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WBCS (Main) Examination 2022 MOCK TEST ANSWER BOOKLET

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Name: MANJIL DAS

Roll No / Mobile no:

Series Name: I

Test Name: PSYCHOLOGY

Date: 27/08/2023

Signature: Manjil Das

INSTRUCTIONS

1. Please check 8 number of pages in the answer booklet.
2. Do not write anything else except the answer of the question,
3. For canvassing 10% marks will be deducted.
4. Do not write anything in margin except rough work.
5. Use pen only in writing.
6. Keep space among two answers.
7. Use loose sheets if this booklet is consumed.
8. Do not keep blank pages for answers to be written later.
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Question No	1	2	3	4	5	6
Marks Obtained						
Question No	7	8	9	10	11	12
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Full Marks:

Total Marks Obtained:

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Group A

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2. [] According to Dunville, attention is the concentration of consciousness on one thing rather than upon other things.

- Attention is a mental process, not any product.

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- It is selective

- At a point of time one can focus only one thing.

- Attention is fluctuating, that is one can focus only on one thing for not more than 8 to 10 seconds.

- It has mobility, shifts from one subject to another.

- Mental set of readiness and psychomotor adjustment related to it.

- Newness draws attention.

- It is the vivid centre of experience.

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☐ Attention is selective in nature due to the limited resources. One can focus on one thing ~~or not more~~ than 8 to 10 seconds and sometimes it is faster than this. We at any instance of time. Hence an individual selects the centre of attention and this selectiveness is associated with different parts of the brain,

1) frontal lobe

2) parietal lobe

and new study shows also the

3) temporal lobe.

Different theoretical perspectives suggest that human being selects the stimulus, which to be attended

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at different stages of perception, may be at the beginning of the perceiving stimuli or afterwards.

Some theoretical aspects are mentioned below —

- Broadbent's filter theory

According to this theory when the stimulus is perceived it passes through a filter which examines the physical characteristics of the stimulus, such as colour, direction etc, then the stimulus which is needed to be attended moves to the next steps and others are rejected.

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- Treisman's attenuation theory

According to this theory, the selection process of attention works like an attenuator, which basically turns down the stimuli which are not to be attended. Here both the stimuli's contents are perceived by the receiver and although the unattended stimulus is turned down (like lowering the volume) still it is present there.

- Memory selection theory

This theory is similar to the cocktail party effect, where the

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meaning of the content is important in selection. Initially, attended and unattended both stimuli pass through a filter, then according to their meaning they get selected. like in a cocktail party, although one pays attention in a group talk if suddenly someone says his name, he pays attention to the person, who belongs to other group. Here, the meaning of the stimuli is important not the physical characteristics like that of Broadbent.

• Time Resources theory

As the resources or capacity of human being is limited so he cannot

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attend all the things present in his surroundings. In complex or difficult tasks the attention is selectively divided among various tasks.

With the help of these theories one can easily make a conclusion that why attention is selective and how we attend the important things from the environment and other things just pass by unnoticeably.

☐ Attention is a mental process which is restricted by limited human resources. One can focus on one thing only for 8 to 10 ^{seconds} ~~seconds~~, sometimes this focus of attention shifts more rapidly.

Fluctuation of attention means, in a brief time attention shifts to another thing and then returns to the primary thing.

The fluctuation of attention is very normal and cannot be eliminated.

The main reasons behind the fluctuation are —

- Internal factors like stress, rumination, frustration.

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- External factors like noise.
- The intensity of the distractor is more than the primary object of attention.

6. Forgetting is a very natural phenomena in case of every human being. According to Munn, forgetting is the loss, temporary or permanent, of things, what we have learnt earlier.

When memory forms there happens some biochemical changes in the brain, specially in the

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neural systems. This change is called memory trace. Forgetting causes when we lose these traces due to various reasons.

Many theories suggest the probable causes of forgetting, like

- Trace decay theory
- Interference theory
- Motivated forgetting
- Absence or improper retrieval cues.

