

According to the Latest Syllabus



UPKAR'S

**UGC
NET/JRF/SET**

Psychology

(Paper-II)



**A Unique Book
Based on the
New Pattern**

Dr. Amit Abraham

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NET/JRF/SET
Psychology
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By
Dr. Amit Abraham

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2/11A, Swadeshi Bima Nagar, AGRA-282 002

Phone : 4053333, 2530966, 2531101

Fax : (0562) 4053330, 4031570

E-mail : care@upkar.in

Website : www.upkar.in

Branch Offices

4845, Ansari Road, Daryaganj,
New Delhi-110 002

Phone : 011-23251844/66

1-8-1/B, R.R. Complex (Near Sundaraiah Park,
Adjacent to Manasa Enclave Gate), Bagh Lingampally,
Hyderabad-500 044 (A.P.), **Phone :** 040-66753330

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PREFACE

Dear readers,

It gives me immense pleasure in putting forth this book before you. To succeed in any examination it is essential that the basics of the subject be very clear. This book has been written keeping this fact in mind. This is not a text book but a consolidated text for quick review of basic facts written within the framework of the UGC-NET syllabus for the second paper of psychology. At the end of each chapter questions have been given for helping you to test out your knowledge. These questions are framed as per the pattern of the exam and have been taken from various standard question banks. A scoring key is provided for your ready reference.

In the end a detailed glossary has been given to enable the readers to grasp important concepts at one glance. The glossary covers more than the topics given in this book as many concepts are interrelated and must be also known to understand things in totality.

I have tried my best to provide as much matter as possible in condensed form, however, it is not possible to be perfect in all regards. There may be things that have been omitted, though not intentionally. This book has been written and personally typeset by me on my personal computer to reduce the probability of typing errors, however, some errors may still have occurred. I request the readers to kindly point them out to me for corrections in further editions.

In the unit on *Biological basis of behavior* the term *adjuster mechanism* is very vague. I consulted many senior professors of various universities and also the internet but could not come to any definite conclusion regarding it. To the best of my knowledge as well as of senior professors it refers to homeostasis. It thus has been discussed as such. The readers are advised to clear the same from the UGC.

I would like to express thanks to the publishers for having faith in my abilities and giving me this assignment. I also express thanks to Ms. Arti Jain for helping me compile the questions from various question banks.

Finally I dedicated this book to my wife Dr. Lisy and loving daughter Swarnim who are the constant source of my motivation.

—Dr. Amit Abraham

ABOUT THE AUTHOR

The author is a product of Delhi University. He is presently working as a senior lecturer in the department of psychology at St. John's College, Agra and teaching psychology at the graduate and post-graduate levels. He has authored books on psychology and general interest. Further to his credit he has published research papers, has constructed and published various scales for measurement of psychological variables and is actively involved in supervising research work as supervisor. He is also actively involved in guiding students preparing for the NET and other competitive exams., on an honorary basis, and four of the students from the department have qualified the NET exam. in the past few years and have secured jobs in prestigious institutions including IIT Kanpur.

CONTENTS

● Previous Year's Solved Paper	
Unit-1 : Perceptual Processes.....	3–22
Unit-2 : Learning Processes.....	23–40
Unit-3 : Memory.....	41–53
Unit-4 : Thinking and Problem Solving.....	54–64
Unit-5 : Motivation and Emotion.....	65–78
Unit-6 : Human Abilities.....	79–89
Unit-7 : Personality.....	90–107
Unit-8 : Research Methodology.....	108–124
Unit-9 : Measurement and Testing.....	125–140
Unit-10 : Biological Basis of Behavior.....	141–158
● Glossary.....	159–195
● Model Paper–I	196–199
● Model Paper–II.....	200–204

Syllabus

1. Perceptual Processes

Approaches to the study of perception : Gestalt and physiological approaches.

Perceptual organization : Gestalt, Figure and Ground, Laws of Organization.

Perceptual constancy : Size, Shape and Brightness, Illusion; Perception of Depth and Movements.

