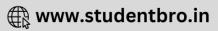
××	eries EFGHE/C		ि Set-4 प्रिंग्न-पत्र कोड Q.P. Code 63
रोल न् Roll			परीक्षार्थी प्रश्न-पत्र कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें । Candidates must write the Q.P. Code on the title page of the answer-book.
	मनोवि	ाज्ञान (सैद्धा	न्तिक)
	PSYCHO	OLOGY (Theory)
💥 निध	र्गरित समय : 3 घण्टे		अधिकतम अंक : 70 💥
Tin	ne allowed : 3 hours		Maximum Marks : 70
	मुख-पृष्ठ पर लिखें । कृपया जाँच कर लें कि इस प्रश्न-पन्न कृपया प्रश्न का उत्तर लिखना शुर अवश्य लिखें । इस प्रश्न-पत्र को पढ़ने के लिए 18 पूर्वाह्न में 10.15 बजे किया जाएगा पत्र को पढ़ेंगे और इस अवधि के दौ Please check that this quest Q.P. Code given on the right written on the title page of t Please check that this quest Please check that this quest Please check that the quest	देए गए प्रश्न-पर में 36 प्रश्न हैं क करने से पहले 5 मिनट का सम । 10.15 बजे रान वे उत्तर-पुस् ion paper con t hand side o he answer-be ion paper con serial num npting it. allotted to r	व कोड को परीक्षार्थी उत्तर-पुस्तिका के । ते, उत्तर-पुस्तिका में प्रश्न का क्रमांक य दिया गया है । प्रश्न-पत्र का वितरण से 10.30 बजे तक छात्र केवल प्रश्न- तेका पर कोई उत्तर नहीं लिखेंगे । ntains 19 printed pages. of the question paper should be pok by the candidate.
83 63		l read the qu	lestion paper only and will not $~~~$
		-	



सामान्य निर्देशः

- (i) जिन प्रश्नों में आंतरिक विकल्प दिए गए हैं, उन्हें छोड़कर सभी प्रश्न अनिवार्य हैं ।
- (ii) खण्ड क: प्रश्न संख्या 1 से 18 में प्रत्येक के लिए 1 अंक निर्धारित है । आपसे निर्देशानुसार उत्तर देने की अपेक्षा की जाती है ।
- (iii) खण्ड ख: प्रश्न संख्या 19 से 23 अति लघु-उत्तरीय टाइप-1 प्रश्न हैं, जिनमें प्रत्येक के लिए 2 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर 30 शब्दों से अधिक नहीं होना चाहिए ।
- (iv) खण्ड ग : प्रश्न संख्या 24 से 27 लघु-उत्तरीय टाइप-II प्रश्न हैं, जिनमें प्रत्येक के लिए 3 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर 60 शब्दों से अधिक नहीं होना चाहिए ।
- (v) खण्ड घ : प्रश्न संख्या 28 से 31 दीर्घ-उत्तरीय टाइप-I प्रश्न हैं, जिनमें प्रत्येक के लिए 4 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर 120 शब्दों से अधिक नहीं होना चाहिए ।
- (vi) खण्ड ङ : प्रश्न संख्या 32 एक दीर्घ-उत्तरीय टाइप-II प्रश्न है, जिनके लिए 6 अंक निर्धारित है । इस प्रश्न का उत्तर 200 शब्दों से अधिक नहीं होना चाहिए ।
- (vii) खण्ड च : प्रश्न संख्या 33 से 36 दो व्यक्ति अध्ययनों पर आधारित प्रश्न हैं । प्रत्येक व्यक्ति अध्ययन पर आधारित दो प्रश्न पूछे गए हैं, जिनमें से प्रत्येक के लिए 2 अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर 30 शब्दों से अधिक नहीं होना चाहिए ।

खण्ड क

- एक आत्म प्रतिवेदन सूची पर प्रतिक्रिया देते समय, कई व्यक्तियों में प्रत्येक वस्तु के लिए 'हाँ' कहकर प्रतिक्रिया देने की प्रवृत्ति होती है । इस प्रवृत्ति को पहचानिए ।
 - (a) सामाजिक वांछनीयता (b) हेलो प्रभाव
 - (c) अनुमनन (d) चरम प्रतिक्रिया पूर्वाग्रह
- चेतन के जीवन में प्रेरणा की कमी है और वह अवसाद से ग्रस्त है । वह दूसरों के साथ बातचीत करना पसंद नहीं करता और अकेले में रहना पसंद करता है । फ्रीडमैन और रोज़ेनमैन के अनुसार उसका व्यक्तित्व किस प्रकार का है ?

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(b)	टाइप-बी
	(b)

(c) टाइप-सी (d) टाइप-डी

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General Instructions :

- (i) All questions are compulsory, except where internal choice has been given.
- (ii) Question Nos. 1 18 in Section A carry 1 mark each. You are expected to answer them as directed.
- (iii) Question Nos. 19 23 in Section B are Very Short Answer Type-I Questions carrying 2 marks each. Answer to each question should not exceed 30 words.
- (iv) Question Nos. 24 27 in Section C are Short Answer Type-II Questions carrying 3 marks each. Answer to each question should not exceed 60 words.
- (v) Question Nos. 28 31 in Section D are Long Answer Type-I Questions carrying 4 marks each. Answer to each question should not exceed 120 words.
- (vi) Question No. 32 in Section E is a Long Answer Type-II Question carrying
 6 marks. Answer to this question should not exceed 200 words.
- (vii) Question Nos. 33 36 in Section F are based on two case studies given.
 Each case study has two questions carrying 2 marks each. Answer to each question should not exceed 30 words.

Section A

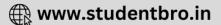
- 1. While responding on a self-report inventory, there is a tendency in many individuals to respond by ticking "yes" to the items. Identify this tendency.
 - (a) Social desirability (b) Halo effect
 - (c) Acquiescence (d) Extreme response bias
- 2. Chetan lacks motivation in life and is prone to depression. He does not like to converse with others and likes to stay alone. According to Friedman and Rosenman, which type of personality does Chetan have ?

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

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 P.T.O.

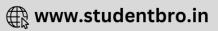
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3.	निम्नति	नखित में से कौन-से कथन पारिवारिक	आत्म ।	के विषय में सही हैं ?
	(i)	इसे सामाजिक अथवा संबंधात्मक अ	गत्म के	रूप में भी जाना जाता है।
	(ii)	यह आत्म सामाजिक दुनिया में दूसरे	ां के साध	थ संबंध में उभरता है ।
	(iii)	यह सहयोग, संबद्धता और बलिदान	जैसे पह	लुओं को सामने लाता है ।
	(iv)	यह आत्म पारिवारिक व सामाजिक	संबंधों व	को महत्त्व देता है ।
	(a)	(i), (iii) और (iv)	(b)	(i) और (iv)
	(c)	(i) और (ii)	(d)	(i), (ii), (iii) और (iv)
4.	समस्य बड़ों,	ा निराकरण में भी अच्छा है। उसके र युवाओं और ज़रूरतमंदों के प्रति प्रति	समाज में तेबद्धता	पास अच्छा संचार–कौशल है और वह उसका सम्मान किया जाता है क्योंकि वह दिखाता है और दूसरों के दृष्टिकोण को i कौन-सी योग्यताएँ/क्षमताएँ दिखाई देती
	(a)	संज्ञानात्मक और सामाजिक	(b)	सामाजिक और सांवेगिक
	(c)	सांवेगिक और उद्यमी	(d)	उद्यमी और संज्ञानात्मक
5.		एक ऐसा व्यवहार या कैं ओं तथा विचारों के सुस्पष्ट तथा विश्व		, जो हमारी भावनाओं, आवश्यकताओं, तंप्रेषण में सहायक होता है।
	(a)	् सकारात्मक अभिवृत्ति		पूर्णतावाद
	(c)	आग्रहिता	(d)	तर्कसंगत सोच
6.	140 ^(a) (b)	गई गई । उसकी मानसिक आयु क्या व मानसिक आयु कालानुक्रमिक आयु मानसिक आयु कालानुक्रमिक आयु	होगी ? से अधि से कम	होगी ।
	(c)	मानसिक आयु कालानुक्रमिक आयु		
	(d)	मानसिक आयु का कालानुक्रमिक अ	गयु से व	भाइ संबध नहा हागा ।
63		Pag	e 4 of 1	9



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(i) It is also referred to as social or relational self.