Trace decay theory

This theory suggests that time is the main reason behind the maximum loss of memory. With

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the course of time if the memory traces are not used, gradually they become weak and finally they fade away, leaving nothing behind.

Drawback • This theory fails to address why one does not

forget to ride bicycle after many years not trying it.

• Also abnormal or morbid forgetting cannot be explained by it.

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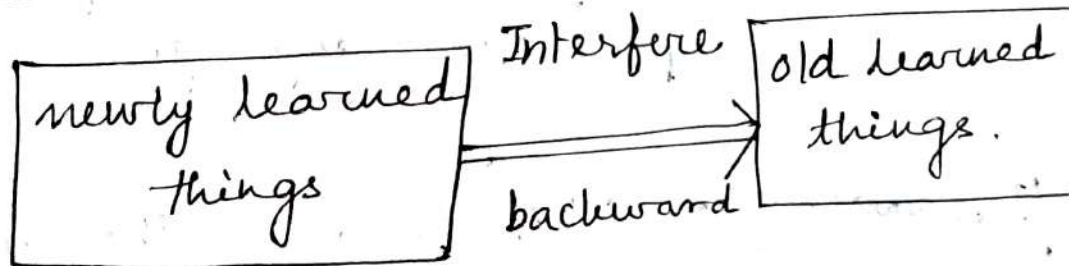
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* Interference theory

When we learn new things then the old learned things and new things of learning may interfere negatively which may hamper each other in the proactive or retroactive way.

Retroactive Interference



For example

when one learns new mathematical formulae he may forget the formulae that he has learned earlier.

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Proactive interference

newly
learned
things

interfere
forward.

old learned
things.

for example,

the vocabulary
of the first
language may
hamper the learning
of a new language.

Drawback

• This theory although explains the forgetting from short term memory and long term memory but fails to explain abnormal or morbid forgetting.

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*Motivated forgetting

According to Freud's psychoanalytic theory, the memory which are painful and causes trouble to us, is put to

unconscious deliberately. It explains abnormal or morbid forgetting.

for example, one forgets the name of the person whom he dislikes.

*Mental state of the person

When a person is driven away by excessive emotions, he will also forget certain things.

for example, • a person having huge mental shock forgets his name.

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- A child out of fear forgets the answer in front of a teacher whom he fears a lot.

⑧ Failure or inappropriate retrieval cues

When the retrieval cues are absent or they are improper one fails to remember certain things.

This theories explain the causes of forgetting which is evident in human being.

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☐ Short term memory is the part of memory where the information is stored for a shorter period of time.

- Information is received in short term memory from the sensory register, which are attended.
- In short term memory the information is stored for 30 to 50 seconds.
- Practice and rehearsal enhance the short term memory.
- At any given period of the time, 5 to 9 items can be stored in short term memory.

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- Most of the contents are acoustic.

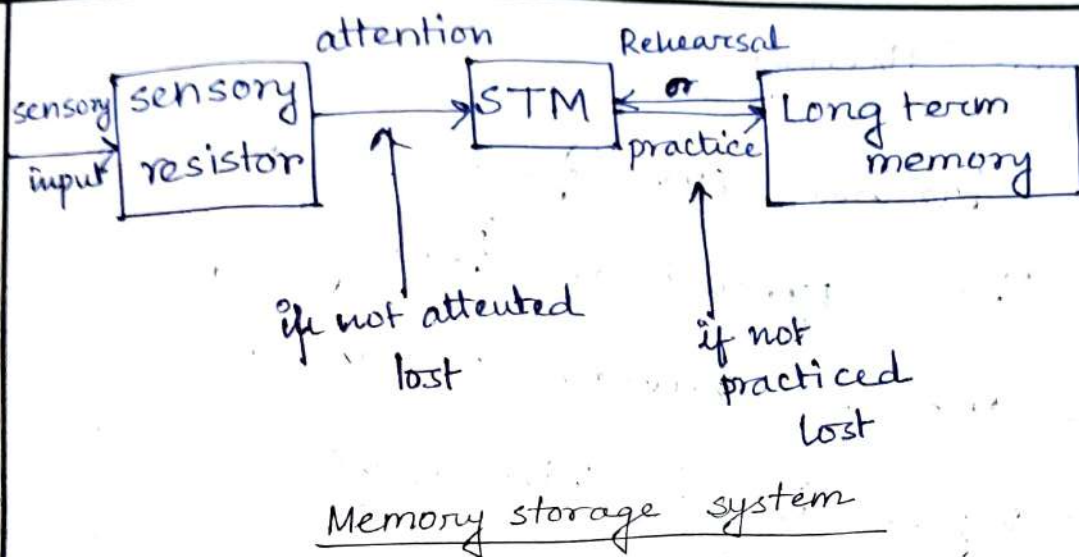
- If not practiced the information is lost and if practiced move to long term memory.

