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PSYCHOLOGY (Code No. 037)

Theory (70) + Practical(30)

Psychology is introduced as an elective subject at the higher secondary stage of school education. As a discipline, psychology specializes in the study of experiences, behaviours and mental processes of human beings within a socio-cultural and socio- historical context. This course purports to introduce the learners to the basic ideas, principles and methods in psychology so as to enable them to understand themselves and their social world better. The emphasis is put on creating interest and exposure needed by learners to develop their own knowledge base and understanding. The course deals with psychological knowledge and practices which are contextually rooted. It emphasizes the complexity of behavioural processes and discourages simplistic cause-effect thinking.

This is pursued by encouraging critical reasoning, allowing students to appreciate the role of cultural factors in behaviour, and illustrating how biology and experience shape behaviour. The course while developing an appreciation of subjectivity, also focuses on multiplicity of worldviews. It is suggested that the teaching - learning processes should involve students in evolving their own understanding. therefore, teaching of psychology should be based on the use of case studies, narratives, experiential exercises, analysis of common everyday experiences, etc. The present effort at reforming and updating the syllabus is based on the feedback received from the teachers and students as well as some new educational and curricular concerns such as, the curriculum load, interdisciplinary approach, issues related to gender parity, concerns of special and marginalized groups, peace and environmental concerns, and inculcating citizenship values.

Objectives

1. To develop appreciation about human behaviour and human mind in the context of learners' immediate society and environment.
2. To develop in learners an appreciation of multidisciplinary nature of psychological knowledge and its application in various aspects of life.
3. To enable learners to become perceptive, socially aware and self -reflective.
4. To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.

Course Structure

Unit	Topic	Marks
I	Variations in Psychological Attributes	9
II	Self and Personality	10
III	Meeting Life Challenges	7
IV	Psychological Disorders	10
V	Therapeutic Approaches	7
VI	Attitude and Social Cognition	8
VII	Social Influence and Group Processes	7
VIII	Psychology and Life	6
IX	Developing Psychological Skills	6
	Total	70

TERM - I

Unit-I: Variations in Psychological Attributes

1. Introduction
2. Individual Differences in Human Functioning
3. Assessment of Psychological Attributes
4. Intelligence
5. Theories of Intelligence
 - Theory of Multiple Intelligences
 - Triarchic Theory of Intelligence
 - Planning, Attention-arousal, and Simultaneous successive
 - Model of Intelligence

6. Individual Differences in Intelligence
 - Variations of Intelligence
7. Culture and Intelligence
8. Emotional Intelligence
9. Special Abilities
 - Aptitude: Nature and Measurement
10. Creativity

Unit-II: Self and Personality

1. Introduction
2. Self and Personality
3. Concept of Self
4. Cognitive and Behavioural Aspects of Self
 - Self-esteem, Self-efficacy and Self-regulation
5. Culture and Self
6. Concept of Personality
7. Major Approaches to the Study of Personality
 - Type Approaches
 - Trait Approaches
 - Psychodynamic Approach
 - Behavioural Approach
 - Cultural Approach
 - Humanistic Approach
8. 8. Assessment of Personality
 - Self-report Measures
 - Projective Techniques
 - Behavioural Analysis

Unit-III: Meeting Life Challenges

1. Introduction
2. Nature, Types and Sources of Stress
3. Effects of Stress on Psychological Functioning and Health
 - Stress and Health
 - General Adaptation Syndrome
 - Stress and Immune System
 - Lifestyle
4. Coping with Stress
 - Adaptation and Adjustments (From the CBSE Supplementary Reading Material)
 - Stress Management Techniques
5. Promoting Positive Health and Well-being
 - Life Skills
 - Human Strengths and Virtues From the CBSE Supplementary Reading Material)

Unit-IV: Psychological Disorders

1. Introduction
2. Concepts of abnormality and psychological Disorders
3. Classification of Psychological Disorders
4. Factors Underlying Abnormal Behaviour
5. Major Psychological Disorders
 - Anxiety Disorders
 - Somatoform Disorders
 - Dissociative Disorders
 - Mood Disorders
 - Schizophrenic Disorders
 - Behavioural and Developmental Disorders
 - Substance-use Disorders

Unit-V: Therapeutic Approaches

1. Nature and process of psychotherapy
 - Therapeutic relationship
2. Types of therapies
 - Psychodynamic Therapy
 - Behaviour Therapy
 - Cognitive Therapy
 - Humanistic-existential Therapy
 - Biomedical Therapy
 - Alternative Therapies
 - Zen (From the CBSE Supplementary Reading Material)
 - Counselling (From the CBSE Supplementary Reading Material)
3. Rehabilitation of the Mentally III

TERM – II

Unit-VI: Attitude And Social Cognition

1. Introduction
2. Explaining Social Behaviour
3. Nature and Components of Attitudes
4. Attitude Formation and Change
 - Attitude Formation
 - Attitude Change
 - Attitude-Behaviour Relationship
5. Prejudice and Discrimination
6. Strategies for Handling Prejudice
7. Social Cognition
8. Schemas and Stereotypes
9. Impression Formation and Explaining
10. Behaviour of Others through Attributions
 - Impression Formation
 - Attribution of Causality

11. Behaviour in the Presence of Others
12. Pro-social Behaviour
 - Factors Affecting Pro-social Behaviour

Unit-VII: Social Influence And Group Processes

1. Introduction
2. Nature and Formation of Groups
3. Type of Groups
4. Influence of Group on Individual Behaviour
 - Social Loafing
 - Group Polarisation
5. Conformity, Compliance, and Obedience
6. Cooperation and Competition
 - Determinants of Cooperation and Competition
7. Social Identity
8. Intergroup Conflict: Nature and Causes
9. Conflict Resolution Strategies

Unit-VIII: Psychology and Life

1. Introduction
2. Human-Environment Relationship
 - Different Views of the Human-Environment Relationship
3. Environmental Effects on Human Behaviour
 - Human Influence on the Environment
 - Noise
 - Pollution
 - Crowding
 - Natural Disasters
4. Promoting Pro-environmental Behaviour
5. Psychology and Social Concerns
 - Poverty and Discrimination
 - Aggression, Violence, and Peace

- Mahatma Gandhi on Non-violence
- Health
- Impact of Television on Behaviour
- Media and Human Values (From the CBSE Supplementary Reading Material)
- Human Rights (From the CBSE Supplementary Reading Material)
- Citizenship (From the CBSE Supplementary Reading Material)
- Promotion of Peace (From the CBSE Supplementary Reading Material)

Unit-IX: Developing Psychological Skills

1. Introduction
2. Developing as an effective Psychologist
3. General Skills
 - Intellectual and Personal Skills; Sensitivity to Diversity
4. Observational Skills
5. Specific Skills
 - Communication Skills
 - Psychological Testing Skills
6. Interviewing Skills
7. Counselling Skills

Psychological testing (Practicals) 30 Marks

The students shall be required to prepare **one case profile** and conduct **5 practicals** related to the topics covered in the course. The case profile will include developmental history of the subject, using both qualitative (observation, interview) and quantitative (Psychological testing) approaches. Practical would involve using standardised psychological assessment devices in different domains (e.g. intelligence, personality, aptitude, adjustment, attitude, self-concept, and anxiety).

Distribution of Marks:

- (i) Practical File 05 Marks
- (ii) Case Profile 05 Marks
- (iii) Viva Voice (Case profile and practical) 05 Marks
- (iii) Two practicals (5 for accurate conduct and 10 for reporting). 15 Marks

SUPPLEMENTARY READING MATERIAL

With effect from the Academic Session 2008-09

Unit 3.1 Adaptation and Adjustment

Adaptation

We always face different kinds of challenges in our life. The difficult circumstances, problems and obstacles often block our path leading towards the chosen life goals. Fortunately we also have the capacity to face the challenges and overcome them, both by means of in-built tendencies as well as learned behaviours –which enable to adapt to diverse situations. The term adaptation refers to the process of change in organisms or species to accommodate a particular environment. We try to change ourselves according to the demands of the circumstances. For instance we put on warm clothes during winter and work hard when if the work demands. This enables our survival. Adaptation is crucial to the process of natural selection.

Ethologists, scientists who study the behaviours of animals in their natural habitats have documented two main patterns of adaptive behaviours. Some behaviours, known as "closed programs," get transmitted from one generation to the next relatively unchanged. Other behaviours known as "open genetic programs" are susceptible to greater degree of environmental influence. Adaptation occurs in individual organisms as well as in species. Sensory adaptation consists of physiological changes that occur in response to the presence or cessation of stimuli. We also adapt to environmental and social circumstances.

Adjustment

In psychology, the behavioural process by which humans and other animals maintain a state of equilibrium among their various needs or between their needs and the obstacles of their environments is called adjustment. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry people, for example, are stimulated by their physiological state to seek food. When they eat, they reduce the stimulating condition that impelled them to activity, and they are thereby adjusted to this particular need.

In general, the adjustment process has four parts: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or non-fulfillment of this need, (3) varied activity, or exploratory behaviour accompanied by problem solving, and (4) some response that removes or at least reduces the initiating stimulus that brings satisfaction and completes the process of adjustment, at least temporarily.

It may be noted that adjustments also take place in social and cultural domains. Such adjustments are quite similar to the process of physiological adjustment. People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met through the social networks they inhabit. When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks. Ongoing difficulties in social and cultural adjustment may be accompanied by anxiety or depression.

3.2 Human Strengths and Virtues

In recent years psychologists have shown increasing interest in understanding what makes life good and meaningful. This development is termed as positive psychology. Positive psychology systematically investigates the positive aspects i.e. the strengths and virtues of human beings. They are central to the life sustaining processes of helping, altruism, cooperation, learning etc. A group of leading psychologists have tried to define the universal 'human strengths'. The strengths and virtues enable individuals and communities to thrive. Positive psychologists seek "to find and nurture genius and talent," and "to make normal life more fulfilling, not to cure mental illness." Martin Seligman has provided leadership to the movement of positive psychology. The positive psychologists researched around 200 texts drawn from various traditions including great thinkers and texts like Aristotle, Plato, Aquinas, St. Augustine, Old Testament, the Talmud, Confucius, Buddha, Lao-Tze, Bushido (the samurai code), the Koran, and the Upanishads. As a result they were able to identify a core set of human virtues shared by these traditions. These include Wisdom and Knowledge, Courage, Love and Humanity, Justice, Temperance, and Spirituality and transcendence. In addition they identified a range of 'strengths' - personal characteristics or behaviours by which these virtues can be attained. These 24 strengths are as follows:

Wisdom and Knowledge

- 1. Curiosity / Interest in the world:** An openness to experience; flexibility about things that don't fit your preconceptions.
- 2. Love of Learning:** Taking pleasure in learning new things; taking every opportunity to expand your knowledge and expertise.
- 3. Judgment / Critical Thinking / Open-Mindedness:** Thinking things through and examining them from all sides; not jumping to conclusions; being objective.

4. Ingenuity/Originality/Practical Intelligence : Finding new and practical ways of achieving results; creativity; 'street wisdom'.

5. Social Intelligence / Personal Intelligence / Emotional Intelligence : Understanding your own and others' motives and feelings; acting in socially effective ways.

6. Perspective: Able to adopt the 'big picture' so as to act wisely; good at problem-solving and giving advice.

Courage

7. Valour and Bravery: Willing to confront challenges and difficulty; prepared to adopt unpopular or dangerous positions.

8. Perseverance / Industry / Diligence: Finishing what you start; prepared to take on difficult projects; doing what you say you'll do – and more.

9. Integrity / Genuineness / Honesty: Living in a genuine, authentic way; down to earth and without pretence.

Humanity and Love

10. Kindness and Generosity: Helping other people; putting others' interests as highly as your own.

11. Loving and Allowing Oneself to be Loved: Valuing and engendering close and intimate relations with others.

Justice

12. Citizenship / Duty / Teamwork / Loyalty: Working hard for the success of the group; valuing group goals and purposes; respecting authority.

13. Fairness and Equity: Avoiding any personal bias; being guided by principles concerning equality; tackling prejudice.

14. Leadership: Organizing activities well and seeing that they happen; maintaining good relations in and between groups.

Temperance

15. Self-Control: Checking your own impulses when appropriate; repairing negative feelings; managing yourself.

16. Prudence / Discretion / Caution: Being careful; not saying things you might regret; resisting the impulse to act only for the short term.

17. Humility and Modesty: Not seeking the spotlight; letting your accomplishments speak for themselves; unpretentious.

Transcendence

18. Appreciation of Beauty and Excellence: Appreciating excellence in all domains; able to feel awe and wonder.

19. Gratitude: Not taking things for granted; expressing gratitude to others; appreciating life

20. Hope/Optimism/Future-Mindedness: Maintaining a positive stance towards the future; expecting the best; leading a goal-directed life.

21. Spirituality / Sense of Purpose / Faith / Religiousness: Strong and coherent set of beliefs about larger purpose or meaning; acting in accordance with these beliefs.

22. Forgiveness and Mercy: Forgiving those who hurt or offend you; able to transform how you feel; generosity of spirit.

23. Playfulness and Humor: Laughing and creating laughter; seeing the light side of life.

24. Zest / Passion / Enthusiasm: Throwing yourself, body and soul into activities; inspiring others.

It is though a virtuous life that one can attain lasting happiness and life a full life. The psychologists are trying to measure these strengths and virtues and examining the sources of their development. It has been found that hedonistic pursuit is not enough and one must try to have meaning in life.

Unit 5

5.1 Zen

A school of Mahayana Buddhism that asserts that enlightenment can be attained through meditation, self-contemplation, and intuition rather than through faith and devotion. It is practiced mainly in China, Japan, Korea, and Vietnam. It is also called *Zen Buddhism*.

Zen emphasizes dharma practice and experiential wisdom – particularly as realized in the form of meditation known as zazen – in the attainment of awakening. As such, it de-emphasizes both theoretical knowledge and the study of religious texts in favor of direct experiential realization.

5.2 Counselling

According to Warner, Counselling is ‘a therapeutic and growth process through which individuals are helped to define goals , make decisions and solve problems related to the personal – social – educational and career concerns’. Counselling involves helping relationship, that includes someone seeking help and someone willing to give help, who is capable of or trained to help in a setting that permits help to be given and received.

The following elements about counseling are common to the major theoretical approaches to counseling:

1. Counselling involves responding to the feeling, thoughts, and actions of the clients
2. Counselling involves a basic acceptance of the clients’ perceptions and feelings without using any evaluative standards.

3. Confidentiality and privacy constitute essential ingredients in the counseling setting. Physical facilities that preserve this quality are important.
4. Counselling is voluntary. It takes place when the client approaches a counselor. A counselor never uses any kind of coercion for obtaining information.
5. Counselor and clients both transmit and receive verbal and non verbal messages during the process. Therefore awareness and sensitivity to the nature of the message is an important prerequisite for the counselor's effectiveness.

Counselling is practiced extensively in schools. Many educators spend time with certain students either in groups or more often individually. The following suggests when these "get togethers" may qualify counseling.

How to decide if contact is counseling related

- Are you meeting more than once?
- Does the student asks for or seem to want the contact?
- Is the purpose of the meeting agreed on by both the educator and the student?
- Is there a noticeable progress toward this purpose?
- Does the educator frequently listen and encourage talking?

Thus, a counselor is most often interested in building an understanding of the clients problem by focusing on what understanding the client has of her / his problem and how s/he feels about it. The actual or objective facts of the problems are considered less important and it is more important to work on the feelings and their acknowledgement by the clients. The focus is more on the person and how s/he defines the problem.

Analyzing the above discussion we can say that in counseling

- two people are present
- leads to action on the part of client
- counselor listens
- client can be trusted to find their own solutions
- personal growth of client usually occurs
- resolution of problems is an expectation.

STAGES OF COUNSELLING PROCESS

1. **Getting started** – it is decided as to the frequency with which the counselor and the client will meet, the times they will interact, when it is anticipated that the relation will end .

2. **Introductory talk** – it entails general conversation about their lives, then the counselor works towards specifics, it is quite likely that many people do not know what is troubling them until they begin to talk. Also the client gives personal details.

3. **Identifying the issue** – Different types of questions are asked by the counselor like, How do you feel about that?, What was it like? How are you feeling at the moment? What did you do then? What happened when you did that?

4. **Coping with feelings** – four emotions commonly suppressed or bottled up are; Anger, Grief, Fear, Embarrassment. These emotions are to be accepted and allowed to be expressed.

5. **Identifying possible solutions** – the counselor helps in dealing and coping with help of “ brainstorming “It helps generate as many solutions and come up with an obvious answer.

6. **Agreeing on a plan** – The goal is identified and also the steps which will lead towards it. A practical plan of action is thought of which is reasonable and achievable.

7. **Implementing the plan** – The client does it independently, with counselor's support.

Thus we see that counseling is just a helping process by which the client comes with a plan of action with the help of a counselor. The success of counseling depends on certain characteristics of the counselor. Let us elaborate them.

Characteristics of Effective Helper

Page 192 to 193 of NCERT book in Psychology, Class XII.

Ethics of counselling

Page 193 of NCERT book on Psychology, Class XII.

