

केन्द्रीय माध्यमिक शिक्षा बोर्ड, दिल्ली
सीनियर स्कूल सर्टिफिकेट परीक्षा (कक्षा बारहवीं)
परीक्षार्थी प्रवेश-पत्र के अनुसार भरें

विषय Subject : PSYCHOLOGY

विषय कोड Subject Code : 037

परीक्षा का दिन एवं तिथि
Day & Date of the Examination : SATURDAY, 22.02.20

उत्तर देने का माध्यम
Medium of answering the paper : ENGLISH

प्रश्न पत्र के ऊपर लिखे
कोड को दर्शाएँ :
Write code No. as written on
the top of the question paper :

Code Number

63

Set Number

① ② ③ ●

अतिरिक्त उत्तर-पुस्तिका (ओं) की संख्या
No. of supplementary answer -book(s) used

①

बेंचमार्क विकलांग व्यक्ति

हाँ / नहीं

Person with Benchmark Disabilities

Yes / No

NO

विकलांगता का कोड
(प्रवेश पत्र के अनुसार)

Code of Disabilities
(as given on Admit Card)

-

क्या लेखन - लिपिक उपलब्ध करवाया गया : हाँ / नहीं
Whether writer provided : Yes / No

NO

यदि दृष्टिहीन हैं तो उपयोग में लाए गये
सॉफ्टवेयर का नाम :

If Visually challenged, name of software used :

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*एक खाने में एक अक्षर लिखें। नाम के प्रत्येक भाग के बीच एक खाना रिक्त छोड़ दें। यदि परीक्षार्थी का नाम 24 अक्षरों से अधिक है, तो केवल नाम के प्रथम 24 अक्षर ही लिखें।

Each letter be written in one box and one box be left blank between each part of the name. In case Candidate's Name exceeds 24 letters, write first 24 letters.

कार्यालय उपयोग के लिए
Space for office use

Part E

Q3) Personality refers to enduring and relatively stable character ways of behaving in a person.

Personality can be assessed in two ways:

Direct Formal assessment Projective Techniques

Personality using Projective techniques.

WHY PROJECTIVE TECHNIQUES?

After analysing the limitations of the formal method of assessment namely:

→ Acquiescence → social desirability

Projective techniques came into use as they considered that it is ineffective to assess personality directly to someone who knows they are being assessed and may give incorrect answers.

METHOD USED BY PROJECTIVE TECHNIQUES:

Projective techniques are based on the fact that 'unconscious conflicts' of a person have a true potential of revealing their true nature.



personality.

It uses relatively or fully unstructured stimuli the unconscious material. Eg: inkblots, placards, in sentences.

Following are some key features of Projective techniques:

1. They use relatively or fully unstructured stimuli
2. Each aspect of unconscious which is revealed, tells details about personality.
3. Subject is told there are no correct/incorrect responses
4. The purpose of analysis, the scoring and method of is not revealed
5. The interpretation is lengthy, timeconsuming and



Two well known

Projective Techniques.

(A) DRAW A PERSON TEST

(B) SENTENCE COMPLETION TEST.

RESPECTIVE EXPLANATIONS:

A) DRAW A PERSON TEST

- In this method, the subject is asked to draw a person. He is given a pencil and eraser to facilitate the drawing.
- The subject is then asked to draw a person of opposite sex, make a story between the two.

SOME KEY INTERPRETATIONS:

- Omission of Facial Features: It reveals that the person is to avoid a highly conflict ridden relationship.
- Emphasis on neck: A long neck suggests lack of control over
- Disproportionately large head: It suggests preoccupation with



headache or organic brain disease.

(B) SENTENCE COMPLETION TEST

- This test provides the subject with the starting part of a sentence which they have to provide an ending.
- The ending provided by subject reflects their feelings, conflicts and motives.

Some examples are:

" My mother _____ . "

" I am afraid of _____ . "

" Success for men _____ . "

NOTE: The

subject

interpre

CONCLUSION:

Thus, it can be said that projective techniques (like discussed above) are indirect ways of assessing and aim on eliciting unconscious motives.



Behavioral Techniques aim to:

reduce the level of arousal
establish adaptive behaviours using classical, operant
 conditioning with various contingencies of reinforcement
 and use vicarious learning procedures, if necessary.