Role of motivation and learning in perception.

2. Learning Process

Classical conditioning : Procedure, Phenomena and related issues.

Instrumental learning : Phenomena, Paradigms and theoretical issues. **Reinforcement :** Basic variables and schedules.

Verbal learning : Methods and materials, organizational processes.

3. Memory and Forgetting

Memory processes : Encoding, Storage, Retrieval.

Stages of memory : Sensory memory, Short-term Memory (STM) and Long-term Memory (LTM).

Episodic and Semantic memory.

Theories of forgetting : Interference, decay, retrieval.

4. Thinking and Problem Solving

Theories of thought processes : Associationism, Gestalt, Information processing.

Concept formation : Rules and strategies.

Reasoning : Deductive and inductive.

Problem-solving : Types and strategies, Role of concepts in thinking.

5. Motivation and Emotion

Basic motivational concepts : Instincts, needs, drives, incentives, motivational cycle.

Approaches to the study of motivation : Psychoanalytical, ethological, S-R, Cognitive, humanistic.

Biological motives : Hunger, thirst, sleep and sex.

Social motives : Achievement, affiliation, approval.

Exploratory behavior and curiosity.

Physiological correlates of emotions.

Theories of emotions : James-Lange, Cannon-Bard, Schachter and Singer.

Conflicts : Sources and types.

6. Human Abilities

Intelligence : Biological, Social, Eco-cultural determinants.

Theories of intelligence : Spearman, Thurston, Guilford.

Individual and group differences : Extent and causes.

Measurement of human abilities.

7. Personality

Determinants of personality : Biological and socio-cultural.

Approaches to the study of personality : Psychoanalytic, neo-freudian, social learning, trait and type, cognitive.

Personality assessment : Psychometric and projective tests.

Self-concept : Origin and development.

8. Research Methodology

Research problems, hypothesis, variables and their operationalization. **Types of psychological research.**

Methods of psychological research : Experimental, Quasi-experimental, case studies, field studies, and cross-cultural studies.

Methods of data collection : Observation, interview, questionnaire, tests and scales.

Non-parametric tests.

9. Measurement and Testing

Test construction : Item writing, item-analysis.

Test standardization : Reliability, validity and norms.

Types of tests : Intelligence, aptitude, personality-characteristics and important examples.

Attitude scales and interest inventories : Educational measurement and evaluation.

10. Biological Basis of Behavior

Receptors, effectors and adjuster mechanisms.

Neural impulse : Origin, conduction and measurement.

Sensory system : Vision and Audition.

Human nervous system : Structure and functions.

UGC-NET/JRF Exam., 2012 Solved Paper

Psychology

(Paper-II)

Note : This paper contains **fifty (50)** objective type questions of **two (2)** marks each. All questions are compulsory.

1. We sometimes attempt to solve problems by applying the techniques that worked in similar situations in the past. What type of method are we using ?
(A) Trial and error (B) Analogy
(C) Algorithms (D) Heuristics
2. The fact that a nearer object may obscure a more distant object from the view is due to—
(A) Figure and ground
(B) Proximity
(C) Interposition
(D) Closure

3. Match List-I with List-II and indicate your answer with the help of codes given below—

List-I (Phenomenon)

- (a) Learned helplessness
- (b) Cognitive map
- (c) Observational learning
- (d) Systematic desensitization

List-II (Psychologist)

- | | |
|------------|-------------|
| 1. Bandura | 2. Seligman |
| 3. Wolpe | 4. Tolman |

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|-----|-----|-----|-----|
| (A) | 2 | 4 | 1 | 3 |
| (B) | 3 | 4 | 2 | 1 |
| (C) | 1 | 3 | 4 | 2 |
| (D) | 4 | 2 | 3 | 1 |

4. In a 3×4 contingency table, using chi-square test, the degrees of freedom associated with the chi-square will be—
(A) 12 (B) 9
(C) 7 (D) 6

5. Match List-I with List-II and indicate your answer using the codes given below—

List-I (Function)

