

INDEX

1. SYLLABUS	3
2. PRACTICALS	8
Instructions for Practical File and Case Profile	9
Historical Background of Psychological Testing	12
Some Important Concepts in Psychological Testing	13
Practical 1: RSPM	18
Practical 2: MPI	23
Practical 3: SCQ	27
Practical 4: GAS	30
Practical 5: DBDA	33
3. ASSIGNMENTS	38
4. SAMPLE PAPERS	59



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.
2. To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.

SANSKRITI
THE CIVIL SERVICES SCHOOL

PSYCHOLOGY CLASS XII (THEORY)
THEORY PAPER

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. Assessment of Personality
9. 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

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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 should be hand written only.
Don't use red or pink ink pen.
- 3.** Underline headings or use a different coloured pen (not red or pink)
- 4.** A suggested format for writing a psychological testing report and case profile is given.
- 5.** Every practical report should follow the given format. However, the format of case profile is need based.
- 6.** 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.
- 7.** "Verbal Report" is the verbatim given by the subject regarding how did he feel about the test.
- 8.** Behavioural observation is examiner's observation of the subject.
- 9.** Conclusion should be very precise.
- 10. 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 is based on your practical and related theory.
 - e) One should know how to present case summary.



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PRACTICALS (30 marks)**1. ADMINISTRATION AND PREPARING REPORTS OF FIVE PSYCHOLOGICAL TESTS**

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

SUGGESTED FORMAT FOR WRITING A PSYCHOLOGICAL TESTING REPORT

- TITLE
- OBJECTIVE
- BASIC CONCEPT
- METHOD
 - Preliminary Information
 - Testing Material
 - Description of the Test- Name of author, Psychometric properties
 - Procedure
 - ❖ Rapport formation
 - ❖ Instructions
 - ❖ Precautions
 - ❖ Test Administration
 - ❖ Verbal Report
 - ❖ Behavioural observation
 - ❖ Scoring
- RESULTS
- ANALYSIS AND INTERPRETATION
- CONCLUSIONS
- REFERENCES

NOTE: YOUR PRACTICAL FILE SHOULD BE HAND WRITTEN.

2. **ONE 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 HEADINGS FOR PREPARING A CASE PROFILE**What is a Case Study?**

- Methods Used -
- Interview Method
- Observation Method
- Psychological Testing
- Difference between Case Study and Case Profile

Introduction

(Since you'll be analysing what you've learned about your case through your reading of psychology, here you'll talk about the topic you selected to do so.)

Here, you will:

- Describe the psychological phenomenon
- Describe in as much detail as necessary any two relevant (to your case) theories that have been used to explain it (as per your insights from your case)
- Your rationale/reasoning for choosing this topic

Preliminary Information

(Name, Age, Sex, Socio-economic status, Social background (ethnic origins also))

Birth History

(Normal/Caesarean, Full Term/Premature, History of Birth complications, Mother's Health, Height & Weight, Developmental milestones)

Current Health

(Height, Weight, Physical Description of subject, History of illness of case, history of illness in family)

Family History

(Members and their characteristics, their backgrounds and origins in brief. At least a paragraph on each member)

Rationale for Choosing Subject

Explain your reasons for choosing this particular subject. Discuss particular incidents that may have inspired your curiosity.

Rapport formation

(How did you build a comfort level with the subject so that you could do this study – Discuss incidents)

Childhood History (0-10 years)**Pre-adolescence (10-14 years)****Adolescence (14-18 years) . . .**

For each stage: Begin with the timeline of events of the stage in the first paragraph – what major events/location changes/institutions/contexts the subject was a part of in this stage.

In the next paragraphs: Talk about incidents in their lives at each of these times, how they look at these periods in their lives, what shaped their experiences, family and social relationships, life difficulties, goals, and coping skills and weaknesses, etc.

Concluding Paragraph: Summarise the major themes that emerged from this stage of their lives. If any connections exist to your chosen topic please re-iterate here.

Relationships with Others

- Family
- Friendships
- Dating
- Teachers

(If you have the option, with due permission from your subject interview the various significant people in their lives)

Current Hobbies, Interests and Career Aspirations

What is this person passionate about? What purpose/meaning do they see in their lives?

My Observation

(This is where your analysis comes in. How have you understood this person through the data you've collected)

Annexure

1. Testing response sheets
2. Interview schedule for all interviews – all questions
3. A note reflecting on your life experiences, preconceived notions and biases that might have affected how you saw the case and the topic

NOTE: CASE PROFILE SHOULD BE HAND WRITTEN.



HISTORICAL BACKGROUND OF PSYCHOLOGICAL TESTING

Rudimentary forms of testing date back to 2200 B.C. in China. The Chinese emperors used gruelling written exams to select officials for civil service.

In the mid- to late 1800s Europe, several physicians and psychiatrists developed standardized procedures to reveal the nature and extent of symptoms in the mentally ill and brain-injured.

Modern psychological testing owes its inception to the era of brass instruments psychology that flourished in Europe during the late 1800s. By testing sensory thresholds and reaction times, pioneer test developers such as Sir Francis Galton demonstrated that it was possible to measure the mind in an objective and replicable manner.

The first reference to mental tests occurred in 1890 in a classic paper by James McKeen Cattell, an American psychologist who had studied with Galton. Cattell imported the brass instruments approach to the United States. One of Cattell's students, Clark Wissler, showed that reaction time and sensory discrimination measures did not correlate with college grades, thereby redirecting the mental-testing movement away from brass instruments.

In the late 1800s, a newfound humanism toward the mentally retarded, reflected in the diagnostic and remedial work of French physicians Esquirol and Seguin, helped create the necessity for early intelligence tests.

In 1905, Binet and Simon developed the first useful intelligence test in Paris, France. Their simple 30-item measure of mainly higher mental functions helped identify schoolchildren who could not profit from regular instruction. Curiously, there was no method for scoring the test. In 1908, Binet and Simon published a revised 58-item scale that incorporated the concept of mental level. In 1911, a third revision of the Binet-Simon scales appeared. Each age level now had exactly five tests; the scale extended into the adult range.

In 1912, Stern proposed dividing the mental age by the chronological age to obtain an intelligence quotient. In 1916, Terman suggested multiplying the intelligence quotient by 100 to remove fractions. Thus was born the concept of IQ.



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 supposed 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 individual's 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) 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., Someone 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.

PRACTICAL 1
RAVEN'S STANDARD PROGRESSIVE MATRICES (RSPM)

1. OBJECTIVE:

To measure the 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 subject's 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

III. 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 Mehta	Eg. Army Beta	Koh's Block Design

III. On the basis of scope of bias

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 Administration

Place of Administration

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 summed 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

Age Range (In years)	SPM Retest Reliability	MHV Retest Reliability	Correlation between SPM and MHV scores
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

Here is a test booklet and a separate answer sheet on which you will record your answers.

Please ensure that you do not write anything on the test booklet.

Please enter the required information i.e., Name, Age etc in the answer sheet.

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.

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.

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. 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.

Make sure that you record the answers in the right column of the answer sheet.

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

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



PRACTICAL 2
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**

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

2.2.1 Type Approach

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

HIPPOCRATES- Sanguine, phlegmatic. Melancholic, choleric

TRIDOSHAS- Vata, pitta and kapha

TRIGUNAS- Sattva, Rajas and Tamas

SHELDON- Endomorphic, Mesomorphic and Ectomorphic

JUNG- Extroverts and Introverts

FRIEDMAN AND ROSENMAN- Type A and Type B Personality

MORRIS- Type C type D personality

2.2.2 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 main 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.

2.3.1 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

Name

Date of Birth

Age

Sex

Class

Date of Administration

Place of Administration

3.2 Testing Material

MPI booklet, MPI answer sheet, MPI scoring key, MPI manual, pencil, and eraser.

2.3 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

Write in your own words/ or refer to practical one

3.4.2 Instructions

"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

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 (Write in first person your subject's reflections on the practical)

3.4.6 Behavioural Observation-

Examiner's observation of the subject during testing (Write according to your experience)

3.4.7 Scoring

1. The inventory is scored directly from the test forms using translucent scoring key.
2. Check that each question has only one answer.
3. 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".
4. 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.
5. 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.
6. 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

MPI Manual
NCERT Psychology Textbook, XII.

PRACTICAL 3
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**2.2 Self**

Self refers to totality of an individual's conscious experiences, ideas, thoughts and feelings with regard to himself and herself.

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.

Personal Identity- It refers to those attributes of a person that makes him different from others.eg. name

Social Identity- It refers to those aspects of a person that link him to social or cultural group.

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 is described as an entity on which something is done, it is described as object.

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.

Kinds of Self

Personal Self- this leads to an orientation in which one feels primarily concerned with oneself.

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 at least in four areas- academic competence, social competence, athletic 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**

Name

Date of Birth

Age

Sex

Class

Date of Administration

Place of Administration

3.2 Testing Material

SCQ Test form, SCQ Manual, pencil, eraser

3.3 Description of the Test

(Copy "Description of Self Concept Inventory" from the manual. Page no 3. Also copy Table 1 and the small paragraph below the table. Write the description for reliability and validity from page no 6 and 7. Also make the reliability table which is Table 2 in the manual.)

3.4 Procedure

3.4.1 Rapport Formation

Write in your own words/ or refer to practical one

3.4.2 Instructions

Copy "Instructions to students", Pg 5 from SCQ manual

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

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 (Write in first person your subject's reflections on the practical)

3.4.6 Behavioural Observation-

Examiner's observation of the subject during testing (Write according to your experience)

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 DIMENSIONS	RAW SCORE	INTERPRETATION
Physical		
Social		
Temperamental		
Educational		
Moral		
Intellectual		
Total Self Concept		

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

SCQ manual.

NCERT Psychology textbook, XII.



PRACTICAL 4
TITLE - GLOBAL ADJUSTMENT SCALE

1. OBJECTIVE.

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

2. BASIC CONCEPT

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**

Name

Date of Birth

Age

Sex

Class

Date of Administration

Place of Administration

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 years 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

Validity

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

Write in your own words/ or refer to practical one

3.4.2 Instructions

Copy from the GAS test booklet

3.4.3 Precautions

11. The room should be well lit and well ventilated.
12. There should not be any noise in the room.
13. The seating arrangement should be comfortable.
14. There is no time limit.
15. Instructions should be made clear to the subject.
16. No item should be left unanswered.
17. Proper rapport should be established before starting the practical.
18. It should be made sure that only one answer has been marked for each question.
19. It should be made clear to the subject that their answers must be marked inside the boxes.

20. 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

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 (Write in first person your subject's reflections on the practical)

3.4.6 Behavioural Observation-

Examiner's observation of the subject during testing (Write according to your experience)

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:

1. The examiner should ensure that the subject has answered all the questions on the answer sheet.
2. If more than 15 questions are skipped, the test is considered invalid and should not be scored.
3. Each question has one and only one answer.
4. 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.
5. Please note that each answer scores either 2 or 1 as indicated by the numbers printed above the circles.
6. 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.
7. Convert the obtained raw score to STEN scores by the procedure mentioned in the norm table. Be careful to choose the appropriate norm table.
8. 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

5. ANALYSIS AND INTERPRETATION

Write interpretation for each dimension with the help of the manual

6. CONCLUSIONS

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

7. REFERENCES

GAS Manual

NCERT Textbook. XII.

PRACTICAL 5**TITLE - DAVID'S BATTERY OF DIFFERENTIAL ABILITIES****1. OBJECTIVE**

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

2. BASIC CONCEPT**2.1 Aptitude and Relevant Terms**

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.

2.2 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:

- Verbal reasoning
- Numerical reasoning
- Abstract reasoning
- Clerical speed and accuracy
- Mechanical reasoning
- Space relations
- Spelling
- Language usage

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

2.3 Uses of Aptitude Tests

It helps to predict an individual's future performance.

It is used for selection of candidates for different courses.

It can be used for recruitment in organizations.

3. METHOD**3.1 Preliminary Information**

Name

Date of Birth

Age

Sex

Class

Date of Administration

Place of Administration

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 exercise to assess the subject's knowledge of English words and his ability to abstract and generalize relationship 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 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 a 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 tends 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 a good indicator of nonverbal, non-culturally biased intelligence. RA is important for 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
VA Part – 2	3 mts 30sec	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	VA	NA	SA	CA	MA	CL	RA	PM
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 tests 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	VA	NA	SA	CA	MA	CL	RA	PM
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**

Write in your own words/ or refer to practical one

3.4.2 Instructions

"Please note that:

- 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 answer sheet.
- Please ensure that you do not write anything on the test booklets
- Please enter the required information i.e., Name, Age etc. in the answer sheet.
- 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

- The room should be well lit and well ventilated.
- There should not be any noise in the room.
- The seating arrangement should be comfortable.
- There is no time limit.
- Instructions should be made clear to the subject.
- No item should be left unanswered.
- Proper rapport should be established before starting the practical.
- It should be made sure that only one answer has been marked for each question.
- It should be made clear to the subject that their answers must be marked inside the boxes.
- 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

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 (Write in first person your subject's reflections on the practical)

3.4.6 Behavioural Observation-

Examiner's observation of the subject during testing (Write according to your experience)

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 ensured 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

SUBTESTS	RAW SCORE	STEN SCORE	INTERPRETATION

5. ANALYSIS AND INTERPRETATION -

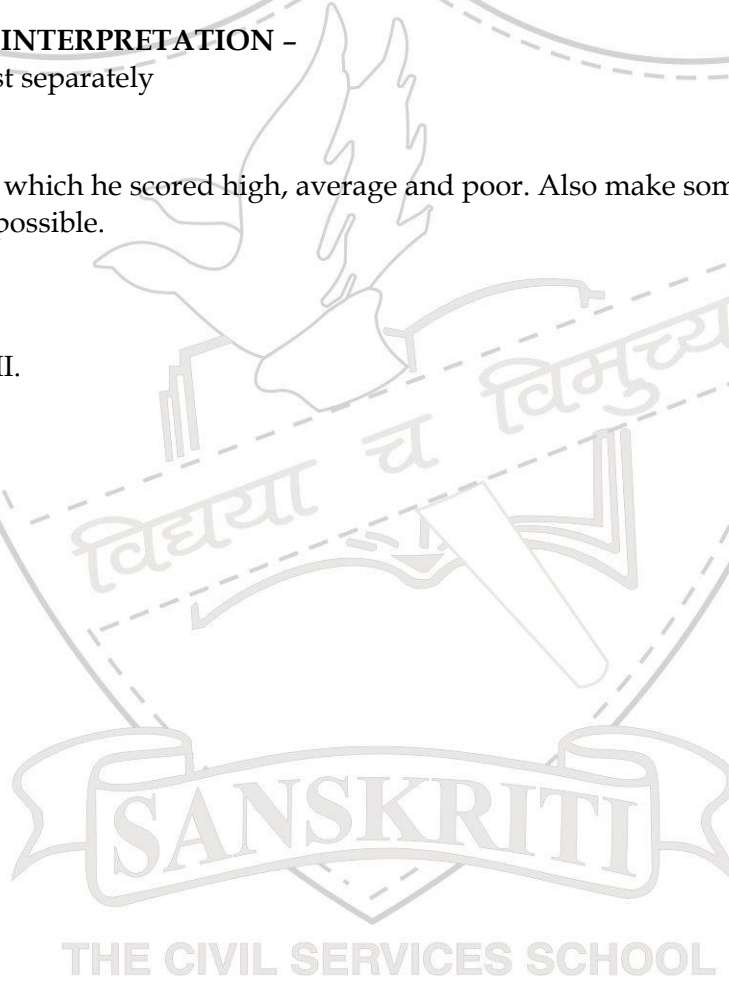
Write for each subtest separately

6. CONCLUSION

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

7. REFERENCES

DBDA Manual.
NCERT Textbook, XII.



