of thumb for designing questions?</p> <p>A1 : Always bear in mind your research questions</p> <p>A2 : Never ask a closed question</p> <p>A3 : Always use vignettes rather than open questions</p> <p>A4 : Use ambiguous terms to put respondents at ease</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 63 | 63 | <p>What is the relationship between significance level and confidence level?</p> <p>A1 : Significance level = Confidence level</p> <p>A2 : Significance level = 1- Confidence level</p> <p>A3 : Significance level = 1/Confidence level</p> <p>A4 : Significance level = (1 – Confidence level)</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 64 | 64 | <p>What would be the critical values of Z for 98% confidence interval for a two-tailed test?</p> <p>A1 : +/- 2.33</p> <p>A2 : +/- 1.96</p> <p>A3 : +/- 1.64</p> <p>A4 : +/- 2.55</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 65 | 65 | <p>A qualitative research strategy places value on:</p> | 4.0 | 1.00 |

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| | | <p>A1 Using numbers, measurements and statistical techniques :</p> <p>A2 Generating theories through inductive research about social meanings. :</p> <p>A3 Conducting research that is of a very high quality. :</p> <p>A4 All of these :</p> | | |
| Objective Question | | | | |
| 66 | 66 | <p>The interaction between a teacher and students creates a zone of proximal:</p> <p>A1 Difference :</p> <p>A2 Confusion :</p> <p>A3 Development :</p> <p>A4 Distortion :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 67 | 67 | <p>When the nature of population from which samples is drawn is not known to be normally distributed the data can be analysed with the help of:</p> <p>A1 Parametric statistics :</p> <p>A2 Descriptive statistics :</p> <p>A3 Non-parametric statistics :</p> <p>A4 None of these :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 68 | 68 | <p>Which of the following is not related to item analysis?</p> <p>A1 Item difficulty Index :</p> <p>A2 Item discrimination Index :</p> <p>A3 Reliability Coefficient :</p> <p>A4 Sensitivity of item to Instructional Effects :</p> | 4.0 | 1.00 |

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| Objective Question | | | | |
| 69 | 69 | <p>Which of the following is NOT a correct statement?</p> <p>A1 : A test can be valid without being reliable</p> <p>A2 : A test can be reliable without being valid</p> <p>A3 : A test cannot be valid without being reliable</p> <p>A4 : A test can be reliable and valid both</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 70 | 70 | <p>A student has scored 80 marks in a test of Psychology and 60 marks in Statistics. These scores can be compared by converting them into</p> <p>A1 : Percentages</p> <p>A2 : Categories</p> <p>A3 : Standard scores</p> <p>A4 : Rank differences</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 71 | 71 | <p>For computation of 'F' value in one-way ANOVA, what is the final procedural step?</p> <p>A1 : Finding out the within sum of squares</p> <p>A2 : Finding out the between sum of squares</p> <p>A3 : Finding out the ratio of within and between sum of squares</p> <p>A4 : Finding out the ratio of between and within variance</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 72 | 72 | <p>Which of following statements narrate the logical sequence of steps in standardization of tests? Choose the correct code:</p> <p>(i) Domain description (ii) Formulation of test items (iii) Preliminary try out of test items (iv) Screening of the test items (v) Deciding the level of objectives (vi) Critiquing of difficulty and discrimination power of the test items (vii) Content analysis (viii) Development test manual (ix) Finding out the reliability and validity and norms</p> <p>A1 : (i), (ii), (iii), (v), (iv), (vii), (vi), (ix), (viii)</p> | 4.0 | 1.00 |