- (a) Visuo-spatial function
- (b) Social norms
- (c) Releasing factors
- (d) Balance

List-II (Area of the Brain)

1. Hypothalamus
2. Cerebellum
3. Orbito-frontal cortex
4. Parietal cortex

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|-----|-----|-----|-----|
| (A) | 2 | 1 | 4 | 3 |
| (B) | 1 | 2 | 3 | 4 |
| (C) | 4 | 3 | 2 | 1 |
| (D) | 4 | 3 | 1 | 2 |

6. Read each of the following two statements— Assertion (A) and Reason (R) and indicate your answer using the codes below—

Assertion (A) : In Edwards Personal Preference Schedule (EPPS), forced choice format is used.

Reason (R) : Forced choice format reduces acquiescence response set.

Codes :

- (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (C) (A) is true, but (R) is false.
- (D) (A) is false, but (R) is true.

7. Why do individuals with high need for achievement quit early when faced by very difficult task ?

- (A) Get tired easily
 (B) Have poor perseverance
 (C) Have high anxiety
 (D) Have high need for efficiency
8. **Assertion (A)** : According to R. B. Cattell, source traits are important in the understanding of personality.
Reason (R) : Oblique rotation is used for uncovering source traits.
Codes :
 (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
 (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
 (C) (A) is true, but (R) is false.
 (D) (A) is false, but (R) is true.
9. Which of the following represents the Tetrad equation as given by Spearman ?
 (A) $r_{12} \times r_{34} = r_{14} \times r_{23}$
 (B) $r_{13} \times r_{24} = r_{14} \times r_{23}$
 (C) $r_{14} \times r_{23} = r_{13} \times r_{24}$
 (D) All of these
10. What among the following define a problem space ?
 1. An initial state
 2. A goal state
 3. A set of operations
 (A) 1, 3 (B) 1, 2
 (C) 2, 3 (D) 1, 2, 3
11. A generalized picture or model of an object or event, learned in the past and stored in memory, is—
 (A) Perceptual constancy
 (B) Memory trace
 (C) Prototype
 (D) Cognitive map
12. **Assertion (A)** : We are able to recognize the similarity and differences of two objects.
Reason (R) : Dissociable sub-systems operate simultaneously in each cerebral hemisphere.
Codes :
 (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
 (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
 (C) (A) is true, but (R) is false.
 (D) Both (A) and (R) are false.
13. What is the correct sequence of events given below ?
 1. Releasing of neurotransmitters
 2. Post synaptic potential
 3. Binding on receptor sites
 4. Synthesis of neurotransmitters
Codes :
 (A) 1 2 3 4
 (B) 4 3 2 1
 (C) 4 1 3 2
 (D) 2 4 1 3
14. **Assertion (A)** : The amplitude of the action potential in a neuron does not go beyond + 40 mV.
Reason (R) : Neurons function on “all or none” basis.
Codes :
 (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
 (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
 (C) (A) is true, but (R) is false.
 (D) (A) is false, but (R) is true.
15. A man reflects his anger from his boss to his child, is an example of—
 (A) Projection
 (B) Reaction Formation
 (C) Displacement
 (D) Regression
16. Speed and power tests can be distinguished on the basis of—
 1. Time limit
 2. Difficulty level
 3. Verbal/Non-verbal content
Codes :
 (A) 1 and 2 (B) 1 and 3
 (C) 2 and 3 (D) 1, 2 and 3
17. Natural concepts are based on—
 (A) Prototypes
 (B) A set of rules/properties
 (C) Schemas
 (D) Propositions

18. Match List-I with List-II and indicate your answer using the codes given below—

List-I (Presentation of Reinforcement)

- (a) An unpleasant stimulus is presented to decrease behaviour.
 (b) An unpleasant stimulus is removed to increase behaviour.
 (c) A pleasant stimulus is presented to increase behaviour.
 (d) A pleasant stimulus is removed to decrease behaviour.