ASSIGNMENT 1
VARIATIONS IN PSYCHOLOGICAL ATTRIBUTES

Learning outcomes

- State and define various psychological attributes on which people differ from each other.
- Describe the methods that are used to assess psychological attributes, explain what constitutes
- Describe the construct and theories of intelligence
- Explain variations in intelligence as entwined in both heredity and environment
- Identify mentally challenged and gifted individuals,
- Describe assessment of intelligence
- Distinguish among aptitude, intelligence and creativity
- Analyse how intelligence has different meaning in different cultures,

Assignment 1- Part 1**One Mark Questions**

1. According to Gardner, sensitivity to subtle aspects of others' behaviours is known as _____.
2. The statistical technique of _____ determines the degree of correlation between performances on various tasks to determine the extent to which they reflect particular underlying characteristics
3. Name two levels of abilities according to Arthur Jensen's hierarchical model of intelligence.
4. The situational perspective views human behaviour as mostly a result of _____ factors.
5. _____ is the ability to produce ideas, objects for problem solutions that are novel and innovative.
6. The _____ approach considers intelligence as an aggregate of abilities.
7. The notion of contextual intelligence implies that intelligence is a product of _____.
8. Which factor influences more in developing aptitude?
a) training b) age c) intelligence d) family

Two Mark Questions

9. Ahana is well aware about her internal strengths and limitations and uses that knowledge to effectively relate to others. According to Gardner which kind of intelligence does she possess?
10. What is street smartness?
11. Explain the two-factor theory of intelligence.
12. Differentiate between:
 - a. formal and informal assessment
 - b. intelligence and aptitude
 - c. interpersonal and intra-personal intelligence
 - d. simultaneous processing and successive processing
 - e. interest and aptitude

Three Marks Questions

13. Do you think componential intelligence is an important component of intelligence? Justify your answer.
14. 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.
15. Compare psychometric approach and information processing approach in explaining intelligence.

Four Marks Questions

1. How does the structure-of-intellect model explain intelligence?
2. Intelligence is the interdependent functioning of three neurological systems. Explain this theory

Assignment 1- Part 2**One Mark questions**

1. According to teachers, students who have a combination of high ability, high creativity and high commitment are said to be _____.
2. Concept of IQ was given by William Stern. (T/F).
3. The mental age (MA) of an 8-year-old child with an IQ of 110 is _____ years.
4. Twin studies suggest that environment is stronger than heredity as a factor in shaping IQ differences. (true/false)
5. People with intellectual disabilities who lie on the extreme left of the normal curve make up _____ percent of the population.
6. If genetic factors have a stronger influence on intelligence than environmental factors, then the best response would be to
 - a. abandon any useless efforts to change someone's intelligence
 - b. modify the environment so each person reaches his or her maximum potential
 - c. create separate environments for people of different levels of intelligence

Two Mark Questions

7. Why do we need to be cautious about using intelligence tests?
8. Distinguish between giftedness and talent.

Three Marks Questions

9. You have assessed two hundred students of grade XII for mathematical comprehension/ knowledge. Create a distribution for the results that you are most likely to expect. What is the shape of the distribution?
10. What is intellectual deficiency?
11. What is assessment? Discuss any two methods used for psychological assessment.

Four Marks Questions

12. Give a detailed account of the signs and characteristics of gifted children.
13. Explain how intelligence is the result of heredity and environment.
14. Describe the characteristics of individuals with mild intellectual deficiency.

Assignment 1- Part 3**One Mark Questions**

1. Indian adaptation of DAT was developed by _____.
2. Name any two aptitude tests.
3. According to Vygotsky, while elementary mental functions (e.g., crying, attending to mother's voice, sensitivity to smells, walking, and running) are culturally produces, the manner in which higher mental functions such as problem solving and thinking operate are universal. True/False
4. Emotional competence refers to
 - a. Self-monitoring of emotions
 - b. Self-competence to handle behaviour
 - c. Discrimination of behaviour
 - d. Persistence in behaviour
5. Creativity tests involve _____ thinking.

Two Marks Questions

6. Distinguish between the following:
 - a. individual and group tests
 - b. culture fair and culture bias tests
 - c. Verbal, Nonverbal and Performance Tests
7. State the important features of creativity tests.

Three Marks Questions

8. What is Emotional Intelligence? State any two characteristics of emotionally intelligent persons.
9. Explain the relationship between creativity and intelligence.

Four Marks Questions

10. Are there cultural differences in the conceptualization of intelligence? Explain.
11. Angad has been a topper in class. He went to the topmost college, where he was neither sensitive to his own self or to others. This led to problems in interpersonal relationships with reference to his condition. Explain the importance of emotional intelligence in his life
12. State the four competencies of intelligence in the Indian tradition.

Case Based Questions

Read the case and answer the questions that follow.

Sadhna is a nine-year-old girl, who has intellectual disability. She has difficulty in feeding and dressing herself but training from her special educators has helped her to deal with the situation. She is loved by her parents, but outside her family, she faces trouble making friends and dealing with social situations. Her parents are always worried about her and her father informs that she needs a moderate level of supervision in daily tasks. Her family understands her needs and what she says but she lacks effective communication skills. It's difficult for her peers to understand her as she lags behind them in communication and language skills. Throughout Sadhna's journey, psychologists and health workers focused on engaging her family in meaningful future planning using a variety of strategies and resources. This included offering ongoing and timely information while assisting the family to understand and connect to resources. The team was also sensitive to the family's priorities and goals and used these to help guide the planning. Through the years the family's needs changed, requiring the school and agencies continuing efforts and strategies to evolve as well.

1. Identify the level of intellectual deficiency that Sadhna is placed at:
 - a. Mild
 - b. Moderate
 - c. Severe
 - d. Profound
2. Which one of the following is not a feature of intellectual deficiency as given by AAMD?
 - a. Person must show significantly subaverage intellectual functioning
 - b. There should be deficit in adaptive behaviour
 - c. Deficits must be observed during the developmental period
 - d. Must show difficulty in doing well at school
3. Individuals with intellectual deficiency have an IQ in the range of:
 - a. 90-109
 - b. 80-89
 - c. 70-79
 - d. Below 70

ASSIGNMENT 2
SELF AND PERSONALITY

Learning Outcomes:

- Describe the concept of self
- Differentiate among aspects of self like self concept, self-efficacy, self esteem and self regulation, etc.
- Define personality
- Describe various approaches to the study of personality
- Enumerate various techniques of personality assessment

Assignment 2- Part1**One Mark Questions**

1. A student who can manage his time well, organize and monitor his behaviour is said to have
 - a. self regulation
 - b. self efficacy
 - c. self esteem
 - d. self confidence
2. Identify the defense mechanism at work giving explanation for the same.
 - a. Sanjay is late to school almost every day. When asked he says his mother doesn't wake him on time. Name the defence mechanism Sahil is using.
 - b. You get really mad at your sister but scream that she's the one mad at you.
 - c. You and your roommate have got into an argument so you stomp off into another room and pout
 - d. Jay has a lot of unconscious hostility toward his father but he acts very affectionate toward him and tells other people that he and his father have a wonderful relationship.
3. You just found a wallet in a dark theatre. Which part of his personality according to Freud would urge you return the wallet ?
4. Arvind's excessive concern with cleanliness and order could indicate a fixation at the _____ stage of psychosexual development.
5. _____ personality is characterised by proneness to depression.

Two Mark Questions

6. How does self efficacy influence behavior?
7. Differentiate between the following
 - a. self esteem and self efficacy
 - b. type and trait approaches of personality.
 - c. regression and fixation
8. What is Bandura's social learning theory?
9. What do you understand by Type-C personality?
10. Explain the interactional approach to understand personality.

Three Mark Questions

11. Discuss the role of unconscious in determining personality.
12. Who was the Greek philosopher who proposed that body fluid influenced personality? What were the categories?
13. Compare Indian and western perspective of self.

Four Mark Questions

14. What is self-regulation? State the different techniques for self control.

15. What are defence mechanisms? Explain repression.

Six Marks Questions

16. "The relative strength of the id, ego and superego determines each person's stability."
Analyse the statement with suitable examples.

Assignment 2- Part 2

One Mark Questions

1. Carl Jung's theory of personality is also known as _____.
2. During psychology you are falling asleep. You know last night you only got three hours of sleep; therefore, you have a valid reason. The person sitting in front of you is sleeping also. You automatically think that they are lazy and really don't care about the class. This is an example of _____ effect.
3. When he was young, Amit's father was consistently promoted at work for his diligence. Amit saw this and learned to be a conscientious worker himself. This fact could most easily provide evidence for whose theory of personality?
 - a. Sigmund Freud
 - b. Albert Bandura
 - c. Abraham Maslow
 - d. Hans Eysenck
4. Someone who feels as though they are not living up to expectations would be described by Adler as having _____.
5. The MMPI is used to measure:
 - a. Unconscious drives
 - b. The Big Five Traits
 - c. Personality and Psychological disorders
 - d. Leadership potential

Two Mark Questions

6. What is social learning?
7. State any two limitations of self report measures.

Three Mark Questions

8. What are projective techniques?
9. How does 'basic anxiety' lead to depression?

Four Mark Questions

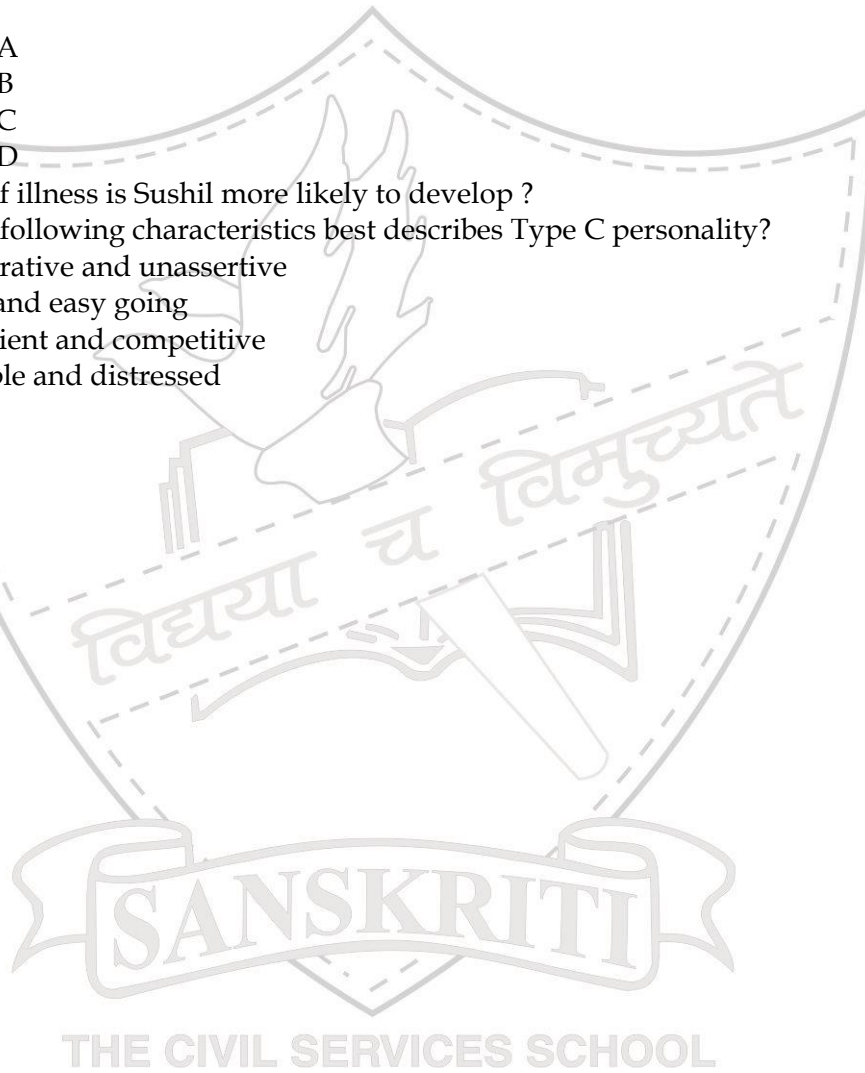
10. What is the behavioral analysis method to assess personality? Explain any one procedure for behavioral analysis in detail.
11. 'Post Freudians broke away from Freud and further developed their own ideas'. Highlight the ideas which can be seen as the major contributions made by Jung and Adler.

Case Based Question

Read the case and answer the questions that follow.

Anurag works for a big law firm in Bangalore. He is often confronted with challenging cases but manages to stay calm and does not stress out about it. He and his colleagues love to go bowling after work, and Anurag is very good at it. Often, he wins, which makes him very happy, but he is just as happy when one of his colleagues take the lead. Sushil, working for the same firm, on the other hand, is very competitive, impatient, does not remain calm and does not take any time off from work.

1. Which type of personality as mentioned by Friedman and Rosenman best describes Anurag?
 - a. Type A
 - b. Type B
 - c. Type C
 - d. Type D
2. Which type of illness is Sushil more likely to develop ?
3. Which of the following characteristics best describes Type C personality?
 - a. cooperative and unassertive
 - b. calm and easy going
 - c. impatient and competitive
 - d. irritable and distressed



ASSIGNMENT 3
MEETING LIFE CHALLENGES

Learning Outcomes:

- Describe the nature, types and sources of stress as life challenges.
- Identify and analyse the effects of stress on psychological functioning and health.
- Describe strategies to cope with stress.
- Explain various stress management techniques.
- Identify the life skills that help people stay healthy
- State the factors that promote positive health and well being.

One Mark Questions

1. The father of research on modern stress is Lazarus. T/F
2. Optimist use a lot of problem- focused coping strategies. True/false
3. Individuals who are able to overcome the effects of stress and trauma and are able to bounce back in the face of adversity are called _____.
4. Stress can affect the _____, which is of major importance in the defence against various infections and cancer.
5. Feelings of anxiety and depression, mood swings, psychological tension show _____ effect of stress.
a) Physiological b) Emotional c) Cognitive d) Behavioural
6. The concept of hardiness consists of 3C's i.e. _____, _____, and _____.
7. _____ is a dynamic, situation specific reaction to stress.
8. _____ are agents causing physical illness.
9. _____ focuses on the links between the mind, the brain and the immune system.
10. Match the following:

T cells	Involved in the fight against both viruses and tumors
B. Natural Killer cells	Produce antibodies
C. T- helper cells	Destroy invaders
D. B cells	Increase immunological activity

11. Personal stresses we endure due to the happenings in our daily lives are called
 - a. Life events
 - b. Traumatic events
 - c. Hassles
 - d. Conflicts
12. Frustration results from _____.
 - a. Incompatibility between two or more needs
 - b. Blocking of needs and motives
 - c. Expecting from oneself and others
 - d. Excessive demands
13. Unhelpful habits such as _____, _____, and _____ make us more vulnerable to stress.
14. _____ is a behaviour or skill that helps to communicate, clearly and confidently, our feeling, needs, wants and thoughts
15. Selye's model has been criticised for

- a. Assigning too big a role to psychological factors
- b. Giving too much importance to perception, personalities, and biological constitutions of people
- c. Assigning a limited role to psychological factors
- d. Assigning a limited role to physiological factors

Two Marks Questions

- 16. Differentiate between the following
 - a. primary and secondary appraisal
 - b. distress and eustress.
- 17. Briefly explain how examination anxiety is characterized by evaluative stress.
- 18. How does Biofeedback help in managing stress?
- 19. What is the essence of stress inoculation training?
- 20. What are environmental stressors? Give any two examples of such stressors.