Unit 8

8.1 Media and Human Values

In contemporary life media is playing a key role in regulating our lives. Media encompasses the whole body of broad based channels of communication in print or electronic form that reach a large public (e.g. radio, television, movies, magazines, newspapers, internet). The term was coined in the 1920's with the advent of nationwide radio network, and circulation of newspapers and magazines. It is the media that reaches a mass audience. Mass media can be used for various purposes such as -

1. Advocacy of both business and social concerns. This can include advertising, marketing & propaganda, public relations, and political communication.
2. Enrichment and education.
3. Entertainment- traditionally through performance of acting music and sports along with light reading. Since the 20th Century there are Video & Computer Games.
4. Journalism, News etc.
5. Public service announcement.

The use of mass media is becoming a very powerful tool for social change, education, promotion of business and attitude change. It is changing the ways people get motivated, experience emotions, enjoy life and participate in the social activities. The manipulation of large group of people through media outlets, for the benefit of a particular party or groups of people has become very common.

Since media crosses the cultural boundaries there are diverse influences and outcomes which are perceived to be a threat to the native culture.

The influence of media on human values is all pervasive. Values refer to what is desirable and contributes to well being of the people. We often imbibe the values which are embedded in the messages and explicitly stated in the media. They are perceived as prevalent in the society and are forcefully projected by the media into our subconscious and we tend to internalize it. It can have both negative and positive effects. For example, the positive outlook toward protection of environment, anti crackers' campaign and protection of animal rights have yielded positive effects. On the other hand, it might sometimes lead to undesirable changes in value patterns. Take for example the excessive focus on achieving a goal (at any cost) without any regard to the means to achieve them or depiction of violence. Media is working as a key to globalization and cultural change.

8.2 Human rights

Human Rights refer to the "basic rights and freedoms to which all humans are entitled because they are human beings. Examples of rights and freedoms which are often thought of as human rights include civil and political rights, such as the right to life and liberty, freedom of expression, and equality before the law; and social, cultural and economic rights, including the right to participate in culture, the right to food, the right to work, and the right to education . These rights empower people under particularly under difficult circumstances. The awareness about human rights is important to live life as a citizen in a democratic set up. In particular a country like India in which poverty, social disadvantage and discrimination are present in many sections. Living life with dignity demands that human rights of everybody are maintained. The traditional societies have many disparities which come in the way of ensuring human rights to different groups and communities.

The *Magna Carta* or "Great Charter" was one of England's first documents containing commitments by a sovereign to his people to respect certain legal rights. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. In order to promote human rights many international conventions, treatise and provisions have been made. Many of them have been accepted by India. In pursuance of such provisions a National Human Rights Commission has been established. It is chaired by a retired Chief Justice of Supreme Court. It is empowered to take steps for ensuring protection of human rights and taking steps to curb its violations. In recent years we have noticed many instances in which the human rights agencies in India have taken note of the atrocities done on people in prison and police custody.

8.3 Citizenship

A citizen is a participatory member of a political community. Citizenship is gained by meeting the legal requirements of a national, state or local government. A nation grants certain rights and privileges to its citizens. In return, citizens are expected to obey their country's laws and defend it against its enemies. The value of citizenship varies from nation to nation. In some countries, citizenship can mean a citizen has the right to vote, the right to hold government offices, and the right to collect unemployment insurance payments, to name a few examples. Citizenship is not a passive concept. It involves active involvement in various social, political and cultural activities.

8.5 Promotion of Peace

Peace is a state in which various elements live in harmonious relationship and grow without interference in each other's activities. At a societal level peace is necessary for growth and development. We find that countries which are engaged in war and conflict often suffer economically, socially and do not flourish and develop. Bringing in and sustaining peace in society demands many things in which the following are more important:

1). Peace Education- Just as man learns to fight and go to war, he can also learn to live peacefully. For this, it is necessary to educate the public and particularly the young men and women to live in peace so that they may learn to look upon themselves as citizens of the world.

2). Development of international relations- We need to promote conducive international relations so as to eliminate prejudice and stereotype, which are the root causes of hostility, war and violence. This can be achieved by creating opportunities for people of different parts of the world to come in contact with each other. One of the ways in which this could be achieved is to create international institutions in different regions of the world. For instance SAARC is creating opportunities for cooperation and interaction for the countries of south Asia.

3). Social and Economic Welfare- Social and economic inequalities constitute the greatest single enemy of permanent peace. In most of the places where war and conflict is taking place poverty is very common. Therefore it is important that steps be taken up to bridge the gap between the haves and have nots.

INSTRUCTIONS FOR PRACTICAL FILE AND CASE PROFILE

Each student will be issued a folder consisting of all the required material for the practicals. You are expected to bring this folder for every practical class and practical exam. This folder needs to be returned on Board Practical Examination day. Fine will be charged for any loss or damage of practical material.

1. Practical File should be neatly written.
2. Case Profile is also hand written.
3. Don't use red or pink ink pen.
4. Underline headings or use a different coloured pen (not red or pink)
5. A suggested format for writing a psychological testing report and case profile is given.
6. Every practical report should follow the given format. However, the format of case profile is need based.
7. The RSPM(Raven's Standard Progressive Matrices) report shows a sample report. The required information is given for each practical. However, there are certain topics which are not given in detail e.g. Rapport formation, conduction etc. This can be written on the basis of RSPM report. As far as result analysis is considered you will find standard scores with the help of the manual and write the interpretation according to the manual.
8. "Verbal Report" is the verbatim given by the subject regarding how did he feel about the test.
9. Behavioural observation is examiner's observation of the subject.
10. Conclusion should be very precise.

11. Instructions For practical exams-

- a) Each student will be given two practicals for administration as well as for writing (full report starting from " objective" to "conclusion").
- b) Viva will be taken on individual basis.
- c) Read Practical file and case profile thoroughly.
- d) Viva questions are given in smart skills. Viva is based on your practical and related theory.
- e) One should know how to present case summary

PRACTICALS (30 marks)

1. ADMINISTRATION AND PREPARING REPORTS OF FIVE PSYCHOLOGICAL TESTS

2.

- Index

S. No	Topic	Date of Submission	Teacher's Signature
1	Historical background of psychological testing		
2.	Important concepts		
3.	Standard Progressive Matrices		
4.	David's Battery Of Differential Abilities		
5	Maudsley Personality Inventory		
6	Global Adjustment Scale		
7.	Self Concept Questionnaire		

- Historical background of psychological testing
- Important concepts
- Standard Progressive Matrices
- David's Battery Of Differential Abilities
- Maudsley Personality Inventory
- Global Adjustment Scale
- Self Concept Questionnaire

HISTORICAL BACKGROUND OF PSYCHOLOGICAL TESTING

Francis Galton (1822-1911) was the first scientist to undertake systematic and statistical investigation of individual differences. He was preceded by other psychologists who were either concerned with problem of dualism of mind and matter or general problems and theories rather than individual differences.

Ernst Heinrich (1795-1878), educated as an anatomist and physiologist had quantitative experimental approach to psychological problems. He experimented on weight discrimination, vision, hearing etc.

Gustav Theodor Fechner (1801-87) who started his career in physics and chemistry was more concerned about the application of exact methods of natural science to the study of inner world i.e. the relation of mental processes to physical phenomenon.

J. Muller (1801-58), a professor of physiology was especially interested in the physiology of the senses and in reflex action and did significant experiments in space perception.

Alexander Bain (1818-1903) a professor of logic, mental philosophy and English literature in Aberdeen University, utilized, organised and interpreted the works of Weber and Fechner and tried to put them in application.

Wilhelm Wundt (1832-1920) established the first lab of psychology in 1879 at Leipzig, Germany. He employed physiological methods and introspection in his research.

Jean Esquirol (1772-1840) made the explicit distinction between mental illness and mental deficiency. He also differentiated among the several levels of mental deficiency. He tried to differentiate them on the basis of physical measurements, especially size and formation of the skull but was not successful. He also said

that development and use of language is one of the most useful and valid criteria for differentiating levels of mental deficiency.

On the other hand, Senguin (1812-80) developed methods in the training of mental defectives. His methods emphasized the development of greater sensory sensitivity and discrimination and of improved motor control and utilization.

The term mental test was first employed by McKean Cattell in a publication of 1890. Cattell tests were of memory, imagery, hearing, colour vision, reaction time etc.

Binet and Simon (1905) developed the first standard scale of intelligence to differentiate among three levels of mental deficiency- moron, imbecile and idiot. Shortly after 1916 the most significant occurrence in psychological testing was the development of group tests. During World war I government wanted to recruit individuals in army by means of psychological methods. So, two group tests were developed Alpha Verbal Test and Beta Non verbal Test. This led to the use of psychological tests in various fields. Aptitude testing also received impetus in world war I. Aptitude tests was developed to measure an individual's ability to perform a task of specific kind... In World War I aptitude tests were used to select men for tasks requiring specific skills. This was followed by developing Occupational Interest Inventory, test batteries (during World War II) personality tests, rating scales etc. Since the World War I the use of psychological tests has continuously increased.

IMPORTANT CONCEPTS

EXPERIMENT- A carefully controlled scientific procedure conducted to determine whether certain variables manipulated by the experimenter have an effect on other variables

HYPOTHESIS- A possible explanation for a behaviour being studied that can be answered by an experiment or a series of observation. It can also be defined as tentative answer to a problem.

VARIABLES- Factors that can be varied and can assume more than one value.

INDEPENDENT VARIABLE- A variable that is controlled by the experimenter and is applied to the participants to determine its effect.

DEPENDENT VARIABLE- A measurable behaviour that is exhibited by a participant and is affected by the independent variable.

CONTROL GROUP- The group in which participants are treated identically to participate in the experimental condition, except that the independent variable is not applied to them.

EXPERIMENTAL GROUP- The group in which independent variable is introduced

ADVANTAGES OF EXPERIMENTAL METHOD-

- It helps in discovering the causes of behaviour.
- It also helps in understanding cause and effect relationship.

DISADVANTAGES OF EXPERIMENTAL METHOD

- It cannot be used to study all kinds of behaviour.
- The experiments may produce results that do not apply in real life situations.
- They have low external validity.
- It is difficult to know and control all the relevant variables.

PSYCHOLOGICAL TEST- A psychological test is a standardized instrument designed to measure objectively, one or more aspects of total personality by means of verbal or non verbal responses. Standardization means the test is objective, reliable and valid.

CHARACTERISTICS OF PSYCHOLOGICAL TEST

STANDARDIZATION- The procedures are specified precisely, so that different testers will follow the same procedures when they administer the same test to different subjects this means that test performance of different people or the same persons at different times or occasions can be compared directly.

OBJECTIVITY- Objectivity refers to the fact that if two or more researchers administer a psychological test on the same group of people, both of them would come up with more or less the same values for each person in the group. The items convey the same meaning to everyone. Specific instructions and the procedure for administering the test are specified. The impact of personal bias is kept under control.

RELIABILITY- It refers to the consistency of the scores obtained by an individual on the same test on two different occasions.

Types of Reliability

Test Retest reliability- it is computed by finding co-efficient of correlation between the two sets of scores on the same set of persons. It indicates the temporal stability or stability of the test scores over time.

Split Half Reliability-It gives an indication about the degree of internal consistency of the test. The test is divided into two equal halves employing odd even method.

VALIDITY- It refers to the extent to which the test measures what it is suppose to measure.

NORMS- Norm is an average score on a particular test made by a specific population. Reference to a test table of norms enables us to rank an individuals performance relative to his own age group.

STANDARDISED INSTRUCTIONS

Standardized instructions are given in the manual. The tester gives these instructions only to maintain the uniformity.

UNIFORMITY IN CONDUCTION - The tester conducts the test in a uniform way irrespective of their culture.

USES OF PSYCHOLOGICAL TESTS

- These are used primarily for analysis and determination of individual differences in general intelligence, aptitude, personality traits etc.
- Psychological tests are also used for a variety of psychological, educational, cultural studies of groups as well as study of particular individuals.
- Test provides very useful information for educational and vocational guidance.
- In schools, tests can be used to identify students with low as well high intelligence.
- It helps in knowing the causes of behavioural problems.
- In clinics, psychological tests are used for individual diagnosis of factors associated with personal problems of learning, behaviour or specific interpersonal relations.
- In business and industry, tests are helpful in selecting and classifying personnel for placement in jobs.

OBSERVATION

It is an effective method of describing behaviour. Witnessing an event and recording.

STEPS OF OBSERVATION

- a) Selection- Psychologists select a particular behaviour for observation e.g. One may be interested to know how children behaviour behave on their first day in school.
- b) B) Recording- the researcher records the selected behaviour using different means such as marking tallies for a behaviour, taking notes describing each activity in detail.
- c) Analysis of data- Psychologists analyzes whatever they have recorded to derive meaning out of it.

TYPES OF OBSERVATION

NATURALISTIC OBSERVATION- This refers to observations done in natural and real life settings. The observer makes no effort to control or manipulate the situation. This type of observation is conducted in schools and hospitals.

Controlled observation- this type of observation is doe in laboratory experiments.

Participant observation- In this type of observation the observer becomes a part of the group being observed.

Non- Participant Observation- In this type of observation, group or people are observed from a distance or through a camera.

ADVANTAGES OF OBSERVATION METHOD

- Researcher obtains a data about a truly natural behaviour rather than a behaviour that is reaction to experimental situation.

DISADVANTAGES OF OBSERVATION METHOD

- It can be difficult and time consuming
- Controls are lacking
- Difficult to generalize results
- Scientific objectivity is lost if experimenter interacts with the participants

SURVEY METHOD

It is a technique for sampling a wide variety of behaviour and attitude e.g. finding out the attitude of people towards family planning. The survey research uses different techniques like interviews, questionnaires and observations etc. It can also be used to predict behaviour. Researcher must be careful in choosing the sample.

Advantage- It enables researcher to describe the characteristics of relatively small sample and the generalize that information to a larger population

INTERVIEW

It refers to a face to face conversation with a purpose to derive factual information, opinions and attitudes etc. there can be two broad types of interviews- structured or standardized and unstructured or non-standardized. A structured interview is the one in where the questions in the schedule are written clearly in a sequence. In an unstructured interview the interviewer has the flexibility to take decisions about the questions to be asked; the wordings of the questions and the sequence in which the questions are to be asked. Questions can be either open ended or closed ended. Closed ended questions have specified responses. Open ended questions can be answered the way respondent wants to.

CASE STUDY

It refers to in-depth study of a particular case. The case can be an individual with distinguishing characteristics or a small group of individuals having some commonality among them, institutions and specific events. A case study employs multiple methods for collecting information such as interview, observation and psychological tests. It provides in depth information about a person's life but at the same time validity in single case is quite challenging

CORRELATION STUDIES

Correlational studies are done to find relationships between variables for prediction purposes. The strength and direction of the relationship is determined by correlational coefficient and its value can range from +1.0 to -1.0. The coefficient of correlation is of three types- positive, negative and zero. A positive correlation indicates that as the value of one variable increases, the value of other variable also increases. Negative correlation indicates as the value of one variable increases, the value of other variable decreases. Zero correlation indicates that there is no relationship between two variables.

QUESTIONNAIRE

It consists of predetermined set of questions. The respondent has to read the questions and mark the answers on the paper. Both open ended and closed ended questions can be used in the questionnaire. The questionnaire is mainly used for collecting background and demographic information, attitudes and opinions, knowledge about a particular topic. It is the most common, simple and low cost self report method of collecting information.

FIELD EXPERIMENT AND QUASI EXPERIMENTS

In field experiment the researcher may go to the natural setting where the particular phenomenon actually exists. For example teaching one group by demonstration method and other group by lecture method and then comparing their performance. It is more time consuming and expensive. In quasi experiment the independent variable is selected rather than varied or manipulated by the experimenter for example in the experimental group we can have children who have lost their parents in the earthquake and in the control group who experience the earthquake but did not lose their parents.

PERCENTILE RANK

An individual's percentile rank on a test designates the percentage of cases or scores lying below it. E.g. P-20 means the individual is situated above 20 percent of the group fall below this person's rank.

DECILE RANK

It designates the one tenth part of the group in which any tested person is placed by his score. E.g. A testee who has a decile rank of 10 is located in the highest 10 percent of the groups. It is used when the number of scores in a distribution is small.

STANINE - According to this method the standard population is divided into 9 groups. Stanine 1 is the lowest and stanine 9 is the highest.

STEN SCORES standard scores on a scale of ten

STANDARD SCORES- It designated the individual's position with respect to the total range and distribution of scores. The standard score indicates, in terms of standard deviation how far a particular score is removed from the mean of the distribution.

$$Z = \frac{X - M}{SD}$$

Where, X- individual score , M- Mean, SD- Standard deviation

Difference between test and experiment

<u>TEST</u>	<u>EXPERIMENT</u>
It is standardized instrument used to measure intellectual and non intellectual characteristics of an individual through verbal or non verbal measures.	The researcher tries to manipulate the situation and tries to prove or disapprove a hypothesis.
It evaluates certain attributes of an individual.	It determines cause and effect relationship between variables.
It does not have an hypothesis	It has a hypothesis.
It is standardized and has norms	It does not have norms and is meant for verification of various principles.

SUGGESTED FORMAT FOR WRITING A PSYCHOLOGICAL TESTING REPORT

- TITLE
- OBJECTIVE
- BASIC CONCEPT
- METHOD
 - *Preliminary Information
 - * Testing Material
 - *Description of the Test-name author, psychometric properties
 - * Procedure
 - #Rapport formation
 - #Instructions
 - #Precautions
 - #Test Administration
 - #Verbal Report
 - #Behavioural observation
 - #Scoring
- RESULTS
- ANALYSIS AND INTERPRETATION
- CONCLUSION
- REFERENCES

NOTE: PRACTICAL FILE SHOULD BE HAND WRITTEN

PRACTICAL 1 RAVEN'S STANDARD PROGRESSIVE MATRICES (RSPM)

1.