List-II (Type of Reinforcement)

1. Positive reinforcement
 2. Negative reinforcement
 3. Positive punishment
 4. Negative punishment

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|-----|-----|-----|-----|
| (A) | 1 | 2 | 3 | 4 |
| (B) | 2 | 3 | 4 | 1 |
| (C) | 4 | 1 | 3 | 2 |
| (D) | 3 | 2 | 1 | 4 |

19. Short term memory is capable of holding approximately how many items of unrelated information ?

- (A) One (B) Two to four
 (C) Five to nine (D) Ten to twelve

20. Learning of fears is best explained by—

- (A) Operant conditioning
 (B) Classical conditioning
 (C) Observational learning
 (D) Latent learning

21. Choose the correct sequence of emergence of the following theories of emotion—

1. James — Lange
 2. Cannon — Bard
 3. Schachter and Singer
 4. Darwin

- | | | | | |
|-----|---|---|---|---|
| (A) | 1 | 3 | 2 | 4 |
| (B) | 4 | 3 | 2 | 1 |
| (C) | 4 | 1 | 2 | 3 |
| (D) | 1 | 2 | 3 | 4 |

22. What is true of drives ?

1. Internal states
 2. Aroused by tension

3. Underlying need

4. Guided by external stimuli

- (A) 1, 2 and 4 (B) 1, 2 and 3
 (C) 2, 3 and 4 (D) 1, 2, 3 and 4

23. Intellectual functioning is mainly in the domain of which lobe of the Cortex ?

- (A) Occipital lobe (B) Frontal lobe
 (C) Parietal lobe (D) Temporal lobe

24. A nerve cell that responds to a vertical line but not to horizontal line is an example of—

- (A) Linear perspective system
 (B) Feature detector
 (C) Pattern analyser
 (D) Selection and organization process

25. The visual signals from each retina reach striate cortex via which of the following ?

- (A) Lateral geniculate nucleus
 (B) Medial geniculate nucleus
 (C) Infero-temporal cortex
 (D) Posterior parietal cortex

26. Observational learning involves—

1. Attention and retention
 2. Attention and reinforcement
 3. Production processes and motivation
 4. Reinforcement and motivation

- (A) 1 and 3 only (B) 2 and 4 only
 (C) 3 and 4 only (D) 1 and 2 only

27. Which of the following factors reduce the accuracy of eyewitness testimony ?

1. Suggestibility
 2. Source monitoring errors
 3. Interference
 4. Decay of memory traces
 5. Illusion of outgroup homogeneity

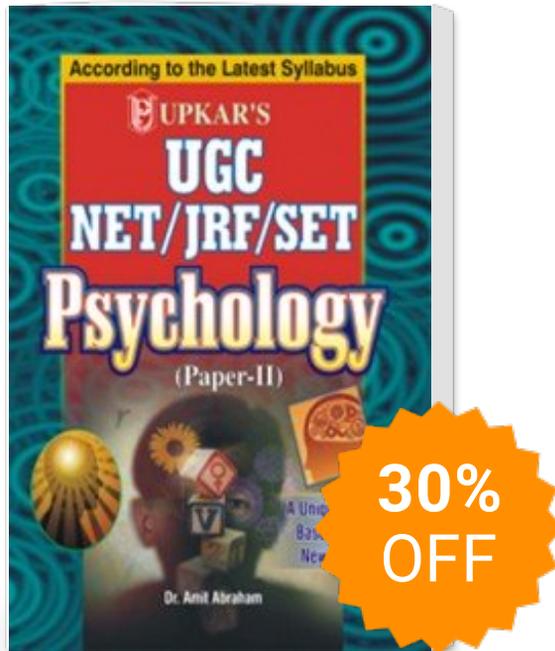
Codes :

- (A) 1, 2 and 3 (B) 1, 3 and 4
 (C) 1, 2 and 5 (D) 2, 3 and 5

28. Microsleep occurs mainly due to one of the following—

- (A) Sleep disorder
 (B) Drugged state
 (C) Sleep deprivation
 (D) Dreaming state

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