Three Marks Questions

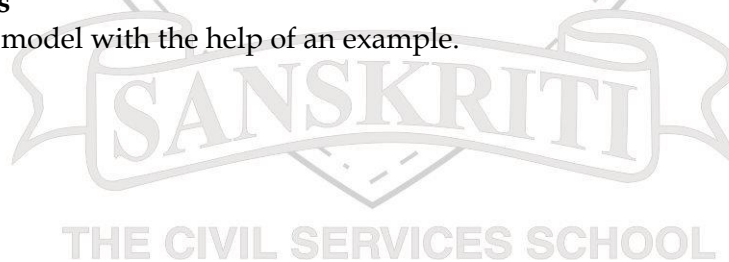
- 21. Your friend is going through teenage stress. Suggest some coping strategies that she can use to cope with the stress she is facing.
- 22. Classify the given coping responses as identified by Endler and Parker giving explanation for the same.
 - a. Working hard to secure admission in a good college.
 - b. Blaming the umpire after losing a match.
 - c. Going to watch a movie just before the onset of examinations.
- 23. Explain how Creative Visualization helps individuals deal with stress.
- 24. Can stress affect our emotions and thinking? Elaborate.
- 25. Identify the unhelpful habits that make us vulnerable to stress.

Four Marks Questions

- 26. "Stresses are often generated in our minds ". Explain this highlighting sources of stress.
- 27. How does stress affect the immune system ?
- 28. Do you think, social support can lead to mental health benefits for both the giver and the receiver? Justify your answer.

Six Marks Questions

- 29. Discuss GAS model with the help of an example.



Case Based Question

Read the case and answer the questions that follow.

Kavya had been a remarkably busy executive lately, climbing the ladder of success. For the last several years she had neglected herself by adopting poor nutritional habits and by sleeping only for a few hours every day. Also, she had also taken to smoking to relieve stress. Although these offered short term relief, in the long run they had had damaging effects on Kavya's health. We can safely say that the overall pattern of decisions and behaviors adopted by Kavya had been detrimental to her health. Now Kavya needs to introduce health promoting behaviors to regain her lost health. Her biggest challenges in her journey of success had been her inability to say no to the innumerable requests from seniors and coworkers and her inability to spend valuable time on doing things that would add value to her life.

1. For the last several years she had neglected herself by adopting poor nutritional habits by sleeping only for a few hours every day and had also taken to smoking to relieve stress.' These behaviors can safely be called:
 - a. health impairing behaviors
 - b. pleasant experiences
 - c. stress
 - d. coping
2. The overall pattern of decisions and behaviors adopted by Kavya can be called:
 - a. life's challenges
 - b. lifestyle
 - c. life skills
 - d. stress management techniques
3. Now Kavya needs to introduce health promoting behaviors to regain lost health.' Which of the following can we include under health promoting behaviors?
 - a. smoking and drinking
 - b. working longer hours and sleeping less
 - c. diet and sleeping
 - d. balanced diet and regular exercise
4. Her biggest challenges in her journey of success had been her inability to say no to the innumerable requests from seniors and coworkers and her inability to spend valuable time on doing things that would add value.' From the statement which of the following life skills would help Kavya adopt positive behaviors to deal effectively with the demands and challenges of everyday life?
 - a. self-care and improving relationships
 - b. time management and rational thinking
 - c. assertiveness and self-care
 - d. assertiveness in time management

ASSIGNMENT 4
PSYCHOLOGICAL DISORDERS

Learning Outcomes:

- Analyse the basic issues in abnormal behaviour and the criteria used to identify such behaviours
- Define abnormal behaviour.
- Trace the history of psychological disorders
- Explain the factors and models of abnormal behaviour
- Describe the major psychological disorders

Assignment 4- Part 1

One Mark Questions

1. Identify the disorder (specific subtype):
Sahil works in a call centre. In spite of knowing his odd hours of returning home, his mother continues to have prolonged, vague and intense fear accompanied by hyper vigilance, showing a kind of anxiety.
2. Neeta keeps counting billboards on her way to work and checks her files several times before she passes it on. She checks the lock of her vehicle several times before she can relax enough to leave the parking area. Her constant checking and counting is most similar to:
a). a panic disorder b). a phobia c). an obsession d). a compulsion
3. Schizophrenia is due to excess activity of _____.
4. DSM is the classification system used in India for diagnosing psychological disorders. T/F

Two Marks Questions

5. Anxiety has been called the “butterflies in the stomach feeling”. At what stage does anxiety become a disorder?
6. How is ICD-10 different from DSM-V?
7. How can Somatic Symptom Disorder be differentiated from Illness Anxiety Disorder?

Three Marks Questions

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. Why are the 17th and 18th centuries known as “Age of Reason & Enlightenment”?

Four Marks Questions

10. What is Diathesis Stress model? Explain with an appropriate example.
11. 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.

Six Marks Questions

12. How do the various psychological models explain the development of psychological disorders?

Assignment 4- Part 2**One Mark Questions**

1. I'm just a puppet, who is manipulated by cosmic strings". This is a statement made by a person suffering from delusion of _____.
2. A person remains motionless and silent for long stretches of time. This state is called _____.
3. An individual having sudden and temporary fluctuations of consciousness that blots out painful experiences is showing signs of _____ disorder.
4. Maya suddenly leaves her home and starts living in another city with a new identity and with no memory for her past. This is a symptom of _____.
5. Children who display age-inappropriate stubbornness, are irritable, defiant and behave in a hostile manner may be suffering from _____.
6. Frequent episodes of out-of-control eating is called _____.

Two Marks Questions

7. Differentiate between Bipolar I and Bipolar II disorders.
8. What do you understand by Specific Learning Difficulty.

Three Marks Questions

9. Explain the symptoms of children with ADHD.
10. What are addictive disorders? Explain any two addictive substances and their effects, which can be characterized as psychological disorders.

Four Marks Questions

11. Describe different types of Dissociative disorders.
12. What is the relation between depression and suicide? what are the major motives and risk factors for suicide? Describe any four symptoms that might be indicative of suicidal tendencies in a person.
13. What are Neuro-developmental disorders? Describe the characteristics of Autism Spectrum Disorders.

Case Based Questions

Read the case and answer the questions that follow.

A 30-year-old woman presents to the office of the psychologist stating that she is troubled by headaches and fatigue. She says that she always feels tired and can't sleep well, often waking up early. She describes her headaches as dull, aching and generalized. These symptoms began about three weeks ago and have been getting worse. She reports a lack of interest in her usual activities. She also reports that she is missing work due to fatigue and inability to concentrate. Although her two children are both in school, she is concerned that she is not spending quality time with them. She is worried that she might have "something bad" because she has difficulty concentrating and is having frequent crying spells. She reports not sleeping well and a loss of appetite, with a weight loss of 10 pounds in the last month

1. What is this patient's most likely diagnosis?
 - a. Bipolar I Disorder
 - b. Generalized Anxiety Disorder (GAD)
 - c. Major Depressive Disorder
 - d. Obsessive-Compulsive Disorder

2. The abnormal activity of the neurotransmitter ____ is implicated in this disorder.
a) dopamine b) serotonin c) GABA d) adrenaline
3. The ____ model would view this disorder as resulting from shirking the responsibility of giving meaning to life.
a. Humanistic
b. Existentialist
c. Cognitive
d. Socio-cultural
4. The following statement is not true of this disorder
a. Heredity is an important risk factor.
b. Age is also a risk factor.
c. Women are particularly at risk during early middle age and men during young adulthood.
d. Women in comparison to men are more likely to report this disorder.



THE CIVIL SERVICES SCHOOL

ASSIGNMENT 5
THERAPEUTIC APPROACHES

Learning Outcomes:

- Describe the basic nature and processes of psychotherapy
- Describe and analyse different types of psychotherapies.
- Distinguish between different approaches of psych therapy
- Explore ways to rehabilitate people with mental disorders

One Mark Questions

1. Rapid breathing technique to create hyperventilation is called Vipasana.(True/False)
2. Total acceptance of client despite of him being rude is called _____
3. Both negative and positive reinforcers strengthen behavior. T/F
4. Tanvi seeks therapeutic help because she feels her life has little meaning. Her therapist asks her to explore who she is as a person and what she really wants frequently reflecting back what she said. Tanvi comes to realize that she has been living her life in terms of her parents' expectations rather than her own needs and values. Her therapist is most likely
 - a. Sigmund Freud
 - b. Carl Rogers
 - c. B.F. Skinner
 - d. Aaron Beck
5. Behaviour therapies based on classical conditioning are used mainly to
 - a. Shape new, more appropriate behaviours.
 - b. Rid people of fears and undesirable behaviour or habits
 - c. Promote development of social skills
 - d. Demonstrate appropriate behaviours.
6. Which of the following individuals would play the most directive role in the therapeutic process?
(a) Watson (b) Rogers (c) Beck (d) Freud

Two Marks Questions

7. What is the nature of the therapeutic relationship between the client and the therapist in Psychodynamic and Behaviour therapies?
8. How is Logotherapy helpful in treating clients?
9. Explain aversive conditioning with the help of an example.
10. What is the difference between positive transference and negative transference?

Three Marks Questions

11. Describe the method of behavioural analysis used by behaviour therapist. Give an example to support your answer.
12. How will you use the method of systematic desensitization to remove phobia of dogs?
13. According to Rogers, what is congruence and how do we achieve it?
14. What are the techniques used in rehabilitation of the mentally ill?

Four Marks Questions

15. During therapy, Rajat shows resentment towards the therapist and starts avoiding therapy sessions. Identify the processes being referred to and explain the modality of treatment in this therapy.
16. A client experiences irrational thoughts that are self defeating in nature. Suggest and explain a suitable therapy that will help him to reduce his distress.

17. 'Therapeutic alliance' is instrumental in bringing about change in the client during therapy. Discuss the statement throwing light on the components and nature of this alliance.

Case Based Questions

Read the case and answer the questions that follow.

Jill, a 32-year-old Afghanistan war veteran, had been experiencing PTSD symptoms for more than five years. She consistently avoided thoughts and images related to witnessing her fellow service members being hit by an improvised explosive device (IED) while driving a combat supply truck. Over the years, Jill became increasingly depressed and began using alcohol on a daily basis to help assuage her PTSD symptoms. She had difficulties in her employment, missing many days of work, and she reported feeling disconnected and numb around her husband and children. Jill had a recurring nightmare of the event in which she was the leader of a convoy and her lead truck broke down. She waved the second truck forward, the truck that hit the IED (the bomb), while she and her fellow service members on the first truck worked feverishly to repair it. Consistent with the traumatic event, her nightmare included images of her and the service members on the first truck smiling and waving at those on the second truck, and the service members on the second truck making fun of the broken truck and their efforts to fix it. During the treatment, she was first assigned worksheets to begin self-monitoring events, her thoughts about these events, and consequent feelings. These worksheets were used to sensitize Jill to how she approached current day events and how she viewed the explosion.

1. Identify the therapeutic approach being used in Jill's treatment.
 - a. Psychodynamic
 - b. Humanistic
 - c. Behavioural
 - d. Cognitive
2. Name the psychologist who came up with this therapy.
 - a. Freud
 - b. Bandura
 - c. Rogers
 - d. Aaron Beck
3. What is the central thesis of this approach?
4. One of the thoughts Jill recorded related to the explosion was, "I should have had them wait and not had them go on." She recorded her related feeling to be guilt. Label the parts of this distorted perception using the ABC Analysis approach

ASSIGNMENT 6
ATTITUDE AND SOCIAL COGNITION

Learning Outcomes:

- Define attitudes and describe how they are formed and changed.
- Distinguish between stereotypes, prejudice and discrimination.
- Describe how prejudices are developed and list strategies to handle prejudices.
- Analyse how people interpret and explain the behaviour of others.
- Describe how the presence of others influences our behaviour.
- Explain why people help or do not help others in distress.
- Define pro-social behaviour and describe factors affecting it.

One Mark Questions

1. Cognitive dissonance helps to explain shifts in attitude. T/F
2. You don't like dogs. Your neighbor likes dogs. But you don't like your neighbour. The triad is imbalanced. T/F
3. The information presented first has a stronger effect than the information presented at the end is called _____.
4. Schemas that function in the form of categories are called _____.
5. Tendency of the people to give greater weightage to dispositional factors is called _____.

Two Marks Questions

6. How does 'kernel of truth' lead to development of prejudice?
7. Attitudes have functional value. Explain.
8. How do the characteristics of the target affect attitude change?

Three Marks Questions

9. Highlight the importance of schemas in social cognition.
10. Prejudice can exist without discrimination. Comment.
11. "Pro-social behavior is expressed when the situation activates certain norms". Explain.
12. Differentiate among attitudes, values and beliefs.
13. Differentiate between primacy effect and halo effect stating examples.

Four Marks Questions

14. Is behaviour always a reflection of one's attitude? Analyse.
15. 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.
16. Discuss the relationship among various components of attitude with the help of an example.

Six Marks Question

17. 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?
18. Though attitudes are relatively stable, they undergo change. Explain the process involved in attitude change.

Case Based Questions

Read the case and answer the questions that follow.

In a world where animals have no intention of eating each other, a little bunny named Judy Hopps who grew up on a farm leaves her family to pursue her dreams of being the first bunny cop in Zootopia.

Judy is tiny compared to the other recruits at the Zootopia Police Academy and faces difficulties managing the obstacle courses run by the drill sergeant. But through sheer determination, and by using her wits, Judy makes it to graduation as valedictorian (best student award). Zootopia Mayor Lionheart oversees the ceremony and Assistant Mayor Bellwether, a sheep, formally congratulates Judy as the first bunny police officer, saying it's a big day for all small animals. She is assigned to Precinct 1 in the heart of Zootopia.

She's all too excited for her first day. She gets up bright and early and makes it to the police station where she is directed to roll-call by the pudgy desk sergeant, a cheetah named Benjamin Clawhauser. All the other officers (elephants, rhinos, hippos, and bears) tower over Judy. Police Chief Bogo calls them to order and explains their first priority is handling the case of fourteen missing animals; all predators. Bogo divides everyone into teams to pursue this but assigns Judy to parking duty. Parking duty is issuing tickets to those who do traffic violations. It is usually done by traffic police.

1. Identify the psychological phenomenon involved in Chief Bogo assigning parking duty to the best student of the Police Academy instead of the case that everyone else is involved in?
2. If Judy were to stop trying to excel as a police officer and only do traffic duty from now on, it would be an example of
 - a. scapegoating
 - b. kernel of truth
 - c. obedience
 - d. self-fulfilling prophecy
3. State the cognitive and behavioural components of Chief Bogo's attitude toward Judy.



ASSIGNMENT 7
SOCIAL INFLUENCE AND GROUP PROCESSES

Learning Outcomes:

- Describe the nature, types of groups and how they are formed
- Analyse the influence of group on individual behaviour
- Describe the process of cooperation and competition
- Reflect on the importance of social identity.
- Evaluate the nature of intergroup conflict and enumerate conflict resolution strategies

One Mark Questions

1. A collection of people around a roadside performer is an example of:
(a) Group (b) crowd (c) mob (d) audience
2. Socially defined expectations that individuals in a given situation are expected to fulfill are called _____.
3. According to Kelman, Influence process based on identity seeking is called internalization.
T/F
4. _____ is the tendency to link positive qualities with other positive qualities about which information is not available.
5. Groups in which members are mutually accountable for their activities are called _____.
6. 'In the Minds of Men' was written by _____.

Two Marks Questions

7. Distinguish between the following:
 - a. Mob and crowd
 - b. Group and team
 - c. Primary and secondary group
 - d. Informational and normative influence
 - e. Cooperative and competitive group

Three Marks Questions

8. Give one incident of social loafing in school. Why does it happen? Give any two ways of reducing social loafing.
9. Extreme cohesiveness within a group can become malfunctioning'. Explain

Four Marks Questions

10. Differentiate between group think and group polarization. Suggest any four ways to prevent or counteract group think.
11. Explain Milgram's study on obedience. Also state the reasons for obedience.
12. Differentiate between conformity and compliance. Illustrate with examples the techniques one uses to make another person comply.