OBJECTIVE:

To measure educative component of "g" as defined in Spearman's Two Factor theory using Raven's Standard Progressive Matrices.

2.

BASIC CONCEPT

2.1 INTELLIGENCE

Oxford Dictionary explains intelligence as the power of perceiving, learning, understanding and knowing.

Binet defined intelligence as the ability to understand well, reason well and judge well.

According to Weschler, intelligence can be defined as the global and aggregate capacity of an individual to think rationally, act purposefully and to deal effectively with his environment.

Gardner and Sternberg have suggested that an intelligent individual not only adapts to the environment but also actively shapes it

According to Robert Sternberg, Intelligence is the ability to adapt, to shape and to select environment to accomplish one's goals and those of one's society and culture.

The psychometric approaches express the individual's performance in terms of a single index of cognitive abilities. On the other hand information processing approach describes the processes people use in intellectual reasoning and problem solving.

2.2 SPEARMAN'S TWO FACTOR THEORY OF INTELLIGENCE

In 1927, a British psychologist, Charles Spearman proposed a two factor theory of intelligence. According to him, intelligence consisted of a general factor (g-factor) and specific factors(s factor). The g factor includes mental operations which are primary and common to all performances. S factor refers to specific abilities that help an individual to excel in specific fields, for example- singers, scientists and athletes.

2.3 TYPES OF INTELLIGENCE TESTS

I. ON THE BASIS OF ADMINISTRATION

INDIVIDUAL	GROUP
It can be administered to one person at a time	It can be administered to several people simultaneously
It requires the test administrator to establish a rapport with the subject and be sensitive to his/her feelings, moods and expressions during the testing session.	Group tests do not allow such opportunity to be familiar with subjects feelings.
It allows people to answer orally or in written form or manipulate objects as per the tester's instructions.	Group tests generally seek written answers usually in a multiple choice format
Eg. Weschler Adult Intelligence Scale	Eg. Ravens Standard Progressive Matrices

II. ON THE BASIS OF NATURE OF ITEMS USED

VERBAL	NON VERBAL	PERFORMANCE
It requires subjects to give verbal responses either orally or in a written form.	The nonverbal tests use pictures or illustrations as test items.	It requires subjects to manipulate objects and other materials to perform a task.
It can be administered only to literate people	It can be administered to both literate and non literate.	It can be administered to both literate and illiterate.
Cultural bias	Culture fair	Culture fair
Eg. Group test of intelligence by Prayag Mehata	Eg. Army Beta	Koh's Block Design
CULTURE BIAS TEST		CULTURE FAIR TEST
Show bias to the culture in which they are developed		The test which does not discriminate against individuals belonging to different cultures.
Norms are developed for a particular culture		It can be applied equally meaningfully in all cultures.
It mostly uses language in constructing test items.		It does not require language in item construction
Eg. Tests developed in America and Europe represent urban and middle class cultural ethos		Eg. Koh's Block Design

3.

METHOD

3.1 Preliminary Information

Name

Date of Birth

Age

Sex

Class

Date of conduction

Place of conduction

3.2 Testing Material

RSPM Test Booklet, RSPM Answer Sheet, RSPM Manual, RSPM Scoring key, Pencil, Eraser.

3.3 DESCRIPTION OF THE TEST-

The Raven's Standard Progressive Matrices test was developed by J Raven, J.C. Raven and H. C. Court. It consists of 60 non verbal items divided into 5 sets A, B, C, D, E each comprising of 12 problems. The test was constructed to measure the eductive component of g, as defined in Spearman's theory of intelligence. The problems are simple in the beginning and become more and more difficult as one proceeds towards the last item.

RELIABILITY- Over forty studies dealing with the reliability of the SPM have been reported in the literature. They cover very wide range, many cultural groups and clinical as well as normal populations. Results have been sum up in the table 1.1

Table 1.1- Retest reliability and Interco relation of the Standard Progressive Matrices and Mill Hill Vocabulary Scale at different ages

<u>Age Range (years)</u>	<u>SPM Retest Reliability</u>	<u>MHV Retest Reliability</u>	<u>Correlation between SPM and MHV scores</u>
13+-1	.88	.87	.57
Under 30	.93	.97	.60
30-39	.88	.91	.51
40-49	.87	.98	.45
50 and over	.83	.90	.44

VALIDITY- The concurrent and predictive validities of the SPM vary with the age, sex, the homogeneity of the sample and the conceptual relevance of the criterion to which the SPM will be related and the quality of its assessment. For English speaking children and adolescents, reliable correlation of SPM with the Binet and Wechsler Scales range from .54 to .86 (Raven,1948;Taibl, 1951; Banks and Sinha,1951)Some American studies with adults have yielded very high correlations between SPM and WAIS Scores (Burke and Bingham,1966;Sheppard et al. 1968)

3.4 Procedure

3.4.1 Rapport formation

The subject was called to the psychology and was made to sit comfortably. A friendly conversation was held by asking her about her schooling, her parents, friends and her interests in general. When the subject felt at ease, she was asked if she was ready for the test to begin. After an affirmative answer from her, she was given the following instructions.

3.4.2 Instructions

- i) Here is a test booklet and a separate answer sheet on which you will record your answers.
- ii) Please ensure that you do not write anything on the test booklet.
- iii) Please enter the required information i.e. Name, Age etc in the answer sheet.
- iv) Now open the first page of the test booklet to find problem A 1. Now locate the column of the numbers 1 to 12 under the heading Set A on your answer sheet.
- v) Now look at problem A1. The upper portion of the page has a pattern with a piece cut out of it. Select the one piece from the six options given below the pattern that you think is right as it fits into the pattern. What would be the answer? (wait for the subject to respond) Number 4 as you said is the right piece, so the answer is number 4. You will now write 4 next to the number 1 under the heading set A on the answer sheet.
- vi) Similarly on every page of the booklet, there is a pattern with a portion missing. You have to choose the right piece out of the options given below the pattern. Immediately after deciding on the right option, you must write the option number next to the item number on the answer sheet.
- vii) The problems are simple in the beginning and get harder as you progress. Attempt all problems. If you are not sure about a particular answer you may make a guess but don't leave any item unanswered.

- viii) Make sure that you record the answers in the right column of the answer sheet.
- ix) There is no time limit but try to finish as soon as possible.

3.4.3 Precautions

- 1.The room should be well lit and well ventilated.
- 2.There should not be any noise in the room.
- 3.The seating arrangement should be comfortable.
- 4.There is no time limit..
- 5.Instructions should be made clear to the subject.
- 6.No item should be left unanswered.
- 7.Proper rapport should be established before starting the practical.

3.4.4 Test Administration

The subject was called to the psychology lab. After the rapport was established, instructions were given and the test material was provided to her. After she completed the test, her answer sheet was taken for scoring.

3.4.5 Verbal Report

As given by the subject

3.4.6 Behavioural observation

Your observation of the subject

3.4.7 Scoring

Scoring is done by hand, with the help of a scoring key. Right answers are given 1 mark and wrong answers are given zero. Then all the marks for each column are added. Thereafter, a single score is obtained by adding the total scores of the five columns. The percentile score and grade corresponding to this are noted down from the manual for analysis.

Discrepancy score - The difference between the score a person obtains on each set and that normally expected for his total score is called the discrepancy score shown numerically as 0, -1, +2, -2, +1 . If a person's score on one of the sets deviates by more than 2, his total score on the scale cannot

be expected at its face value as a consistent estimate of his general capacity for intellectual activity. However for general purposes the total score appears to be relatively valid even when discrepancies of more than 2 points occur in the break up.

4

RESULTS

Discrepancy scores

SETS	A	B	C	D	E	TOTAL SCORE
ACTUAL						
EXPECTED						
DISCREPANCY						

RAW SCORE	PERCENTILE	GRADE	INTERPRETATION

5

ANALYSIS AND INTERPRETATION

The raw score obtained by the subject was _____ and her score on five sets A, B, C, D and E was _____, _____, _____, _____ and _____ respectively. The discrepancies corresponding to raw scores came out to be _____, _____, _____, _____ and _____ respectively. Since the discrepancies are not deviating from +2, -2, the scores are accepted to be valid measures of a person's general intellectual capacity. (Even if discrepancies of is more than 2 points occur in the break up, for general purposes the total score can be taken as relatively valid)

My subject obtained a percentile score of _____, corresponding to grade ____ This implies that she has _____ capacity to forge new insights and to discern meaning in confusion. She has _____ ability to perceive and identify relationships. Her ability to generate new, largely non-verbal concepts, which make it possible to think, clearly is also _____. This shows her _____ capacity to think clearly.

6

CONCLUSIONS

My subject has obtained a percentile score of _____, corresponding to grade _____, which implies that she is intellectually _____.

7

REFERENCES

- 7.1 RSPM Manual, Author- J.C. Raven
- 7.2 NCERT Textbook. Psychology Part II Class XII.

PRACTICAL 2 TITLE - DAVID'S BATTERY OF DIFFERENTIAL ABILITIES
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1. OBJECTIVE

To assess various aptitudes of my subject using David's Battery of Differential Abilities.

2 BASIC CONCEPT

APTITUDE - Aptitude refers to a combination of characteristics that indicates an individual's capacity to acquire some specific knowledge or skill after training. The knowledge of aptitude can help us predict an individual's future performance.

Ability is different from aptitude only in the sense that it is the actual power to perform an act, physical or mental whether or not obtained by training or education. Capability is the maximum effectiveness a person can attain with optimum training. Talent is a high degree of ability or of aptitude. Interest is a preference for a particular activity. When a person has both a high level of aptitude and interest in an area (example, mechanical aptitude and interest in engineering), he is more likely to be successful in that area or competent for that task. Competence is fitness either for a particular kind of task or fitness in general.

APTITUDE TESTS

Aptitude tests are available in two forms: independent (specialized) aptitude tests and multiple (generalized) aptitude tests. Clerical aptitude, mechanical aptitude, numerical aptitude and typing aptitude are independent aptitude tests. Multiple aptitude tests exist in the form of test batteries, which measure aptitude in several but homogenous areas. Differential aptitude tests (DAT), the General Aptitude Tests (GATB) and the Armed Services Vocational Aptitude Test Battery (ASVAB) are well known aptitude test batteries.

Among these DAT is most commonly used in educational settings. It consists of 8 independent subtests:

- A. Verbal reasoning
- B. Numerical reasoning
- C. Abstract reasoning
- D. Clerical speed and accuracy
- E. Mechanical reasoning
- F. Space relations
- G. Spelling

H. Language usage

J.M. Ojha developed an Indian adaptation of DAT.

USES OF APTITUDE TESTS

- a) It helps to predict an individual's future performance.
- b) It is used for selection of candidates for different courses.
- c) It can be used for recruitment in organizations.

2

METHOD

3.1 Preliminary - Information as per practical 1

3.2 Testing Material- DAT test booklet, DAT answer sheet, DAT profile sheet, DAT scoring key, DAT manual, pencil, and eraser.

3.3 Description of the Test-

David's Battery of Differential abilities (DBDA) has been designed to accurately measure an individual's various mental abilities. It is a standardized procedure for objectively measuring what a person is able to do at the time of assessment and under the conditions of the assessment. The battery of tests measures eight abilities through independent subtests. These are as follows:

1. **VERBAL ABILITY**- Verbal ability refers to the comprehension of words and ideas or a person's ability to understand written language. VA is assessed by two different kinds of sub-tests: vocabulary (VA Part I), and understanding proverbs (VA Part II). This ability is related to academic performance. It is a predictor of occupations involving much writing and reading. VA Part I involves word meaning exercises to assess the subject's knowledge of English words and his ability to abstract and generalize relationships among words. VA Part II involves the ability to recognize the proverbs and understand their latent meaning.
2. **NUMERICAL ABILITY**- Numerical ability refers to facility in manipulating numbers quickly and accurately in tasks involving mathematical operations. NA is distinct from both reasoning and mathematical knowledge and is more of a basic trait of facility and fluency in fundamental number operations. It is a predictor of occupations involving computational tasks such as various clerical, accounting, engineering, technological and data processing jobs etc.
3. **SPATIAL ABILITY**- Spatial ability is concerned with perceiving spatial patterns accurately and following the orientation of figures when their position in plane or space is altered. In DBDA, SA is assessed by items in which the subject must be able to determine quickly whether two

dimensional figures have been merely turned around(rotated) or they are turned over and rotated(reversed). This ability is found to be high in individuals who are successful in geometrical drawing, drafting, vocational training and art and design. It is predictor of success in occupations such as architecture, engineering, commercial art, dress designing, die making and decoration.

4. CLOSURE ABILITY- Closure ability is primarily a perceptual ability measured by DBDA. It refers to the ability to see quickly a stimulus when parts of it are missing. The principle of closure has been adopted from Gestalt Psychology which says that brain tend to fill in gaps in order to perceive complete meaningful forms. CA is a speed test assessed by items in which the examinee must look at the mutilated words i.e. words part of which are missing , decide what the word is.CA is related to success in courses and occupations such as architecture, computer programming and data processing, art and design.

5. CLERICAL ABILITY- Clerical ability is perceptual activity primarily concerned with making rapid evaluation of features of visual stimuli. In CL, the perceptual speed and accuracy is measured by items in which the examinee must rapidly assess the sameness or difference of paired groups of letters or numbers. This ability has high vocational value. CL is important for success in many tasks such as record keeping, filing, taking inventories, dispatching, coding and other similar jobs.

6. REASONING ABILITY- Reasoning Ability refers to the ability to apply the process of reason from some specific information to a general principle. Here RA is measured by items requiring the subject to inspect sets of four letters and discover which general principle they follow. It is good indicator of non verbal, non culturally biased intelligence. RA is important to success in courses and occupations in maths, computer programming, engineering, sciences and scientific technology.

7. MECHANICAL ABILITY- Mechanical ability refers to an understanding of basic mechanical principles, simple machines, tools, electrical and automotive facts. The MA score is dependent to a great extent on acquired knowledge and skills in such areas. The MA score is relevant for courses and occupations concerned with machines and shop, electrical and electronic tasks and engineering technologies.

8. PSYCHOMOTOR ABILITY- Psychomotor ability refers to precise movements requiring eye hand coordination under highly speeded conditions. PM ability can be considered one of fine muscle dexterity, primarily manual. The PM test can also be associated with the MA test, as its importance to success in mechanical- technological endeavour is well established. PM can be expected to be relevant for success in assembly line work drafting and clerical jobs. Number of items of each test is given in table

A summary regarding the timings and number of items in each test is given in the following table.

Test	Working Time	No. of items
VA Part - 1	4 mts	15
Part - 2	3 mts 30 sec	9
NA	5 mts 30 sec	20
SA	6 mts	72
CA	5 mts	20
MA	9 mts	25
CL	3 mts	72
RA	5 mts	12
PM	5 mts	70

RELIABILITY The preliminary reliability estimates from the data are derived from the KR-20 formula as a measure of internal consistency. Since all DBDA R tests are speed tests, split half and test retest reliability coefficients have also been derived.

Reliability Coefficients for DBDA-R Tests

Type of coefficient	<u>VA</u>	<u>NA</u>	<u>SA</u>	<u>CA</u>	<u>MA</u>	<u>CL</u>	<u>RA</u>	<u>PM</u>
SPLIT HALF	.72	.82	.95	.84	.69	.94	.76	.84
KR-20	.75	.78	.92	.74	.62	.89	.66	.76
TEST RETEST	.79	.79	.85	.71	.70	.82	.61	.69

VALIDITY- The concrete validation is taken into consideration here. This is an indication of the practical utility of a group of test that is how well their test correlates with other well established tests or relevant criteria. In a study it was found that the correlation between aptitude and academic achievement is not very high. The following table shows the correlation between DBDA-R test and intelligence test.

CORRELATION BETWEEN DBDA-R TEST AND INTELLIGENCE TESTS

INTELLIGENCE TESTS	<u>VA</u>	<u>NA</u>	<u>SA</u>	<u>CA</u>	<u>MA</u>	<u>CL</u>	<u>RA</u>	<u>PM</u>
WAIS(VERBAL)	.57	.62	.48	.52	.58	.65	.68	.54
16PF (factor-B)	.66	.64	.52	.58	.66	.69	.62	.64

3.4 Procedure

3.4.1 **Rapport formation** as per practical 1

3.4.2 Instructions

- “ i. There are eight subtests in this battery of subtests. The questions are written on the test booklets while the answers are to be marked on the answersheet.
ii. Please ensure that you do not write anything on the test booklets
iii. Please enter the required information i.e. Name, Age etc. in the answer sheet.
iv. Instructions for each test are given in the test booklets. They will be read out loudly by me as you read them silently.”

Write that instructions for each subtest are given on the test booklets and they were read out.

3.4.3 Precautions

- a) The room should be well lit and well ventilated.
- b) There should not be any noise in the room.
- c) The seating arrangement should be comfortable.
- d) The time limit for every test should be followed.
- e) Time limit for SA and CL not to be disclosed.
- f) Instructions should be made clear to the subject.
- g) Proper rapport should be established before starting the practical.
- h) It should be made sure that only one answer has been marked for each question.
- i) It should be made clear to the subject that their answers must be marked inside the boxes.
- j) Make sure that the key and questionnaire which is being scored are properly aligned; the number in front of the questions on the inventory should correspond with the number of the key.