CBR THERAPY:

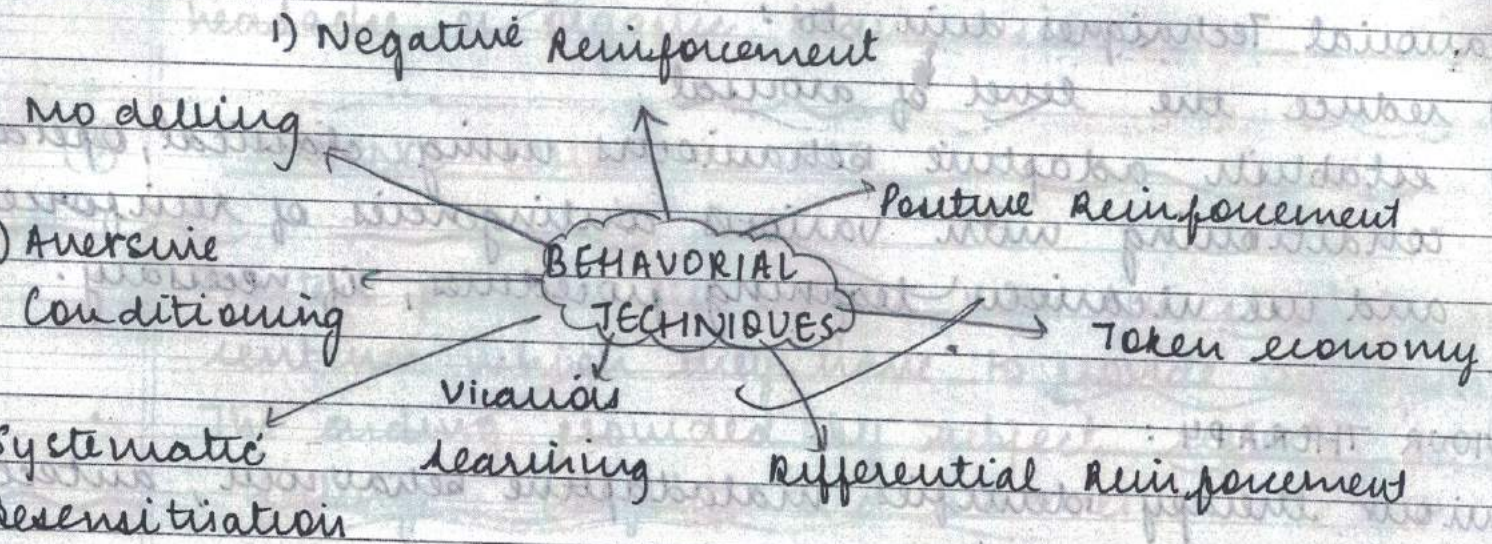
Our therapy identifies maladaptive behaviour, antecedent
maintaining factors.

'Conditioning operations' is using consequent and antecedent operations to bring behavioural change. Antecedent operations to change behaviour by changing something that leads such a behaviour.

Behavioral Techniques

Once the client's maladaptive behaviour has been identified, the
 STEP IS:

Choose a treatment package using various techniques



EXPLANATION:

Negative Reinforcement:

Anything that causes person to get rid of painful stimuli or avoid or escape it, provides negative reinforcement

eg: 1) we learn to put woolen clothes, heater in winter.



(B) AVERSIVE CONDITIONING

- The repeated pairing of painful stimuli with maladaptive behaviour is the base of this conditioning.

For eg. : • An alcoholic is made to smell alcohol and to receive a mild electric shock.

- Repeated pairing will help him get rid of alcohol.

(C) POSITIVE REINFORCEMENT.

- To make a rare positive behaviour occur again, the behaviour should be positively reinforced.

Eg. : • A child who doesn't do his homework on time should be given his favourite dish if he does so.

- This will increase the desired behaviour of doing homework on time.

(D) TOKEN ECONOMY

- Clients with behavioural problems can be treated with Token economy method.



whenever a desired behaviour occurs, the person is provided a token, which can be later exchanged for a reward.

- Ram doesn't arrange his bed before sleeping
- His mother gives him token when he does so and tells him, on collecting 10 tokens, she will buy him a tennis racket
- Ram regularly arranges his bed to get the reinforcement

DIFFERENTIAL REINFORCEMENT:

It involves : negative reinforcement → unwanted behaviour
positive reinforcement → wanted behaviour
positively reinforcing wanted behaviour and ignoring negative / unwanted behaviour is equally useful and less painful.

Sita cries when she is not taken to cinema
Her mother is told to take her only if she requests and further, ignore her when she cries
Sita learns not to cry, rather request to be taken to cinema



(F) SYSTEMATIC DENSITIZATION (by, Wolpe)

- clients with phobias, irrational fears prepare a hierarchy of provoking stimuli with therapist.
- The client is asked to relax and asked to imagine the situation.
- It works on: The Principle of Reciprocal Inhibition
- It states that in presence of two mutually opposing stimuli, weaker one gets inhibited.
- Thus client can imagine progressively higher levels of anxiety provoking stimuli.