Identify the statements that are true to the familial self.

- (ii) It is the self that emerges in relation with others in the social world.
- (iii) It brings out aspects like cooperation, affiliation and sacrifice, etc.
- (iv) This self values family and social relationships.
- (a) (i), (iii) and (iv) (b) (i) and (iv)
- (c) (i) and (ii) (d) (i), (ii), (iii) and (iv)
- 4. Ayush is a young engineering graduate, who has effective communication skills and is good at problem solving. He is respected in his society because he shows commitment towards elders, the young and the needy and values others' perspectives. According to integral intelligence, what are the competencies that are visible in him ?
 - (a) Cognitive and social
 - (b) Social and emotional
 - (c) Emotional and entrepreneurial
 - (d) Entrepreneurial and cognitive
- **5.** ______ is a behaviour or skill that helps to communicate clearly and confidently, our feelings, needs, wants and thoughts.
 - (a) Positive attitude (b) Perfectionism
 - (c) Assertiveness (d) Rational thinking
- **6.** A 14-year-old girl was sent for psychometric testing, where her I.Q. was found to be 140. What will her Mental Age (MA) be like ?
 - (a) Mental age will be greater than chronological age.
 - (b) Mental age will be less than chronological age.
 - (c) Mental age will be equal to chronological age.
 - (d) Mental age will have no relationship with chronological age.

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7. साहिरा ने एक मेडिकल कॉलेज में दाखिला लिया है और वहाँ के पाठ्यक्रम से अभिभूत है । उसकी माँ अकसर उसके मिज़ाज, अनियमित व्यवहार और आत्मविश्वास में कमी की शिकायत करती है । साहिरा जो अनुभव कर रही है, वह किस प्रकार का दबाव है ?

- (a) शरीरक्रियात्मक (b) सांवेगिक/संवेगात्मक
- (c) संज्ञानात्मक (d) व्यवहारात्मक
- अमेरिकी मनोरोग संघ के अनुसार, मानसिक विकारों का वर्णन और वर्गीकरण करने वाली पुस्तिका को ______ कहा जाता है।
 - (a) डायग्नोस्टिक एंड स्टैटिस्टिकल हस्तलिपि-V
 - (b) डायग्नोस्टिक एंड स्टैटिस्टिकल पुस्तिका-V
 - (c) रोगों का अंतर्राष्ट्रीय वर्गीकरण-11
 - (d) विकारों का अंतर्राष्ट्रीय वर्गीकरण-11
- 9. मानव संसाधन प्रबंधक ने पाया कि जैसे-जैसे कंपनी में कर्मचारियों की संख्या बढ़ी, उत्पादकता कम होती गई । सामाजिक स्वैराचार (लोफिंग) नामक इस घटना/तथ्य को कम करने के लिए क्या कदम उठाए जा सकते हैं ?
 - (i) प्रत्येक व्यक्ति के प्रयास को पहचान योग्य बनाना
 - (ii) प्रेरणा को प्रभावित करने के लिए समूह सामंजस्य में कमी
 - (iii) समूह के सदस्यों को सफल कार्य निष्पादन के लिए प्रतिबद्ध करना
 - (iv) समूह के सदस्यों को किए जा रहे कार्य के लिए कम ज़िम्मेदार महसूस कराना
 - (a) (i), (iii) और (iv) (b) (iii) और (iv)
 - (c) (i) और (iii) (d) (i), (ii) और (iv)

10. माजिद अपने सभी कपों और कटलरी को उचित व व्यवस्थित क्रम में रखना पसंद करता है । वह दिन के कई घंटे रसोईघर में कपों और कटलरी की स्थिति की जाँच में बिताता है । यह इस हद तक बढ़ गया है कि उसने अब रेस्तराँ में भी कटलरी की स्थिति की जाँच करना शुरू कर दिया है । माजिद का व्यवहार _____ बताता है ।

(a) दुश्चिंता (b) मनोग्रस्तिता

(c) बाध्यता (d) दुर्भीति

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- 7. Sahira has joined a medical college and is overwhelmed by the syllabus out there. Her mother often complains about Sahira's mood swings, erratic behaviour and decreased confidence. What is this effect of stress that Sahira is experiencing ?
 - (a) Physiological (b) Emotional
 - (c) Cognitive (d) Behavioural
- 8. As per the American Psychiatric Association, the manual which describes and classifies mental disorders is called _____.
 - (a) Diagnostic and Statistical Manuscript-V
 - (b) Diagnostic and Statistical Manual-V
 - (c) International Classification of Diseases-11
 - (d) International Classification of Disorders-11
- **9.** The Human Resource Manager found that as the number of employees increased in the company, the productivity reduced. What steps can be taken to reduce this phenomenon called 'social loafing' ?
 - (i) Making the effort of each person identifiable
 - (ii) Decreasing group cohesiveness to impact motivation
 - (iii) Making group members committed to successful task performance
 - (iv) Making group members feel less responsible for the task being performed
 - (a) (i), (iii) and (iv) (b) (iii) and (iv)
 - (c) (i) and (iii) (d) (i), (ii) and (iv)
- 10. Majid likes all his cups and cutlery to be in proper order. He spends several hours of his day checking on the cups and cutlery position in the kitchen. This is to the extent that he has now started checking the position of cutlery even at restaurants. Majid's behaviour indicates

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(a)	Anxiety	(b)	Obsession
(c)	Compulsion	(d)	Phobia

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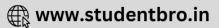