| | | <p>A2 : (iv), (i), (ii), (iii), (vi), (v), (ix), (viii), (vii)</p> <p>A3 : (ii), (vi), (iii), (i), (viii), (ix), (v), (iv), (vii)</p> <p>A4 : (vii), (i), (v), (ii), (iii), (vi), (iv), (ix), (viii)</p> | | | | | | | | | | | | |
|---|----------------------------------|--|---------------------------------|----------------------------------|--|--------------------------|---|-------------------------|---|---------------------------|-------------------------------------|--------------------|-----|------|
| Objective Question | | | | | | | | | | | | | | |
| 73 | 73 | <p>Match the items in Set-I with the Items in Set- II and use the correct code as answer.</p> <table> <tr> <th>Set-I (Variable)</th> <th>Set-II (Scale of measurement)</th> </tr> <tr> <td>(a) Intelligence scores on a verbal test</td> <td>(i) Ratio scale</td> </tr> <tr> <td>(b) Ranks of the students in a musical test</td> <td>(ii) Interval scale</td> </tr> <tr> <td>(c) Number of children in tribal families</td> <td>(iii) Ordinal scale</td> </tr> <tr> <td>(d) Length and breadth of classroom</td> <td>(iv) Nominal scale</td> </tr> </table> <p>A1 : a-ii, b-iii, c-iv, d-i</p> <p>A2 : a-ii, b-iv, c-iii, d-i</p> <p>A3 : a-i, b-ii, c-iii, d-iv</p> <p>A4 : a-iv, b-iii, c-i, d-ii</p> | Set-I (Variable) | Set-II (Scale of measurement) | (a) Intelligence scores on a verbal test | (i) Ratio scale | (b) Ranks of the students in a musical test | (ii) Interval scale | (c) Number of children in tribal families | (iii) Ordinal scale | (d) Length and breadth of classroom | (iv) Nominal scale | 4.0 | 1.00 |
| Set-I (Variable) | Set-II (Scale of measurement) | | | | | | | | | | | | | |
| (a) Intelligence scores on a verbal test | (i) Ratio scale | | | | | | | | | | | | | |
| (b) Ranks of the students in a musical test | (ii) Interval scale | | | | | | | | | | | | | |
| (c) Number of children in tribal families | (iii) Ordinal scale | | | | | | | | | | | | | |
| (d) Length and breadth of classroom | (iv) Nominal scale | | | | | | | | | | | | | |
| Objective Question | | | | | | | | | | | | | | |
| 74 | 74 | <p>Match the items in Set- I which indicates types of reliability with that of Set- II and which mentions the method of estimation. Select the appropriate code.</p> <table> <tr> <th>Set- I (Type of Reliability)</th> <th>Set-II (Method of Estimation)</th> </tr> <tr> <td>(a) Internal consistency</td> <td>(i) Parallel form method</td> </tr> <tr> <td>(b) Rational equivalence</td> <td>(ii) Split- half method</td> </tr> <tr> <td>(c) Stability</td> <td>(iii) Test- retest method</td> </tr> </table> <p>A1 : a-i, b-ii, c-iii</p> <p>A2 : a-iii, b-i, c-ii</p> <p>A3 : a-i, b-iii, c-ii</p> <p>A4 : a-ii, b-i, c-iii</p> | Set- I (Type of Reliability) | Set-II (Method of Estimation) | (a) Internal consistency | (i) Parallel form method | (b) Rational equivalence | (ii) Split- half method | (c) Stability | (iii) Test- retest method | 4.0 | 1.00 | | |
| Set- I (Type of Reliability) | Set-II (Method of Estimation) | | | | | | | | | | | | | |
| (a) Internal consistency | (i) Parallel form method | | | | | | | | | | | | | |
| (b) Rational equivalence | (ii) Split- half method | | | | | | | | | | | | | |
| (c) Stability | (iii) Test- retest method | | | | | | | | | | | | | |
| Objective Question | | | | | | | | | | | | | | |
| 75 | 75 | <p>A distribution of scores was negatively skewed. It can be stated that</p> <p>A1 : Mean and Median coincide</p> | 4.0 | 1.00 | | | | | | | | | | |