Six Marks Questions

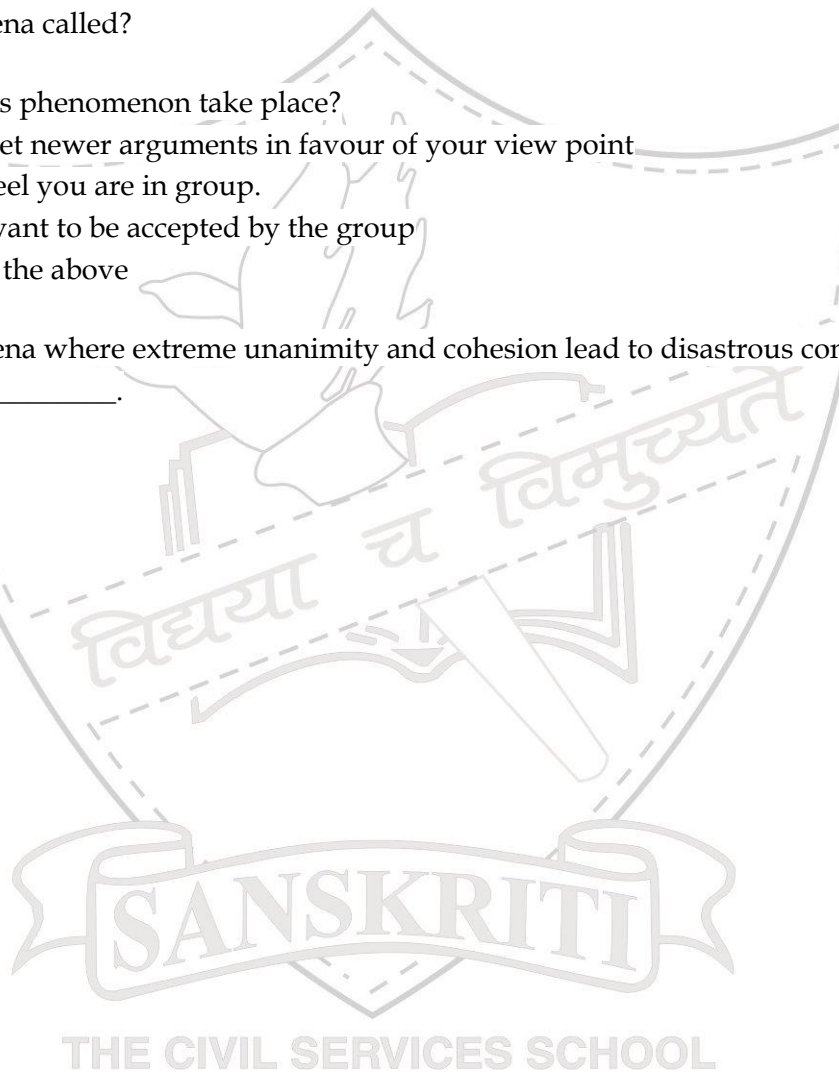
13. Group conflicts occur in all societies and give impetus to a series of social and cognitive processes." Discuss the statement. Also discuss any four strategies to deal with these conflicts.

Case Based Questions

Read the case and answer the questions that follow.

While there are many factors that led to the Holocaust, group holocaust is said to be among the most notable ones. Hitler used media to propagate hate speech which eventually led to the formation of many extremist groups. In its full potential, these extremist groups were capable of carrying out the most inhumane actions, something a single individual would not be able to do alone. This is why media plays an important role in propagating ideas during war-times.

1. In its full potential, these extremist groups were capable of carrying out the most inhumane actions, something a single individual would not be able to do alone. What is this phenomena called?
2. Why does this phenomenon take place?
 - a. You get newer arguments in favour of your view point
 - b. You feel you are in group.
 - c. You want to be accepted by the group
 - d. All of the above
3. The phenomena where extreme unanimity and cohesion lead to disastrous consequences is called _____.



ASSIGNMENT 8
PSYCHOLOGY AND LIFE

Learning Outcomes:

- Describe how psychology can be applied to common problems in our lives.
- State the relationship between human beings and the environment.
- Analyse how pro environmental behaviour helps to deal with environmental stressors
- Interpret the causes and consequences of social problems from a psychological perspective
- Identify the strategies to deal with poverty, aggression and health hazards.

One Mark Questions

1. It has been found that frustrated people show more aggression as compared to non-frustrated people. When this aggression is shown towards a weaker person, who is unlikely to react to the aggression, then this phenomenon is called:
(a) Catharsis (b) Frustration-Aggression Hypothesis
(c) Displacement (d) Hostile Aggression
2. The perspective which refers to the view of the environment as something to be respected and valued rather than exploited is _____ perspective.
3. The shortage of resources which are necessary for living refers to _____.
4. Forceful destructive behavior towards another person or object is described as _____.
5. When you are interacting with a close friend or relative, you maintain a distance of about 18 inches to 4 feet. This distance is called _____.

Two Marks Questions

6. Differentiate between deprivation and social disadvantage.
7. What is Behaviour Medicine?
8. 'Culture of poverty is also a cause of poverty'. Explain.
9. Distinguish between 'instrumental aggression and hostile aggression'.

Three Marks Questions

10. Your region has just witnessed a natural disaster. What would be its emotional impact on the people?
11. "Individuals differ in the degree to which they show negative effects of crowding". Explain the statement in the context of competition tolerance.
12. 'Poverty begets poverty.' Explain.
13. You are preparing for an important exam and there is noisy celebration in your neighbourhood. What characteristics of the noise will affect your preparation?

Four Marks Questions

14. Why is the concept of personal space important for human beings?
15. Differentiate between poverty and deprivation. Explain the major psychological consequences of poverty and deprivation.
16. Describe the situational factors leading to aggression. Also explain the strategies for reducing aggression.
17. Discuss the psychological impact of television viewing on human behaviour. How can its adverse consequences be reduced? Explain.

ASSIGNMENT 9
DEVELOPING PSYCHOLOGICAL SKILLS

Learning Outcomes:

Describe the need to develop skills among psychologists

Describe the basic aspects of observational skills

Enumerates the importance of psychological testing skills in individual assessment.

Explain the significance of developing communication skills

Explain the nature and process of counseling.

Identify the competencies and skills needed by psychologists in specific settings.

One Mark Questions

1. Match the following (1x4)

Would you like to join us for lunch?	Leading question
Don't you think you are biased towards this team?	Bipolar question
Why were you not satisfied with your last job?	Closed ended question
How satisfied were you with your last job? (very, somewhat, little)	Open ended question

2. Communicating with oneself is called _____.
3. Sympathy is showing compassion and pity towards the clients. T/F
4. When we put an idea into a message form, we call it _____

Two Marks Questions

5. To be an effective counsellor, professional training is mandatory. Do you agree with this statement? Justify.
6. Why does the interviewer prepare a 'schedule' for the purpose of an interview?
7. How does paraphrasing help in the process of counseling?
8. State any 2 skills needed for psychological assessment by a counsellor or a psychologist.

Three Marks Questions

9. How does understanding of body language help in effective communication?
10. How does culture influence the experience of counselling?
11. "Hearing and Listening are not the same". Justify your answer.
12. Describe the 3 stages of an interview.

Four Marks Questions

13. What are the observational skills required to be an effective psychologist?
14. Explain "positive regard for others" / 'authenticity' as a quality of an effective counselor.

Psychology (037)
Academic Session- 2021-2022
Psychology
Class- XII
QUESTION PAPER DESIGN

Section No	Types of questions	Marks for each question	Question Numbers	No. of questions	Total marks
I	OBJECTIVE	1	1-14	14	14
II	CASE BASED	3 + 4	15 & 16	2	7
III	VERY SHORT ANSWER	2	17-22	6	12
IV	SHORT ANSWER - I	3	23-25	3	9
V	SHORT ANSWER - II	4	26-29	4	16
VI	LONG ANSWER	6	30-31	2	12
	Total			31	70



Sample Paper- 1
Academic Session- 2021-2022
Psychology
Class- XII

Time – 3 Hours

Max Marks – 70

GENERAL INSTRUCTIONS

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- Question No. 30 and 31 in Section VI are long answer type questions carrying 6 marks each. Answer to each question should not exceed 200 words.

SECTION I (1Mark x14Questions)

- Q1) _____ refer to distinctiveness and variations in characteristics and behaviour patterns.
- Q2) Which approach of intelligence focuses on how we use intelligence rather than its structure?
- Q3) The concept of mental age was given by
- a) Binet-Simon
 - b) William Stern
 - c) Wechsler
 - d) Terman
- Q4) The notion of self-regulation is based on Bandura's social learning theory. True/ False.
- Q5) The overall pattern of regularly occurring behaviour is called _____.
- Q6A) The structure of self is modifiable. True/False.

OR

- Q6B) Gaurvav dislikes Abhinav a lot but treats him in an excessively friendly manner. Which defence mechanism would that be?
- Q7) Self as a subject is
- a) Doer
 - b) Receiver
- Q8) Eustress has the potential of turning into _____.
- Q9) _____ increase immunological activities.
- a) Tcells
 - b) T helper cells
 - c) Bcells
- Q10) Normality means conforming to social norms. True/False.

Q11A) Schizophrenia is due to the excess activity of _____ neurotransmitter.

OR

Q11B) Who insisted that witches were mentally disturbed and required medical and not theological treatment?

Q12A) _____ brought the concept of self in psychotherapy.

- a) Victor Frankl
- b) Carl Rogers
- c) Albert Ellis

OR

Q12B) Match the following

- | | |
|-------------------|---------------|
| 1) SKY | a) OCD |
| 2) Kundalini yoga | b) Insomnia |
| 3) Vipasna | c) PTSD |
| 4) Yoga | d) Depression |

Q13) _____ attitudes that contain a should or ought aspect.

Q14) Rohan and Mohit, both like playing football. They have formed a group due to

- a) Proximity
- b) Similarity
- c) Common motive

SECTION II

Q15) Read the case and answer the questions that follow (1Mark x3Questions=3M)

Poonam is a 24-year-old female, who visited a therapist with complaints of joint pain, low back pain without any injury, cannot sleep at night, feels restless, constantly worries about her performance in college, her family, her mother who is suffering from cancer and her own future. At night, she has throbbing headache sometimes and has difficulty in concentrating and cannot finish her assignments on time. She is unable to relax and remains tense all the time.

Q15 (i) Poonam is experiencing the symptoms of which disorder?

Q15 (ii) Which statement best relates to apprehension about future?

- a) Throbbing headache
- b) Constantly worrying
- c) Joint pains

Q15 (iii) Is her fear attached to a particular object? Yes/No

Q16 A) Read the case and answer the questions that follow. (1Mark x4 Questions =4M)

John received an email from his office. John always thought he was putting in his best and was a good worker. But he was surprised to see the mail in which his boss had given him a below average rating in many areas. John was very disturbed and worried. He decided to meet the boss. The boss guided him well about his weaker areas. Taking the suggestions from him, John joined a computer course. He scheduled his routine by allocating time to different activities. He also took advice from his seniors and practiced the required skills to improve his performance. Ultimately, he started to feel more confident about his abilities.

Q16A (i) Which coping strategy did John use?

- a) Problem focused
- b) Emotion focused.

Q16A (ii) Identifying the source of stress is very important in

- a) Problem focused coping
- b) Emotion focused coping.

Q16 A (iii) If the situation was beyond John's control, which coping strategy he would have used?

- a) Emotion focused.
- b) Problem focused

Q16 A (iv) Due to the coping strategy used by John, was he constantly distracted from reality?

Yes/ No

OR

Q16 B) Read the case and answer the questions that follow. (1Mark x 4 Questions =4M)

Sheeba works in a corporate office. She is going through a lot of stress and is unable to maintain balance between work and home. She does not want to go to work and her confidence level is going down. She has begun to believe that she is neither a good worker nor a homemaker. She understands that people take advantage of her and some colleagues always ask her to do some of their work. She finds it extremely difficult to say no as she thinks it will make her lose her friends.

Q16 B (i) Name the life skill Sheeba needs to develop.

Q16B (ii) If Sheeba did not develop that life skill, which all areas would be affected?

- a) Physical health
- b) Mental peace
- c) Self esteem
- d) all of the above.

Q16B (iii) Sheeba's inability to say no is because of

- a) Being realistic
- b) Unable to express emotions
- c) Perfectionism

Q16B (iv) By developing this life skill, Sheebawould be able to state her opinion by being a lot more self-conscious. True/False

SECTION III (2Marks x6Questions)

Q17A) Explain the kind of stress caused by social pressures.

OR

Q17 B) What are behavioural effects of stress?

Q18) What is tangible support?

Q19) Distinguish between obsessive and compulsive behaviour.

Q20) How does cognitive model explain psychological disorders?

Q21) What is the goal of logotherapy ?

Q22) Mention the characteristics which differentiate an audience from a group.

SECTION IV (3Marks x3 Questions)

Q23A) Define Aptitude. Discuss the different forms of aptitude tests.

OR

Q23B) Briefly discuss the components of PASS model of intelligence.

Q24) How do Horney and Adler differ in their explanation of depression?

Q25) Ravi has a negative attitude towards a political party. His best friend Vinay is the president of that party and also wants Ravi to join that party. Identify the POX in the above situation. Also mention only one situation about how balance can be achieved?

SECTION V (4Marks x 4 Questions)

Q26 A) Explain the different types of delusions experienced by people with schizophrenia.

OR

Q26B) Discuss the main features of ADHD.

Q27) A student is very anxious and wants to quit school after he failed an exam. Taking into account the Rational Emotive Therapy, identify the ABC components in the above situation. Also mention the goal of this therapy.

Q28) How are attitudes learnt? (Any 4 points)

Q29) What is social loafing? Why does it occur?

SECTION VI (6Marks x2 Questions)

Q30 A) Discuss the concept of intelligence in the Indian tradition.

OR

Q30B) Briefly discuss the eight types of intelligence given by Howard Gardner.

Q31A) a) Give any 3 features of projective techniques.

b) Explain any one projective technique to assess personality.

OR

Q31B) Discuss the Humanistic approach to personality.

Sample Paper- 2
Academic Session 2021-22
Subject – Psychology
Class – XII

Time : 3 hours

MM – 70

General Instructions

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- All questions are compulsory except where internal choice has been given.
- Answers should be brief and to the point. Marks for each question are indicated against it.
- Question No **1- 14** in **Section I** are objective type questions carrying 1 mark each. You are expected to answer them as directed.
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- Question No. **30 and 31** in **Section VI** are long answer type questions carrying 6 marks each. Answers to each question should not exceed 200 words..
- This paper has 8 printed sides.

SECTION I

- Q1. The procedure to monitor and reduce the physiological aspects of stress by providing feedback about current physiological activity is called _____. 1
- a. Biofeedback
 - b. Cognitive behaviour technique
 - c. Creative visualization
 - d. Problem focused coping
- Q2 A) A student blames his friends for his poor performance rather than devoting time towards studying. He is said to be using: 1
- a. Problem focused coping
 - b. Emotion focused coping
 - c. Task oriented strategy
 - d. Avoidance oriented strategy

OR

- Q2 B) Sanjana is in class IX. She feels that she must always come first in examinations and whatever competition she participates in. She also strongly feels that all tasks must be completed perfectly by her without any error. Identify the kind of psychological stress being experienced by her? 1
- a. Social Pressure
 - b. Internal Pressure
 - c. Frustration
 - d. Conflict

- Q3 A) Which of the following statement does not apply to Creativity? 1
- Individuals vary in terms of their creativity and may be operating a different levels.
 - Creativity involves modifying earlier perspectives or putting old things to new use.
 - Limits of the creative potential are set by heredity and further expression is influenced by environmental opportunities.
 - To be creative, a person should possess superior level of intelligence.