3.4.4 **Test Administration** as per practical 1

3.4.5 **Verbal Report** as given by the subject

3.4.6 Behavioural observation

examiner's observation of the subject during testing

3.4.7 Scoring

The scoring procedure for DBDA R is very objective and simple. Separate stencil keys are used for scoring. The raw scores on all tests, except PM are found by placing the key on the answer sheet. Each answer is seen through the box drawn on the scoring key scores 1. It should be ensure that only one response is marked for each item. After obtaining the raw score, the appropriate norm table is selected from the manual and each raw score is converted into its sten equivalent. To obtain the raw score on PM (Psychomotor Ability) test, each response is inspected carefully. If on a figure, the lines are drawn by the subject does not either touch any square or the dot and are complete, the response scores 1. In this way the total raw score for all responses is found and converted into the corresponding sten score using the norm table given in the manual.

4. RESULTS

S. NO	SUBTEST	RAW SCORE	STEN SCORE	INTERPRETATION
1	Verbal Ability			
2	Numerical Ability			
3	Reasoning Ability			
4	Mechanical Ability			
5	Closure Ability			
6	Spatial Ability			
7	Clerical speed and accuracy			
8	Psychomotor ability			

5. ANALYSIS AND INTERPRETATION -

Write for each subtest separately

6. CONCLUSION

Write the subtests in which he scored high, average and poor. Also make some career recommendation, if possible.

7. REFERENCES

- i) DBDA Manual.
- ii) NCERT Textbook, XII.

PRACTICAL 3 TITLE - MAUDSLEY PERSONALITY INVENTORY (MPI)

1. OBJECTIVE

To assess personality of my subject on two dimensions using Maudsley Personality Inventory.

2. BASIC CONCEPT

2.1 Personality refers to our characteristic ways of responding to individuals and situations. Personality refers to unique and relatively stable qualities that characterize an individual's behaviour across different situations over a period of time. Personality is characterized by the following features:

- It has both physical and psychological components.
- Its expression in terms of behaviour is fairly unique in a given individual.
- It is dynamic in the sense that some of its features may change due to internal or external situational demands

2.2 Theories of Personality

A number of approaches and theories have been developed to understand and explain behavioural differences among individuals and behavioural consistencies within an individual. Following are the different approaches to understand personality:

- Psychodynamic approach
- Post Freudian approaches
- Behavioural approach
- Cultural approach
- Trait and Type Approach

Type approach

The type approaches attempts to comprehend human personality by examining certain broad patterns in the observed behavioural characteristics of an individual.

- I. HIPPOCRATES- Sanguine, phlegmatic. Melancholic, choleric
- II. TRIDOSHAS- Vata, pitta and kapha
- III. TRIGUNAS- Sattva, Rajas and Tamas
- IV. SHELDON- Endomorphic, Mesomorphic and Ectomorphic
- V. JUNG- Extroverts and Introverts
- VI. FRIEDMAN AND ROSENMAN- Type A and Type B Personality
- VII. MORRIS- Type C type D personality

Trait Approach

These theories are mainly concerned with the description or characterization of basic components of personality. Trait is considered as a relatively enduring attribute or quality on which one individual differs from other.

- Allport's trait Theory
- Cattell's personality factors
- Eysenck's theory

Eysenck's theory- He proposed that personality could be reduced into two broad dimensions which are biologically and genetically based.

These dimensions are:

Neuroticism vs emotional stability- It refers to the degree to which people have control over their feelings. Neurotic people are anxious, moody, touchy, restless and quickly lose control. Emotionally Stable people are calm, even tempered, reliable and are mainly under control.

Extraversion vs introversion- It refers to the degree to which people are socially outgoing or socially withdrawn. Extraverts are active, gregarious, impulsive and thrill seeking. Introvert people are passive, quiet, cautious and reserved.

Eysenck proposed a third dimension also psychoticism vs sociability.

2.3 Methods of assessing personality- -

Personality assessment refers to the procedures used to evaluate or differentiate people on the basis of certain characteristics. The most commonly used methods for assessing personality are- psychometric tests, self report measures, projective techniques and behavioural analysis.

Self Report Measures-

Self report measures are fairly structured measures, often based on theory, that requires subjects to give verbal responses using some kind of rating scale. The method requires the subject to objectively report his/her own feelings with respect to various items. They are scored in quantitative terms and are interpreted on the basis of norms developed for the test. Eg. The Minnesota Multiphasic Personality Inventory, Eysenck Personality Questionnaire, Sixteen Personality Factor Questionnaire.

Advantages- The self report measures can be used for career guidance, vocational exploration, personal counseling or personality development.

Limitations- 1. Social desirability is the tendency on the part of respondent to endorse items in a socially desirable manner.

2. Acquiescence- is the tendency of the subject to agree with items irrespective of their contents.

3.

METHOD

3.1 Preliminary Information – as per practical 1

3.2 Testing Material- MPI booklet, MPI answer sheet, MPI scoring key, MPI manual, pencil, and eraser.

3.3 Description of the Test- Maudsley Personality Inventory was developed by Eysenck. MPI is the result of many years of developmental work. It was designed to give a rough and ready measure of two important personality dimensions: Neuroticism vs. emotional stability and Introversion vs. extroversion. Each of these two traits is measured by means of 48 questions, carefully selected after lengthy item analysis.

RELIABILITY AND VALIDITY

Both split half and Kuder Richardson reliability coefficients have been calculated on many samples. For the neuroticism scale, these values nearly all lie between 0.85 and 0.90; for the extraversion scale, they lie between .75 and .85 with the majority above .80. Retest reliabilities are available only on about 100 cases; they are .83 and .81 respectively. The correlation between the long and the short M.P.I. scales are .86 and .87 respectively for N and E. The Cattell’s neuroticism and introversion scales correlate 0.34 and .53 (forms A and B) and .65 and .67 (forms C and D) with the corresponding M.P.I. scales.

3.4 Procedure

3.4.1 Rapport formation as per practical 1

3.4.2 Instruction

“ Here are some questions regarding the way you feel and act. There are no right or wrong answers because different people react in different manners for the same kind of experience. Therefore, what you feel right is the most appropriate answer for you. For example;

Do you like to indulge in gossip? Yes ? NO

As you can see that every question has three possible answer; “yes”, “?”, “No”. You have to decide whether “yes” or “ No” represents your usual way of acting or feeling, then put a (X) mark in the box next to “yes” or “no”. if you find it impossible to decide, put a (X) mark in the box next to “?”. But do not use this answer very frequently. Work quietly and do not

spend too much time over any question. Give the first natural answer as it comes to you. Of course the questions are too short to give you all the particulars you would sometime like to have, even then give the best possible answer. Be sure not to skip anything and answer every question, somehow.. You should finish the entire questionnaire in not more than fifteen minutes. Therefore work quickly and remember to answer every question.”

3.4.3 Precautions

1. The room should be well lit and well ventilated.
2. There should not be any noise in the room.
3. The seating arrangement should be comfortable.
4. There is no time limit.
5. Instructions should be made clear to the subject.
6. No item should be left unanswered.
7. Proper rapport should be established before starting the practical.
8. It should be made sure that only one answer has been marked for each question.
9. It should be made clear to the subject that their answers must be marked inside the boxes.
10. Make sure that the key and questionnaire which is being scored are properly aligned; the number in front of the questions on the inventory should correspond with the number of the key.

3.4.4 Test Administration as per practical 1

3.4.5 Verbal Report - as given by the subject

3.4.6 Behavioural observation-

examiner’s observation of the subject during testing

3.4.7 Scoring

The inventory is scored directly from the test forms using translucent scoring key.

- a) Check that each question has only one answer.
- b) Place the left hand side of this key over the front page of the Test Form, adjusting it to position by means of the two “check stars”.
- c) There are two raw scores (N and E) to be obtained from each side, left and right (i.e. front and back pages). The answers seen through the boxes count either 2 or 1, as indicated by the number adjacent to the boxes.

- d) To obtain the score for N, add the weights for the answers visible in the neuroticism vertical strip and record the sum at the bottom of the back page under column N. Similarly, repeat this process for extraversion also.
- e) In case, N and E scores are required only on short scale, use this key for the front page only. To obtain the total N and E scores on the long scale use the full key including front and back pages

4. RESULTS

DIMENSION	RAW SCORE	STEN SCORE	INTERPRETATION
NEUROTICISM			
EXTRAVERSION			

5. ANALYSIS AND INTERPRETATION

Our objective was to assess personality of my subject on two dimension using Maudsley Personality Inventory. My subject has scored a raw score of ___ corresponding to a sten score of ___ in neuroticism. (Write personality characteristics accordingly)

Similarly write down interpretation for the other dimension. (Should also give examples from the questionnaire to support the finding).

6. CONCLUSIONS

Mention the interpretation (very specific) of two dimensions.

7. REFERENCES

- i. MPI Manual
- ii. NCERT Psychology Textbook, XII.

PRACTICAL 4 TITLE - GLOBAL ADJUSTMENT SCALE
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1. **OBJECTIVE.**

To assess level of adjustment in various areas using Global Adjustment Scale.

2. **BASIC CONCEPT**

2.1 Adjustment refers to the adequacy of the personal and interpersonal processes that we used to adapt to our environment. A well adjusted person is someone who engages in behaviours that are appropriate for the culture and a given interpersonal situation. According to this view well adjusted behaviours are flexible and subject to change in the environment, produce no harmful effects on individual and other people and do not lead to short term and long term interaction problems. Adjustment is a condition of harmonious relationship between the social and the physical environment where in a person is able to obtain optimum satisfaction for most of his needs and to meet fairly well the physical and social demands imposed upon him. Hence adjustment is a process of making the changes needed or desired in oneself and/or in one's social and physical environment to experience what is termed as adjustment.

The following five aspects of adjustment are of special importance:

- a) Gaining skills through interaction with one's world
- b) Degree of control over one's daily life
- c) Redefining difficult situations in order to successfully meet the challenges of life
- d) Self understanding, as it allows one to determine which life choices are most likely to result in personal growth
- e) Ability to make accurate judgments about the people and places in one's life

3. **METHOD**

3.1 **Preliminary Information** as per practical 1

3.2 **Testing Material-** GAS test booklet, GAS answer sheet, GAS profile sheet, GAS manual, GAS scoring key, pencil, eraser

3.3 **Description of the Test-**

The global Adjustment Scale has two forms, one for students (both school and college students age ranging from 13-19 years) known as student form (Form

S) and another for adult population (20 yrs and above) known as the Adult Form (Form A). Presently we are using student Form which gives reliable information about:

- a) Family Relationships i.e. with the parents and siblings, with regard to freedom and cohesion in the family
- b) Health i.e. about the physical functioning of the body.
- c) Social Environment i.e. friends and acquaintances outside the home.
- d) Emotions in terms of maturity and sensitivity
- e) School which focuses mainly on school life and academic involvement
- f) Sex related behaviour i.e. about sex related knowledge, anxiety etc.

The G.A.S. Form S seeks to obtain information about how well the student understands and has learned to live with his feelings and emotions in his physical and social environment. It endeavors to discover to what extent he is the master of his feelings. This form is used in personal counseling and is very useful in locating the areas of maladjustment.

Reliability- The reliability of the Gas Form S was calculated as split half reliability and test retest reliability coefficients with one month interval. Table 1.1

TABLE 1.1 TEST RETEST AND SPLIT HALF RELIABILITY COEFFICIENTS

DIMENSION	TEST RETEST	DIMENSION	SPLIT HALF
Em	.74	Em	.79
Fa	.65	Fa	.69
He	.69	He	.79
Oc	.72	Oc	.78
Se	.78	Se	.86
So	.75	Em	.83

TABLE 1.2 FACTORIAL VALIDITY COEFFICIENTS OF G.A.S Form S

DIMENSION	Em	Fa	He	Oc	Se	So
VALIDITY COEFFICIENTS	.72	.61	.69	.71	.78	.69

3.4 Procedure

3.4.1 Rapport formation as per practical 1

3.4.2 Instructions – copy from the GAS test booklet

3.4.3 Precautions

- a) The room should be well lit and well ventilated.
- b) There should not be any noise in the room.
- c) The seating arrangement should be comfortable.

- d) There is no time limit.
- e) Instructions should be made clear to the subject.
- f) No item should be left unanswered.
- g) Proper rapport should be established before starting the practical.
- h) It should be made sure that only one answer has been marked for each question.
- i) It should be made clear to the subject that their answers must be marked inside the boxes.
- j) Make sure that the key and questionnaire which is being scored are properly aligned; the number in front of the questions on the inventory should correspond with the number of the key.

3.4.4 Test administration as per practical 1

3.4.5 Verbal Report- as given by the subject

3.4.6 Behavioural observation-

examiner's observation of the subject during testing

3.4.7 Scoring

The scoring procedure in GAS Form S is quite objective and simple.

Transparent stencil scoring keys are available for this purpose. The following steps are required for scoring:

- a) The examiner should ensure that the subject has answered all the questions on the answer sheet.
- b) If more than 15 questions are skipped, the test is considered invalid and should not be scored.
- c) Each question has one and only one answer.
- d) Place the scoring sheet over the answer sheet. Be sure that the outline box on the answer sheet is aligned with the box on the answer sheet.
- e) Please note that each answer scores either 2 or 1 as indicated by the numbers printed above the circles.
- f) Add these scores for each adjustment area and write it down at the bottom of the answer sheet in the space provided for that area.
- g) Convert the obtained raw score to sten scores by the procedure mentioned in the norm table. Be careful to choose the appropriate norm table.
- h) Plot these sten scores on the profile sheet provided with the test materials. Each bar indicates one adjustment area.

4.

RESULTS

DIMENSIONS	RAW SCORE	STEN SCORE	INTERPRETATION
Family			
Emotions			
Social			
School/occupation			
sexual			
health			

5.

ANALYSIS AND INTERPRETATION

Write interpretation for each dimension with the help of manual

6.

CONCLUSIONS

Write the dimensions in which the subject scored high, average and low.

7.

REFERENCES

- 1) GAS Manual
- 2) NCERT Textbook. XII.

PRACTICAL 5 TITLE - SELF CONCEPT QUESTIONNAIRE

1. OBJECTIVE

To assess the level of self concept of my subject using Dr.. Saraswat's Self Concept Questionnaire.

2 . BASIC CONCEPT

- 2.1 **SELF-** Self refers to totality of an individual's conscious experiences, ideas, thoughts and feelings with regard to himself and herself.
- 2.2 **HOW DOES SELF DEVELOP-** A newly born child has no idea of its self. As a child grows older, the idea of self emerges and its formation begins. Parents, friends, teachers and significant others play a vital role in shaping a child's ideas about self. Our interactions with other people, our experiences and the meaning we give to them serve as the basis of ourself. The structure of self is modifiable in the light of our own experiences and the experiences we have of other people.
- 2.3 **PERSONAL IDENTITY-** It refers to those attributes of a person that makes him different from others.eg. name
- 2.4 **SOCIAL IDENTITY-** It refers to those aspects of a person that link him to social or cultural group.
- 2.5 **SELF AS SUBJECT AND OBJECT-** When self is described as doing something (I am a dancer), it is a subject. On the other hand if it describes as an entity on which something is done, it is described as object.
- 2.6 **SELF CONCEPT-** The way we perceive ourselves and the ideas we hold about our competencies and attributes is also called self concept. This can be either positive or negative. A person may have a positive view of her/his athletic bravery but a negative view of his academic talent.
- 2.7 **KINDS OF SELF**
 - 1. Personal Self- this leads to an orientation in which one feels primarily concerned with oneself.
 - 2. Social self- the social self emerges in relation with others and emphasizes such aspects of life as cooperation, unity, affiliation,

sacrifice, support or sharing. This self values family and social relationship. Hence it is also called familial or relational self.
SELF CONCEPT- The way we perceive ourselves and the ideas we hold about our competencies and attributes is also called self concept. It can be either positive or negative. A person can have a very positive view of his athletic bravery but a negative view of his academic talents.
Studies indicate that by the age of 6 to 7 yrs children seem to have formed self esteem atleast in four areas- academic competence, social competence, atheletic competence and physical appearance.
SELF EFFICACY refers to the believe of a person in his ability to control life outcomes

3. METHOD

3.1 Preliminary Information as per practical 1

3.2 Testing Material- SCQ Test form, SCQ Manual, pencil, eraser

3.3 Description of the Test- (Copy from the manual. Also make Table1, write the reliability and validity. Also make the reliability table.)

3.4 Procedure

3.4.1 Rapport formation as per practical 1

3.4.2 Instructions- copy from SCQ test form

3.4.3 Precautions

- a) The room should be well lit and well ventilated.
- b) There should not be any noise in the room.
- c) The seating arrangement should be comfortable.
- d) There is no time limit.
- e) Instructions should be made clear to the subject.
- f) No item should be left unanswered.
- g) Proper rapport should be established before starting the practical.
- h) It should be made sure that only one answer has been marked for each question.
- i) It should be made clear to the subject that their answers must be marked inside the boxes.
- j) Make sure that the key and questionnaire which is being scored are properly aligned; the number in front of the questions on the inventory should correspond with the number of the key.