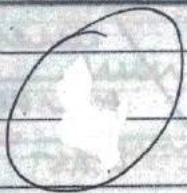
Eq: treating fear of dark, height or loud noise.

(G) Modelling: It involves learning a behaviour through observation of the therapist who initially acts as role model.

(H) Vicarious learning: It involves learning through observation of rewarding small changes in behaviour.



CONCLUSION: The Behaviour therapy is short, effective and the therapist is open with their method. It can be completed in several months or 10-15 sessions.



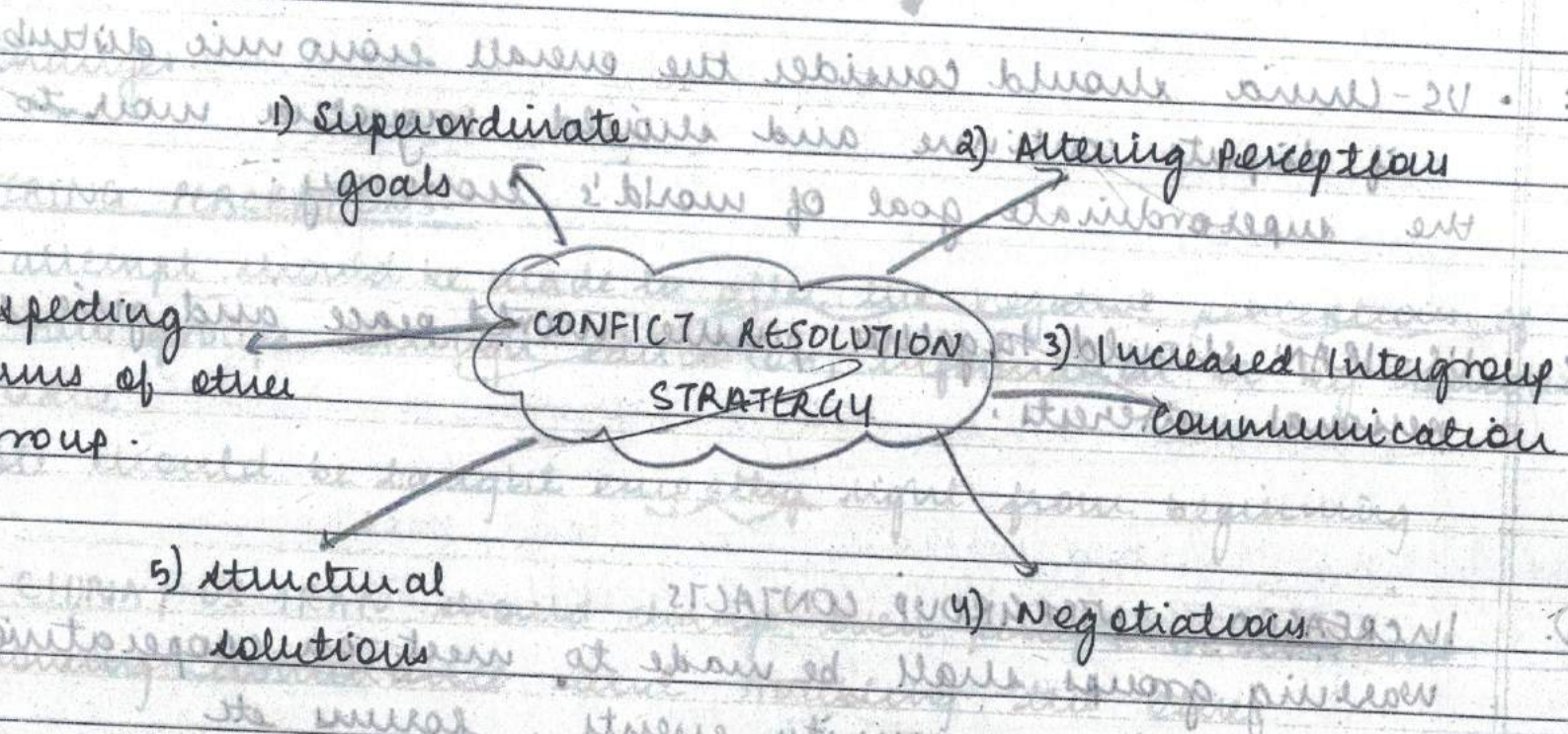
SECTION-D.

INTERNATIONAL CONFLICT : 1) US-CHINA TRADE WAR
2) US-IRAN TENSIONS.

Conflict :

Conflict is a situation when two groups or individuals are opposing each other and believe that their interests are clashing.





Conflict Resolution strategies with US CHINA and VS IRAN EXAMPLE :

superordinate goals : Group members at conflict shall be made to give up their selfish goals and superordinate goals shall be introduced, which a common to the interests of both.