11.	दुर्भीति	या अविवेकी भय के उपचार के लिए वोल्प द्वारा प्रतिपादित क्रमिक विसंवेदनीकरण एक	
	तकनी	क है ।	1
	उपर्य ुत ्त	त्त चिकित्सा का हवाला देते हुए, निम्नलिखित कथनों को सही क्रम में व्यवस्थित कीजिए :	
	(i)	सेवार्थी के साथ मिलकर चिकित्सक दुश्चिंता उत्पन्न करने वाले उद्दीपकों का एक पदानुक्रम तैयार करता है तथा सबसे कम दुश्चिंता उत्पन्न करने वाले उद्दीपकों को पदानुक्रम में सबसे नीचे रखता है।	
	(ii)	सेवार्थी का साक्षात्कार, भय उत्पन्न करने वाली स्थितियों को जानने के लिए किया जाता है।	
	(iii)	कई सत्रों के पश्चात, सेवार्थी विश्रांति की अवस्था बनाए रखते हुए तीव्र भय उत्पन्न करने वाली स्थितियों के बारे में सोचने में समर्थ हो जाता है।	
	(iv)	चिकित्सक सेवार्थी को विश्रांत करता है और सबसे कम दुश्चिंता उत्पन्न करने वाली स्थिति के बारे में सोचने को कहता है।	
	(a)	(i), (ii), (iii) और (iv) (b) (iii), (iv), (i) और (ii)	
	(c)	(iv), (i), (ii) और (iii) (d) (ii), (i), (iv) और (iii)	
12.	बनाने	क बीमारी के उपचार के बाद, कविता को समाज का एक ज़िम्मेदार व उत्पादक सदस्य के लिए एक पुनर्वास केंद्र में भर्ती कराया गया था । सुधार के बाद, उसे उत्पादक र शुरू करने के लिए आवश्यक कौशल देने में मदद मिली । यह हिस्सा है	1
	(a)	संज्ञानात्मक प्रशिक्षण (b) सामाजिक कौशल प्रशिक्षण	
	(c)	व्यावसायिक चिकित्सा (d) व्यावसायिक प्रशिक्षण	
13.	है । स	लेखित प्रश्न में अभिकथन (A) का कथन और उसके बाद तर्क (R) का कथन दिया गया ही विकल्प का चयन कीजिए । कथन (A) : सेवार्थी केन्द्रित चिकित्सा में, अशर्त सकारात्मक आदर यह बताता है कि चिकित्सक की सकारात्मक हार्दिकता सेवार्थी की उन भावनाओं पर आश्रित नहीं है जो वह चिकित्सा सत्र के दौरान प्रदर्शित करता है ।	1
	तर्क ()	R) : तदनुभूति चिकित्सक और सेवार्थी के बीच में एक सांवेगिक अनुनाद की स्थिति बनाती है, जिससे सेवार्थी को सुरक्षित महसूस करने में मदद मिलती है ।	
	(a)	अभिकथन (A) तथा तर्क (R) दोनों सही हैं और तर्क (R), अभिकथन (A) की सही व्याख्या है।	
	(b)	अभिकथन (A) सही है, लेकिन तर्क (R) ग़लत है ।	
	(c)	अभिकथन (A) ग़लत है, लेकिन तर्क (R) सही है ।	
	(d)	अभिकथन (A) तथा तर्क (R) दोनों सही हैं, परन्तु तर्क (R), अभिकथन (A) की सही व्याख्या <i>नहीं</i> है।	

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11. Systematic desensitisation is a technique introduced by Wolpe for treating phobias or irrational fears.

Referring to the above therapy, arrange the following in correct sequence:

- (i) Together with the client, the therapist prepares a hierarchy of anxiety-provoking stimuli with the least anxiety-provoking stimuli at the bottom of the hierarchy.
- (ii) The client is interviewed to elicit fear-provoking situations.
- (iii) Over sessions, the client is able to imagine more severe fear-provoking situations, while maintaining the relaxation.
- (iv) The therapist relaxes the client and asks the client to think about the least anxiety-provoking situation.
- (a) (i), (ii), (iii) and (iv) (b) (iii), (iv), (i) and (ii)
- (c) (iv), (i), (ii) and (iii) (d) (ii), (i), (iv) and (iii)
- 12. After undergoing therapy for mental illness, Kavita was admitted into a rehabilitation centre to become a responsible and productive member of society. After improvement, she was helped to gain skills necessary to undertake productive employment. This is a part of
 - (a) Cognitive training (b) Social skills training
 - (c) Occupational therapy (d) Vocational training
- **13.** In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Mark the correct choice.

Assertion (A): In client-centred therapy, unconditional positive regard indicates that the positive warmth of the therapist is not dependent on what the client reveals.

- Reason(R): Empathy sets up an emotional resonance between the therapist and the client which helps the client to feel secure.
- (a) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
- (b) Assertion (A) is true, but Reason (R) is false.
- (c) Assertion (A) is false, but Reason (R) is true.
- (d) Both Assertion (A) and Reason (R) are true, but Reason (R) is *not* the correct explanation of Assertion (A).

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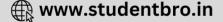
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- 14. अभिवृत्ति और व्यवहार में संगति केवल तब होगी, जब
 - (a) अभिवृत्ति प्रबल न हो ।
 - (b) व्यक्ति अपनी अभिवृत्ति के प्रति सजग न हो ।
 - (c) किसी विशिष्ट तरीके से व्यवहार करने के लिए व्यक्ति पर बाह्य दबाव हो ।
 - (d) व्यक्ति का व्यवहार दूसरों द्वारा देखा या मूल्यांकित न किया जा रहा हो ।

15. रितेश उस स्टोर से किराने का सामान खरीदता है, जो विज्ञापित करता है कि वह पर्यावरण के प्रति अपनी ज़िम्मेदारी निभाने के लिए अपने ग्राहकों को निशुल्क पुन: प्रयोज्य कपड़े के बैग प्रदान करता है । यह _____ के माध्यम से दृष्टिकोण बदलने का उदाहरण है ।

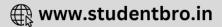
- (a) सांवेगिक अपील (b) आकर्षकता
- (c) तार्किक अपील (d) मनवाने (समझाने)

16. निम्नलिखित प्रश्न में अभिकथन (A) का कथन और उसके बाद तर्क (R) का कथन दिया गया
 है । सही विकल्प का चयन कीजिए ।

- अभिकथन (A) : विश्वास अभिवृत्तियों के संज्ञानात्मक घटक को इंगित करते हैं तथा एक ऐसे आधार का निर्माण करते हैं जिन पर अभिवृत्तियाँ टिकी हैं, जैसे ईश्वर में विश्वास ।
- तर्क (R) : इसमें अभिवृत्ति के सभी तीन घटक होते हैं ।
- (a) अभिकथन (A) तथा तर्क (R) दोनों सही हैं और तर्क (R), अभिकथन (A) की सही
 व्याख्या है ।
- (b) अभिकथन (A) सही है, लेकिन तर्क (R) ग़लत है।
- (c) अभिकथन (A) ग़लत है, लेकिन तर्क (R) सही है।
- (d) अभिकथन (A) तथा तर्क (R) दोनों सही हैं, परन्तु तर्क (R), अभिकथन (A) की सही
 व्याख्या *नहीं* है ।

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- (a) The attitude is not very strong.
- (b) The person is unaware of his/her attitude.
- (c) There is a lot of external pressure to behave in a particular way.
- (d) The person's behaviour is not being watched or evaluated by others.

15. Ritesh buys groceries from a store that advertises its responsibility towards protection of the environment by providing free reusable cloth bags to its customers. This is an example of changing attitude through

- (a) Emotional appeal
- (b) Attractiveness
- (c) Rational appeal
- (d) Persuasibility
- **16.** In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Mark the correct choice.
 - Assertion (A): Beliefs are the cognitive components of attitudes and form the ground on which attitudes stand, such as belief in God.

Reason(R): It has all the three components of an attitude.

- (a) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
- (b) Assertion (A) is true, but Reason (R) is false.
- (c) Assertion (A) is false, but Reason (R) is true.
- (d) Both Assertion (A) and Reason (R) are true, but Reason (R) is *not* the correct explanation of Assertion (A).

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17. हम सभी विभिन्न प्रकार के समूहों से संबंधित हैं । यदि आप सशस्त्र बल में शामिल होते हैं, तो वह किस प्रकार का समूह होगा ?