- SHM also acts as working memory, i.e., besides storing information, they are also managed and work upon.

- When long term memory is ^{already} used and cannot function properly then short term memory comes to rescue and stores information as well as performs functions as a working memory.

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7. Maslow and McClelland both put forward the theories of motivation, where Maslow emphasised on the basic human needs and growth needs where as McClelland's theory is more inclined to the social aspects of human needs.

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Maslow's theory

Maslow put forward a five tier pyramidal ^{model} theory of need where human needs are arranged in a hierarchical model.

Basic needs are put in the lower level and the higher order needs are placed in the higher levels.

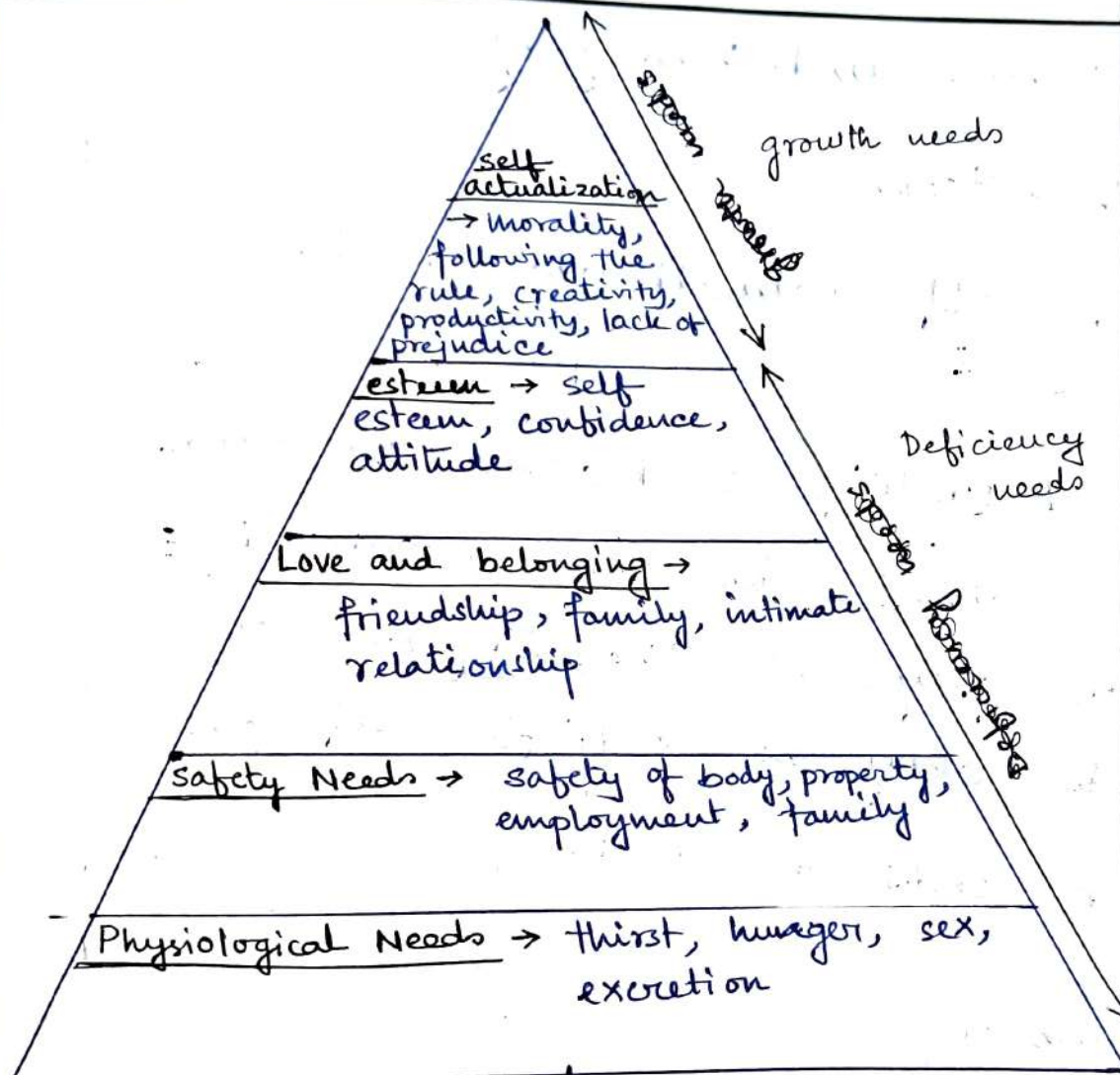
The needs are further divided into two classes -