9: • US-China should consider the overall economic distribution if dispute continue and should together work for the superordinate goal of world's economy.

• US-IRAN should together pursue world peace and give personal interests.

INCREASED INTERGROUP CONTACTS

Working groups shall be made to meet on cooperative grounds like community events, forums etc. Increased communication might help the group know each other better if they don't meet on competitive grounds.

The contacts should be maintained over a period in order to be successful.

- US-CHINA met recently at world economic forum
- US-IRAN should start cooperative meetings and call





exchanges. *[faint handwritten text]*

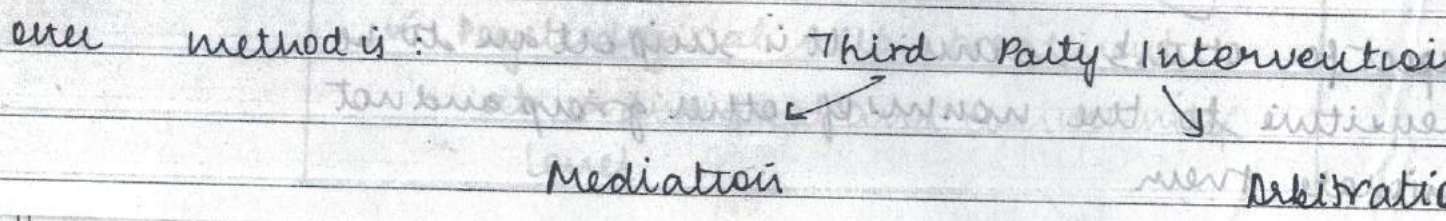
3) ALTERING PERCEPTIONS.

- An attempt should be made to alter the negative perceptions the two groups through education, information or by reducing prejudice
- People should be taught empathy right from beginning

Eg: US CHINA / US IRAN should change their perceptions towards showing dominance and troubling the other

4) NEGOTIATIONS. * (most important in our example)

- Reciprocal communication to reach a mutually acceptable to a problem is called negotiation
- It requires trust and communication



mediation: a mediator could help the warring groups focus their discussions to find a constructive solution to problem

Arbitration: it involves the third party giving its decision after hearing from both sides.

UN [United Nations] can help US/IRAN and WTO/IMF can help US/China Trade War. [World Trade Organisation].

Other two can be briefly explained as:

Structural solutions: distributing societal resources based on norms of equality, need, equity.

Respect for other's norms: It is important to be sensitive to the norms of other groups and not violate them

10/6) 'Natural disasters are stressful experiences that result of nature's fury!'

It is true that disasters like (earthquake, tsunami, or) are stressful because:

- they are sudden
- cause loss of life and property
- can only be predicted in a limited way.

Our plan of action to minimise devastating effects must involve:

PLAN OF ACTION

- ✓ Warnings
- ✓ safety measures
- ✓ Psychological help, treatment at individual and community level.



Reasons and Explanation of my action plan

warnings: • Community shall be warned about any forthcoming disaster (if predictable) through radio or modes of communication.

my plan: For eg. In case of flood, ask the fishermen not to venture in sea.

safety measures: People should be conveyed how to protect themselves after a natural disaster occurs, as they can be predicted in a limited way.

my plan: If there is earthquake, I'll ask people to come

- open grounds,
- hide below tables
- conduct safety drills in school level.



✓ Treatment for those who went through disaster
[at individual and group level].

• It is necessary to provide psychological help to victims of disaster both at community and individual level.

- My Plan :
- 1) provide material relief (shelter, food, medicine)
 - 2) counselling at individual and group level
 - 3) Ask members to share their experience and guide them to heal
 - 4) Inculcate belief of 'SELF EFFICACY' i.e. 'I can do it'
 - 5) Psychiatric help for those showing excessive emotional distress
 - 5) Rehabilitation in form of employment and gradual return to normal routine
 - 6) Follow through to ensure they have indeed recovered

BENEFIT: This is how I'll help people reduce chances of a PTSD [Post Traumatic Stress Disorder] and cope with disaster effectively.



Q27) WHAT IS ATTITUDE?

Attitude refers to those beliefs of a person which

> an evaluative feature

Positive

Negative

Neutral

> emotional component; and

> a tendency to act.

Attitude refers to those beliefs of a person which w
an evaluative feature, emotional reaction and
tendency to act.

Attitude has 3 components :

Affective
(emotional
component)

Behavioural
(conative
component)

Cognitive
(thought
component)

us understand the A-B-C components through an
 AMPLE:

A community has organised a 'go green drive' to promote
 plantation.

I think that it is right and have a positive attitude
 towards it.