3.4.4 Test administration as per practical 1

3.4.5 Verbal Report - as given by the subject

3.4.6 Behavioural observation

examiner's observation of the subject during testing

3.4.7 Scoring - The respondent is provided with five alternatives to give his responses ranging from most acceptable to least acceptable description of his self concept. The responses are in such a way that the scoring system for all the items will remain the same i.e. 5,4,3,2,1 whether the items are positive or negative. If the respondent puts a tick mark for first alternative the score is 5, for second alternative the score is 4, for third the score is 3. For the fourth its 2 and for the fifth and the last its 1. The summated score of all the eight items in each self-concept dimension provide the total self concept score for that dimension. Interpretation for each score in each dimension is given in Table 3 of the test manual. A high score on this inventory indicates a higher self concept, while a low score shows low self-concept. Now all the scores of each dimension were added to get the total self concept score of an individual. Interpretation for total self concept is given in Table 4 of the manual.

4. RESULTS

SELF CONCEPT DIMENSION	RAW SCORE	INTERPRETATION
Repeat for all the dimensions/areas		

5. ANALYSIS AND INTERPRETATION

My subject got a score of _____ in the Physical dimension which means he/she has _____ self concept of his/her own body, health, physical appearance and strength. (Do the same for other dimensions and total self concept).

6. CONCLUSIONS

(Mention the dimensions in which he/she has high/average/low self concept. Also mention the total self concept.)

7. REFERENCES

- i) SCQ manual.
- ii) NCERT Psychology textbook, XII.

CASE PROFILE

The case profile will include developmental history of the subject using both qualitative and quantitative methods. Qualitative methods include observation, interview etc. The main objective of preparing a case profile is to understand the individual in totality. The students may prepare a case profile of an individual who has excelled in areas like sports, academics, music etc. or having special needs like learning disability, autism or those with interpersonal social problems i.e. poor body image, obesity, temper tantrums, substance abuse, not getting along with peers, withdrawn etc They may be encouraged to find out the background information and developmental history of the individual.

SUGGESTED FORMAT FOR PREPARING A CASE PROFILE

- Contents/Index
- Certificate
This is to certify that this case study is a part of CBSE curriculum for psychology. I have completed this case study under the guidance of my psychology teacher_____. It is now prepared for admission to the central board. The information provided by the subject for this case study is authentic and to the best of my knowledge

Acknowledgement

My subject has been of utmost importance for my case study. S/he provided all the inputs with complete integrity. Her/his help and true confessions have kept the sanctity of this case study alive. I thank her/him for sharing these details of her life with me and if it was not for her/him, I am not sure if I would have found someone to give me the truth of all their past and present life experiences.

I would also like to thank my psychology teacher _____ for her constant guidance and support. If not for her, I would not have been able to do my case study as well as it is now.

- What is a case study (Write in detail about this methodology)

- What is (topic) : Write in detail about the topic you have selected. Pictures, illustrations, graphical representations, newspaper cuttings can be included in describing the topic.
- Methods used
 1. Interview : (write in detail about the method)
 2. Observation (write in detail about the method)
 3. Psychological testing (write in detail about the method)
- Preliminary information
- Why did you choose your subject and how did you make rapport with your subject
- Family Tree
- Birth history
- Information about socioeconomic status consisting of information about mother's /father's education and occupation, number of members in the family-brothers, sisters and their birth order
- Information about physical characteristics and physical health.
- Childhood history
- Adolescent stage
- Relationships with father, mother, sibling, friends, teacher (under separate headings
- Any other information
- Psychometric testing: Reporting of the tests relevant to the topic.
- Analysis

**NOTE: CASE PROFILE SHOULD BE HAND WRITTEN.
NO PERSONAL PICTURES TO BE INSERTED ANYWHERE.**

ASSIGNMENT 1

VARIATIONS IN PSYCHOLOGICAL ATTRIBUTES

1. What is assessment? Distinguish between formal and informal assessment.
2. Differentiate between intelligence and aptitude.
3. What do you mean by primary mental abilities?
4. What is the hierarchical model of intelligence?
5. Describe structure-of-intellect model.
6. Differentiate between interpersonal and intra-personal intelligence.
7. What is contextual intelligence?
8. Distinguish between simultaneous processing and successive processing with examples.
9. What is CAS?
10. Differentiate between culture fair and culture bias tests.
11. What do you understand by mental retardation?
12. How is giftedness different from talent ? Give a detailed account of the signs and characteristics of a gifted child.
13. Are there cultural differences in the conceptualization of intelligence ?
14. Is intelligence normally distributed? Comment.
15. Compare psychometric approach and information processing approach in explaining intelligence.
16. Describe verbal, nonverbal and performance test.
17. Give characteristics of emotionally intelligent persons.
18. What is creativity ? Explain how it is relate to intelligence with examples.
19. Describe key features of case study method.
20. Arjun has interest in machines but lacks Aptitude. He wants to become a mechanical engineer. Do you think he will be successful ? State reasons for your answers.

ASSIGNMENT 2

SELF AND PERSONALITY

1. What is familial self?
2. How is ego different from superego?
3. Differentiate between regression and fixation.
4. Give features of phallic Stage.
5. What do you mean by collective unconsciousness?
6. What are projective techniques ? What are the advantages and limitations of projective techniques?
7. What are the different levels of consciousness proposed by Freud ? Explain using diagram.
8. What did Maslow mean by self-actualization?
9. Discuss the role of unconscious in determining personality.
10. "Personality is described as an adaptation of individual or groups to the demands of culture" Discuss.
11. Discuss the role of the pleasure principle, the reality principle, and internalizing in relation to Freud's three personality structure.
12. Define personality.
13. Differentiate between type and trait.
14. What are defense mechanisms ? Differentiate between repression and projection with the help of examples.
15. Discuss advantages and limitations of self report measures.
16. What is social learning ?
17. How does self efficacy influence behavior?
18. Compare Indian and western perspective of self.
19. What are the broad dimensions of Personality proposed by Eysenck ?
20. How does 'basic anxiety' lead to depression ?

ASSIGNMENT 3

MEETING LIFE CHALLENGES

1. Define stress.
2. Differentiate between distress and eustress.
3. Differentiate between primary and secondary appraisal.
4. What do you mean by burnout?
5. What do you understand by coping?
6. Define positive health.
7. Can stress affect our emotions and thinking ? Elaborate.
8. What are life skills? Explain any two life skills dealing with stress.
9. How does biofeedback help in managing stress?
10. What are emotions focused coping mechanisms?
11. What do you understand by stress resistant personality?
12. What are the various response styles to stress?
13. What are the various sources of stress?
14. What are the various factors that lead to examination anxiety?
Discuss various strategies to overcome examination anxiety.
15. Discuss GAS model with the help of an example.
16. How is stress related to illness?
17. Discuss the relation of stress with lifestyle.
18. Discuss the role of social support on experience of stress.
19. How is resilience related to health?
20. How does stress affect the immune system ?

ASSIGNMENT 4

PSYCHOLOGICAL DISORDERS

1. How can you define abnormal behavior as a deviation from social norms?
2. How does psychodynamic model describe abnormal behavior?
3. What is Diathesis Stress model? Explain with an appropriate example.
4. Write two important features of middle ages.
5. What change was observed in the Renaissance period about the concept of abnormal behavior ?
6. Why is 17th and 18th centuries known as “ Age of Reason & Enlightenment “ ?
7. Name three disorders and the neurotransmitters causing those disorders.
8. A soldier is not able to walk after miraculous escape in terrorist attack in Mumbai. Physicians fail to find any medical cause for this inability to walk. Identify the disorder and give the other symptoms.
9. How do externalizing disorders differ from internalizing disorders.
10. Differentiate between substance dependence and substance abuse disorders.
11. Discuss abnormal behavior as maladaptive with the help of an example.
12. Discuss the role of genetic and biological factors influencing abnormal behavior.
13. What are phobias? If someone had an intense fear of snakes, could this simple phobia be a result of faulty learning? Analyze how the phobia could be developed.
14. Explain any one pervasive developmental disorder.
15. Give symptoms of obsessive compulsive disorder.
16. What do you understand by dissociation ? Explain its types.
17. What are the various types of mood disorders?
18. Bi-polar disorders have highest risk of suicide. Elaborate the factors and symptoms associated with suicide.
19. What is ‘schizophrenia’? State various symptoms associated with schizophrenia, explain any two.
20. What do you understand by the term ‘externalizing disorders ? Explain the externalizing disorders found among children.

ASSIGNMENT 5

THERAPEUTIC APPROACHES

1. Define psychotherapy.
2. What do you understand by therapeutic alliance?
3. What is the difference between positive transference and negative transference?
4. What is the principle of reciprocal inhibition?
5. Discuss the effectiveness of Sudarshna Kriya Yoga.
6. How does resistance occur during psychoanalytic therapy?
7. Describe the method of behavioural analysis used by behaviour therapist. Give an example to support your answer.
8. How will you use the method of systematic desensitization to remove phobia of dogs?
9. Explain the basic principle of humanistic therapy.
10. What are the techniques used in rehabilitation of the mentally ill?
11. A therapist asks the client to reveal all her/his thoughts including early childhood experiences. Describe the technique and type of therapy being used?
12. Explain aversive conditioning with the help of an example.
13. What do you understand by dysfunctional cognitive structures?
14. What is ECT?
15. Explain rational emotive therapy (RET).
16. Explain token economy technique for changing behavior.
17. What is Logotherapy? Explain.
18. What is existential anxiety?
19. State the goals of psychotherapies.
20. Due to the tragedies in her life Anjali finds herself quite often asking questions like – What is my aim in life? What is the purpose of my life? etc. She consults a therapist as she finds her present life meaningless and inauthentic. How will the Humanistic – Existential Therapist alleviate her distress and help her to achieve a sense of wholeness?

ASSIGNMENT 6

ATTITUDE AND SOCIAL COGNITION

1. Define attitude.
2. How do cultural norms influence formation of attitudes?
3. Differentiate between attitudes, values and beliefs.
4. Attitudes have functional value. Explain.
5. How does 'kernel of truth' lead to development of prejudice?
6. What do you mean by primacy effect?
7. Explain halo effect with the help of an example.
8. Explain fundamental attribution error with the help of an example.
9. Discuss the relationship among various components of attitude with the help of an example.
10. Explain the factors that influence the behaviour of an individual in the presence of others.
11. Explain how the attribution made by an actor would be different from that of an observer.
12. Highlight the importance of schemas in social cognition.
13. Is behaviour always a reflection of one's attitude? Explain with a relevant example.
14. Give various characteristics of prosocial behaviour.
15. "Though attitudes are relatively stable but they undergo change". Explain the processes involved in attitude change.
16. Give various strategies to handle prejudice.
17. Is behaviour always a reflection of one's attitude?
18. We witness a number of incidents happening around us and like naïve scientists assign a cause for one's behavior. What is this process called? Discuss its various aspects with the help of examples.
19. Differentiate between impression formation and attribution. Describe the process of impression formation
20. Lifestyle ailments like diabetes and hypertension, are on the rise due to our poor eating habits and lack of exercise. As a budding psychologist you have been told to design a strategy to change the attitude of your peers towards healthy eating. What factors will you keep in mind to bring this attitude change?

ASSIGNMENT 7

SOCIAL INFLUENCE AND GROUP PROCESSES

1. Define group.
2. Distinguish between group and crowd.
3. Differentiate between audience, mob and a group.
4. What is group think?
5. Why does group polarization occur?
6. Differentiate between group and team.
7. What do you mean by compliance ? Explain the techniques of compliance.
8. State the reasons for joining groups.
9. Explain various stages of group formation with the help of an example.
10. What are the consequences of extreme cohesiveness?
11. Differentiate between primary and secondary group.
12. Differentiate between compliance and conformity.
13. Explain Milgram's study on obedience. Also state the reasons for obedience.
14. What do you mean by conformity? Explain informational and normative influence in conformity.
15. Enumerate various causes of intergroup conflicts .Explain any one strategy for resolving conflicts.
16. Compare Cooperative group and competitive group.
17. Can we change intergroup competition to intergroup cooperation? Explain with the help of relevant example.
18. Explain the phenomenon of 'groupthink'.
19. Explain prisoner's dilemma and its application to explain human behavior.
20. Give one incident of social loafing in school. Why does it happen ? Give any two ways of reducing social loafing.

ASSIGNMENT 8

PSYCHOLOGY AND LIFE

1. What do you understand by environment?
2. How does environment influence perception?
3. What do you mean by pro-environmental behaviour?
4. Differentiate between poverty and deprivation.
5. What do you mean by "Antyodaya"?
6. Define 'health' ?
7. Give the psychological features of environmental design.
8. Describe various approaches to explain Human-Environment relationship.
9. Discuss various environmental influences on human behaviour.
10. How do human beings influence environment?
11. Discuss the psychological effects of crowding.
12. Differentiate between crowding tolerance and competition tolerance.
13. What is personal space? What is its significance?
14. What do you understand by poverty cycle?
15. State any three strategies for poverty alleviation.
16. Differentiate between instrumental and hostile aggression.
17. Describe any three situational factors leading to aggression. Also explain the strategies to reduce aggression.
18. Discuss the psychological impact of television viewing on human behaviour. How can its adverse consequences be reduced? Explain.
19. Your region has just witnessed a natural disaster. What would be its emotional impact on people ?
20. You are preparing for an important examination and there is a noisy celebration in your neighborhood. What characteristics of the noise will affect your preparation ?

ASSIGNMENT 9

Developing psychological skills

1. What do you mean by counseling?
2. Give the main elements of counseling.
3. Explain how 'positive regard for others' and 'ability to empathize' are the essential characteristics of a counselor ?
4. What are the various characteristics of communication ?
5. Explain encoding and decoding in human communication.
6. Explain the following communication skills.
(a) Speaking (b) listening (c) reception (d) attention
7. Give various strategies to improve listening skills.
8. How does understanding of body language help in effective communication ?
9. Explain the term paraphrasing in human communication.
10. Differentiate between interpersonal and intrapersonal communication.
11. Explain 'authenticity' as a quality of an effective counselor.
12. Describe the three stages of interview.
13. What do you understand by 'leading' and 'mirror' questions ?
14. What are the observational skills required to be an effective psychologist ?
15. What are the ethical considerations in client counselor relationship?

1 MARKERS

Who gave the following theories/concepts:

1.	Uni factor Theory of intelligence	
2.	Personality Types- Sanguine, Phlegmatic, Melancholic etc.	
3.	Two Factor Theory of Intelligence	
4.	Two Step Concept for attitude change	
5.	Concept of id, ego and superego given by	
6.	Gestalt therapy	
7.	Classification of causal factors	
8.	Five Factor Model of personality	
9.	Stages of group formation	
10.	Autokinetic effect was studied by	
11.	Theory of primary mental abilities	
12.	Personality Types based on body build	
13.	Hierarchical Model of Intelligence	
14.	Balance Theory for Attitude Change	
15.	Source and Surface traits	
16.	Logotherapy	
17.	Structure of Intellect Model	
18.	Cognitive Dissonance Theory	
19.	Type-A and Type B Personality	
20.	Theory of Multiple Intelligence	
21.	Psychosexual stages	
22.	Triarchic Theory of Intelligence	
23.	Type C and Type D Personality	
24.	PASS model of intelligence	
25.	Concept of Mental Age	
26.	Concept of Cardinal, Central and Secondary traits	

27.	Concept of IQ	
28.	16 PF was developed by	
29.	Systematic Desensitization	
30.	Emotional Intelligence	
31.	Concept of Regression and Fixation	
32.	Theory of Analytical Psychology	
33.	Concept of Core Schemas	
34.	Theory of Individual Psychology	
35.	Concept of Fully Functioning Person	
36.	Hierarchy of Needs	
37.	Client Centered Therapy	
38.	One Diagnostic Test	
39.	Rational Emotive Therapy	
40.	Unconditional Positive Regard	
41.	Rorschach Inkblot Test	
42.	DSM IV published by	
43.	Thematic Apperception Test	
44.	P-F study	
45.	ICD- 10 published by	
46.	Primary and Secondary Appraisal of stress	
47.	General Adaptation Syndrome	
48.	Stress Inoculation technique	
49.	Concept of Hardiness/Stress Resistant Personality	
50.	Task Oriented, Emotion Oriented, Avoidance Oriented Strategy	
51.	Problem focused and Emotion focused strategy	
52.	“In the Minds of Men” was written by	
53.	Dysfunctional cognitive structures	

FILL IN THE BLANKS:

1. 4 D's of abnormal behaviour are _____
2. Full form of DSM IV _____
3. DSM IV is published by _____
4. Full form ICD 10 _____
5. ICD 10 is prepared by _____
6. Mindfulness based meditation is also called _____
7. Low activity of neurotransmitter gamma amino butyric acid (GABA) leads to _____.
8. Rapid breathing technique to induce hyperventilation _____
9. Give one difference between psychometric approach and information processing approach to understand intelligence.

Psychometric approach	Information Processing Approach

10. Excess activity of dopamine leads to _____.
11. Low activity of serotonin leads to _____.
12. Diathesis is _____.
13. _____ is defined as diffuse, vague, unpleasant feeling of fear and apprehension.
14. Prolonged, vague, unexplained fears that are not attached to any particular object, free floating anxiety. These are symptoms of _____
15. Sudden recurrent anxiety attacks in which the person experiences intense terror and intense anxiety are the main symptoms of _____

16. Irrational fears related to specific objects, people or situation are symptoms of _____
17. Social phobia is _____
18. Agoraphobia is _____
19. Compulsive behaviour is _____
20. Obsessive behaviour is _____
21. In _____ there are physical symptoms in the absence of physical disease.
22. In _____ a person interprets insignificant symptoms as signs of serious illness despite repeated medical reassurances.
23. In _____ disorder a person exhibits vague and recurring bodily symptoms such as pain without any organic cause.
24. In _____ the person suffers from a loss or impairment of motor and sensory functions.
25. _____ is characterized by extensive but selective memory loss that has no known organic cause.
26. _____ is unexpected travel away from home and workplace assuming new identity and inability to recall previous identity.
27. In _____ the person assumes alternate personalities that may or may not be aware of each other..
28. _____ is a dreamlike state in which the person has a sense of being separated both from self and reality.
29. _____ is euphoric extremely active, excessively talkative and easily distractable.
30. A disorder in which both mania and depression are alternately present. _____
31. A period of depressed mood, loss of interest in most activities, change in body weight, sleep problems, thoughts of death and suicide. _____
32. _____ is a false belief that is firmly held on inadequate grounds, no reality basis.
33. What are the two main components of therapeutic alliance?