- (i) प्राथमिक समूह
- (ii) द्वितीयक समूह
- (iii) औपचारिक समूह
- (iv) अनौपचारिक समूह
- (a)
 (i), (iii) और (iv)

 (b)
 (iii) और (iv)
- (c) (ii) और (iii) (d) (i), (ii) और (iv)

18. निम्नलिखित प्रश्न में अभिकथन (A) का कथन और उसके बाद तर्क (R) का कथन दिया गया है । सही विकल्प का चयन कीजिए ।

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अभिकथन (A) : मनोमितिक उपागम व्यक्ति द्वारा किए जाने वाले निष्पादन उसकी संज्ञानात्मक योग्यताओं के एक सूचकांक के रूप में व्यक्त करता है।

- तर्क (R) : इसमें बौद्धिक तर्कना तथा समस्या समाधान में व्यक्तियों द्वारा उपयोग की जाने वाली प्रक्रियाओं का वर्णन किया जाता है ।
- (a) अभिकथन (A) तथा तर्क (R) दोनों सही हैं और तर्क (R), अभिकथन (A) की सही व्याख्या है।
- (b) अभिकथन (A) सही है, लेकिन तर्क (R) ग़लत है।
- (c) अभिकथन (A) ग़लत है, लेकिन तर्क (R) सही है।
- (d) अभिकथन (A) तथा तर्क (R) दोनों सही हैं, परन्तु तर्क (R), अभिकथन (A) की सही व्याख्या *नहीं* है।

खण्ड ख

19. विवियन एक बहुराष्ट्रीय कंपनी में मानव संसाधन प्रबंधक हैं । उन्होंने कंपनी के आगामी रजत जयंती समारोह में एक टीम निर्माण गतिविधि के लिए एक समिति बनाने हेतु विभिन्न विभागों के कुछ सदस्यों को यादृच्छिक रूप से चुना । उन्होंने उन्हें योजना बनाने के लिए पूर्ण स्वायत्तता दी और प्रत्येक समूह के कुछ विकास क्रमों का अवलोकन किया । उनके द्वारा देखे गए विभिन्न चरणों की चर्चा कीजिए ।

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17. We all belong to different types of groups. If you join the Armed Forces, what type of group will it be ?

- (i) Primary
- (ii) Secondary
- (iii) Formal
- (iv) Informal
- (a) (i), (iii) and (iv) (b) (iii) and (iv)
- (c) (ii) and (iii) (d) (i), (ii) and (iv)
- **18.** In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Mark the correct choice.

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- Assertion (A) : Psychometric approach expresses the individual's performance in terms of a single index of cognitive abilities.
- Reason(R): It describes the process people use in intellectual reasoning and problem solving.
- (a) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
- (b) Assertion (A) is true, but Reason (R) is false.
- (c) Assertion (A) is false, but Reason (R) is true.
- (d) Both Assertion (A) and Reason (R) are true, but Reason (R) is *not* the correct explanation of Assertion (A).

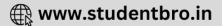
Section B

19. Vivian is the Human Resource Manager of a multinational company. For a team building activity, he randomly selected a few members from different departments to form a committee for the upcoming silver jubilee celebrations of the company. He gave them full autonomy to do the planning and observed some developmental sequences in each group that formed. Discuss the stages that he observed.

P.T.O.

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20. (a) प्रिया अपने सामने आने वाली किसी भी समस्या को हल करने में बहुत होशियार है। वह ऐसी समस्याओं का उल्लेख करती है, जिनका उसने अतीत में सामना किया है और अपने अनुभवों का उपयोग वर्तमान समस्याओं को हल करने के लिए करती है। वह किस प्रकार की बुद्धिमत्ता का प्रयोग कर रही है और यह किस सिद्धांत पर आधारित है?

अथवा

- (b) एंजल एक मनोवैज्ञानिक है, जो बच्चों के बुद्धि परीक्षण अंकों का विश्लेषण कर रही है । उसने देखा कि ग्रामीण क्षेत्रों के बच्चों ने शहरी क्षेत्रों के बच्चों की अपेक्षा काफ़ी कम अंक प्राप्त किए हैं । आपको क्या लगता है कि बुद्धि परीक्षण के परिणाम पर क्या प्रभाव पड़ा होगा ? स्पष्ट कीजिए कि वह इसे कैसे दूर कर सकती है ।
- 21. मनश्चिकित्सा के संदर्भ में 'चिकित्सक और रोगी चर' का क्या अर्थ है ?
- 22. अतहर विद्यालय में लोकप्रिय है लेकिन अपनी चीज़ों के प्रबंधन के मामले में बहुत लापरवाह है । जब उसके माता-पिता उसे अपनी चीज़ों का ध्यान रखने के लिए कहते हैं, तो वह अशिष्ट व्यवहार करता है । उसके इस प्रकार के अभिवृत्ति निर्माण के लिए उत्तरदायी दो कारकों को स्पष्ट कीजिए ।
- 23. स्पष्ट कीजिए कि समूह निर्माण कैसे होता है।

खण्ड ग

24.	मनोविल	दलन से पीड़ित व्यक्ति द्वारा अनुभव की गई भ्रांति के बारे में विस्तार से चर्चा कीजिए ।	3
25.	(a)	किन्हीं तीन जीवन-कौशलों की व्याख्या कीजिए जो जीवन की चुनौतियों का सामना करने में सहायक होंगे।	3
		अथवा	
	(b)	तनाव प्रतिरोधी व्यक्तित्व वाला व्यक्ति रोज़मर्रा की जिंदगी की माँगों का सामना कैसे करता है ? अपने दृष्टिकोण का समर्थन करने के लिए उदाहरण दीजिए ।	3
26.	स्पष्ट र है ।	कीजिए कि कैसे संतुलन की अवधारणा किसी व्यक्ति की अभिवृत्ति में परिवर्तन लाती	3

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20. (a) Priya is very smart at solving any problem that she encounters. She refers to similar problems that she has faced in the past and uses her experience to solve the present ones. Which type of intelligence is she using and what theory is this based on ?

OR

- (b) Angel, a psychologist, is analysing the intelligence scores of the children. She notices that the children from rural areas scored significantly lower than the children from urban areas. What do you think would have influenced the result of intelligence tests ? Explain how she can overcome it.
- **21.** What is meant by the term 'therapist and patient variables' in the context of psychotherapy ?
- **22.** Athar is popular in school but very careless when it comes to managing his things. He behaves rudely when his parents ask him to take care of his things. Explain two factors that led to this type of attitude formation.
- **23.** How are groups formed ? Explain.