I feel hurt and angry when someone cuts trees
 I decide to grow trees myself.

positive

Thought Component (THOUGHT COMPONENT)
 is the thought component and has an evaluative fea-
 ture whether attitude is positive, negative or neutral.
 point 1 of example.

positive people have high self-esteem and self

2) Affective Component (ie. EMOTIONAL COMPONENT)
It consists of emotions attached to an attitude object (like, dislike)

Eg: Parent of example

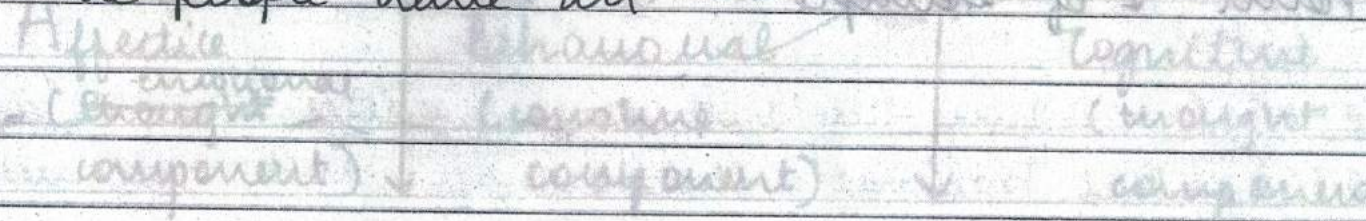
3) Behavioral Component: (ie. CONATIVE COMPONENT)

It is the tendency to act

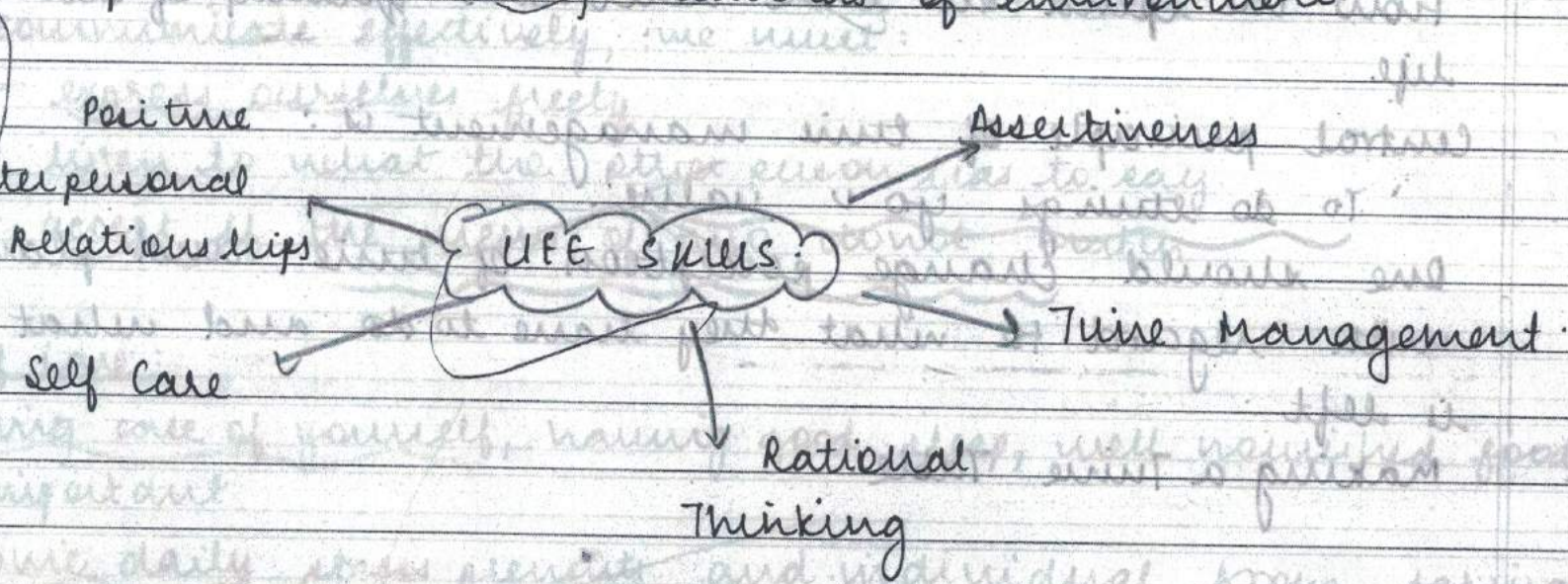
Eg: Parent of example

Thus, attitude's three components are different in every person

some may only have either of them, while some people have all.



Life skills are techniques for adaptive behaviour that help us meet daily demands of environment.