OR

- Q3 B) Ashna is a 13 year old girl who has an IQ of 80. Problem solving new situations can sometimes be stressful for her. She also Lacks confidence in new situations. Identify based on her IQ, the descriptive label: 1
- Boderline
 - Average
 - Low average
 - Intellectually deficient

- Q4. People of collectivist culture are more likely than people of individualistic cultures to engage in which of the following behaviors? 1
- Focusing on internal self attributes
 - Being clear and direct in self expression
 - Defining the self in relation to others
 - Developing a large circle of friends

- Q5. Hippocrates proposed a typology of personality based on _____. 1

- Q6 A) Kiran loves to have aerated drinks and drinks 4-5 glasses every day. Being aware of its ill effects, she promised herself that she would buy an expensive book for herself that she has been wanting for long, if she managed to restrain herself from the bad habit for a month. Name the technique of self-control that Kiran is displaying here? 1

OR

- Q6B) Rohit lacks motivation in life and has an overly complacent attitude. He remains relaxed and deals patiently with others. Which type of personality does Ronit have according to Friedman and Rosenman? 1

- Q7. Low activity of neurotransmitter gamma aminobutyric acid leads to 1
- Depression
 - Anxiety
 - Schizophrenia
 - Bipolar disorder

- Q8. _____ is a person who is believed to have contact with supernatural forces and is the medium through which spirits communicate with human beings. 1

- Q9. Amay is committed to elders, recognizes others perspectives and is concerned about others. According to the Indian perspective of intelligence he is high in _____ competency. 1
- Q10 A) Anila, 27 years old, is often nervous and can be seen wringing her hands, crossing and uncrossing her legs repeatedly and often playing with her strands of hair. Her arguments at work and with family members have also increased in the last few months and she continues to feel nervous throughout the day as if expecting something to happen. Just the sound of doorbell and phone makes her heart beat fast and her breathing becomes rapid. She had started to isolate herself from people when she finally decided to see a psychologist. Anila is suffering from _____ disorder. 1
- OR
- Q10B) Rishi was a footballer. One day his team lost the match because of a foul that he made. Since then he is unable to walk or run. Doctors at the hospital found no physiological cause for his inability to walk. Rishi is suffering from _____ disorder. 1
- Q11A) When an individual changes in a direction opposite to the existing attitude, it is called incongruent attitude change. (True/ False) 1
- OR
- Q11B) Values refer to the cognitive component of attitudes, and form the ground on which attitudes stand, like belief in the Supreme Being. (True/ False) 1
- Q12. In rural area of Uttar Pradesh, Harish was found to be involved in a robbery and stole almost 10 lakh rupees from Morari's house who had saved it for his wife's surgery. The whole village decided that he should be hung to death for committing such crime. This would be a perfect example of which phenomenon ? 1
- Obedience
 - Punishment
 - Group Polarization
 - Group Think
- Q13. _____ is a cluster of ideas regarding the characteristics of a specific group. 1
- Prejudice
 - Discrimination
 - Scapegoating
 - Stereotype
- Q14. One becomes a group the moment people come together. (True/False). 1

SECTION II

- Q15A) Read the case below and answer questions that follow. 1x3
- Aashim, a 6 year old first grader, was brought to a psychological clinic by his parents because he hated going to school and because his teacher had told

them that his showing off was disrupting the class. After initial interview and assessment, a four phase program of therapy was undertaken: (1) The parents were helped to discriminate between showing-off behaviour and appropriate behaviour on Aashim's part. (2) The parents were instructed to show loss of interest and attention when Aashim engaged in showing off behaviour, while continuing to show their approval of appropriate behaviour. (3) Aashim's teacher was instructed to ignore him when he engaged in showing-off behaviour and to devote her attention to him at those times when he was behaving appropriately. (4) Aashim's parents knew he loved video games. They decided that for every time Aashim showed appropriate behaviour, he would receive a point. For every fifteen points Aashim earned from having good behavior, he could choose to be rewarded with two minutes extra video game time or to put Rs 50 towards a new video game. Tommy understood when he did not listen points would be taken away, as well as his regular privileges. After having one month of good behaviors, with enough "money" in the bank, Tommy could be eligible to get a new video game. Although Aashim's showing off in class increased during the first few days, it diminished markedly after his parents and teachers no longer reinforced it. As his maladaptive behaviour diminished, he was better accepted by his classmates, which, in turn, helped reinforce more appropriate behaviour patterns and change his negative attitude towards school.

- i) Which type of therapy is being used to treat Aashim?
- Behaviour therapy
 - Cognitive therapy
 - Humanistic Therapy
 - Psychodynamic therapy
- ii) Name the specific reinforcement technique which the teacher was instructed to practice on Billy.
- Positive Reinforcement
 - Negative Reinforcement
 - Differential Reinforcement
 - Vicarious Learning
- iii) Identify the specific technique being used by parents in phase four.

OR

- Q15B) Read the case below and answer questions that follow
- Nausheen, a 32-year-old Afghanistan war veteran, had been experiencing PTSD symptoms for more than five years. She consistently avoided thoughts and images related to witnessing her fellow service members being hit by an improvised explosive device (IED) while driving a combat supply truck. Over the years, Nausheen became increasingly depressed and began using alcohol on a daily basis to help assuage her PTSD symptoms. She had difficulties in her employment, missing many days of work, and she reported feeling disconnected and numb around her husband and children.

1x3

Nausheen had a recurring nightmare of the event in which she was the leader of a convoy and her lead truck broke down. She waved the second truck

forward, the truck that hit the IED (the bomb), while she and her fellow service members on the first truck worked feverishly to repair it. Consistent with the traumatic event, her nightmare included images of her and the service members on the first truck smiling and waving at those on the second truck, and the service members on the second truck making fun of the broken truck and their efforts to fix it

During the treatment, she was first assigned worksheets to begin self-monitoring events, her thoughts about these events, and consequent feelings. These worksheets were used to sensitize Jill to how she approached current day events and how she viewed the explosion.

i) Identify the therapeutic approach being used in Nausheen's treatment.

- a. Cognitive Approach
- b. Behavioural Approach
- c. Humanistic Approach
- d. Psychodynamic Approach

ii) Name the psychologist who came up with this therapy.

- a. Carl Rogers
- b. Aaron Beck
- c. Wolpe
- d. Freud

iii) What is the central thesis of this approach?

Q16) Read the case below and answer questions that follow

1x4

In a world where animals have no intention of eating each other, a little bunny named Judy Hopps who grew up on a farm leaves her family to pursue her dreams of being the first bunny cop in Zootopia.

Judy is tiny compared to the other recruits at the Zootopia Police Academy and faces difficulties managing the obstacle courses run by the drill sergeant. But through sheer determination, and by using her wits, Judy makes it to graduation as valedictorian (best student award). Zootopia Mayor Lionheart oversees the ceremony and Assistant Mayor Bellwether, a sheep, formally congratulates Judy as the first bunny police officer, saying it's a big day for all small animals. She is assigned to Precinct 1 in the heart of Zootopia.

She's all too excited for her first day. She gets up bright and early and makes it to the police station where she is directed to roll-call by the pudgy desk sergeant, a cheetah named Benjamin Clawhauser. All the other officers (elephants, rhinos, hippos, and bears) tower over Judy. Police Chief Bogo calls them to order and explains their first priority is handling the case of fourteen missing animals; all predators. Bogo divides everyone into teams to pursue this but assigns Judy to parking duty. Parking duty is issuing tickets to those who do traffic violations. It is usually done by traffic police.

- i) Identify the psychological phenomenon involved in Chief Bogo assigning parking duty to the best student of the Police Academy instead of the case that everyone else is involved in.
- ii) If Judy were to stop trying to excel as a police officer and only do traffic duty from now on, it would be an example of _____.
 a. scapegoating
 b. kernel of truth
 c. obedience
 d. self-fulfilling prophecy
- iii) State the behavioural components of Chief Bogo's attitude toward Judy.
- iv) Identify the cognitive component of Chief Bogo's attitude toward Judy.
 a. race
 b. size
 c. gender
 d. weight

SECTION III

- Q17) Differentiate between simple and complex attitudes 2
- Q18A) How are primary groups different from secondary groups? 2

OR

- Q18 B) What do you understand by bandwagon effect? 2
- Q19) Analyse the chief benefit of Vipasana or mindfulness-based meditation on clients. 2
- Q20) Ridhima has an extreme phobia of rats. Explain this phobia from social learning and psychodynamic perspective. 2
- Q21 A) What are core schemas? 2

OR

- Q21 B) What do you understand by 'Existential Anxiety'? 2
- Q22) How can perfectionism be a contributor to increase in stress levels of an individual? 2

SECTION IV

- Q23) You are looking for a manager for your company and Rashmit seems perfect fit for the job as she can control and regulate her emotions while dealing with self and others. Identify and explain the type of intelligence displayed by Rashmit. 3

- Q24 What is group think? Suggest any four ways to prevent or counteract group think. 3
A)

OR

- Q24B) "All of us are members of some groups". Discuss what motivates people to join groups. 3
Q25) Peter the topper of the class, has the ability to think analytically and critically. Which type of intelligence is he high on, according to Sternberg's theory? How does the same theory help us to understand intelligence? 3

SECTION V

- Q26) Rajan is 13 years old and in his first year at the local high school. He has been suspended twice in the last term for fighting because he would not hand over a knife to a teacher. He is also very rude to the teachers. His mother says he hates school and has been found terrorising his younger sister while her parents were away. Identify the category of disorders and the specific disorder. What are the features of this disorder? 4
Q27 A) Distinguish between giftedness and talent. State any four characteristics of gifted children. Can giftedness be equated to academic excellence? How can gifted children be identified? 4

OR

- Q27B) "Any intellectual activity involves interdependent functioning of three neurological systems". Explain with reference to relevant theory of intelligence. 4
Q28) Jaya likes Tata tea whereas her husband does not hold a positive view towards this brand of tea. Explain how balance can be created using Fritz Heider model of balance theory. Use diagram to support your answer. 4
Q29) Discuss the cognitive and behavioral aspects of self. 4

SECTION VI

- Q30A) How, according to Freud, does the ego deal with anxiety? Elaborate with examples. 6
Q30 B) What do you understand by personality? Explain assessment of personality using behavioural analysis. 6
Q31A) Define stress. Is all stress bad or destructive? Explain the effect of stress on psychological functioning of an individual. 6

OR

- Q31B) What happens to the body when stress is prolonged? Explain with respect to the model proposed by H. Selye. Why has the model been criticized? 6

Academic Session: 2020-21
Pre-Board I Examination
Subject - Psychology
Class - XII

Time : 3 hours

MM - 70

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SECTION I

Q1. Anirudh is very smart at solving the problems he encounters. Each time he is in trouble, he thinks of similar problems he had faced in the past and uses his experience to solve present problems. Anirudh is using _____ type of intelligence. 1

Q2 A) Maria is beginning a new assignment at work under a new boss. The assignment is a real challenge, and she is trying to figure out strategies for managing it. This process is called: 1

- (a) the general adaptation syndrome
- (b) biofeedback
- (c) cognitive appraisal
- (d) external defences

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OR

Q2 B) Which important factor in stress did Hans Selye not consider? 1

- (a) the role of hormones in mobilizing the body's defences
- (b) the subjective interpretation of a stressor
- (c) the length of exposure to a stressor
- (d) the body's vulnerability to new stressors during the resistance stage

Q3 A) Anxiety serves no useful function. T/F 1

OR

- Q3 B) Dissociative disorders are psychological in origin. T/F 1
- Q4. According to the DSM-5, which of the following is an anxiety disorder? 1
- (a) Obsessive-compulsive disorder
 - (b) Conversion disorder
 - (c) Post- traumatic stress disorder
 - (d) Panic disorder
- Q5. Varanya is unable to move her right arm. She has been to various physicians seeking a cure but none have been able to find any physiological reason for her problem. Varanya may be suffering from 1
- (a) OCD
 - (b) illness anxiety disorder
 - (c) conversion disorder
 - (d) GAD
- Q6 A) All of the following methods of treatment are or may be based on classical conditioning principles EXCEPT 1
- (a) implosive therapy
 - (b) token economy
 - (c) systematic desensitization
 - (d) aversion therapy
- OR
- Q6B) Which process involves breathing techniques to induce hyperventilation? 1
- (a) Sudarshan Kriya Yoga
 - (b) Vipasana Meditation
 - (c) Kundalini Yoga
 - (d) Pranayam
- Q7. At his last appointment with his therapist Yash explained that since he lost his job he has felt completely worthless and depressed. Which of the following statements would a Humanistic therapist be most likely to say 1
- (a) "Tell me about your recent dreams"
 - (b) "You will be doing three activities this week that you would enjoy"
 - (c) "What is your earliest childhood memory?"
 - (d) "So, you are feeling very down"
- Q8. When group polarization occurs following group discussion, the group will decide to take greater risk 1
- (a) If member were leaning in a cautious direction to begin with.
 - (b) If member were leaning in a risky direction to begin with.
 - (c) If member were leaning in different directions to begin with.
 - (d) Regardless of the initial position of the members
- Q9. Imagine you are working on a political campaign and have been invited to join the candidate's inner circle strategy meeting. Read the strategy given 1

below and identify which component of the candidate's attitude is being targeted for change?

"This crowd is already behind you. You don't have to alter their opinions. On any issue. Get into action to convince them to contribute to the campaign. I want them lining up to give money".

- Q10 1
A) Ananta became a member of the prestigious and exclusive young achievers club of her college. This gave her a sense of power and recognition. Identify her reason for joining this group.
- Security
 - Status
 - Goal achievement
 - Provide knowledge and information

OR

- Q10B) 1
Residents of Agnipath Housing Complex lived harmoniously with the members of the neighbouring complex. However recent events of noisy late-night parties forced them to send a note to their neighbours warning them of severe consequences if this continued. Identify the type of groups from the given scenario.
- Ingroup and Outgroup
 - Formal Group and Informal group
 - Primary Group and secondary Group
 - Formal and Primary group

- Q11A) 1
_____ is a tendency to assign causes to people's behaviour shown in a specific situation.

OR

- Q11B) 1
Over generalised and unverified notions about a particular group is called _____.

- Q12. 1
Lalit works for a big law firm in Mumbai. He is often confronted with challenging cases but manages to stay calm and does not stress out about it. He and his colleagues love to go bowling after work, and Lalit is very good at it. Often, he wins, which makes him very happy, but he is just as happy when one of his colleagues takes the lead. Which type of personality best describes Lalit?

(a) Type A (b) Type B (c) Type C (d) Type D

- Q13. 1
The counsellor told Ali's parents that people are happiest and perform their best when their personal traits and characteristics match the work they do. Ali's parents approach the counsellor for career guidance. His counsellor is most likely to use the _____ test.
- Minnesota Multiphasic Personality Inventory
 - Nomination
 - Sixteen Personality Factor Questionnaire

d. Draw a person test

- Q14. Karen Horney said that psychological disorders were caused by disturbed interpersonal relationships during adolescence. True/False 1

SECTION II

- Q15A) Read the case below and answer questions that follow. 1x3

Jerry's naturalist interests were immediately apparent in the first week of school. He chose a classroom book on insects as an independent reading choice and excitedly shared the contents with classmates and Mrs. J. As the teacher pre-assessed Jerry by questioning him, the depth of his knowledge was evident. Jerry had an extensive knowledge about butterflies in particular, knowing their structures, species, and survival needs. Whenever a "bug" arrived at school, Jerry either knew the name or looked it up to inform the class. He would find the other animals of the food web that interacted with the animal. On formal assessment, it was concluded that Jerry is gifted.

- i) On the basis of this information, Jerry's IQ score
 - (a) cannot be predicted
 - (b) is a common score
 - (c) is probably 120+
 - (d) is probably 130+
- ii) Which of these can be used on their own to conclude that Jerry is gifted?
 - a) His IQ scores
 - b) His grades and portfolios
 - c) His teacher's observations and ratings
 - d) None of the above
- iii) According to teachers, giftedness is a combination of **high**:
 - (a) Commitment, confidence, control
 - (b) Ability, control, creativity
 - (c) Commitment, creativity, ability
 - (d) Control, commitment, creativity

OR

- Q15B) Read the case below and answer questions that follow 1x3

G is a first-grade student who demonstrated significant difficulty in early literacy skills and auditory processing. He was not able to segment a simple word to write the sounds he heard without assistance. G was receiving Academic Intervention Support services in reading and math (three 30-minute group sessions per week in each subject), as well as speech/language (three 30-minute sessions per week: two individual and one group) in school.