Section C

24.		ss in detail the hallucinations experienced by a person diagnosed schizophrenia.	3
25.	(a)	Explain any three life skills that will help to meet the challenges of life.	3
		OR	
	(b)	How does an individual with a stress resistant personality cope with demands of everyday life ? Give examples to support your viewpoint.	3
26.	Expla indivi	in how the concept of balance leads to a change in attitude of an dual.	3

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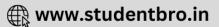
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27. पिया ने हाल ही में विद्यालय में प्रवेश लिया है । उसके अध्यापकों ने सामूहिक गतिविधियों के दौरान उसे करीब से देखा । उन्होंने देखा कि वह रुचि के बहुत संकीर्ण नमूने दिखाती है और अपने हाथों को फड़फड़ाने में व्यस्त है । पिया को बातचीत शुरू करना और उसे बनाए रखना भी चुनौतीपूर्ण लगता है । पिया के लक्षण क्या दर्शाते हैं ? इस समस्या से ग्रस्त बच्चों द्वारा प्रदर्शित अन्य लक्षणों की सूची बनाइए ।

खण्ड घ

28. (a) मूल्यांकन से क्या तात्पर्य है ? मनोवैज्ञानिक मूल्यांकन की किन्हीं तीन विधियों को स्पष्ट कीजिए।

अथवा

- (b) सर्जनात्मकता व बुद्धि के बीच क्या संबंध है ? सर्जनात्मक परीक्षण व बुद्धि परीक्षण के बीच अंतर स्पष्ट कीजिए ।
- 29. यदि हम अपने आस-पास के वातावरण में देखें, तो हम पाते हैं कि सफलता का संबंध विद्यालय में प्राप्त अंकों से नहीं है । बुद्धि के और भी कई प्रकार हैं । गार्डनर का बुद्धि का सिद्धांत इसे कैसे स्पष्ट करता है ? गार्डनर के बहु बुद्धि के सिद्धांत को स्पष्ट कीजिए ।
- **30.** (a) तनाव और बीमारी के बीच संबंध स्पष्ट कीजिए । तनाव, प्रतिरक्षा प्रणाली को कैसे प्रभावित करता है ? समझाइए ।

अथवा

- (b) किन्हीं चार कारकों का वर्णन कीजिए जो सकारात्मक स्वास्थ्य को सुगम बनाते हैं और तनाव दूर करने का कार्य भी करते हैं।
- **31.** दीपा सामान्यीकृत दुश्चिंता विकार से ग्रस्त पाई जाती है । रोगोन्मुखता-दबाव (डायथेसिस तनाव) मॉडल की मदद से इस विकार के विकास की व्याख्या कीजिए ।

खण्ड ङ

32. (a) विभिन्न स्थितियों में किसी व्यक्ति का व्यवहार हमें उसके व्यक्तित्व के बारे में सार्थक जानकारी प्रदान करता है । व्यक्तित्व मूल्यांकन की एक विधि के रूप में व्यवहार विश्लेषण को स्पष्ट कीजिए ।

अथवा

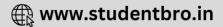
(b) एक विशेषक की विशेषताएँ स्पष्ट कीजिए । व्यक्तित्व की समझ के लिए विशेषक दृष्टिकोण का वर्णन कीजिए ।

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27. Pia has just joined school. Her teachers observed her closely during her group interactions. They noticed that she shows narrow patterns of interest and is preoccupied in flapping her hands. Pia also finds it challenging to start and maintain a conversation. What do Pia's symptoms indicate ? List the other symptoms displayed by children diagnosed with this problem.

Section D

- 28. (a) What is assessment ? Explain any three methods of psychological assessment. 4 OR
 - (b) What is the relationship between creativity and intelligence ? Differentiate between creativity tests and intelligence tests.
- **29.** If we look around in our environment, we find that success is not associated with marks at school. There are many other types of intelligences. How will Gardner's theory of intelligences explain this ? Describe his theory of multiple intelligences.
- **30.** (a) Explain the relationship between stress and illness. How does stress affect the immune system ? Explain.

OR

- (b) Describe any four factors that facilitate positive health and act as stress buffers too.
- **31.** Deepa has been diagnosed with generalised anxiety disorder. Explain the development of this disorder with the help of diathesis-stress model.

Section E

- 32. (a) A person's behaviour in variety of situations provides us with meaningful information about his/her personality. Discuss behavioural analysis as a method of personality assessment.
 6
 OR
 - (b) Explain the characteristics of a trait. Describe the trait approaches to the understanding of personality.

Page **17** of **19**

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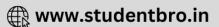
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खण्ड च

निम्नलिखित व्यक्ति अध्ययन पढ़कर पूछे गए प्रश्नों (प्र. 33 – 34) के उत्तर दीजिए :

समीरा को माता-पिता के साथ मतभेदों से संबंधित मुद्दों के चलते एक नैदानिक मनोवैज्ञानिक के पास भेजा गया । प्रारंभ में समीरा ऐसी किसी भी बात से इंकार करती रही और कहा कि यह कुछ और नहीं बल्कि किशोरावस्था है । नैदानिक मनोवैज्ञानिक उसकी बातों से आश्वस्त नहीं थी और उन्होंने समीरा की गहन जाँच करने का फैसला किया । वह जानती थी कि समीरा अपनी निजी भावनाओं और विचारों को साझा करने से झिझक रही है । नैदानिक मनोवैज्ञानिक ने एक ऐसा वातावरण बनाकर शुरुआत की, जहाँ विश्वास, सहानुभूति, वास्तविकता और ऊष्णता थी । इससे समीरा को नैदानिक मनोवैज्ञानिक के साथ सकारात्मक संबंध विकसित करने में मदद मिली । जल्द ही समीरा अपने भीतर की उथल-पुथल और अपने माता-पिता के प्रति अपने गुस्से के कारणों को मनोवैज्ञानिक के साथ साझा करने लगी । मनोवैज्ञानिक ने उसके दूषित विचारों को चुनौती दी और उन्हें अनुकूल व सकारात्मक विचारों के साथ प्रतिस्थापित किया । इससे उसके कष्ट कम करने में मदद मिली ।

33.

(a)

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अथवा

इसके घटक क्या हैं ?

(b) यह संबंध अद्वितीय कैसे है ? सहानुभूति और बौद्धिक समझ के बीच अंतर स्पष्ट कीजिए ।

नैदानिक मनोवैज्ञानिक और समीरा के बीच इस संबंध की प्रकृति स्पष्ट कीजिए ।

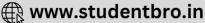
34. 'मनोवैज्ञानिक ने उसके दूषित विचारों को चुनौती दी और उन्हें अनुकूल व सकारात्मक विचारों के साथ प्रतिस्थापित किया ।' यहाँ किस चिकित्सीय दृष्टिकोण का प्रयोग किया गया है ? समीरा को इससे सबसे बड़ा लाभ क्या हुआ ?

निम्नलिखित व्यक्ति अध्ययन पढ़कर पूर्छे गए प्रश्नों (प्र. 35 – 36) के उत्तर दीजिए :

ऐना, मनोविश्लेषक जोसेफ़ ब्रेउर के संपर्क में सबसे पहले 1880 में आई, जब उन्हें वियना स्थित उसके घर पर पहली बार बुलाया गया जहाँ वह बिस्तर पर पड़ी थी और लगभग पूरी तरह से लकवाग्रस्त थी । उसके अन्य लक्षणों में मतिभ्रम, व्यक्तित्व परिवर्तन और बोलने में रूखापन शामिल थे, लेकिन चिकित्सकों को कोई शारीरिक कारण नहीं मिला । ब्रेउर लगभग रोज़ उससे मिलने जाते थे और उसके विचारों व भावनाओं के बारे में बात करते थे, इसमें पिता के लिए उसका दुख भी शामिल था । जितना अधिक वह बात करती थी, उतना ही उसके लक्षण कम होने लगे । यह शायद मनोविश्लेषण अथवा 'परस्पर वार्ता द्वारा इलाज' के प्रारंभिक उदाहरणों में से एक था । यद्यपि फ्रॉयड ऐना से कभी नहीं मिले, तथापि उन्होंने उसके बारे में लिखा जिसमें उसकी कठिन गर्भावस्था का भी उल्लेख किया, हालाँकि बाद में इस पर विवाद भी हुआ था ।

- 35. मनोविश्लेषकों के अनुसार ऐना की बीमारी के क्या कारण हो सकते हैं ?
- 36. 'जितना अधिक वह बात करती थी, उतना ही उसके लक्षण कम होने लगे।' अचेतन को चेतन में लाने के लिए मनोविश्लेषक कौन-सी विधियाँ अपनाते हैं ? स्पष्ट कीजिए।

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Section F

Read the case study and answer the questions (Q. 33 - 34) that follow :

Sameera was referred to a clinical psychologist for anger issues pertaining to differences with her parents. Initially, Sameera kept denying any such concerns and said, it is nothing but an adolescent phase. The clinical psychologist was not convinced and decided to probe deeper. She knew that Sameera was hesitating to share her private feelings and thoughts. The clinical psychologist started by creating an environment where there was trust, empathy, genuineness and warmth. This helped Sameera to develop a positive relationship with the clinical psychologist. Soon Sameera was sharing her inner turmoils and the reasons of her anger towards her parents. The psychologist challenged her faulty thought patterns and substituted them with adaptive and positive thoughts. This helped to reduce her distress.