- a) deficiency needs,
- b) growth needs.

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The levels of needs are arranged from lower to higher as follows —

1. Physiological needs (lowest / at bottom of pyramid)
2. Safety needs

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3. love and belonging
4. esteem
5. self actualization (top level)

According to Maslow the needs are satisfied in the hierarchical order only. So, the higher level needs only be satisfied if the lower needs are met.

Drawback

- But in reality, this theory is not applicable at all socio-economic situations.
- Change in socio economic condition can lead an individual to move back to lower level to.

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Again satisfy the lower level needs.

- In contradiction to Maslow at a time needs of different levels can also be attended.

- Self actualization, ie, the desire to fulfill the capacity and capabilities ~~to satisfy the~~ of a person, is met very rare.

- This theory not valid in all ~~socio economic~~ socio economic and cultural scenario. Mainly valid in western cultures.

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McClelland's theory

According to McClelland's theory in the view of social needs of a person he may possess three basic needs.

- a) Need for achievement
- b) Need for power
- c) Need for affiliation

Later he added the need for avoidance also.

*Need for achievement

An individual with the need for achievement —

- a) take calculated risk
- b) set goals and pursue to achieve them.

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- c) love to work independently.
- d) like to be evaluated for his work at regular interval
- e) when a goal is achieved set new difficult goals in order to achieve them.

* Need for power

If a person is motivated by the need for power

- a) he tries to dominate others, influence others
- b) likes to win in an argument
- c) takes part in various competitions and enjoys to win them.

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⑩

Need for affiliation

- a) Individual likes to be a part of a group
- b) likes cooperation instead of competition.
- c) agrees with the group
- d) likes to be appreciated by the members of a group.

The main difference in these two theories are —

1) Maslow's theory is arranged in hierarchical order, where McClelland's theory is not.

2) In Maslow's theory lower order needs are needed to be

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3 satisfied first, but there is no such restrictions in case of McClelland's. Various needs can be motivate an individual simultaneously.

3> Maslow focussed on basic deficiency needs and growth need of an individual, where McClelland focussed on social needs.

4> Maslow's theory may be considered as basic/general point of view, where as McClelland's theory is important also in managerial point of view.

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Group B

8.

□ According to Allport, attitude is the mental set of readiness which defines how an individual will behave, ~~ext~~ influences the response of the individual to ~~of~~ his environment.

Attitude has both
a) cognitive (what does he think)
b) affective (what does he feel)
c) behavioural (what does he do)
components.

Attitude mainly forms through socialization, parental influences and learning experiences.

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☐ Attitude cannot be measured directly. Overt behaviour or expression towards any object states the attitude of him towards that object.