G's mother reported that he would often leave out articles when speaking and often confuse the order of words in sentences. Her concerns were that G "is

below level in reading and math and has trouble with comprehension." Mom also stated, "G is easily frustrated, anxious and very emotional – lots of tantrums".

- i) Which method would help us formally diagnose G?
 - (a) Clinical Interview
 - (b) Psychological Test
 - (c) Self Report Measure
 - (d) Observation
- ii) Which model of Intelligence could help in adequately understanding G's abilities?
 - (a) Spearman's Two Factor Theory
 - (b) Gardner's Theory of Multiple Intelligence
 - (c) Sternberg's Triarchic Theory of Intelligence
 - (d) Das, Naglieri & Kirby's PASS Model of Intelligence
- iii) On the basis of this information, G's IQ score:
 - (a) Cannot be predicted
 - (b) Is a common score
 - (c) Is probably below 100
 - (d) Is probably below 70

Q16) Read the case below and answer questions that follow

1x4

Anandita lurches across her bed to switch off the alarm clock as it rings obnoxiously. Its 7 am and **time** to get up and get ready for online classes. However, an urge (say A) pushes her to return to immediate gratification of immediate sleep. Another aspect of her (say B) points out that she must attend classes since she hasn't been able to follow some of the concepts covered in the class from the textbook on her own. Again an urge (A) prompts her to lie down and dream about her favourite actor. Just as she begins to relax, her conscience (say C) jumps into fray. It tries to make her feel guilty about all the money her parents are spending on her education despite losses in business due to pandemic. Anandita hasn't even gotten out of bed yet, there's already a pitched battle in her psyche.

- i) Which approach to personality best describes the above case?
 - (a) Freudian
 - (b) Behaviouristic
 - (c) Humanistic
 - (d) Cultural
- ii) Identify "B" and "C" aspects of personality in the above case.
- iii) "A" aspect of personality resides completely in the _____ level of awareness
 - (a) Unconscious
 - (b) Collective unconscious

- (c) Preconscious
(d) Conscious
- iv) Which principle governs "B"?
- (a) Pleasure
(b) Reality
(c) Social desirability
(d) Acquiescence

SECTION III

- | | | |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Q17) | How do twin studies support the view that intelligence is inherited? | 2 |
| Q18A) | What do you understand by 3Cs of personality traits? | 2 |
| OR | | |
| Q18 B) | What is secondary appraisal? | 2 |
| Q19) | How do behavioural and existential therapies differ in terms of the cause that may lead to psychological disorders? | 2 |
| Q20) | Prateeksha needs to exercise daily to get into the school cricket team but is not motivated. How can two-step concept be used to bring about a change in her attitude? | 2 |
| Q21 A) | Describe the stages of group formation. | 2 |
| OR | | |
| Q21 B) | Describe the conditions that facilitate group formation. | 2 |
| Q22) | Differentiate between self-esteem and self-efficacy. | 2 |



THE CIVIL SERVICES SCHOOL

SECTION IV

- Q23) A very old lady worked on her farm where pulses were grown. As a gesture of goodwill, many neighbours started helping her in removing the weeds from her farm. However, some of these neighbours felt less responsible and exerted less effort. Devise a plan which will help reduce this social loafing. 3
- Q24 A) How is RET used in treating psychological disorders? 3

OR

- Q24B) Explain the process of 'meaning making' in Logotherapy. 3
- Q25) How does biofeedback help in managing stress? 3

SECTION V

- Q26) "Stresses are often generated in our minds ". Explain this highlighting internal sources of stress. 4
- Q27 A) Sujata aspires to be an entrepreneur and starts her own brand of skin care products. Explain the type of 'message' characteristics she should incorporate in her advertisements to bring an attitude change amongst her prospective buyers. 4

OR

- Q27B) What are prejudices and how are they different from stereotypes? Elucidate the ways in which prejudices develop. 4
- Q28) Suicidal behaviour is a major health concern in many countries, developed and developing alike. At least a million people are estimated to die annually from suicide worldwide. However, suicides are preventable. What measures can be taken to prevent suicides, especially among students? 4
- Q29) How do projective techniques help us in assessing personality? Explain any ONE test. 4

SECTION VI

- Q30A) Distinguish between psychometric and information processing approaches to intelligence. " Any intellectual activity involves the independent functioning of three neurological systems". Explain 6

OR

- Q30 B) Differentiate between 'technological intelligence' and 'integral intelligence'. Elaborate the concept of intelligence in Indian tradition. 6
- Q31A) What is schizophrenia? Describe formal thought disorder and negative symptoms in schizophrenia. 6

OR

- Q31B) What are Neuro developmental disorders? Explain ODD and conduct disorder. 6

Academic Session: 2020-21
Pre-Board II Examination
Subject – Psychology
Class – XII

Time : 3 hours

MM – 70

General Instructions

- There are 31 questions in all. The question paper is divided into **six** sections.
- All questions are compulsory except where internal choice has been given
- Do the questions in a sequential order.
- Answers should be brief and to the point. Marks for each question are indicated against it.
- Question No **1- 14** in **Section I** are objective type questions carrying 1 mark each. You are expected to answer them as directed.
- Question No **15-16** in **Section II** are case based with objective type questions. Question No **15** has three questions carrying 1 mark each. Question No **16** has four questions carrying 1 mark each. You are expected to answer each one of them.
- Question No **17-22** in **Section III** are very short answer type questions carrying 2 marks each. Answers to each question should not exceed 30 words.
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- Question No. **26-29** in **Section V** are short answer type-II questions carrying 4 marks each. Answers to each question should not exceed 100 words.
- Question No. **30 and 31** in **Section VI** are long answer type questions carrying 6 marks each. Answers to each question should not exceed 200 words.

SECTION I

Q1. According to behavioural approach to personality, _____ is the structural unit of personality. 1

Q2 A) Rahul is a 12-year-old boy who loses his temper easily whenever annoyed. He has also begun arguing and losing temper towards teachers and other classmates. He seeks revenge against those who he believes have done something wrong towards him. He often questions rules and argues with authority figures on the rules or tasks they ask. Identify the disorder: 1

OR

Q2 B) Prateek saw his entire family being washed away in a Tsunami. Since then he has been complaining of blindness. Doctors in the hospital found no physiological cause for the blindness. Identify the disorder. 1

- Q3 A) A student is in a dilemma, to continue his studies after graduation or to take up a job to support his family financially. The student is facing: 1
- Trauma
 - Conflict
 - Hassles
 - Aggression

OR

- Q3 B) Sumita was sick for a long period of time and is now being helped by her best friend in terms of notes and assignments etc. Identify the kind of social support that she is receiving. 1
- Positive Support
 - Informational Support
 - Tangible Support
 - Emotional Support
- Q4. Psychological tests designed to measure capacities in order to predict what one can accomplish with training, are called _____. 1
- Q5. Which of the following statement applies to Alfred Adler's theory of personality? 1
- Depression may be caused by traumatic incidents in an individual's Childhood.
 - A person has developed psychopathology by learning maladaptive ways of behaving.
 - An individual has developed depression as he/she had disturbed interpersonal relationships during childhood.
 - An individual has developed major depressive disorder as he/she lacks personal goals and has not been able to overcome inferiority complex.

- Q6 A) On being assessed for intelligence, Vinita scored high in aspects like attention, observation and analysis while Anirudh scored high in social - emotional skills. Which of the two would qualify for explaining J.P Das's concept of Buddhi and why? 1

OR

- Q6B) Ratan is a remarkable singer and has won many accolades. He is known as a child prodigy. Will you use the term 'Gifted' or 'Talented' to describe him? Also provide the reason for your answer. 1
- Q7. Sunanda ran away in distress, from home after she received excessive nagging and taunting regarding her poor performance in examinations, from her parents. Which type of coping strategy would you believe Sunanda used here in a situation of distress? 1
- Q8. When a patient feels the smell of poison or smoke again and again, it shows that he/she is suffering from _____ hallucination. 1
- Q9. Secondary groups are central to an individual's functioning and play a critical role in developing ideals and values during the early years of development. (True/False) 1

- Q10 When a behaviourist praises the client for using kind words, during their conversation, and ignores it when the client abuses; he is employing _____ reinforcement. 1
- A)

OR

- Q10B) If a child gives trouble in eating dinner, an antecedent operation would be to praise the child every time he finishes dinner. (True/False) 1

- Q11A) According to Karen Horney, women are more likely to be affected by socio-cultural factors than by biological factors. True/False 1

OR

- Q11B) Individuals characterised by 'Type D' personality are cooperative, patient, unassertive and suppress their negative emotions. True/False 1

- Q12. Lata is a researcher and wants to study as to how individuals belonging to different cultures vary in their intelligence levels. She wants to gather this data as quickly as possible and aims to obtain the same from at least 1000 people. Her sample population must be a mix of literate and illiterate individuals. Which type of intelligence test would be the most appropriate for Lata's research? 1

- Individual, Non-Verbal and Culture Fair Test
- Group, Non-Verbal and Culture Fair Test
- Individual, Verbal and Culture Biased Test
- Group, Verbal and Culture Fair Test

- Q13. Fatima has a habit of biting her nails whenever she is sitting idle or is under some kind of stress. According to Freud she is fixated at the _____ stage. 1

- Q14. Setika did not like wearing masks and avoided wearing them. However, ever since Mr. Amitabh Bachchan her favourite film star started sensitizing people to wear masks, wash hands and maintain social distancing, she started wearing the mask. What factor was responsible for change in her attitude? 1

- Emotional appeal of the message.
- Mode of transmission.
- Credibility and attractiveness of the source.
- Motives activated by the message.

SECTION II

- Q15A) Read the case below and answer questions that follow. 1x3

John was a computer expert who worked for a large software firm. One of the things he hated most was to ride the elevator at his office when there were other people on it. He felt that everyone was watching him. Commenting silently on his rumpled clothes, and noticing every time he moved. He held his breath for almost the entire elevator ride, afraid that he might say something or make an

embarrassing sound. Often, he walked up the eight flights of stairs to his office, rather than take the risk that someone might get on the elevator with him. John rarely went anywhere except to work and home. He hated even to go to the grocery store for fear that he would run his cart into someone or say something stupid to a clerk. He found a grocery store and several restaurants that took orders online for food to be delivered to customers' homes. He liked this service because he could order online without having to call.

- i) Identify the disorder that John is suffering from.
- Specific phobia
 - Agoraphobia
 - Social Phobia
 - GAD
- ii) Phobias are a type of anxiety disorder. (True/False)
- iii) Which of the following factors, according to socio-cultural model would explain the development of this disorder?
- Dysfunctional communication within the family
 - Maladaptive learning
 - Early childhood trauma
 - Irrational assumptions

OR

Q15B) Read the case below and answer questions that follow

1x3

When Dr. Pant interviewed Rahil, she found that his behaviour was very strange and his thinking seemed paranoid and bizarre. Rahil seemed to be having a conversation with his mother, who he insisted was sitting in the room with him, although she had died two years earlier. When Rahil spoke to Dr. Pant, he told her that the cashiers at the local grocery store were intentionally contaminating the cereals and bottled water he customarily purchased. On one occasion he harmed a cashier as she picked up the telephone to do a price check. In explaining his action, Rahil insisted that he heard his mother's voice over the loudspeaker telling him to hurt the cashier.

Shortly after the death of his mother, Rahil quit college, terminated all his social relationships and began an unhealthy diet consisting exclusively of sweetened cereals and water. Last year, Rahil's father had taken him to see a psychiatrist, who diagnosed Rahil as having schizophrenia, and recommended psychotherapy and antipsychotic medication, but Rahil vehemently refused both. Rahil's father indicated that Rahil's grandfather also had been classified as exhibiting schizophrenia.

- i) Which of the following best represents a diathesis in Rahil's mental disorder according to the diathesis-stress model?
- Genetic of schizophrenia
 - Death of his mother
 - Dropping out of college
 - Unhealthy diet
- ii) Which of the following best represents the presence of a pathogenic stressor in Rahil's condition?
- Death of his mother
 - Genetic history of schizophrenia
 - Beliefs
 - Hallucinations
- iii) Rahil's belief that the cashiers were plotting against him is an example of
- Hallucination
 - delusion of persecution
 - delusion of control
 - delusion of reference

Q16) Read the case below and answer questions that follow

1x4

Jagriti is a 32 year old marketing professional and has just changed her job after working in a previous organization for one year. Immediately after joining the new organization, her landlord asked her to vacate the house and she shifted to another rented accommodation. Shifting home along with a new job was very stressful for her. Also now she has to commute a longer distance from her new home and experiences many traffic jams on the way and is often late to work. At her new organization, a lot of work has been assigned to her. She is feeling very overwhelmed and has been frequently missing deadlines. Of late she has been experiencing mood swings and also shouts at her close friends. Her friends now avoid meeting her because of her erratic behavior and outbursts. Recently her office started yoga and meditation sessions in the premises along with weekly sessions on dance and music. Anita started attending the sessions regularly and also consulted a Counsellor. She now effectively manages her time, prioritizes her assignments and also obtains additional information on how a task can be accomplished.