1. _____
2. _____
34. In _____ method the client lies down on a couch close his/her eyes and is asked to speak whatever comes to his mind.
35. Name two main methods of psychoanalysis to elicit intra-psychic conflicts in unconscious mind.
 1. _____
 2. _____
36. According to psychoanalytic therapy, during transference, _____ occurs when client becomes silent during therapy , misses appointments, comes late for the appointment.
37. Two analytical techniques of interpretation in psychoanalysis are _____ and _____.
38. During _____ in psychoanalytic therapy, the therapist points out to the client an aspect of his psyche that must be faced by the client.
39. During transference if the client consciously hides the information, then it is called _____.
40. The process of bringing a vague and confusing event into sharp focus during psychoanalytic therapy is known as _____.
41. The outcome of working through is _____.
42. According to behavioural therapy psychological distress arises because _____.
43. In behavioural therapy, behavioural analysis is done to find
 - a. _____
 - b. _____
 - c. _____.
44. Saleem is having recurrent nightmares after he witnessed bomb blast in Ajmer dargah. He is not able to concentrate on his work at all. He has become quiet.
Psychologists say that he is suffering from _____.
45. When the information presented at first has a stronger effect than the information presented at the end. This is called _____.

46. The phenomenon of group think is the consequence of _____
47. Would you like to join our company?" This is an example of _____ question.
48. _____ intelligence involves the ability to deal with environmental demands encountered on daily basis.
49. In Sudarshana Kriya Yoga/ Kundalini yoga/ Vipasana meditation / Pranayama (Tick the correct answer) there is no fixed object or thought to hold the attention.
50. A condition when patient does not show any emotion is known as _____
51. Intrapersonal intelligence is the ability to _____
52. The stage where presence of stressor leads to activation of the adrenal pituitary cortex system is known as _____
53. Self when seen in relation to himself/herself is called _____
54. Cognitive Assessment System consists of _____
55. Feeling of anxiety and depression, mood swings, psychological tension show the Physiological/ Emotional/ Cognitive/ behavioural effect of stress.
56. Making Summary of the ideas just received by receiver is called _____
57. The notion of self efficacy is based on _____
58. Raven's Progressive Matrices is an example of performance/ nonverbal test.
59. The concept of hardiness consists of 3 C's i.e. _____
60. Three _____ stages of biofeedback _____
61. The essence of stress inoculation training is _____
62. Three main phases of stress inoculation training are _____
63. _____ is dynamic situation specific reaction to stress.
-

64. Kundalini yoga is very effective in the treatment of _____

65. The process of emotional burdening is called _____

66. Define compliance.

67. Define obedience.

68. What is primacy effect?

69. What is recency effect?

70. IQ=

71. According to Arthur Jensen level 1- associative learning refers to

72. Give one difference between aptitude and intelligence.

73. The ability to organize and monitor our own behaviour is known as _____

74. _____ refers learning to delay the gratification of needs.

75. _____ refers to biologically based characteristics ways of reacting.
76. _____ refers to stable, persistent and specific ways of behaving.
77. _____ tendency of a person to react to a given situation in a particular way.
78. _____ refers to the overall pattern of regularly occurring behaviour.
79. _____ refers to over learned modes of behaving.
80. _____ refers to goals and ideals that are considered important and worthwhile to achieve.
81. Personality characteristics of Type A _____
82. Personality characteristics of Type B _____
83. Type C personality is more prone to develop _____
84. _____ personality is more prone to depression.
85. Traits that are highly generalized dispositions are called _____
86. Examples of secondary traits are _____
87. Source _____ traits are _____
88. Surface traits are _____
89. In denial a person _____
90. In _____ a person defends against anxiety by adopting behaviours opposite to his true feelings.
91. In _____ people attribute their own traits to others.
92. In _____ anxiety provoking behaviours are totally dismissed by the unconscious.
-

93. The instinctual life force that energized the id is called _____

94. Give one example of pervasive developmental disorder.

95. _____ refers to a state in which a person feels that he/she has lost something valuable and is not getting something what he deserves.

96. The overall tendency for people to give greater weightage to internal or dispositional factors is called _____

97. The behavioural component of prejudice is known as _____

98. _____ refers to repeated association of undesired response with an aversive consequence.

99.

Body Built	Physical characteristics	Temperament
Endomorphic		
Mesomorphic		
Ectomorphic		

100. Name two disorders common during adolescence.

Sample Paper 1
(based on chapter 1,2 and 3)
Subject - Psychology
Class - XII

Time :3 hours

MM - 70

General Instructions

- All the questions are compulsory.
- Answers should be brief and to the point.
- Marks for each question are indicated against it.
- Question Nos. 1-10 in Part A are learning checks type questions carrying one mark each. You are requested to answer them as directed.
- Question Nos. 11-16 in Part B are very short answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.
- Question Nos. 17-20 in Part C are short answer type-I questions carrying 3 marks each. Answer to each question should not exceed 60 words.
- Question Nos. 21-26 in Part D are short answer type-II questions carrying 4 marks each. Answer to each question should not exceed 100 words.
- Question Nos. 27-28 in Part E are long answer type questions carrying 6 marks each. Answer to each question should not exceed 200 words.
- This paper has 2 printed sides.

PART A

- | | | |
|-----|---|---|
| Q1. | _____ refers to an individual's underlying potential for acquiring skills | 1 |
| Q2. | _____ developed client centered therapy. | 1 |
| Q3. | Define mental age. | 1 |
| Q4. | Name three components of hardiness personality. | 1 |
| Q5. | _____ refers to over learned modes of behaving. | 1 |
| Q6. | _____ personality is more prone to cancer. | 1 |
| Q7. | Counseling is not giving advice. True/False | 1 |
| Q8. | _____ refers to tendency of the subject to agree with items irrespective of their contents. | 1 |
| Q9. | Define self. | 1 |

Q10. Write the formula to calculate IQ. 1

PART B

Q11. What are situational tests? 2

Q12. Explain creative visualisation as a stress management technique. 2

Q13. State any two characteristics of an effective helper. 2

Q14. How do the source and surface traits differ? 2

Q15. What is technological intelligence? 2

Q16. Explain emotion oriented strategy with the help of an example. 2

PART C

Q17. What are self report measures? 3

Q18. Discuss the relationship between resilience and health. 3

Q19. *Explain Karen Horney's theory to understand personality.* 3

Q20. Explain Draw-a-Person test. 3

PART D

Q21. Explain any two psychometric approaches to intelligence. 4

Q22. What are the three types of intelligences defined by Sternberg? 4

Q23. How does social support help in dealing with stress? 4

Q24. Describe Allport's trait theory of personality. 4

Q25. Explain counselling process. 4

Q26. Discuss any four factors influencing stress appraisal. 4

PART E

Q27. How is culture related to intelligence? Discuss with special reference to Indian and western culture. 6

Q28. Describe various stages of psychosexual development. Explain the concept of fixation and regression with the help of examples. 6

**DESIGN OF QUESTION PAPER
PSYCHOLOGY (Code No.037)
FOR BOARD EXAMINATION
CLASS XII**

MAX MARKS : 70

TIME ALLOWED: 3 HOURS

The weightage of the distribution of marks over different dimensions of the question paper shall be as follows:

I. WEIGHTAGE TO CONTENT/SUBJECT UNITS

S.NO.	UNITS	WEIGHTAGE/MARKS
1	Intelligence and aptitude	9
2	Self and Personality	10
3	Human Strengths and Meetings Life Challenges	7
4	Psychological Disorders	10
5	Therapeutic Approaches and Counseling	7
6	Attitude and Social Cognition	8
7	Social Influence and Group Processes	7
8	Environmental and Social concerns	6
9	Developing psychological skills and their application	6

II. WEIGHTAGE TO TYPE OF QUESTIONS

S.NO.	Types of questions	Marks for each question	No. of questions	Total marks	Percentage (%)
01	LC	1	10	10	14
02	VSA	2	6	12	17
03	SAI	3	4	12	17
04	SAII	4	6	24	35
05	LA	6	2	12	17
	Total		28	70	100

NOTE: THE EXPECTED LENGTH OF THE ANSWER AND THE TIME GIVEN UNDER DIFFERENT FORMS OF QUESTIONS WOULD AS FOLLOWS:

S.No.	Type of question	No. of questions	Expected Lengths	Expected time for each question	Total Time
1	LC	10	Objective type	1	1x10=10 mts.
2	VSA	6	Upto 30 words	4	4x6=24 mts.
3	SAI	4	Upto 60 words	8	8x4=32 mts.
4	SAII	6	Upto 100 words	12	12x6=72 mts/
5	LA	2	Upto 200 words	16	16x2=32 mts.
		-	Reading and revision		=10 mts.
					Total =180 mts.

LC = Learning Checks

VSA = Very Short Answer Type Questions

SA-1&II = Short Answer Type Questions

LA = Long Answer Type Questions

II. SCHEME OF OPTIONS:

1. There will be no option in the form of "Do any six questions or so"
2. Internal choice (either/or type) of 27% may be given in SA (I), SA (II) and long answer type questions.
3. The alternate question given by way of choice should be based on the same objective and the unit. It would have the same anticipated difficulty level and length of answer.

III. WEIGHTAGE TO DIFFICULTY LEVEL OF QUESTION

S.NO.	Estimated Difficulty Level	Percentage
A	Easy	15%
B	Average	70%
C	Difficult	15%

Note : A question may vary in difficulty level from individual to individual as such the approximation in respect of each question will be made by the paper setter on the basis of general anticipation from the group as a whole taking the examination. The provision is only to make the paper balance in its weight rather than to determine the pattern of marking at any stage.

SAMPLE QUESTION PAPER 2
Psychology
Blue Print
Class XII

Maximum Marks: 70

Time Allowed : 3 hours

	Forms of questions/ Content Unit	Lear ning Che cks (1)	Very Short Ans wer Ques tions (2)	Short Answer Question s -I (3)	Short Answer Questi ons -II (4)	Long Answer Questio ns (6)	TOT AL
1	Intelligence and Aptitude	1(1)	2(1)	-	-	6(1)	9(3)
2	Self and Personality	1(1)	2(1)	3(1)	4(1)	-	10(4)
3	Human Strengths and Meeting Life Challenges	1(1)	-	-	-	6(1)	7(2)
4	Psychological Disorders	1(1)	2(1)	3(1)	4(1)	-	10(4)
5	Therapeutic Approaches and Counseling	1(1)	2(1)	-	4(1)	-	7(3)
6	Attitude and Social Cognition	1(1)	-	3(1)	4(1)	-	8(3)
7	Social Influence and Group Processes	1(1)	2(1)	-	4(1)	-	7(3)
8	Environmental and Social Concerns	1(1)	2(1)	3(1)	-	-	6(3)
9	Applied Psychology	2(2)			4(1)		6(3)
Sub-total		10(10)	12(6)	12(4)	24(6)	12(2)	70(28)

NOTE: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

Summary:

				<u>Marks</u>
LC	-	Learning Checks	1 x 10	10
VSA	-	Very Short Answer	2 x 6	12
SA I	-	Short Answer type I	3 x 4	12
SA II	-	Short Answer type II	4 x 6	24
LA	-	Long Answer	6 X 2	<u>12</u>
				<u>70</u>

Scheme of options

Internal options in SA-I, SA-II and LA type question only.

SAMPLE QUESTION PAPER -2

Class: XII

Psychology

Time Allowed : 3 Hours

MaximumMarks: 70

General Instructions:

- (i) All questions are compulsory.
- (ii) Marks for each question are indicated against it.
- (iii) Answers should be brief and to the point.
- (iv) PART- A has 10 Learning Checks carrying one mark each. You are required to answer them as directed.
- (v) Questions 11 to 16 in PART- B are Very Short Answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.
- (vi) Questions 17 to 20 in PART- C are Short Answer Type I questions carrying 3 marks each. Answer to each question should not exceed 60 words.
- (vii) Questions 21 to 26 in PART- D are Short Answer Type II questions carrying 4 marks each. Answer to each question should not exceed 100 words.
- (viii) Questions 27 and 28 in PART- E are Long Answer Type questions carrying 6 marks each. Answer to each question should not exceed 200 words.

PART - A

1. Match the TWO lists and choose the correct match from the given options:

	LIST A	LIST B
1.	One factor theory	A. Thurstone
2.	Two factor theory	B. Binet
3.	Structure of Intellect Model	C. Spearman
4.	Theory of Primary Mental Abilities	D. Guilford

OPTIONS

- a. 1 - D, 2 - A, 3 - C, 4 - B,
b. 1 - C, 2 - D, 3 - B, 4 - A,
c. 1 - A, 2 - C, 3 - D, 4 - B,
d. 1 - B, 2 - C, 3 - A, 4 - D, (1)
2. A person's resolution of problems at any stage of development less than the adequate, demonstrates regression. (1) (a)
True (b) False
3. A counselor is trying to understand the feelings of another person from his/her Perspective, here the counselor is exhibiting.
(a) Sympathy (b) Empathy (c) Unconditional positive regard (d) Paraphrasing (1)
4. The craze for thinness valued by models and actors is termed as _____.
(a) Anorexia nervosa (b) Bulimia. (1)
5. The term used to describe the level of stress that is good for human beings is
(a) Strain (b) Eustress (c) distress (d) Arousal (1)
6. 'Changing our behavior can change how we think and feel'. Give an example. (1)
7. Identify the correct sequence of the stages of group formation. (1)
(a) Performing, norming, storming & forming.
(b) Forming, storming, norming & performing.
(c) Norming, storming, forming & performing.
(d) Storming, norming, performing & forming.
8. Name any ONE human influence on environment. (1)
9. What do you suggest should be the age of the President of India? This is an example of _____ type of interview question.
(a) Closed ended question
(b) Open ended question
(c) Mirror question
(d) Bipolar question (1)
10. Ritu's son works in a call centre. In spite of knowing his odd hours of returning, she continues to have prolonged, vague and intense fear, accompanied by hyper vigilance, showing a kind of anxiety. Identify the type of anxiety she is suffering from? (1)

PART - B

11. Elucidate any TWO characteristics of emotionally intelligent individual. (2)
12. Mention TWO tips to improve listening skills. (2)
13. State any TWO techniques of self regulation.

14. How does counseling process get initiated? Mention two steps. (2)

15. 'Extreme cohesiveness within a group becomes harmful for functioning'. Explain. (2)

16. What are the effects of noise on human behaviour?

PART - C

17. Critically evaluate the method of behavioural rating for assessing personality.

18. A person shows break-up in relationships, increased body weight, poor performance in school and at work. State the factors predisposing this disorder. (3)

19. Give the meaning of attribution. Explain fundamental attribution error with the help of an example. (3)

20. What is aggression? Describe any TWO causes. (3)

OR

Suggest any THREE strategies for poverty alleviation.

PART - D

21. 'Projective techniques were developed to assess unconscious motives and feelings'. Elaborate the statement and explain TWO such techniques. (4)

OR

Compare the trait approaches given by Allport and Cattell to understand personality.