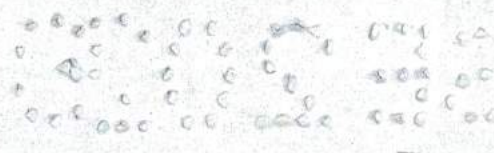


ASSERTIVENESS:

is the ability to communicate effectively, keep our demands effectively

is the ability to say no to a request, to express emotions like love, hate anger

Assertive people have high self esteem and self respect.



2) Time Management

- How we spend our time determines quality of our life
- Central principle of time management is: 'To do things you value'.
- One should change perception of time and plan with regard to what they have to do and what is left.
- q: Making a Time Table.

3) Positive Attitude: Rational Thinking:

- Most of our problems are due to distortions in the way we think and feel
- The way we think and the way we feel are closely related
- When we are stressed we have a tendency to attend negative thoughts and images from past
- One should challenge irrational beliefs, drive away negative thoughts and substitute them with rational thoughts

Positive Interpersonal Relationships:

Communication is the key of having good relationships. To communicate effectively, we must:

- > express ourselves freely
- > listen to what the other person has to say
- > accept if the views of two do not match

Self Care:

Taking care of yourself, having good sleep, well nourished food is important.

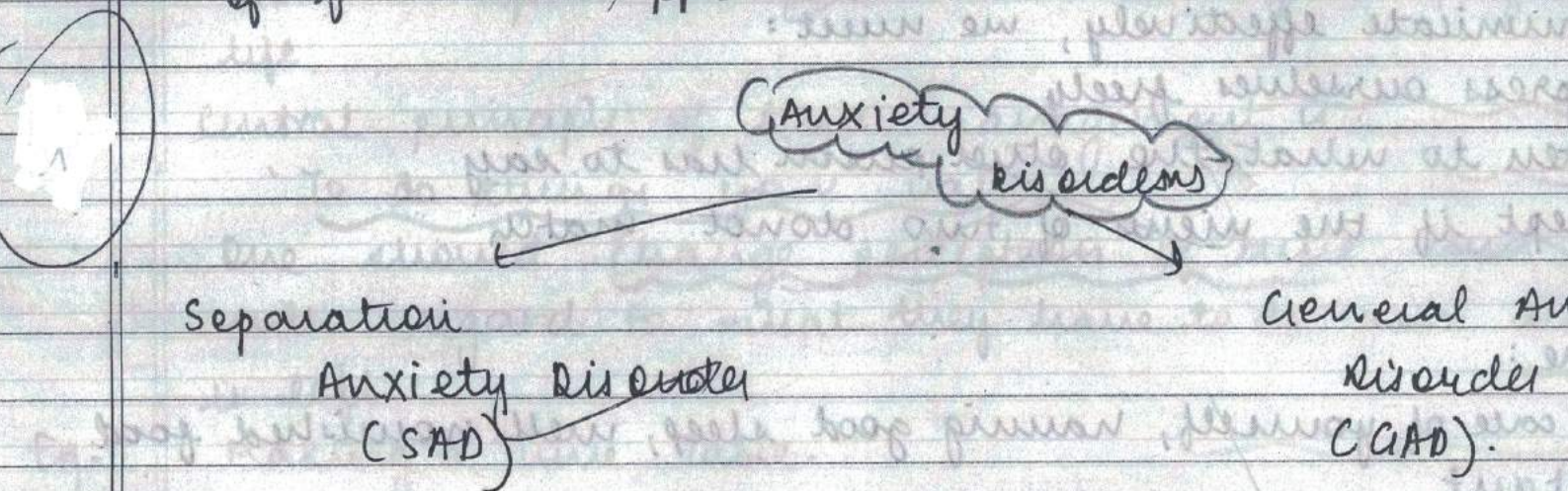
Chronic daily stress prevents and is individual from taking care of themselves.

When stressed, one must take long, relaxed deep breaths, high in the chest and not shallow breaths.

Environmental stressors like noise, pollution are a big stressor.



Q29). Anxiety is an unpleasant diffused and vague of fear and apprehension.



① SAD. [Separation anxiety disorder]

In this disorder, patient has a constant worry of separation from attachment figure to an extent which is mentally not appropriate for them.

Symptoms:



Children with SAD [Separation Anxiety Disorder] are unable to be in a room by themselves, difficulty going to school, cling to the shadow of parents, fearful to enter new situations.

To avoid separation, children may:
 make suicidal gestures
 cry, crib
 resist

[Generalised Anxiety Disorder] characterised by vague, diffused and constant worry about no single person or object.

Symptoms: (PTSD)

- hypervigilance (constantly scanning surroundings for danger)
- worry about one's future
- being afraid of unexpected.
- Being visibly shaky
- motor tension and restlessness
- Unable to relax.

one's 30.

PROBLEM : Angad has been a topper in class. He went to a topmost college, where he was neither satisfied to his own self or others. This caused problem in their interpersonal relationships.