- i) The frequent traffic jams that Jagriti encountered on her way to work can be termed as:
- Traumatic Events
 - Life Events
 - Hassles
- ii) Stress has adverse impact on our functioning and health. Jagriti's erratic behaviour towards her friends, mood swing and outbursts can be attributed to:
- Effect of stress on emotional functioning.
 - Effect of stress on cognitive functioning.
 - Effect of stress on behaviour
 - Effect of stress on physiological functioning

- iii) Why did Jagriti's organization offer Yoga, Meditation, Dance and Music classes?
- To help employees bond with each other.
 - To help employees utilize their free time in an effective manner.
 - To help their employees acquire new skills.
 - To help their employees manage stress.
- iv) After Jagriti visited the counsellor and regularly attended the recreation sessions in her organization, there was a difference in her approach to work. Identify the new coping mechanism adopted by her?
- Task oriented coping
 - Emotion oriented coping
 - Avoidance oriented coping

SECTION III

Q17) Enlist any TWO life skills which you feel were most crucial as students to be developed during the Covid Pandemic situation. 2

Q18A) "Though it's hard to believe, stress has certain positive effects." Explain this statement. 2

OR

Q18 B) Why are natural killer cells important to us? What factors influence their cytotoxicity? 2

Q19) "A group of women who hold moderately feminist views meet every day for two weeks. At the end of two weeks it was observed that each of them now held very highly pro-feminist beliefs as a result of group discussions." Identify and explain the phenomenon of group behaviour taking place here. 2

Q20) Differentiate between illness anxiety disorder and somatic symptom disorder. 2

Q21 A) A client experiences self-defeating, irrational thoughts. Suggest a suitable therapy for this client and also the theoretical rationale behind that therapy 2

OR

Q21 B) Somesh has undergone treatment for Schizophrenia. His therapist feels that he should resume his normal activities but should undergo a rehabilitation program. Why is rehabilitation important? 2

Q22) Why is classification of psychological disorders important? Mention any one tool/manual being used by mental health professionals for classification and diagnosis. 2

SECTION IV

Q23) Explain with the help of a well labelled curve, why the distribution of IQ scores in a population called a “bell shaped curve?” 3

Q24
A) Why did Psychodynamic theories of personality face criticism? 3

OR

Q24B) How do Trait theories differ from Type theories of personality ? 3

Q25) Punit has a negative attitude towards social media. As a student of Psychology, delineate the possible A-B-C components of his attitude. 3

SECTION V

Q26) Swasti has a phobia for heights and cannot get into escalators or travel by air. Discuss the specific behavioural technique that can be used to get rid of this phobia. 4

Q27
A) You decide to rent out your apartment in Delhi to a transgender. But when your family and friends disapprove of your decision arguing upon the status and prestige and the stigma attached leads to a change in your decision. Which source of prejudice has played a vital role here? 4

OR

Q27B) Using your understanding of any one theory of attitude change, explain how you would possibly draft a plan on changing the attitudes of people towards environment and plastic usage? 4

Q28) What is addictive behaviour? Name any two frequently abused substances and describe their consequences. 4

Q29) What is a group? How is it different from a team? 4

SECTION VI

Q30A) What is emotional intelligence? Why is it receiving the increased attention of educators? 6

OR

Q30 B) As a student of psychology, which information processing approach in your opinion does justice to explaining the concept of intelligence? Explain it in detail. 6

Q31A) Discuss the observational methods used in personality assessment. What problems do we face in using these methods? 6

OR

Q31B) What are the basic assumptions and goals of Humanistic Approach to personality? How does it differentiate between adjusted and poorly adjusted individuals? 6

Psychology (037)
CBSE Sample Question Paper 2020-21
Subject - Psychology
Class - XII

Time : 3 hours

MM - 70

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	SECTION I	
Q1A)	_____ is an individual's preference for engaging in one or more specific activities relative to others. OR	1
Q1 B) tests involve divergent thinking and assess such abilities as ability to produce a variety of ideas.	1
Q2.	The notion of self-esteem is based on Bandura's social learning theory. True/False	1
Q3.	The state of physical, emotional, and psychological exhaustion is known as _____.	1
Q4.	Which of the following is true of depression? a. It affects men more frequently than women. b. It is a component of Dissociative Identity Disorder. c. It is caused by low activity of serotonin. d. It is more prevalent among the wealthy than the poor.	1

Q5 A)	Which one of the following best describes a crowd? a. Collection of people b. Collection of people by chance c. Feeling of interdependence amongst members. d. Positive synergy amongst the members. OR	1
Q5 B)	A _____ is a cluster of ideas regarding the characteristics of a specific group. a. Prejudice b. Discrimination c. Scapegoating d. Stereotype	1
Q6.	Bindu is a remarkable singer and has won many accolades. She is known as a child prodigy. Which of the following terms best describe Bindu's abilities? a. Talent b. Giftedness c. Naturalistic intelligence d. Interest	1
Q7.	If 16 PF questionnaire is used for vocational exploration, then _____ is a self-report measure used to identify varieties of psychopathology.	1
Q8 A)	Mir had no recollection of the bicycle he received as a gift on his tenth birthday. But when Nita reminded him about the same, he was able to recall it. This is because memories of his birthday were lying in the _____ level. a. Unconscious b. Preconscious c. Conscious d. Superconscious OR	1
Q8 B)	Anupam lacks patience, exhibits high motivation, feels burdened with work and always seems to be in a hurry. He needs to take care of himself as such people are prone to ailments like: a. Cancer b. Depression c. Coronary Heart Disease d. None of the above	1
Q9.	Ritu was unable to decide about the topic of the project she had to submit for the final examination. She, therefore, did not complete the work before the deadline,	1

	was unable to concentrate on the task at hand and seemed to suffer from mental overload. The above signs are exhibiting _____ effect of stress.	
Q10 A)	<p>After several years of living and working in a small town in Gujarat, Harsh wakes up one morning insisting that his name is Dhruv and that he has to report to his job in Mumbai. He does not recognise the furniture in his apartment or the clothing hanging in his closet. He is completely confused about his current life. He may be experiencing</p> <p>a. Dissociative fugue b. Depersonalisation c. Generalised anxiety disorder d. Post-traumatic stress disorder</p> <p>OR</p>	1
Q10 B)	<p>Neha, a 17-year-old girl, has been bingeing on large quantity of food, more than what most people of her age would eat. She, then, engages in purging behaviour as often as 3 or 4 times a week. She feels, as if, she has no control over it. She is most likely to be suffering from:</p> <p>a. Anorexia Nervosa b. Bulimia Nervosa c. Binge Eating d. Eating disorder not otherwise specified</p>	1
Q11 A)	<p>A particular therapist teaches clients in a group setting to recognise bodily processes and emotions that they have blocked from their awareness. The therapist is using client-centred therapy. True/ False</p> <p>OR</p>	1
Q11 B)	<p>When a behaviourist praises the client for using kind words during their conversation and ignores when the client is rude; she/he is employing positive reinforcement: True /False</p>	1
Q12.	<p>Ritesh sees his parents achieve financial success through hard work. He considers his mother to be his role model. As a result, Ritesh develops a strong attitude towards success and hard work. This is an example of</p> <p>a. Learning attitude through exposure to information b. Learning attitude through observation c. Learning attitude through group or cultural norms d. Learning attitude through rewards and punishment</p>	1
Q13.	<p>On being assessed for intelligence, Vivan scored high in aspects such as attention, observation, analysis, achievement orientation and Ajay scored high in social and</p>	1

	<p>emotional skills, self-reflection, and collectivistic orientation. Which of the following statements reflect these differences seen in Ajay and Vivan?</p> <p>a. Ajay is high in technological intelligence.</p> <p>b. Vivan is not high in integral intelligence.</p> <p>c. Vivan lacks technological intelligence and Ajay lacks integral intelligence.</p> <p>d. Vivan is high in technological intelligence and Ajay is high in integral intelligence.</p>							
Q14.	<p>Choose the correct match for each behaviour with the aspects related to structure of personality:</p> <table><tr><td>I) grabbing the candy and eating it immediately</td><td>i) reality principle</td></tr><tr><td>II) asking for permission to eat the candy</td><td>ii) moral principle</td></tr><tr><td>III) eating the candy is ethically right</td><td>iii) pleasure principle</td></tr></table> <div><p>a. I i, II ii, III iii</p><p>b. I iii, II ii, III i</p><p>c. I iii, II i, III ii</p><p>d. I ii, II i, III iii</p></div>	I) grabbing the candy and eating it immediately	i) reality principle	II) asking for permission to eat the candy	ii) moral principle	III) eating the candy is ethically right	iii) pleasure principle	1
I) grabbing the candy and eating it immediately	i) reality principle							
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III) eating the candy is ethically right	iii) pleasure principle							
	SECTION II							
Q15.	<p>Read the case and answer the questions that follow.</p> <p>Mr. John is a twenty-seven-year-old man who consulted a psychologist to discuss what he calls his 'silly habits'. He reports that for several years he had to check and recheck electrical appliances, as well as doors and windows, before leaving home each morning and again before going to bed. At times, the checking has made him late for work and has disturbed his sleep such that he had to get up to check everything several times yet again. When questioned about the reasons for this behaviour, Mr. John reported that he could not stop thinking that electrical appliances may short circuit and cause a disastrous fire or that his house may be broken into and he will lose all valuables. He ridiculed these concerns and the resulting checking as excessive and unreasonable yet feels compelled to do something to alleviate the anxiety associated with the thoughts. During counselling, the psychologist found out that some time before the checking rituals started, a</p>	1x3						

	major fire had broken in Mr. John's office and all his important papers were destroyed.	
Q15 i)	Identify Mr. John's disorder. a. Generalised anxiety disorder b. Major depressive disorders c. Obsessive -compulsive disorder d. Somatic symptom disorder	
Q15 ii)	Which of the following statements represents his repetitive thoughts? a. For a number of years, he had to check and recheck electrical appliances. b. He had to get up to check everything a number of times. c. The checking has made him late for work. d. He could not stop thinking that electrical appliances may short circuit and cause a disastrous fire.	
Q15 iii)	Which disorder also comes under the category of obsessive-compulsive and related disorders? a. Excoriation disorder b. Acute stress disorder c. Adjustment disorder d. Cyclothymic disorder	
Q16 A)	<p>Read the case and answer the questions that follow.</p> <p>On November 26, 2008, about 35 employees of Taj Hotel Mumbai, led by a 24-year-old banquet manager, Mallika, were assigned to manage the event in a second-floor banquet room. As they served the main course, they heard what they thought were fireworks at a nearby wedding. In reality, these were the first gunshots from terrorists who were storming the Taj Hotel, Mumbai.</p> <p>The staff quickly realized something was wrong. Mallika locked the doors and turned off the lights. She asked everyone to lie down quietly under tables and refrain from using cell phones. The group stayed there all night, listening to the terrorists rampaging through the hotel, hurling grenades, firing automatic weapons, and tearing the place apart. During the onslaught on the Taj Mumbai, 31 people died and 28 were hurt, but the very next day the hotel received praise. Its guests were overwhelmed by employees' dedication to duty, their desire to protect guests without considering their own personal safety, and their quick thinking. As many as 11 Taj Mumbai employees – a third of the hotel's casualties – laid down their lives while helping around 1,200 to 1,500 guests escape.</p> <p>With reference to the above case, answer the following questions:</p>	1x4

Q16A i)	<p>In reality, these were the first gunshots from terrorists who were storming the Taj Hotel, Mumbai. The staff quickly realized something was wrong. Which stage of the General Adaptation Syndrome model were the staff in?</p> <p>a. Resistance b. Alarm reaction c. Exhaustion d. Burnout</p>	
Q16A ii)	<p>'Mallika locked the doors and turned off the lights. She asked everyone to lie down quietly under tables and refrain from using cell phones.' From these lines, identify the coping strategy used by Mallika.</p> <p>a. Task-oriented b. Avoidance-oriented c. Emotion-oriented d. Biofeedback</p>	
Q16A iii)	<p>Which of the following set of words best describe Mallika's hardiness?</p> <p>a. Commitment, confidence, control b. Challenge, control, calmness c. Commitment, control, challenge d. Control, commitment, conviction</p>	
Q16A iv)	<p>Selye's GAS model has been criticized largely for assigning limited role tofactors.</p> <p>a. Biological b. Physical c. Physiological d. Psychological</p>	
Q16 B)	<p>Read the case and answer the questions that follow</p> <p>In the Army, one cannot sit back and relax. A few years after the Kargil War, Deepchand's regiment was posted to Rajasthan. While setting up an ammunition store, a bomb was accidentally detonated. In the explosion, Deepchand lost his fingers. Later both his legs and right arm were amputated. After 24 hours and 17 bottles of blood, he finally gained consciousness.</p> <p>After the accident, lying on the hospital bed, Deepchand mulled over why he met with an accident. Being an athlete, he felt bad about not being able to run for the state again. But as they say, once a soldier, always a soldier. "I trained myself to</p>	1x4

	<p>walk with the help of prosthetics. I learnt to ride a scooter and use a computer. And there has been no looking back," he said.</p> <p>Deepchand has worked for the country without flinching even an eyelid. And in doing so, in an unfortunate event, he met with an accident and lost his limbs. Does he regret his childhood dream to become an army jawan? The proud man who stands on his prosthetic feet says he does not. "The accident could have happened to me in any profession. At least it happened in the line of fire. I want to be reborn a soldier. There's nothing greater than serving your country," he said.</p>	
Q16B i)	<p>Identify the phenomenon that Deepchand is experiencing immediately after regaining consciousness in the hospital.</p> <p>a. Eustress b. Distress c. Social Pressure d. Hassles</p>	
Q16B ii)	<p>Deepchand's secondary appraisal of the event would be _____.</p> <p>a. Appraisal of the threat b. Appraisal of the harm c. Appraisal of his coping abilities and resources d. Appraisal of the challenges ahead</p>	
Q16B iii)	<p>Based on the below given statement, what will determine Deepchand's cognitive appraisal of the event: "The accident could have happened to me in any profession. At least it happened in the line of fire. I want to be reborn a soldier. There's nothing greater than serving your country," he said.</p> <p>a. Controllability only b. Past and present experiences c. Present situation only d. Past experiences and controllability</p>	
Q16B iv)	<p>What was the source of Deepchand's stress?</p> <p>a. Life events b. Traumatic events c. Hassles d. Environmental</p>	
	SECTION III	

Q17.	Distinguish between social pressures and social stress.	2
Q18.	Fatima is experiencing generalised anxiety disorder. Enumerate any two causes with reference to diathesis stress model which may have led to the disorder.	2
Q19.	Differentiate between hostile aggression and proactive aggression.	2
Q20 A)	What are life skills? List any two life skills.	2
	OR	
Q20 B)	What is psychoneuroimmunology?	2
Q21.	What is group polarisation?	2
Q22 A)	A client experiences irrational thoughts that are self-defeating in nature. Suggest a suitable therapy that will help her/him to reduce her/his distress. Also provide the rationale for selecting this therapy.	2
	OR	
Q22 B)	Analyse the chief benefit to the client in both behaviour and humanistic therapies.	2

SECTION IV

Q23.	Ananya is a good dancer who is well adjusted in school as she cooperates with her teachers and classmates in all school related activities. She is also liked by friends and family. Identify and explain the types of intelligences that Ananya is exhibiting.	3
Q24.	What is a trait? Describe Cattell's trait theory.	3
Q25 A)	Explain the processes involved in the learning of attitudes.	3
	OR	
Q25 B)	Explain the relationship between attitude and behaviour.	3

	SECTION V	
Q26 A)	Raj would often be seen talking to himself. On questioning, he would state that there were people around him whom he could see and hear when there was no one else around. Identify and describe this symptom of schizophrenia. OR	4
Q26 B)	Aman is an eight-year-old who has profound difficulty in relating to other people. Often, he is found to be unresponsive to other people's feelings and exhibits stereotypical patterns of behaviour. Identify this disorder and describe its features.	4
Q27.	Robin is terribly afraid of snakes. His phobia has made him so dysfunctional that he had to take a long leave from his job at the local zoo. This happened when he heard that a new snake enclosure would soon open. Identify the therapeutic technique that would help Robin deal with this problem and explain its process.	4
Q28.	Radhika was fond of junk food and ate it too often. However, she always felt guilty as she knew junk food was harmful for her health and wanted to give it up. Explain the process that will lead to change in her attitude.	4
Q29.	Explain the reasons that make people join groups.	4
	SECTION VI	4
Q30 A)	Explain the concept of personality. Describe the cultural approach to understand personality. OR	6
Q30 B)	How does behavioural analysis help us in assessing personality? Explain any two methods of behavioural analysis with their limitations.	6
Q31 A)	Raj and Raghu are exceptionally intelligent children of highly successful doctor parents. While Raj is their biological child, Raghu is an adopted one. How can you explain the similarities in their intelligence with their doctor parents? What type of test would you suggest to assess their intelligence? OR	6
Q31 B)	As a student of Class XII, you wish to score very high marks in your Board examination. You start planning for the same by attending classes regularly, taking notes, setting study targets, etc. Identify and explain the theory of intelligence which includes planning as an essential feature.	6

Psychology (037)
CBSE Sample Question Paper 2020-21 MARKING SCHEME
Subject - Psychology
Class - XII

SECTION I

Q1A)	Ans: Interest, Pg. 4
Q1 B)	Ans: Creativity, Pg. 20
Q2.	Ans: False, Pg.27
Q3.	Ans: c. Burnout, Pg.59
Q4.	Ans: c. It is caused by low activity of serotonin, Pg.74
Q5 A)	Ans: b. Collection of people by chance, Pg.131
Q5 B)	Ans: d. Stereotype, Pg.118
Q6.	Ans: a. Talent, Pg.12
Q7.	Ans: Minnesota Multiphasic Personality Inventory/MMPI, Pg.42
Q8 A)	Ans: b. Preconscious, Pg.34
Q8 B)	Ans: c. Coronary Heart Disease, Pg.31
Q9.	Ans: cognitive, Pg.57
Q10 A)	Ans: a. Dissociative fugue, Pg.79
Q10 B)	Ans: b. Bulimia Nervosa, Pg.84
Q11 A)	Ans: False, Pg.101
Q11 B)	Ans: False, Pg.98