22. State the basic assumptions of behavior therapy. Highlight various stages of systematic desensitization. (2+2=4)

23. What is prejudice? Write any THREE sources which lead to the development of prejudices. (4)

24. What are the potential causes of inter group conflicts among two caste or community groups. Suggest some strategies to reduce such conflicts. (4)

25. 'Effective communication is possible with body language' Comment. (4)

26. Elucidate the differences in various areas of functioning at different levels of mental retardation. (4)

PART- E

27. Distinguish between psychometric and information processing approaches to intelligence. Elaborate any ONE theory representing information processing approach. (2+4 =6)

OR

Differentiate between 'technological intelligence' and integral intelligence.' Elaborate the concept of intelligence in Indian tradition. (3+3 =6)

28. How can virtues of wisdom and knowledge be applied by students to enhance their well being? Illustrate with 2 examples. (3+3=6)

OR

Stress is an inevitable part of life. Suggest techniques to manage stress in life. (3+3=6)

PSYCHOLOGY
MARKING SCHEME OF THE SAMPLE QUESTION PAPER 2

Class XII

Time Allowed: 3 hours

Max. Marks: 70

S.NO.	Expected answer / value points	Weightage
PART A		
<u>Learning checks</u>		
1	D	(1)
2	A	(1)
3	B	(1)
4	A	(1)
5	B	(1)
6	engaging in physical exercise can make you feel good and think positive	(1)
7	B	(1)
8	noise/pollution/crowding	(1)
9	B	(1)
10	Generalized Anxiety Disorder	(1)
PART B		
11	Characteristics of an emotionally intelligent individual <ul style="list-style-type: none"> - Ability to perceive and be sensitive to own feelings and emotions of others by noting their body language, voice, tone and facial expression. - Ability to relate own emotions to thoughts so that a person may take them into account while solving problems and taking decisions. - Understand the powerful influence of the nature and intensity of your emotions. - Control and regulate your own emotions and expressions while dealing with self and others. (Any two of the above) (Page 17)	1+1=2

- 12 Tips for being a good listener: 1+1=2
- Be a patient listener : Refrain from forming an early judgement
 - Avoid ego speak - be aware of your body language (posture)
 - Control distractions
 - If in doubt, try to paraphrase : Visualize what is being said (Any two of the above)
- 13 (1) Observation of own behavior. 1+1=2
 (2) Self instruction
 (3) Self reinforcement
 (Explain any two) (Page 27 and 28).
- 14 Stages of Counselling process
- (1) Getting started- it is decided as to the frequency with which the counselor and the client will meet, times they will interact, when it is anticipated the relation will end.
- (2) Introductory talk - It entails general conversation about their lives. It gives personal details. (1+1)
- 15 Extreme cohesiveness may not be in a group's interest. This phenomenon is called group think' 2
- It results in the tendency of decision maker to make irrational and uncritical decision.
 - Overrides the motivation to realistically appraise courses of action.
 - No one expresses dissenting opinion because each person believes it would undermine the cohesion of the group.
- (Any two, page 134)
- 16 Effect of noise - 1+1=2
- When noise comes at intervals, it is more disturbing.
 - Uncontrollable noise can reduce level of task performance.
 - Continued exposure to noise can have harmful effect on mental health
 - Affects concentration
 - can lead to sleep disturbance (Any two) (Page 157)

PART C

- 17 Behavioral rating is used for the assessment of personality in educational and industrial settings. $\frac{1}{2} + \frac{1}{2} + 2=3$
- Generally taken from people who know the assessor intimately.
 - They put the individual into categories according to the behavioral qualities using descriptive adjectives.
 - Some time raters show biases in the form of
 - (a) Halo effect and
 - (b) Middle category bias
 (Page 47)

- 18 Depression involves a variety of negative moods and behavioral changes. 1+2=3
 (b) Factors disposing towards depression are
 a. Genetic make up or heredity
 b. Gender and age
 c. Negative life events
 d. Lack of social support
 e. (Page 79 and 80)
- 19 Attribution is a systematic process of assigning causes to a person's behaviour 1+1+1=3
 - The cause may be internal (something within the person) or external (something outside the person)
 - An overall tendency for people to give greater weightage to internal than to external factors is called Fundamental Attribution error.
 - Example from textbook or guided by the teacher (Page 121 and 122)
- 20 Aggression is an intentional harm which is done to another person through the demonstration of actual action or use of harsh words. 1+2=3
 Example :
 A violent act of damage, because he does not like something or somebody
 Causes of Aggression
 (a) Inborn tendency
 (b) Physiological mechanism
 (c) Child rearing
 (d) Frustration
 (Explanation of any two causes) (Page 168 and 169)

OR

Strategies for poverty alleviation

- (a) Breaking the poverty cycle by giving financial relief
 (b) Making the poor take responsibilities instead of blaming. 3x1=3
 (c) Providing educational and employment opportunities
 (d) Measures to improve mental health
 (e) Empowering the poor
 (Explanation of any three causes) (Page 167 and 168)

PART D

- 21 Projective techniques were developed to assess unconscious motives and feelings- 1+3=4

- They are based on the belief that a less structured stimulus will project an individual's, feelings, desires and needs.
- A variety of projective technique are:
 - (a) Words, inkblots
 - (b) Story writing around picture
 - (c) Sentence completion
 - (d) Drawing

(Explain any two such techniques)
(Page 43 - 46)

OR

Traits are the building blocks of personality which display a wide range of psychological attributes

- The two pioneers of trait approach are Allport and Cattell.
- Allport proposed that individuals have a number of traits which are dynamic in nature. He categorized trait into -
 - (a) Cardinal
 - (b) Central
 - (c) Secondary
 - Cattell - He believed that there is a common personality structure on which people differ
 - He distinguished between source traits and surface traits.
 - He also developed a test called 16PF using factor analysis. (statistical technique) (Page 31, 32).

22 Basic assumptions of behavior therapy are :

- Disorders arise because of faulty behavior patterns or thought patterns.
- The focus is on present factors which reinforce and maintain these faulty behavior and devising methods to correct them. +1=2) (1+1=2)

Systematic desensitization by Wolpe

1. Interviewing the client.
2. Preparing a hierarchy of anxiety provoking stimuli with the least anxiety provoking stimuli at the bottom.
3. Learning of relaxation techniques.
4. Imagining the anxiety provoking situation and simultaneously maintaining relaxation.
(1/2x4=2)

23 Prejudices are examples of attitudes towards a particular group : 1+1x3=4
They are usually negative and are based on stereotype about the specific group

The sources of prejudice are

- (a) Learning
 - (b) In group bias
 - (c) Scapegoating
 - (d) Kernel truth
 - (e) Self-fulfilling prophecy
- (elaborate any three) (Page 118-119)

24 Major causes of inter-group conflict 2+2=4

1. Lack of communication
2. Relative deprivation
3. Belief of being superior from the other
4. Biased perception
5. Competition over scarce resources
6. Perceived inequity and biases
7. No respect for norms by others (Any 4 of above)

Conflict Resolution strategies

1. Altering perceptions
2. Increasing inter-group contacts
3. Structural solutions
4. Respect for other group norms
5. Negotiation
6. Redrawing group boundaries
7. Introduction of super ordinate goals

(Explain at least 4)

(page 147-149)

- | | | |
|----|---|---|
| 25 | <p>It is possible to communicate effectively even without using verbal language</p> <ul style="list-style-type: none"> • The language that people exchange without using words is called body language • Use of gesture, posture, eye contact and facial expressions are some examples of body language. • A person's back ground and past pattern of behavior are considered important in analyzing body language. • Body language can encourage and discourage the conversation Give example from daily life. <p>(Page 186 and 187)</p> | 4 |
| 26 | <p>Mental retardation refers to below average intellectual functioning characterized by IQ 70 or below:</p> <ul style="list-style-type: none"> • Deficit in adaptive behavior in the areas of communication e.g. self care, home living, social/ interpersonal skills) <p>(refer to table 4.2)
(page 84 and 85)</p> | 4 |

PART E

- 27 The psychometric approach focuses on the structure of intelligence or its underlying dimension. Information processing approaches emphasize cognitive function underlying intelligent behaviour. 2+4=6
- The psychometric approach deals with 'what' of intelligence and information processing on 'how' of intelligence.
- (b) Stern berg's triarchic theory of intelligence represents the information processing approach to understand intelligence.
- He viewed intelligence as 'the ability to adopt, to shape, and select environment to accomplish one's goal'.
 - He categorized intelligence into three types:
 1. Componential
 2. Experiential
 3. Contextual
- (elaborate the above types of intelligence) (page 5,6)

OR

Technological intelligence -

- Promoted by technologically advanced societies.
- Fosters skills of generalization, abstraction, speed, minimal moves and mental manipulation.
- Focuses on attention, observation, analysis, performance and achievement (individualist orientation)

Integral intelligence

- Promoted and valued in Asian and African societies.
- Fosters cognitive and non-cognitive skills and processes.
- Holistic perspective where emphasis is given to connectivity with social and world environment.
- Collectivistic orientation and self-reflection.

Intelligence in Indian concept

- Talks of integral intelligence
- Buddhi
- Competencies
 - Cognitive capacity
 - Social competence
 - Emotional competence
 - Entrepreneurial competence

28

Wisdom and knowledge

1. Curiosity
2. Love of learning
3. judgment/ critical thinking
4. Originality
5. Social intelligence
6. Perspective

3+3=6

(Explain each virtue in a line)

1/2x6=3

Examples

Enhancing social/ emotional intelligence may help to cope with negative peer pressure e.g. Drug addiction etc and stress e.g. suicide. Any similar examples from either of the 6 virtues.

(11/2x2=3)

OR

(3+3=6)

Stress is a silent killer. It plays a significant role in physical illness and disease. Due to lifestyle changes, stress is on the increase. Some techniques we can use to manage stress in our lives are

1. Relaxation technique
2. Meditation procedures
3. Biofeedback
4. Creative- visualization
5. Cognitive behavioral techniques
6. Exercise

(1x6=6)

(Explain each one briefly)

PSYCHOLOGY
SAMPLE QUESTION PAPER 3
BLUE PRINT
Class XII

Maximum Marks:70

Time Allowed: 3 HOURS

S.No	Forms of questions Content/unit	Learning Checks (1)	Very Short Answer Questions (2)	Short Answer Questions -I (3)	Short Answer Questions -II (4)	Long Answer Questions (6)
1	Intelligence and Aptitude	1(1)			4(1)	
2	Self and Personality	2(2)	4(2)		4(1)	
3	Human Strengths and Meeting Life Challenges	1(1)	2(1)		4(1)	
4	Psychological Disorders	1(1)		3(1)		6(1)
5	Therapeutic Approaches and Counseling	1(1)	2(1)		4(1)	
6	Attitude and Social Cognition	1(1)		3(1)	4(1)	
7	Social Influence and Group Processes	1(1)				6(1)

8	Environmental and Social Concerns	1(1)	2(1)	3(1)		
9	Applied Psychology	1(1)	2(1)	3(1)		
Sub Total		10(10)	12(6)	12(4)	4(1)	12(2)

NOTE: Figures within brackets indicate the number of questions and figures outside the brackets indicate marks.

Summary:

				<u>Marks</u>
LC	-	Learning Checks	1 x 10	10
VSA	-	Very Short Answer	2 x 6	12
SA I	-	Short Answer type I	3 x 4	12
SA II	-	Short Answer type II	4 x 6	24
LA	-	Long Answer	6 X 2	<u>12</u>
<u>28 Questions</u>				<u>70</u>

Scheme of options

Internal options in SA-I, SA-II and LA type question only.

PSYCHOLOGY THEORY (037)
SAMPLE PAPER -3

Time: 3 Hours

Maximum Marks: 70

General Instructions:

- (i) All questions are compulsory.
- (ii) Marks for each question are indicated against it.
- (iii) Answers should be brief and to the point.
- (iv) PART- A has 10 Learning Checks (very short answer type) carrying one mark each. You are required to answer them as directed.
- (v) Questions 11 to 16 in PART- B are Very Short Answer type questions carrying 2 marks each. Answer to each question should not exceed 30 words.
- (vi) Questions 17 to 20 in PART- C are Short Answer Type I questions carrying 3 marks each. Answer to each question should not exceed 60 words.
- (vii) Questions 21 to 26 in PART- D are Short Answer Type II questions carrying 4 marks each. Answer to each question should not exceed 100 words.
- (viii) Questions 27 and 28 in PART- E are Long Answer Type questions carrying 6 marks each. Answer to each question should not exceed 200 words.

PART - A

1. The mental age (MA) of an 8 year old child with an IQ of 110 is _____ years. (1)
2. An individual is rejected in a job interview, he claims that his present job is better. He is using _____. (1)
 - (a) Projection
 - (b) Regression
 - (c) Reaction formation
 - (d) Rationalization
3. A student who believes that he has the ability to excel in sports demonstrates high _____. (1)
 - (a) Self regulation

- (b) Self efficacy
- (c) Self esteem
- (d) Self confidence

4. Frustration results from_____ .

- (a) Incompatibility between two or more needs or motives.
- (b) Blocking of needs and motives.
- (c) Expectations from oneself and others.
- (d) Excessive demands. **(1)**

5. ' I can control the weather according to my moods'. This is a statement made by a person suffering from delusion of _____.

- (a) Persecution
- (b) Reference
- (c) Grandeur
- (d) Control **(1)**

6. Acceptance of the feelings of the client in therapy is known as

- (a) Empathy
- (b) Sympathy
- (c) Authenticity
- (d) Positive regard for others **(1)**

7. Fundamental attribution error means explaining the actions of others on the basis of internal causes. **(1)**

- (a) True
- (b) false

8. Shortage of resources necessary for living refers to

- (a) Deprivation
- (b) Disadvantage
- (c) Poverty
- (d) Discrimination **(1)**

9. "Sports do not contribute towards holistic development of an individual "
 (a) True (b) False (1)
10. A collection of people around a roadside performer is an example of a _____.
 (a) Group
 (b) Crowd
 (c) Mob
 (d) Audience (1)

PART B

11. Describe any TWO factors from the Five Factor Model of personality. (2)
12. How is personal identity different from social identity? (2)
13. What do positive psychologists seek to find? (2)
14. Explain the concept of 'Counseling . (2)
15. How does awareness of human rights empower people to live life with dignity? (2)
16. Differentiate between Interpersonal and Intrapersonal communication? (2)

PART - C

17. Illustrate the TWO categories of substance use disorder. (3)
18. Elaborate the ABC components of attitude. (3)
19. Your region has just witnessed a natural disaster. What would be its emotional impact on the people? (3)
- OR
- You are preparing for an important examination and there is a noisy celebration in your neighborhood. What characteristics of the noise will affect your preparation? (3)
20. How can educational Psychology promote effective classroom learning and student motivation? (3)

PART - D

21. What is emotional intelligence? State the characteristics of emotionally intelligent people. **(4)**
22. 'Intelligence is the interplay of nature and nurture'. Comment. **(4)**
23. How is assessment of personality done using indirect techniques? Briefly describe one such technique. **(4)**
24. Describe any FOUR life skills which you think will help you in meeting the challenges of school life. **(4)**
- OR
- How does Selye's Model relate prolonged stress to bodily response? Explain.
25. How is Rational Emotive therapy (RET) used to treat psychological disorders? **(4)**
26. Suppose you want to bring about a change in the attitude of your peers to make your city greener and cleaner. What factors should be kept in mind while preparing effective message for this purpose? **(4)**

PART - E

27. Elaborate any THREE psychological models proposed to explain mental disorders. **(3X2 = 6)**
- OR
- Describe any THREE behavioral disorders prevalent among Children. **(3X2 = 6)**
28. What do you understand by the Group? Explain the stages of Group formation. **(1 + 5 = 6)**
- OR
- Why do people conform? How is conformity different from compliance? Explain. **(3+3 = 6)**

Subject : Psychology
Class : XII

Maximum Marks : 70

Time Allowed : 3 Hours

MARKING SCHEME OF THE SAMPLE QUESTION PAPER-3

S.No.	Expected Answer / Value Points	Weightage
<u>PART A</u>		
1	8.8. years	(1)
2	D	(1)
3	B	(1)
4	B	(1)
5	C	(1)
6	D	(1)
7	True	(1)
8	C	(1)
9	B	(1)
10	B	(1)
<u>PART B</u>		
11	Five factor Model of personality 1. Openness to experience 2. Extraversion 3. Agreeableness 4. Neuroticism 5. Conscientiousness (brief explanation of any two) (page 33)	1+1=2
12	(Personal identity - attributes of a person that make him/ her different from others. (Example - name, a characteristic, a potentiality, a belief) social identity - aspects of a person that link him to a social or cultural group example - Hindu/ Muslim, Urban/ Rural (Page 25)	$\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2$
13	Positive psychology attempts to systematically study and analyze the positive aspects i.e. strengths and virtues of human beings which are central to life sustaining processes of helping, altruism, cooperation and learning.	2
14	<ul style="list-style-type: none"> • Counseling is a therapeutic and growth process through which individuals are helped to define goals, make decisions and solve problems related to the personal / social/ educational and career concerns. • It involves relationship that includes someone taking help and someone willing to give help. The counselor is trained. 	1+1 = 2

- 15 Human rights refer to the basic rights and freedoms to which all humans are entitled. $1+1 = 2$
- They include rights such as right to life and liberty, freedom of expression, equality before law and social, cultural and economic rights, including the right to participate, right to work, right to education. All these rights empower people to live a more dignified life.
- 16 Intrapersonal communication involves communicating with you. $1+1=2$
It includes thought processes, personal decision making and focusing on self.
Interpersonal communication refers to the communication that takes place between two or more persons who establish a communicative relationship. It includes face to face or mediated conversations, interview and small group discussions.
- 17 Participant observation - $\frac{1}{2} + 1 + \frac{1}{2} = 2$
- Variation of the method of naturalistic observation
 - Observer becomes an active member of the setting
 - Widely used by anthropologists
- (Page 181)

PART C

- 18 Substance dependence - intense craving for the substance addicted to. $1\frac{1}{2} + 1\frac{1}{2} = 3$
- Shows tolerance, withdrawal symptoms and compulsive drug taking
 - The substance is psychoactive - can change mood, thinking processes and consciousness
- Substance abuse - recurrent and significant consequences of use of substances
- Damage to family, social relationship, poor work performance and physical hazards.
 - Alcohol, cocaine, heroin are common substances abused
- (Page 84)
- 19 ABC components - $1 \times 3 = 3$
- Affective - emotional
Behavioral - tendency to act
Cognitive - thought component
(Brief explanation of each)
(page 108-109)
- 20 Educational psychology focuses on the study of learning outcomes, student attributes and instructional processes related to the classroom and the school. $1\frac{1}{2} + 1\frac{1}{2} = 3$

Effective classroom learning can be promoted by emphasizing the role of the teacher and focusing on active teaching, lesson organization, assessing and monitoring work and providing feedback. It also involves carrying classroom learning to outside situations.

Motivating students is concerned with violation or will that student bring to task, their level of interest and intrinsic motivation, the personally held goals that guide their behavior and their belief about the causes of their success or failure.

1½+1½

PART D

21

Emotional Intelligence

1½

Either

- is a set of skills that underlie accurate appraisal, expressions, and regulation of emotions. It is the feeling side of emotions.