- **33.** (a) Identify the nature of this relationship between the clinical psychologist and Sameera. What are its components ?
 - OR
 - (b) How is this relationship unique in nature ? Differentiate between empathy and intellectual understanding.
- **34.** 'The psychologist challenged her faulty thought patterns and substituted them with adaptive and positive thoughts.' Which therapeutic approach has been used here ? Explain the chief benefit to Sameera.

Read the case study and answer the questions (Q. 35 - 36) that follow :

Anna first came to the attention of psychoanalyst, Joseph Breuer, in 1880 when he was called to her house in Vienna where she was lying in bed. almost entirely paralysed. Her other symptoms included hallucinations, personality changes and rambling speech, but doctors could not find any physical cause. Breuer visited her almost daily and talked to her about her thoughts and feelings, including her grief for her father. The more she talked, the more her symptoms seem to fade — this was apparently one of the first ever instances of psychoanalysis or "the talking cure". Although Freud never met Anna, he wrote about her case, including the notion that she had a hysterical pregnancy, although this was also disputed later.

- **35.** What could be the reasons for Anna's illness as per psychoanalysts ?
- **36.** 'The more she talked, the more her symptoms seem to fade.' What are the methods used in psychoanalysis to bring the unconscious to the conscious realm ? Explain.

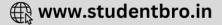
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	Marking Scheme Strictly Confidential
	(For Internal and Restricted use only)
	Supressing
<u> </u>	SUBJECT NAME: SUBJECT CODE PAPER CODE
Gen	eral Instructions: -
1.24.1.3	그는 것 같은 것 같
1	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small minted
	assessment of the candidates. A small mistake in evaluation may lead to serious problem
	which may affect the future of the candidates, education system and teaching profession. T
	avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines assoful
	the spot evaluation guidelines carefully.
2	"Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted. Evaluation along a sit is related to the confidentiality of the
	examinations conducted, Evaluation done and several other aspects. Its' leakage to
	public in any manner could lead to derailment of the examination system and affect the
	life and future of millions of candidates. Sharing this policy/document to anyone
	publishing in any magazine and printing in News Paper/Website etc may invite action
	under various rules of the Board and IPC."
3	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be
	done according to one's own interpretation or any other consideration. Marking Scheme
	should be strictly adhered to and religiously followed. However, while evaluating, answers
	which are based on latest information or knowledge and/or are innovative, they may be
	assessed for their correctness otherwise and due marks be awarded to them. In class
	XII, while evaluating two competency-based questions, please try to understand given
	answer and even if reply is not from marking scheme but correct competency is
	enumerated by the candidate, due marks should be awarded.
1	The Marking scheme carries only suggested value points for the answers. These are in the
	nature of Guidelines only and do not constitute the complete answer. The students can have
	their own expression and if the expression is correct, the due marks should be awarded
	accordingly.
5	The Head-Examiner must go through the first five answer books evaluated by each evaluator
	on the first day, to ensure that evaluation has been carried out as per the instructions given in
	the Marking Scheme. If there is any variation, the same should be zero after delibration and
	discussion. The remaining answer books meant for evaluation shall be given only after
107 June 1 1872 - 1	ensuring that there is no significant variation in the marking of individual evaluators.
5	Evaluators will mark($$) wherever answer is correct. For wrong answer CROSS 'X" be
	marked. Evaluators will not put right (\checkmark) while evaluating which gives an impression that
	answer is correct and no marks are awarded. This is most common mistake which
	evaluators are committing.
7	If a question has parts, please award marks on the right-hand side for each part. Marks
	awarded for different parts of the question should then be totaled up and written in the left-
	hand margin and encircled. This may be followed strictly.
3	If a question does not have any parts, marks must be awarded in the left-hand margin and
通信: F	encircled. This may also be followed strictly.
)	If a student has attempted an extra question, answer of the question deserving more marks
	should be retained and the other answer scored out with a note "Extra Question".
0	No marks to be deducted for the cumulative effect of an error. It should be penalized only
	once.
1	A full scale of marks80(example 0 to 80/70/60/50/40/30 marks as given in
	Question Paper) has to be used. Please do not hesitate to award full marks if the answer
	deserves it.

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12	Every examines the
	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per
13	 Ensure that you do not make the following common types of errors committed by the Examiner in the past:- Giving more marks for an answer than assigned to it. Wrong totaling of marks awarded on an answer. Wrong transfer of marks from the inside pages of the answer book to the title page. Leaving answer or part thereof unassessed in an answer book.
	 Wrong totaling of marks of the two columns on the title page. Wrong grand total. Marks in words and figures not tallying/not same. Wrong transfer of marks from the answer book to online award list. Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)
14	Half or a part of answer marked correct and the rest as wrong, but no marks awarded. While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0)Marks
15	Any un assessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board Honeo in order to the title page.
16	The Examiners should acquaint themselves with the section of the indiciously.
17	Every Examiner shall also ensure that all the ensure
18	the title page, correctly totaled and written in figures and words. The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

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PSYCHOLGY (037) PAPER CODE 63 (SET-4) MARKING SCHEME 2022-23

Q.NO		NCERT BOOK PAGE NO. REFERENCE	DISTRIBUTION OF MARKS
	SECTION-A	ter an	ia Linteration de la Col
Q.1.	(c) Acquiescence	43	ensisten 1
Q.2.	(d) Type D	31	1
Q.3.	(d) (i), (ii), (iii) and (iv)	26	29020 1
Q.4.	(a) Cognitive and Social		
Q.5.	(c) Assertiveness	64	1
Q.6.	(a) Mental age will be greater than chronological age	10,11	1
Q.7.	(b) Emotional	57 (Maria)	the Exception 1
Q.8.	(b) Diagnostic and Statistical Manual-V	73	1 1 1
Q.9.	(c) (i) and (iii)	137	1
Q.10.	(c) Compulsion	vento - 277 tractific	1.1323/- 1
Q.11.	(d) (ii), (i), (iv) and (iii)	98	A service services
Q.12.	(d) Vocational Training	104	1
Q.13.	(a) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).	91,101,41	1 1
Q.14.	(d) The person's behavior is not being watched or evaluated by others	- 117 - d ^a	1
Q.15.	(c) Rational Appeal		1
Q.16.	(b) Assertion (A) is true, but Reason (R) is false.	109	1