In ~~other~~^{order} to measure attitude of a person, a set of statements are prepared on that subject and the person asked to express his opinion about them in a scale of highly agree, agree, indifferent, disagree, highly disagree. According to his answer, points are counted and according to the point the person's attitude can be readily measured.

In this regard Likert's scale is well used in measuring attitude.

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⑥  Prejudice is the pre-judgement or preconceived idea towards a person or a group of persons, usually negative, ^{arises} because the person belongs to a particular group. The root of prejudice is basically misconception and wrong belief of certain group of people. It is the affective part of mental function.

Prejudice very often not shown in overt behaviour, due to the fear of loss of relationship, acceptance, love etc.

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☐ Prejudice is one of the social evils which is deep rooted in our society and it is the cause of discrimination which we experience very often.

Prejudice is needed to be uprooted from the society from the very beginning of the childhood. Some methods to eradicate it are as follows —

1) Formal education ⇒ The educational environment, course curriculum, methods of learning must encourage the social harmony, the behaviour and view of the teacher also

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needed to be discouragements towards
any discrimination discrimination
based on class, caste, religion.
Encourage games, activity in friendly
manner.

2) Informal education $\Rightarrow$ Parent,
neighbours must not express
any sign of prejudice in front
of child.

3) Individual identity $\Rightarrow$ group
identity must be discouraged and
favour individual identity.

4) Cultural assimilation $\Rightarrow$ Different
cultural groups are brought
together to discuss about their
unique practices and the
reason behind those practices.
It reduces the misconception

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about different groups and reduces prejudice.

5) Group discussion $\Rightarrow$ Encourage group discussion in cooperative and friendly atmosphere.

6) Psychological counselling $\Rightarrow$

In certain cases group therapy and behavioural therapy also helps to reduce prejudice.

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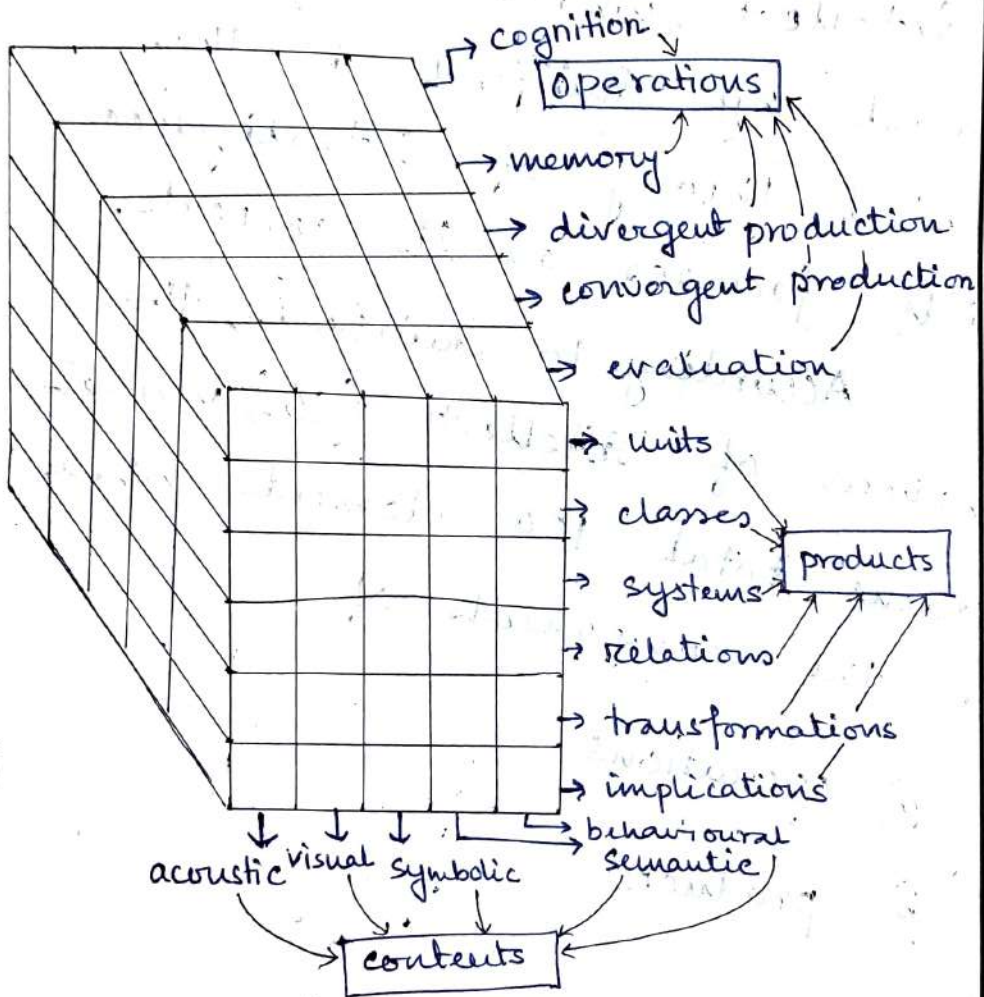
10. The three dimensional model of intellect, which was put forward by Guilford is the classical theory of intelligence which focusses on its contents of intelligence. According to Guilford, the structure of Intellect (SOI) model contains total 150 elements which are the components of