SOLUTION: Working on Emotional Intelligence



What is Emotional Intelligence?

It is the skills underlying accurate appraisal, regulation and understanding of emotions.

The concept was given by Salovey and Mayer who define

'The ability to understand one's own and others' emotions, differentiate among them and to use that information to guide one's own behaviour.'

It is 'feeling side of intelligence'.

It is measured by EQ [Emotional Quotient]

Importance of Emotional Intelligence for Angad:

Being a student, he needs to develop emotional intelligence as it will boost his academic success and life adjustment.

It will reduce antisocial behaviour and increase cooperation.

It will help him process emotional stimuli better.

It will help him cope with challenges of daily life effectively.



According to Lazarus and Folkman strategy, he will be able to limit the degree of emotional disruption caused by an event.

It will help him develop attitudes like:

1) self efficacy and self esteem.

It will improve his interpersonal relationships and he would be better able to handle emotional problems.

Some tips for Anand to develop Emotional Intelligence

be sensitive to your feelings, actions and emotions

be sensitive to other's actions, feeling and emotions

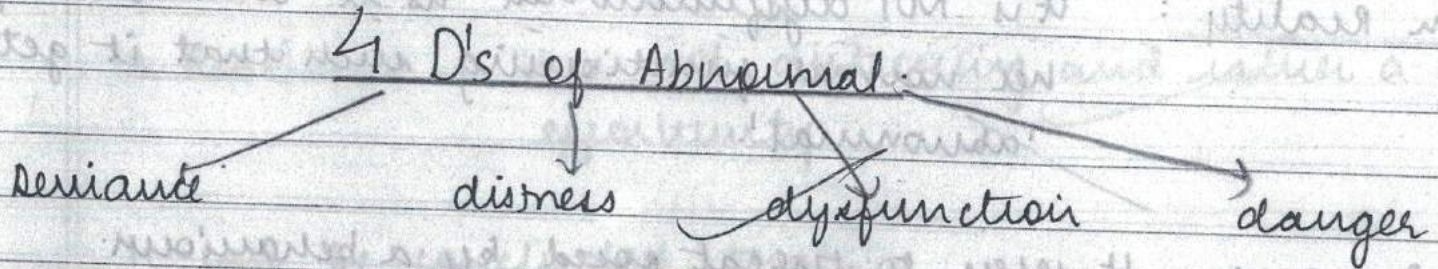
use your emotion and thought to get things while making decisions or solving problems

be calm and understand and control their emotion reactions to deal with a situation involving other self.

section - C.

PROBLEM: supriya broke norms of her village by pursuing higher course in aviation.

Abnormal behaviour according to 4 D's is:



IN SUPRIYA'S CASE :

Deviance → It refers to differing markedly with normal behaviour, being extreme, bizarre or unusual.

For villagers: It is deviant as most women of their village do pursue education and manage household duties.

Reality: It is NOT deviant as women in society are working and educating, which is not unusual.

5

1 - Normal

dysfunctional : It refers to the behaviours that makes difficult and dysfunctional to carry daily tasks.

Villagers : It is dysfunctional as it will allow her to evade her household and family responsibilities.

Reality : It is NOT dysfunctional as it will not affect her normal functioning such that it gets 'abnormal'.

Danger : It refers to threat posed by a behaviour.

Villagers : It is dangerous as she may become educated start working which is a threat to their traditions.

Reality : Pursuing studies poses no danger and is rather helpful.

Stressful : It refers to a particular behaviour causing tension and worry.

Fictitious Roll No.
(To be entered by Board)

अपना अनुक्रमांक इस उत्तर-पुस्तिका

पर न लिखें

Please do not write your

Roll Number on this Answer-Book

अतिरिक्त उत्तर-पुस्तिका(ओं) की संख्या.....

Supplementary Answer-Book(s) No. ...