Q12.	Ans: b. Learning attitude through observation Pg.110
Q13.	Ans: d. Vivan is high in technological intelligence and Ajay is high in integral intelligence, Pg.16
Q14.	Ans: c. I iii, II i, III ii Pg.34, 35

SECTION II

Q15 i)	Ans: c. Obsessive -Compulsive Disorder, Pg.77
Q15 ii)	Ans: d. He could not stop thinking that electrical appliances may short circuit and cause a disastrous fire. Pg.77
Q15 iii)	Ans: a. Excoriation disorder, Pg. 78
Q16A i)	Ans: b. Alarm Reaction, Pg. 59
Q16A ii)	Ans: a. Task-oriented, Pg. 61
Q16A iii)	Ans: c. Commitment, control, challenge, Pg.63
Q16A iv)	Ans: d. Psychological, Pg.59
Q16B i)	Ans: b. Distress, Pg.52
Q16B ii)	Ans: c. Appraisal of his coping abilities and resources, Pg.53
Q16B iii)	Ans: d. Past experiences and controllability, Pg.53
Q16B iv)	Ans: b. Traumatic events, Pg. 55

SECTION III

Q17.	<p>Answer:</p> <p><input type="checkbox"/> Social pressures are brought about from people who make excessive demands on us. It is the stress that we generate in our minds and is an internal source of stress.</p> <p><input type="checkbox"/> Social stress is induced externally and result from our interaction with people.</p> <p>Pg. 55-56 (1 + 1)</p>
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Q18.	<p>Answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> presence of biological aberration <input type="checkbox"/> person may carry a vulnerability <input type="checkbox"/> presence of pathogenic stressors <p>(explain any two relating to the case provided, 1 mark each:1+1=2); Pg. 75</p>
Q19.	<p>Answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hostile aggression: directed at inflicting injury; 1 mark <input type="checkbox"/> Proactive aggression: dominating and bullying others without provocation; 1 mark, <p>Pg. 84</p>
Q20 A)	<p>Answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Life skills - abilities for adaptive and positive behaviour that enable individuals to deal effectively with challenges of everyday life - 1 mark <input type="checkbox"/> Assertiveness, Time Management, Rational Thinking, Improving Relationships, Self-care, Overcoming Unhelpful Habits (any 2) - 1/2 + 1/2 mark, Pg. 64
Q20 B)	<p>Answer:</p> <ul style="list-style-type: none"> • It focuses on the links between the mind, the brain and the immune system. -1 1/2 marks • It studies the effects of stress on the immune system.-1/2 mark; Pg. 59
Q21.	<p>Answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extreme decisions taken by the group than when individuals do it alone - 1 mark <input type="checkbox"/> Initial position gets strengthened due to discussions and interaction - 1 mark <p>Pg. 38</p>
Q22 A)	<p>Answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cognitive therapy - 1 mark <input type="checkbox"/> Rationale- faulty or irrational thoughts - 1 mark; Pg. 99
Q22 B)	<p>Answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour therapies: Changing faulty behaviours and cognitions to adaptive ones - 1 mark <input type="checkbox"/> Humanistic therapies: Achieving personal growth, i.e. increasing understanding of oneself and one's aspirations, emotions and motives - 1 mark; Pg. 93

SECTION IV

Q23.	<p>Answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bodily - Kinaesthetic Intelligence - Identification - 1/2 mark <input type="checkbox"/> explanation - 1 mark <input type="checkbox"/> Interpersonal Intelligence - Identification - 1/2 mark <input type="checkbox"/> explanation - 1 mark; Pg.7
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Q24.	<p>Answer:</p> <p><input type="checkbox"/> Building blocks of personality – 1 mark</p> <p>Or</p> <p>Components of personality</p> <p>Or</p> <p>Relatively enduring attribute or quality on which one individual differs from another</p> <p><input type="checkbox"/> Source traits: Stable and are the building blocks of personality – 1 mark</p> <p><input type="checkbox"/> Surface traits: Result out of interaction of source traits – 1 mark; Pg.32</p>
Q25 A)	<p>Answer:</p> <p><input type="checkbox"/> Learning of attitudes usually takes place by association</p> <p><input type="checkbox"/> through rewards and punishments</p> <p><input type="checkbox"/> through modelling</p> <p><input type="checkbox"/> through group and cultural norms</p> <p><input type="checkbox"/> through exposure to information</p> <p>Explanation of any 3 points (1x3); Pg. 110</p>
Q25 B)	<p>Answer:</p> <p><input type="checkbox"/> We usually expect behaviour to follow logically from attitudes. However, an individual's attitudes may not always be exhibited through behaviour. Likewise, one's actual behaviour may be contrary to one's attitude towards a particular topic.</p> <p>It is found that there would be consistency between attitudes and behaviour when:</p> <ul style="list-style-type: none"> • the attitude is strong, and occupies a central place in the attitude system, • the person is aware of her/his attitude, • there is little or no external pressure for the person to behave in a particular way. <p>For example, when there is no group pressure to follow a particular norm</p> <ul style="list-style-type: none"> • the person's behaviour is not being watched or evaluated by others, and • the person thinks that the behaviour would have a positive consequence, and therefore, intends to engage in that behaviour. <p>Any 3 points (1x3=3), Pg. 117</p>

SECTION V

Q26 A)	<p>Answer:</p> <p><input type="checkbox"/> Positive symptom – 1/2 mark</p> <p><input type="checkbox"/> Hallucinations are perceptions that occur in the absence of external stimuli, positive symptoms of schizophrenia – 1 mark</p> <p><input type="checkbox"/> Auditory and visual hallucination – 1/2 mark</p> <p><input type="checkbox"/> Listing and description of other types of hallucinations – 2 marks; Pg.82</p>
Q26 B)	<p>Answer:</p> <p><input type="checkbox"/> Autism Spectrum Disorder under the category of Neurodevelopmental disorders – 1 mark</p>

	<input type="checkbox"/> Children with autism spectrum disorder have marked difficulties in social interaction and communication. <input type="checkbox"/> They have restricted range of interests. <input type="checkbox"/> They have strong desire for routine. <input type="checkbox"/> They are unable to share experiences and emotions. <input type="checkbox"/> They show serious abnormalities in communication and language that persist over time. <input type="checkbox"/> Many never develop speech, those who do have repetitive deviant patterns. <input type="checkbox"/> They show narrow patterns of interests and repetitive behaviours such as lining up objects or stereotyped body movements. (Any 3 points from above other than the ones mentioned in the question – 3 marks) Pg. 83
Q27.	Answer: <input type="checkbox"/> Systematic desensitisation (1 mark) Explain any three points from below: <input type="checkbox"/> Establishing hierarchy (1 mark) <input type="checkbox"/> Relaxation procedure (1 mark) <input type="checkbox"/> Thinking of least anxiety-provoking situation to most (1 mark) <input type="checkbox"/> Principle of reciprocal inhibition (1 mark); Pg. 98
Q28.	Answer: <input type="checkbox"/> The concept of cognitive dissonance was proposed by Leon Festinger. The cognitive components of an attitude must be 'consonant' (opposite of 'dissonant'), i.e. they should be logically in line with each other. <input type="checkbox"/> If an individual finds that two cognitions in an attitude are dissonant, then one of them will be changed in the direction of consonance. <input type="checkbox"/> Explanation of cognitive consistency to reduce mental discomfort. <input type="checkbox"/> Explanation by referring to Radhika (1x4=4) Pg. 112
Q29.	Answer: <input type="checkbox"/> Security <input type="checkbox"/> Status <input type="checkbox"/> Self-esteem <input type="checkbox"/> Goal achievement <input type="checkbox"/> Knowledge and information <input type="checkbox"/> Satisfaction of psychological and social needs A brief description of any four of the above (1x4). Pg. 132

SECTION VI

Q30 A)	Answer: <input type="checkbox"/> Personality refers to our characteristic ways of responding to individuals and situations.
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	<p>OR</p> <p>Personality is characterised by the following features:</p> <ul style="list-style-type: none"> <input type="checkbox"/> It has both physical and psychological components. <input type="checkbox"/> Its expression in terms of behaviour is fairly unique. <input type="checkbox"/> Its main features do not easily change with time. <input type="checkbox"/> It is dynamic. <p>(Any 2 points from above)</p> <p>AND</p> <p>(Any 4 points from the points given below)</p> <p>It proposes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Group's 'economic maintenance system' <input type="checkbox"/> The climatic conditions, the nature of terrain, flora and fauna, settlement patterns, social structures, division of labour, and other features such as child-rearing practices <input type="checkbox"/> People's skills, abilities, behavioural styles, and values <input type="checkbox"/> Rituals, ceremonies, religious practices, arts, recreational activities, games and play <input type="checkbox"/> Any one example <p>(2+4=6) Pg. 39-40</p>
Q30 B)	<p>Answer:</p> <p>Observation of behaviour serves as the basis of behavioural analysis. An observer's report may contain data obtained from interview, observation, ratings, nomination, and situational tests.</p> <p>AND</p> <p>Explanation of any 2 of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interview <input type="checkbox"/> Observation <input type="checkbox"/> Behavioural ratings <input type="checkbox"/> Nomination <input type="checkbox"/> Situational Tests <p>(2+2 +2=6), Pg. 46, 47</p>
Q31 A)	<ul style="list-style-type: none"> <input type="checkbox"/> Intelligence is an interplay of nature and nurture - 1 mark <input type="checkbox"/> Influence of heredity explained through table with correlational values - 1.5 marks <input type="checkbox"/> Influence of environment explained to bring out how IQ moves closer to that of adoptive parents - 1.5 marks <input type="checkbox"/> Linking these concepts to Raj and Raghu - 1 mark <input type="checkbox"/> Any one type of intelligence test - 1 mark <p>(1+1.5+1.5 + 1+ 1= 6), Pg. 10, 13</p>
Q31 B)	<p>Answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Brief introduction to PASS model of intelligence -1 mark

- ☐ Explanation of
- ☐ Planning - 1 mark
- ☐ Attention / Arousal - 1 mark
- ☐ Simultaneous and Successive processing - 2 marks
- ☐ Linking this theory to the given situation - 1 mark

(1+1+1+2+1 =6) Pg. 9

OR

Marks can also be awarded if student writes about Triarchic Theory of Intelligence

- ❖ Brief introduction to Triarchic Theory of Intelligence - 1 mark
- ❖ Explanation of
 - ☐ Componential intelligence - 1 mark
 - ☐ Knowledge Acquisition, Meta/higher order planning component/ Performance - 1 mark
 - ☐ Experiential intelligence - 1 mark
 - ☐ Contextual intelligence - 1 mark
- ❖ Linking this theory to the given situation - 1 mark

(1+4+1=6), Pg. 8, 9



THE CIVIL SERVICES SCHOOL

**Psychology
Class- XII**

CBSE Board Examination- 2020

PLEASE NOTE THAT THIS IS NO LONGER THE FORMAT

Time - 3 Hours

Max Marks - 70

General instructions

- All questions are compulsory and answers should be brief and to the point.
- Marks for each question are indicated against it.
- Question Nos. 1-17 in Part A are learning checks carrying one mark each. You are requested to answer them as directed.
- Question Nos. 18-21 in Part B are very short answer type questions carrying two marks each. Answer to each question should not exceed 30 words.
- Question Nos. 22-24 in Part C are short answer type I questions carrying three marks each. Answer to each question should not exceed 60 words.
- Question Nos. 25-30 in Part D are short answer type II questions carrying four marks each. Answer to each question should not exceed 100 words.
- Question Nos. 31-32 in Part E are long answer type questions carrying six marks each. Answer to each question should not exceed 200 words.

PART A

Q1	The situational perspective views human behaviour as mostly a result of _____ factors	1
Q2.	_____ is the ability to produce ideas, objects for problem solutions that are novel and innovative.	1
Q3.	Karim watches TV when he is stressed due to pending assignments in school. According to Endler and Parker, he is using _____ mechanism of coping.	1
Q4.	The self is described as a/an _____ when it gets affected.	1
Q5.	The seventeenth and eighteenth centuries were known as the _____, because the scientific method replaced faith and dogma.	1
Q6.	Dhruv fidgets, squirms, climbs and runs around the house aimlessly. He is distracted, inattentive and seems overactive in class. Thus, he neither follows instructions, nor completes assignments. The psychologist has diagnosed him with _____.	1
Q7.	When someone is sociable and outgoing, as well as enjoys meeting friends, relatives and other people at social gatherings, she/he can be classified as an introvert. (True/False)	1
Q8.	When children use name-calling, swearing and abusive words, they are using the _____ form of aggressive behaviour.	1

Q9.	_____ refers to repeated association of a desired response with a positive consequence.	1
Q10.	Tarun's group has won the elections from his constituency. His opponents, Ramesh and his group, are weak and too small in number. Tarun often expresses frustration and negative attitude towards Ramesh's group. This is known as _____.	1
Q11.	Sometimes we think of the target person in terms of whatever information comes at the end. And, this has a stronger influence on a person's formation of impression. This may be due to the _____.	1
Q12.	_____ is a collection of people who may be present at a place/situation by chance.	1
Q13.	A branch of psychology called _____ deals with various psychological issues pertaining to the human-environment interactions in a very broad sense of the term.	1
Q14.	Mandeep wants to clean the river in his village. He is actively working to achieve his goal. This behaviour is a part of _____ behaviour.	1
Q15.	Skill is the proficiency or dexterity that is acquired or developed through training and experience. (True/False)	1
Q16.	One can communicate and exchange messages without using any verbal language. These acts of communication are a part of _____.	1
Q17	Atul states and writes down a summary of what he understood of the communication held between him and his client. Thus, he is _____ the communicated message.	1
PART B		
Q18.	Aditya has to interview a famous politician on a live TV show. Which is the most appropriate type of interview he can use?	2
Q19. A)	What do you understand by creative visualization?	2
	OR	
B)	What is burnout? Explain any one cause of burnout.	
Q20.	State any four significant features of attitudes.	2
Q21. A)	Explain any two characteristics of a group.	2
	OR	
B)	Explain any two differences between primary and secondary groups.	

PART C

	PART C	
Q22.	Supriya has broken the norms of a village by pursuing a higher-level course in aviation. She deviated from the social norms of her village where higher education for girls was neither motivated nor accepted. Is her behaviour abnormal? Explain with reference to four Ds.	3
Q23.	You have assessed twenty peers of your class for mathematical comprehension/ knowledge. Create a distribution for the results that you are most likely to expect. What is the shape of the distribution?	3
Q24.A)	Explain the advantages and disadvantages of observation.	3
B)	Explain the typical format of a counselling interview.	
	PART D	
Q25.	Think of any international conflict. Suggest conflict resolution strategies for the same.	4
Q26.	Natural disasters are stressful experiences that are a result of nature's fury. There are ways of being prepared to minimise their devastating consequences. Develop any one action plan which can be used at the community level and will help people to deal with the disasters effectively.	4
Q27.	What is attitude? Explain its various components.	4
Q28. A)	Explain how life skills can help meet life challenges.	4
B)	Explain any four stress management techniques.	
Q29. A)	Describe the symptoms of any two anxiety disorders.	4
B)	Classify and explain the symptoms of eating disorders.	
Q30.	Angad has been a topper in class. He went to the topmost college, where he was neither sensitive to his own self or to others. This led to problems in interpersonal relationships with reference to his condition. Explain the importance of emotional intelligence in his life.	4

PART E

Q31.A)	How do you define personality? Explain any one approach to the study of personality.	6
	OR	
B)	How do projective techniques assess personality? Explain any two well-known projective techniques.	
Q32. A)	Discuss the various techniques used in behaviour therapy.	6
	OR	
B)	Explain the key features of cognitive therapies as explained by Albert Ellis and Aaron Beck.	