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Q.17.	(c) (ii) and (iii)	135,136	1
Q.18.	(b) Assertion (A) is true, but Reason (R) is false.	5,6	1
	SECTION-B		
Q.19.		133	
	Four stages observed		The sale of the sale
	Forming		
	Storming	and a start and a start of the	
	Norming		
	Performing		
	(Brief explanation of the above)		
			1⁄2 X 4 = 2
Q.20.		8,9	
a)	Experiential/Creative intelligence		in an
	Triarchie theory of intelligence		$\mathcal{T}_{\mathcal{T}}_{\mathcal{T}_{\mathcal{T}_{\mathcal{T}}_{\mathcal{T}_{\mathcal{T}_{\mathcal{T}_{\mathcal{T}}_{\mathcal{T}_{\mathcal{T}}_{\mathcal{T}_{\mathcal{T}_{\mathcal{T}}_{\mathcal{T}_{\mathcal{T}_{\mathcal{T}}}}}}}}}}$
	These are the type of intelligence:		
	- Componential/Analytical		
	- Experiential/Creative		
	- Contextual/Practical		1+1=2
	OR		
b)	Culture biased test – show a bias to the culture in which	14,15	
	they were developed.		
	By using a culture fair test – common to all cultures (non-		
	verleal and performance tests)		1+1=2
Q.21.	Patient Variable	102	
	- Non-specific factors attributed to the client/patient		
	- Motivation for change, expectation of improvement		
	due to the treatment etc. (Any one)		
	Therapist Variable		
	- Non-specific factors attributed to the therapist		
	- Positive nature, absence of unresolved emotional		
	conflicts presence of good mental health. (Any one)		1+1=2

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Q.22.	Factors of attitude formation		
	Family and School environment	111,112	
		sed of a state	
	Reference groups		
	Personal experiences		
	Media related influences	a an	
0.00	(Brief explanation of any two from above)	a strategica legador este	1+1=2
Q.23.	• Proximity	132,133	
	Similarity	$\hat{\mathcal{L}} = \{ \hat{\mathcal{L}}_{ij} \}$ which we set to be	· 被我们
	Common motives and goals	n and sharing the set	
	(Brief explanation of any two from above)	in the contraction of the second	1+1=2
t.	n an		
A L	SECTION-C		
	JECTION-C		
			n Harry
Q.24	Auditory, Tactile, Somatic, Visual, Gustatory, Olfactory	82	
	hallucinations.	e warn named at a s	
	Auditory – Hear sounds or voices that speak words,	a Managa Chaire das	
	phrases and sentences.	a narian Revenue	e printe
	Tactile – Tingling, Burning	en an	
	Somatic – Something happening inside the body		
	Visual – Vague perception of color, people or objects.	State of the second	
	Gustatory – Food or drink taste strange		
	Olfactory – Smell of poison or smoke		
Q.25.		and an end of the end of the end of the end of the	1⁄2 X 6=3
a)	Life skills	64,65	a Chinaga
	Assertiveness	toris standardard	d man aller wa
	Time management	t vice pressuring assist	s ^e giorian
	Rational thinking		a sheqtares i
	Improving relationships		
	Self care	n i qui s spéries qui i	State of the second
		alos de trais	
12	Overcoming unhelpful habits		
	(explanation of any three life skills)	Construction and the second	1+1+1=3
	OR	the president of the second second	 Apple - Apple - A

b)	Stress Resistant Personality	63	
	Concept of Hardiness	03	
	Explanation of 3 C's		
	Any relevant example		1/2+[1/2X3]+1=3
Q.26.	Concept of balance	112	
	P-O-X triangle – Explanation of P, O, X	i ga asteriation	
	Attitude change takes place when there is imbalance as		
	imbalance is logically uncomfortable.		
	Imbalance is found when all sides of P-O-X triangle are		
	negative or two sides are positive and one is negative.	 Suppose fills with the second sec second second sec	
	Balance is found when all sides are positive or two sides		
	are negative and one side is positive.		1+1+1=3
Q.27.	Autism Spectrum Disorder	83	I
	Other symptoms	00	4
	Difficulties in relating to other people		A start and the second
	 Serious abnormalities in communication and language, 		
	제 그 것은 그들은 것같은 상태에게 방법한 것 같아요. 그 것같은 것이 가격대한 것이 없는 것 같이 가지 않았다. 것 같아 지않는 것 같이 것 같이 것 같아.		
	repetitive and deviant speech patterns		
	Motor movements are self stimulatory or self injurious. (any two of the above symptome)		
	(any two of the above symptoms)		1+2=3
	and the second		1. 1777 - 17
	SECTION - D	al a carta ar	
	and the second secon Second second		
Q.28.		an geraan di ku	
a)	Assessment refers to the measurement of psychological	4,5	adirect del _{const} eriori
	attributes of individuals and their evaluation, often using	and the second	and an and a second
	multiple methods in terms of certain standards of		
	comparison.		in the second second
	Methods used for Psychological assessment-		
	Psychological test is an objective and standardized		n an an Arange An Arange Ara
	measure of individual's mental and/or behavioral		
	characteristics.		19-3-3-3-45-3-45-3-45-3-45-3-45-3-45-3-45



 Interview involves seeking information from a person on a one to one basis. 	
Case study is an in depth study of an individual in terms	
of his/her psychological attributes, psychological history	alter att
in the context of his/her psychological and physical	helle det and
environment.	apaga an
Observation involves employing systematic, organized	and the second second
and objective procedures to record behavioral	
phenomena occurring naturally in real time.	and the factor
	na vene veneralista inter
Self report is a method in which a person provides factual information about himself/herealf and/or anisis a heliefer	
information about himself/herself and/or opinions, beliefs	
etc. (explanation of any 3 methods)	1+1+1+1=4
	ie ^{la} sin a sinada a sa
OR CONTRACTOR	inge total
Terman found that persons with high IQ were not 19,20	
necessarily creative, creative ideas could come from	
persons who did not have a very high IQ. Intelligence by	
itself does not ensure creativity.	
The relationship between intelligence and creativity is	ana ing ang ang ang ang ang ang ang ang ang a
positive. Certain level of intelligence is required for	ante de la contraction de la c
creativity but beyond that intelligence does not co-relate	
well with creativity.	배상 없는 것이 것을 못 못 잘 없어.
Difference between creativity tests and intelligence tests	
Creativity tests are open ended, involve divergent	
thinking and assess ability to produce a variety of ideas,	
ability to see new relationships, ability to guess causes	
and consequences, ability to put things in a new context.	김 동생이는 그렇게 영문한 성공하는
Intelligence tests are close ended, involve convergent	
thinking, the person has to think of the right solution to	
the problem, focus on assessing memory, logical	enter anno ann an
- 전철법 사업 전 - 시 이사 사업 방법 전 방법 전 방법 전 방법 전 방법 것 같은 것은 것은 것을 가지 않는 것 것 않아요. 것 것 않아요. 것 것 같은 것 같은 것 같은 것 같은 것 같은 것 같이 있는 것 같은 것 같	2+2=4

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		7,8	
Ac	cording to Garden's theory of Multiple intelligence		
	There are eight types of intelligence which are independent of each other.		
•	They interact and work together to find a solution to a problem.		
•	Eight intelligences are linguistic, logical-Mathematical,		
	Spatial, Musical, Bodily-Kinesthetic, Interpersonal,		
	Intrapersonal, Naturalistic. (Explanation of any two)		1+1+1+1/2+1/2=4
	OR		
Ac	cording to Gardner's theory of Multiple intelligence there		
are	e eight types of intelligences:		
•	Linguistic – use language fluently and flexibly to express		
	one's thinking and understand others.		
•	Logical-Mathematical – person high on this type of		
	intelligence can think logically and critically.		
•	Spatial – refers to the abilities involved in forming, using		
	and transforming mental images.		
•	Musical – capacity to produce, create and manipulate musical pattern.		
•	Bodily-Kinesthetic – use of the whole body or portions of		
	it for display or construction of products and problem		
	solving.		
1 1 2 3 5 1	Interpersonal – skills of understanding the motives,		
	feelings and behaviors of other.		
. Salar	Intrapersonal – Skills of understanding the motives,		
	feelings and behavior of oneself.		
- Col.,	Naturalistic – awareness of our relationship with the		½ x8=4
	natural world.		