- a) operations
- b) products
- and c) contents.

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three dimensional structure of
intellect model
by Guilford.

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- 5 operations are —
- 1) Cognition → cognitive part of mental apparatus
 - 2) memory → stores information
 - 3) divergent production → produces many ideas
 - 4) convergent production → produces single solution
 - 5) evaluation → evaluate the functionality of the solution

6 products are —

- 1) units
- 2) classes
- 3) systems
- 4) relations
- 5) transformations
- 6) implications

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5 contents are —

- 1) acoustic → it involves the auditory components
- 2) visual → it is the visual contents
- 3) symbolic → it means pictures or signs
- 4) semantic → contains according to the meaning
- 5) behavioural → behavioural aspects of contents.

Implication

a) The SOI model of intellect is not important only in educational purpose, but it is equally helpful in personnel selection.

b) This model also describes creative thinking as divergent

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production is one of the components of the operations.

Drawback

a) The main drawback is that the evaluation of intelligence is based on psychological tests, which makes the application of the model not only complex but also time consuming.

b) This model is not free from subjective bias.

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☐ Intelligence can be classified into different types.

1) social intelligence → the intelligence which is needed in socialization and to behave in accordance to the norms of a social group.

2) emotional intelligence → learn to control the emotions and drive them in a positive and healthy way.

3) spiritual intelligence → maintain the inner as well as outer peace and deal with the environment with love and compassion.

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4) artificial intelligence →
intelligence used in machines
to perform the tasks just
like human brain.

5) abstract intelligence →
ability to construct abstract
thoughts.

6) concrete intelligence →
ability to build concepts
and ideas about an object.
It is mainly of 2 types
a) crystallized intelligence
b) fluid intelligence.

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Intelligence can be readily measured of an individual but from the score in Intelligence Quotient (IQ) test.

The IQ test has been constructed mainly by ~~Stanford~~ Binet and later modified by scientists of Stanford University. The combined test is called the Stanford Binet test.

The IQ of an individual is the ratio of the mental age (MA) and chronological age (CA) $\times 100$

$$I.Q = \frac{MA}{CA} \times 100$$

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• For example, if the mental age of a child of 10 years is 4 then, his $IQ = \frac{4}{10} \times 100 = 40\%$ which means his IQ is below average and in terms of intelligence, he is retarded from average children of his age.

• If the mental age of a child of 10 years is 10, then his $IQ = \frac{10}{10} \times 100 = 100$ i.e., IQ is average and in terms of intelligence, he is average intelligent child; like most of the others of his age.

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• If the mental age of the child is 14 and chronological age is 10,

$$\text{then IQ} = \frac{14}{10} \times 100 = 140$$

his IQ is above average and the child, in terms of intelligence is gifted child.