| | | | | |
|--------------------|----|---|-----|------|
| | | <p>A2 : Mean is more than the median</p> <p>A3 : Mean is less than the median</p> <p>A4 : No such relationship exists</p> | | |
| Objective Question | | | | |
| 76 | 76 | <p>The followers of _____ argue that there is a close relationship between animal behavior and human behaviour.</p> <p>A1 : Jean Jacques Rousseau</p> <p>A2 : Charles Darwin</p> <p>A3 : John Locke</p> <p>A4 : Rene Descartes</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 77 | 77 | <p>The year 1879 might be thought of as the beginning of psychology as a science because that is the year:</p> <p>A1 : Margaret Floy Washburn wrote "The Animal Mind"</p> <p>A2 : G. Stanley Hall established the first clinic for handicapped children</p> <p>A3 : Wilhelm Wundt developed and opened the first psychology laboratory</p> <p>A4 : Sigmund Freud discovered the role of the unconscious mind in determining behaviour</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 78 | 78 | <p>_____ wanted to know how specific behaviors and mental processes help a person or animal adapt to the environment, so they looked for underlying causes and practical consequences of these behaviors and processes.</p> <p>A1 : Rationalists</p> <p>A2 : Structuralists</p> <p>A3 : Fundamentalists</p> <p>A4 : Functionalists</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 79 | 79 | <p>John Watson, Ivan Pavlov, and BF Skinner would have agreed that psychology is the study of:</p> | 4.0 | 1.00 |

| | | | | |
|--------------------|----|---|-----|------|
| | | <p>A1 : behavior</p> <p>A2 : the mind</p> <p>A3 : conscious experience</p> <p>A4 : mental processes</p> | | |
| Objective Question | | | | |
| 80 | 80 | <p>Which modern psychological perspective focuses on how people reason, remember, understand language, and solve problems?</p> <p>A1 : the cognitive perspective</p> <p>A2 : the learning perspective</p> <p>A3 : the sociocultural perspective</p> <p>A4 : the psychodynamic perspective</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 81 | 81 | <p>One of the main areas of focus for psychologists from the psychodynamic perspective is the importance of:</p> <p>A1 : free will</p> <p>A2 : early childhood conflicts and trauma</p> <p>A3 : the proper balance of neurotransmitters in the brain</p> <p>A4 : appropriate role models during childhood</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 82 | 82 | <p>In a psychology experiment, subjects listen to a variety of tones presented at different frequencies and then reflect on the experience, describing what they heard as precisely as possible. These individuals would have been using the process called</p> <p>A1 : behaviourism</p> <p>A2 : introspection</p> <p>A3 : hypnosis</p> <p>A4 : Gestalt Therapy</p> | 4.0 | 1.00 |

| | | | | |
|--------------------|----|--|-----|------|
| Objective Question | | | | |
| 83 | 83 | <p>Psychologists are referred to as scientists because</p> <p>A1 : they work with complicated computers</p> <p>A2 : they rely upon sophisticated brain-imaging machines</p> <p>A3 : they base their work on scientific attitudes and procedures</p> <p>A4 : psychology is related to human biology which is an important part of science</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 84 | 84 | <p>Humans use only 10 percent of their brains</p> <p>A1 : false, because humans use 50% of their brains at any given time</p> <p>A2 : false - humans use all of their brains</p> <p>A3 : True</p> <p>A4 : No one yet knows the answer to this question</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 85 | 85 | <p>According to Freud, children pass through 4 stages of psychosexual development. Which of the following shows the stages in the correct developmental order?</p> <p>A1 : oral, anal, phallic, latency</p> <p>A2 : latency, oral, anal, phallic</p> <p>A3 : phallic, anal, oral, latency</p> <p>A4 : oral, phallic, latency, anal</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 86 | 86 | <p>Projective tests claim to reveal information about</p> <p>A1 : career aptitude</p> <p>A2 : intellectual attainment</p> <p>A3 : unconscious processes</p> | 4.0 | 1.00 |