Q.30.			· · · · · · · · · · · · · · · · · · ·
a)	 When stress is prolonged, it affects physical health and impairs psychological functioning. The physical exhaustion is seen in the signs of chronic fatigue, weakness and low energy. The mental exhaustion appears in the form of irritability, anxiety, feelings of helplessness and hopelessness. This state of physical, emotional and psychological exhaustion is known as burnout. 	, 65,66	
	 GAS model of stress – alarm reaction, resistance and exhaustion. Explain all the three. (any one point from above) 	art Alta a contra da	na in the second se
	 Psychoneuroimmunology – studies the effects of stress on the immune system. Reduced levels of natural killer 	en e	(anni 1995) Tarlo
	cell cytotoxicity have been found in people who are highly	xier e Mier vikit	ni dana dana dana dana dana dana dana da
	stressed, negative emotions, release of stress hormones	N - CHARLES - THERE IS A	
	which lead to weakening of the immune system, thereby	Alarkana - era	
	affecting mental and physical health.	12 Constants (The Postson)	2+2=4
	OŖ		
b)	These factors are:	anna ann ann an tha an tar	
	Exercise – asanas, arobic, stretching etc		
	Diet – balanced		
	Positive thinking – accurate perception of reality, sense of		
	1 2 2 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		
	Positive attitude – optimism, pessimism	and stand of the Article	
	Social Support – Tangible, emotional, informational		
	(Any four in detail)		
			1+1+1+1=4
Q.31.	Diathesis or the presence of some biological aberration,	75,76	alla de la comunita E sector de la comunita
	which may be inherited.	an an an in in Asian	
	 Vulnerability to develop a psychological disorder. 		
	 Presence of pathogenic stressors i.e. factors/ stressors 		
	that may lead to psychopathology.		
	Explanation with reference to Deepa's disorder.		1+1+1+1=4

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	SECTION - E		
2.32.		46,47	
a)	 Observation of behavior serves as the basis of behavioral analysis. An observer's report may contain data obtained from interview, observation, ratings, nomination and situational tests. Interview – This involves talking to the person being assessed and asking specific questions. Types - Structured and unstructured. Observation – it requires careful training of the observer, and a fairly detailed guideline about analysis of behaviors in order to assess the personality of a given person. Limitation – professional training required, maturity of the psychologist are pre-conditioned, presence of the observer may contaminate the results. Behavioral Ratings – used in educational and industrial settings. Behavioral ratings are generally taken from people who know the assesse intimately and have interacted with his/her over a period of time or have had a chance to observe him/her. Limitations – halo effect, middle category bias, extreme response bias. Nomination – Each person is asked to choose one or more persons of the group with whom he/she would like to work, study, play or participate in any other activity. This method is used in obtaining peer assessment. Limitation – affected by the personal biases. Situational tests – situational stress test provides us with information about how a person behaves under stressful situations. 		1+5=6



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		OR	전화에는 상태에 한 것이 있는 것이 같이 많이
	• A tr	ait is considered.	geographic de la companya de la comp
	oua -	ait is considered as a relatively enduring attribute or	
	The	lity on which one individual differ another.	the state of the s
		지 같아요. 요즘 가지 않는 것 같아요. 이 것 같은 것 않는 것 같은 것 같아요. 이 가지 않는 것 같은 것 같아요. 가지 않는 것 않는 것 같아요. 가지 않는 것 않는 것 같아요. 가지 않는 것 같아요. 가지 않는 것 않는	
		atively stable over time.	
	and the second second second	nerally consistent across situation;	
		ir strengths and combination vary across individuals	
		ling to individual differences in personality.	
		ree of above)	and a second
	Tro:	ATherein 6 m	
		t Theories of personality-	
	(i)	Allport's Trait Theory	terrar e altregation de Salar de La Ca
		Individuals possess a number of traits – Cardinal	
		Tarits: highly generalized disposition, indicates the	Same and Annals (Same Same
		goal around whoch a person's entire life revolves,	rightane grant dan dan se
		e.g, Hitler's Nazism, Central Traits: less pervasive	
		in effect, but still quite generalized disposition. e.g., sincere. Secondary traits last generalized	
	der.	characteristics of a person, e.g., likes mangoes.	ang san anang mang ang ang ang ang ang ang ang ang ang
	(ii)	Cattell's Personality Factors; Source or Primary	
		Traits (16): stable, building blocks of personality –	sendered by a contract of the
		described in terms of opposing tendencies. Surface	
		Traits: result out of the interaction of source traits.	
		Developed Sixteen Personality Factor (16PF)	
		Questionnaire for the assessment of personality.	
	(iii)	Eysenck's Theory: Neuroticism (anxious, moody,	
	and the	touchy, restless) us. Emotional stability (calm, even	
		tempered, reliable) – the degree to which people	
		have control over their feelings; Extraversion	
		(active, gregarious, impulsive, thrill seeking) vs.	and a state of the state of the
		Introversion (passive, quite, caution, reserved) –	
N BAR L	to the last	the degree to which people are socially outgoing or	
ALC: N		socially withdrawn; Later proposed a third	

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	dimension, Psychoticism (hostile, electric, and antisocial) vs. Sociability, considered to interact with other two dimensions. Developed Eysenck Personality Questionnaires to study dimensions of personality.		1 ½+(3 + 1½) = 6
	SECTION - F	and the second s	
	and the second		
Q.33. a) b)	 This is a therapeutic relationship or alliance which is neither a passing acquaintance nor a permanent one. Two components – contractual nature of the relationship with two willing individuals. Second is the limited duration of the therapy. It lasts till the distress reduces. OR This relationship is unique in nature because it is trusting and confiding. The therapist shows warmth, unconditional positive regard and authenticity. Empathy understands the plight of the other person and to feel their pain. Intellectual understanding is cold. Person is unable to feel like the other person nor do they feel sympathy for the others. 	91 91	$1 + \frac{1}{2} + \frac{1}{2} = 2$ $1 + \frac{1}{2} + \frac{1}{2} = 2$
Q.34.	 Cognitive therapy has been used here. The chief benefit to Sameera is that her faulty thought patterns were substituted with adaptive ones. This reduced her distress and resolved her issues with her parents. 	99,93	1+1=2

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10

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Q.35.	 Unconscious sexual and aggressive urges, motives and conflicts. 	34	
	 The influence of childhood experiences The intrapsychic conflict within her The conflict between the id, ego and ego. 		
	(any two points)		1+1=2
Q.36.	Free association, Dream analysis, analysis of error. (any two)	33,34	1+1=2

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