OR

- it is the ability to monitor one's own and others emotions, to discriminate among them, and to use the information to guide one's thinking and actions.

Characteristics of emotionally intelligent

- Perceives and is sensitive to own feelings and emotions.
- Perceives and is sensitive to various types of emotions in others by noting their body language, voice and tone and facial expressions.
- Relates emotions to thoughts, so that the person can take them into account while solving problems and taking decisions.
- Controls and regulates one's emotions.
- Understands the powerful influence of the nature and intensity of ones emotions and their expressions while dealing with self and others to achieve harmony and peace

½ x 5
=2 ½

(Page 17)

22

The interplay of nature and nurture refers to the role of heredity and environment in determining intelligence

½

Role of nature

- Study on identical twins Correlation
 - reared together (.90)
 - reared apart (.72)
 - fraternal twins reared together (.60)

- siblings reared together (.50)
 - siblings reared apart (.25)
 - Studies of adopted children's intelligence show more similarity to their biological parents.
- Role of nature 1/2
- As children grow, their intelligence level moves closer to their adoptive parents. 1/2
 - Environmental deprivation lowers intelligence, while enriched environment increases level of intelligence
- Hence heredity sets the range within which an individual's intelligence is shaped by support and opportunities of the environment. 1/2+1+1/2+1/2+
1/2+1/2+1/2 =4
- (Page 10)

23

Projective Techniques

- Indirect method of assessment
 - Psychoanalytical theory - developed to assess unconscious motives and feelings
 - Projection on unstructured stimuli
 - Qualitative analysis of projections by trained professionals
 - Each response is considered to reveal a significant aspect of personality
 - Scoring and interpretation are subjective and lengthy
- (Any four of the above)
- Some well known projective techniques 1/2 x 4 =2
- Rorschach Inkblot Test
 - Thematic Apperception Test (TAT)
 - Rosenzweig's Picture - Frustration study (PF - Study)
 - Sentence Completion Test
 - Draw a person Test
- (Description of any one of the above)
(page 43, 44,45, 46)

24

- Life skills important in school life for more adaptive and positive behaviour are: 1x4=4
- Assertiveness
 - Time Management
 - Rational thinking
 - Improving relationship
 - Self care
 - Overcoming Unhelpful Habits
- (Explanation of any four)
(page 64)

OR

1x3+1=4

- GAS - General Adaptation syndrom by Hans Selye
3 stages -
1. Alarm Reaction

2. Resistance
 3. Exhaustion
- (Briefly explain them)
(page 59)

- figure on page 59 (fig. 3.3) NCERT
25. RET- Rational Emotive Therapy was formulated by Albert Ellis to locate the cause of Psychological distress in irrational thoughts and beliefs. 1
- ABC analysis
 - A- Antecedent
 - B- Belief
 - C-Consequence
 - Example 1 ½
 - Use the process of non-directive questioning. 1 ½
 - Rational belief system replaces the irrational belief system and there is a reduction in Psychological distress. 1
- 1
1+1½+1½+1+
1=6
26. Message characteristics:
- Rational as well as emotional appeal e.g. scientifically correct information and charged with emotion).
 - Relevant motives activated (e.g. sense of pride in your city or self preservation)
 - Mode of spreading the message (e.g. Mass media and plays, competitions, poster making, slogans)
(page 115, 116) 1+1+1+1=4
 - Example
(Page 115,116)

PART E

27. Psychological models (listing)
- Psychodynamic
 - Behavioral 3x2=6
 - Cognitive
 - Humanistic - existential
 - (Detailed explanation of any three, Rationale of the model is required)
 - (page 74, 75)

OR

Behavioral disorders prevalent amongst children

- Attention - Deficit Hyperactivity Disorder (ADHD)
- Conduct - Disorder
- Separation Anxiety Disorder

3x2=6

(Symptoms of each one)

(page 82, 83)

28.

Group : Meaning

Explanation of all the stages of Group formation

1

1. Forming (formation)

2. Storming (conflict)

3. Norming (stabilization)

1x5=5

4. Performing (performance)

5. Adjourning (dismissal)

(Page 133, 134)

(1+5=6)

OR

People conform as

- 1) it allows people to function more smoothly (by adhering to norms)
- 2) behaving in a different way may lead to disapproval
- 3) the norm is seen as reflecting views and beliefs of the majority (which is more likely to be right)

1x3=3

Difference between conformity and compliance on the basis of -

- 1) meaning
- 2) major difference - conformity is based on norms whereas compliance is based on request.

Conformity takes place due to normative or informational influences where as compliance is obtained by using any of these techniques.

- Foot in the door
- Deadline
- Door in the face

(page 142, 143)

1x3=3

3+3=6

SAMPLE PAPER 4
Subject - Psychology
Class - XII

Time :3 hours

MM - 70

General Instructions

- All the questions are compulsory.
- Do the questions in a sequential order.
- Part A questions carry one mark. Answer to each question should be written in the answer sheet.
- Part B has very short type questions. Answers should not exceed 25 words.
- Part C has short type questions. Answers should not exceed 60 words.
- Part D has long questions. Answers should not exceed 100 words.
- Part E has very long questions. Answers should not exceed 200 words.
- This paper has 2 printed sides.

PART A

- | | | | |
|-----|---|---------------------|---|
| Q1. | a. Bhatia's Battery | 1. verbal test | 1 |
| | b Standard Progressive Matrices | 2. performance test | |
| | c. Weschler Adult Intelligence Scale | 3. non-verbal test | |
| | d. Maudsley Personality Inventory | 4. Individual test | |
| | A. a-1,b-3, c-4, d-2 | | |
| | B. a-2,b-3,c-4,d- 1 | | |
| | C. a-3, b-4, c-1, d-2 | | |
| | D. a-2, b-1, c-4, d-2 | | |
| | | | |
| Q2. | According to hierarchical model of intelligence, abilities operate at two level: level 1 _____and level 2_____. | | 1 |
| Q3. | According to Freud the instinctual life force that energizes the id is called-----. | | 1 |
| Q4. | Stress inoculation training is developed by _____. | | 1 |
| Q5. | Low activity of serotonin can lead to which disorder. | | 1 |

Q6.	What are archetypes?	1
Q7.	What is scapegoating?	1
Q8.	What is door-in-the-face technique?	1
Q9.	_____ is an act of aggression meant to obtain a certain goal or object.	1
Q10.	Elucidate any two characteristics of communication	1
PART B		
Q11.	Give two advantages and two limitations of projective techniques.	2
Q12.	Discuss biofeedback technique to manage stress.	2
Q13.	What is formal thought disorder?	2
Q14.	Describe gestalt therapy.	2
Q15.	Distinguish between crowding tolerance and competition tolerance.	2
Q16.	What do you mean by congruency in communication process?	2
PART C		
Q17.	Compare information processing approach and psychometric approach in explaining intelligence.	3
Q18.	Discuss effects of alcohol on human behavior.	3
Q19.	What do you understand by social cognition?	3
Q20.	Give various elements of counseling.	3
PART D		
Q21.	<i>Explain PASS model of intelligence.</i>	4
Q22.	How does social support system help us in experiencing stress?	4
Q23.	Give main features of ADHD.	4
Q24.	What is the significance of clinical formulation of client's problem?	4
Q25.	Explain the process of attitude change with the help of cognitive consistency theories.	4
Q26.	Discuss various situational factors leading to aggression.	4
PART E		
Q27.	Discuss humanistic approach to understand personality. In what ways they are different from psychodynamic approach?	6
Q28.	What do you mean by conformity? Discuss various factors that determine conformity behaviour.	6

SAMPLE PAPER 5
Subject - Psychology
Class - XII

Time :3 hours

MM - 70

General Instructions

- All the questions are compulsory.
- Part A has multiple choice questions. Answer to each question should be written in the answer sheet.
- Part B has very short type questions. Answers should not exceed 25 words.
- Part C has short type questions. Answers should not exceed 60 words.
- Part D has long questions. Answers should not exceed 100 words.
- Part E has very long questions. Answers should not exceed 200 words.
- This paper has _3_ printed sides.

PART A

- Q1. ____ is the IQ of a 14 year old child with mental age of 12 1
- A. 80.5
 - B. 85.7
 - C. 93.2
 - D. 90.5
- Q2. According to Morries _____ personality is prone to depression 1
- A. Type A personality
 - B. Type B personality
 - C. Type C personality
 - D. Type D personality
- Q3. Efforts to maintain hope and control emotions represents 1
- A. Emotion focused strategy
 - B. Task oriented strategy
 - C. Avoidance oriented strategy
 - D. Problem focused strategy

- Q4. According to _____- abnormal behaviour results from irrational thoughts, beliefs and overgeneralizations 1
- A. Psychodynamic model
 - B. Behavioural Model
 - C. Cognitive model
 - D. Psychological model
- Q5. Reduction in an individual's effort when working on a collective task is known as 1
- A. Group Polarization
 - B. Social facilitation
 - C. Social inhibition
 - D. Social loafing
- Q6. Logotherapy was propounded by 1
- A. Carl Rogers
 - B. Freiderick
 - C. Victor Frankl
 - D. Maslow
- Q7. Extreme motor immobility and excessive motor inactivity is a salient feature of 1
- A. Catatonic schizophrenia
 - B. Disorganized schizophrenia
 - C. Residual Schizophrenia
 - D. Paranoid schizophrenia
- Q8. When a patient feels something happening inside the body such as a snake crawling inside one's stomach in the absence of actual stimuli shows that he is suffering from 1
- A. Gustatory hallucination
 - B. Tactile hallucination
 - C. Olfactory hallucination
 - D. Somatic hallucination
- Q9. When people attribute failure to task difficulty they are referring to 1
- A. External stable
 - B. Internal stable
 - C. External unstable
 - D. Internal unstable
- Q10. _____ is the tendency of the subject to agree with items of any self report measure irrespective of their content. 1

PART B

- Q11. Give any two criticisms of psychoanalytic theory of personality 2
- Q12. Give any two limitations of behavioural ratings. 2
- Q13. What is stress resistant personality? 2
- Q14. Give any two ethical considerations in client counselor relationship. 2
- Q15. What do you mean by personal space? 2
- Q16. What do you mean by dysfunctional cognitive structures. 2

PART C

- Q17. How does cognitive dissonance lead to attitude change? 3
- Q18. "Personality can be defined as the response of an individual to the environment". Discuss 3
- Q19. Give any three factors that influence an individual's performance in the presence of others. 3
- Q20. Give salient features of mood disorders. 3

PART D

- Q21. *How do individuals vary in their intellectual abilities? Explain.* 4
- Q22. Describe structure of personality as given by Freud. 4
- Q23. Discuss the relationship between stress and immune system. 4
- Q24. Discuss the effectiveness of reinforcement as a technique to treat psychological disorders. 4
- Q25. Explain theory of multiple intelligence. 4
- Q26. Give application of psychology in sports. 4

PART E

- Q27. Give symptoms of major anxiety disorders. 6
- Q28. Explain various causes of intergroup conflict. Discuss various conflict resolution strategies. 6

Sample Paper 6
Subject- Psychology
Class - XII

Time :3 hours

MM - 70

General Instructions

- All the questions are compulsory.
- Do the questions in a sequential order.
- Part A questions carry one mark. Answer to each question should be written in the answer sheet.
- Part B has very short type questions. Answers should not exceed 25 words.
- Part C has short type questions. Answers should not exceed 60 words.
- Part D has long questions. Answers should not exceed 100 words.
- Part E has very long questions. Answers should not exceed 200 words.
- This paper has _2_ printed sides.

PART A

- Q1. Howard Gardner's theory of intelligence is known as : 1
- (a) Theory of Primary Mental Abilities
 - (b) Theory of Multiple Intelligence
 - (c) Triarchic Theory
 - (d) Two factor Theory
- Q2. Attributes of a person that make him different from others is referred to as _____ identity. 1
- Q3. A dynamic situation specific reaction to stress is known as _____. 1
- Q4. People unable to prevent themselves from repeatedly carrying out a set of actions are affected by: 1
- (a) Manic depressive disorder
 - (b) Panic disorder
 - (c) Somatoform disorders
 - (d) Obsessive compulsive disorder

- Q5. Repeated associations of undesired response with an aversive consequence refers to 1
- (a) positive reinforcement
 - (b) Aversive conditioning
 - (c) Negative reinforcement
 - (d) Modelling
- Q6. Making inferences about personal qualities of people on meeting them is called: 1
- (a) social cognition
 - (b) pro-social behaviour
 - (c) impression formation
 - (d) social facilitation
- Q7. The term which refers to one's own group is called_____ 1
- Q8. Forceful destructive behaviour towards another person or object is described as _____ 1
- Q9. Participant observation involves becoming an active member of the setting where observation takes place. 1
- Q10. Intrapersonal communication refers to the communication that takes place between two or more people. True/False 1

PART B

- Q11. What is a psychological test? 2
- Q12. Explain contextual intelligence. 2
- Q13. Explain the concept of stress. 2
- Q14. Explain the term anorexia nervosa 2
- Q15. What is unconditional positive regard? 2
- Q16. What is personal space? 2

PART C

- Q17. Explain regression giving examples. 3
- Q18. Describe the role of biological factors in describing abnormal behavior 3
- Q19. What is attribution? Explain Fundamental Attribution Error with the help of an example. 3

Or

Explain prosocial behaviour. State two factors which influence prosocial behaviour.

Q20. What is aggression? State two strategies for reducing aggression. 3

PART D

Q21. Describe the process of counseling. 4

Or

How does understanding of body language help in communication?

Q22. Describe verbal, nonverbal and performance tests. 4

Q23. Describe any four techniques that can help people manage stress in life. 4

Q24. Explain the factors that influence impression formation. 4

Q25. How is behaviour therapy used to treat phobia? 4

Q26. Explain the term dissociation. Discuss any one form of dissociative disorder. 4

PART E

Q27. Distinguish between type and trait approaches to personality. Give suitable examples. 6

Or

State the techniques of assessing personality. Explain briefly any two projective techniques with examples.

Q28. State any four reasons of intergroup conflicts. Explain any one strategy for resolving conflicts. 6

Or

What do you understand by group? Differentiate groups and teams.

Sample paper 7
Subject - Psychology
Class - XII

Time :3 hours

MM - 70

General Instructions

- All the questions are compulsory.
- Do the questions in a sequential order.
- Part A questions carry one mark. Answer to each question should be written in the answer sheet.
- Part B has very short type questions. Answers should not exceed 25 words.
- Part C has short type questions. Answers should not exceed 60 words.
- Part D has long questions. Answers should not exceed 100 words.
- Part E has very long questions. Answers should not exceed 200 words.
- This paper has _3_ printed sides.

PART A

- Q1. Selye's model has been criticized for 1
- a. Assigning too big a role to psychological factors in stress.
 - b. Giving too much importance to perception, personalities and biological constitutions of people.
 - c. Assigning a limited role to psychological factors in stress.
 - d. Assigning a limited role to physiological factors in stress.
- Q2. What is empathy ? 1
- Q3. Who prepared mental measurement handbook with 103 tests of intelligence in India? 1
- Q4. When a person feels that he or she is not getting something which he/she values, s/he may be experiencing 1
- a. deprivation
 - b. social disadvantage
 - c. poverty
 - d. discrimination
- Q5. Defending against anxiety by making unreasonable feelings or behavior seem reasonable and acceptable is called _____ . 1

- Q6. Identify which kind of delusion each of these is. 1
- A person believes s/he is going to be the next president.
 - One who believes his wife is trying to kill him.
 - One who believes s/he is the reincarnation of God.
 - One who believes that the tsunami occurred to prevent him/her from enjoying his/her holidays.
- Q7. What is problem focused coping to stress? 1
- Q8. _____ cells increase immunological activity. 1
- Q9. Social influence in the form of compliance, identification and internalization was given by _____. 1
- Q10. The 'instrumental' perspective assumes that the physical environment exists mainly for use by human beings. T/F 1

PART B

- Q11. What role does positive regard play in making a psychologist effective ? 2
- Q12. Differentiate between instrumental aggression and hostile aggression stating examples from everyday life. 2
- Q13. "Individuals differ in the degree to which they show negative effects of crowding". Explain the statement in the context of competition tolerance. 2
- Q14. Differentiate between source traits and surface traits. 2
- Q15. Describe any two ways to change in-group hostility into group cooperation. 2
- Q16. How are creativity tests different from intelligence tests? 2

PART C

- Q17. Explain RET highlighting the ABC component. 3
- Q18. How is psychology applied in organizations? 3
- Q19. Can distorted body image result in eating disorders ? Explain different types of eating disorders highlighting this statement. 3
- Q20. How does basic anxiety lead to depression ? 3

PART D

- Q21. Explain interview as a method in the assessment of personality. 4
- Q22. What is obedience ? why do people obey when they know that their behavior is harming others ? 4
- Q23. Explain the aspects of attribution highlighting fundamental attribution error. 4
- Q24. Elaborate upon different alternate therapies that are widely used today. 4
- Q25. "Though attitudes are relatively stable but they undergo change". Explain the processes involved in attitude change. 4
- Q26. " Stresses are often generated in our minds ". Explain this highlighting psychological sources of stress.

PART E

- Q27. Distinguish between psychometric and information processing approaches to intelligence. Elaborate the triarchic theory. 6
- Q28. What is diathesis-stress model ? "Bi-polar disorders have the highest risk of suicide ". Elaborate the factors and symptoms associated with suicide. 6