| | | | | |
|--------------------|----|---|-----|------|
| | | A4 : parenting style | | |
| Objective Question | | | | |
| 87 | 87 | <p>Traits are defined as</p> <p>A1 : physical characteristics that distinguish us from other people</p> <p>A2 : relatively enduring characteristics that influence our behaviour across many situations</p> <p>A3 : unconscious tendencies to act in different ways according to the situation</p> <p>A4 : permanent personality tendencies that determine our behaviour in any situation</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 88 | 88 | <p>Sheldon's theory that people with different body types have different personalities has been</p> <p>A1 : supported by research</p> <p>A2 : discredited</p> <p>A3 : shown to be accurate for thin people but not overweight people</p> <p>A4 : shown to be accurate for women but not for men</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 89 | 89 | <p>Which of the following is not a defence mechanism?</p> <p>A1 : projection</p> <p>A2 : regression</p> <p>A3 : ingratiation</p> <p>A4 : sublimation</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 90 | 90 | <p>Rohan is self-disciplined, focused on achievement and keen to do his duty. He would be expected to score highly on</p> <p>A1 : neuroticism</p> <p>A2 : agreeableness</p> | 4.0 | 1.00 |

| | | | | |
|--------------------|----|---|-----|------|
| | | <p>A3 extraversion :</p> <p>A4 conscientiousness :</p> | | |
| Objective Question | | | | |
| 91 | 91 | <p>Which of the sets of activities best indicate the cyclic nature of action research strategy?</p> <p>A1 Reflect, Observe, Plan, Act :</p> <p>A2 Observe, Act, Reflect, Plan :</p> <p>A3 Act, Plan, Observe, Reflect :</p> <p>A4 Plan, Act, Observe, Reflect :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 92 | 92 | <p>_____ are the basic biological units that transmit characteristics from one generation to the next</p> <p>A1 genes :</p> <p>A2 neurons :</p> <p>A3 glia :</p> <p>A4 instincts :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 93 | 93 | <p>Which of the following would NOT be useful to a behavioural geneticist?</p> <p>A1 family studies :</p> <p>A2 case studies :</p> <p>A3 adoption studies :</p> <p>A4 twin studies :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 94 | 94 | <p>According to Freud, the id is to the _____ principle as the ego is to the _____ principle.</p> <p>A1 aggressive, sexual :</p> <p>A2 sexual, aggressive</p> | 4.0 | 1.00 |

| | | | | |
|--------------------|----|--|-----|------|
| | | : A3 pleasure, reality : A4 reality, pleasure : | | |
| Objective Question | | | | |
| 95 | 95 | Lana is friendly, always willing to help others and compassionate. We would expect Lana to score highly on A1 extraversion : A2 agreeableness : A3 neuroticism : A4 openness to experience : | 4.0 | 1.00 |
| Objective Question | | | | |
| 96 | 96 | Which of the following is NOT one of the Big Five traits? A1 sense of humour : A2 openness to experience : A3 conscientiousness : A4 extraversion : | 4.0 | 1.00 |
| Objective Question | | | | |
| 97 | 97 | Freud founded the _____ approach to understanding human behaviour. A1 palliative : A2 psychodynamic : A3 patronymic : A4 psychedelic : | 4.0 | 1.00 |
| Objective Question | | | | |
| 98 | 98 | The influence of parents on the personality of their children is: A1 non-existent : | 4.0 | 1.00 |

| | | | | |
|--------------------|-----|--|-----|------|
| | | <p>A2 weakest in early childhood :</p> <p>A3 strongest in early childhood :</p> <p>A4 consistent across the lifespan :</p> | | |
| Objective Question | | | | |
| 99 | 99 | <p>“No Disinterested pursuit of knowledge and no intellectual education for its own sake” was the slogan of the</p> <p>A1 Realists :</p> <p>A2 Idealists :</p> <p>A3 Pragmatists :</p> <p>A4 Naturalists :</p> | 4.0 | 1.00 |
| Objective Question | | | | |
| 100 | 100 | <p>Which School of Philosophy maintains that the “Universe an expression of Intelligence and will”?</p> <p>A1 Pragmatism :</p> <p>A2 Realism :</p> <p>A3 Idealism :</p> <p>A4 Existentialism :</p> | 4.0 | 1.00 |