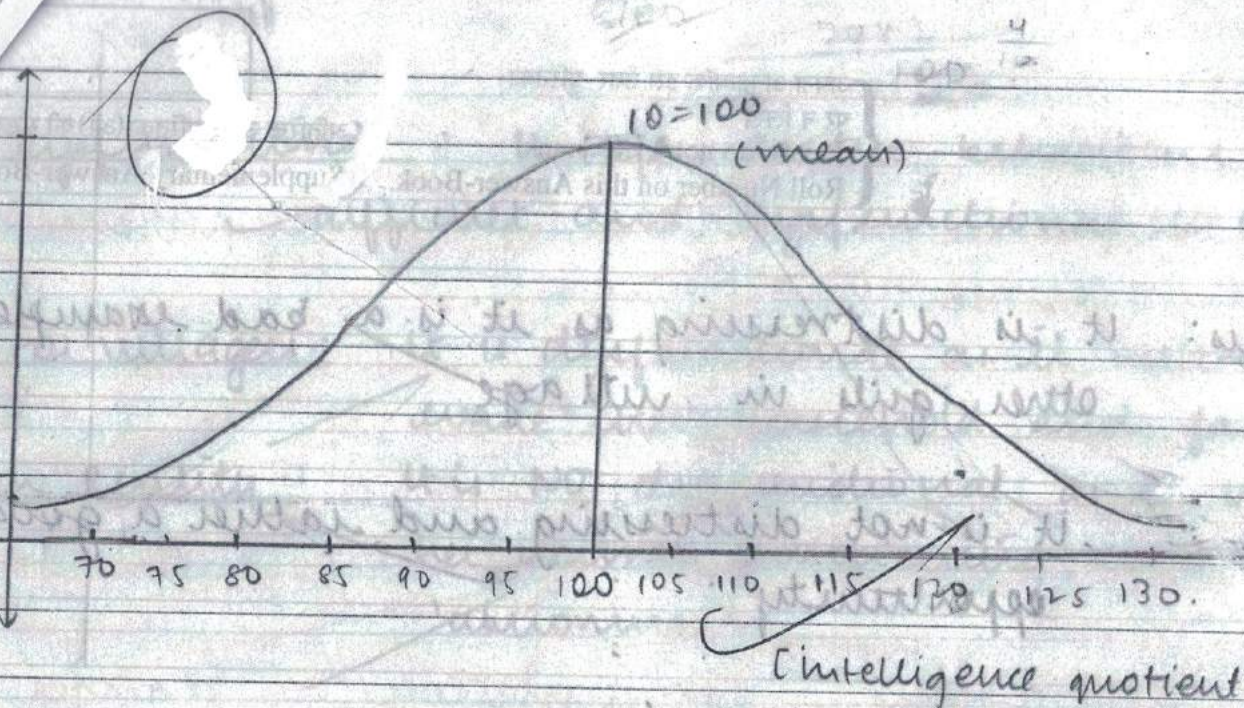
Villagers: It is distressing as it is a bad example for other girls in village

Reality: It is not distressing and rather a good opportunity.

can be concluded, that the suriya's behaviour is not abnormal according to reality.

People of their village consider it abnormal due to their 'cultural norms' that do not allow women to study.





It is a bell shaped curve that we'll get
 It is called (Normal curve)

Only 2% of twenty ($\frac{2}{100} \times 20 = 0.4$)

students will have IQ below 77 or above 130. each.

Majority will lie in 90-110 average range

with 100 as the average IQ. $[100 - 4\% \text{ (10s \& 10s)}$

$$= 96\%$$

$$\frac{96 \times 20}{100} = 19.2$$

(910) [same at least] - P10

024

Observation is a systematic, objective and static which records behavioural phenomena occurring in real time.

It is mainly used by: clinical Psychologists.

Advantages

- 1) It allows behavioural phenomena to be studied in real time.
- 2) Workers and people in the setting can be trained to observe

1) mature observer is prerequisite for observation

- a) observations are by observer's bias
- 3) person being observed not behave in their natural manner thus, contaminated data

- 4) Training is voluminous is time taking and
- 5) A large number of observations go unnoticed

Section B.

- Aditya must use a formal, 'structured interview' to interview the politician
- It is formal, has a pre decided structure and fixed purpose
- It will help Aditya to note all the domains regarding which he wants to gain information
- He must make a 'schedule' which is a sequence of questions so that he doesn't miss out on any point.

Creative Visualisation is a stress reduction technique

It makes use of imagery and imagination

It requires the ~~create~~ person to relax, lay down with their eyes close as it helps concentrate

The person must set a realistic aim to boost self confidence

Closing eyes will reduce any unbidden thoughts and provide the mental energy to turn imagination into reality.



(Q70)

[Done at last]

P70

Q71)

~~Primary~~

Group is a collective and organised system of two or more individuals who

- have a common goal
- are interacting and interdependent
- have a set of role relationships among their members
- group behaviour tied by set of norms

①

Common goal: Groups either work:

- towards a common goal, or
- away from certain threat.

They aim to satisfy their need through joint action.

②

Are Interacting and Interdependent:

- members of group interact directly/indirectly
- What one is doing, has consequence for other and so they are interdependent.

Eq: Fielder in a cricket team



② ①

section A.

079

[last to end]

practical

external

creativity

Avoidance, (self protective)

object

Age of Reason and Enlightenment

ADHD [attention deficit / hyperactivity disorder]

False

Verbal

Operant conditioning / Classical conditioning

scapegoating displacement

Recency effect

Group

Environmental psychology

pro social

True

body language / non verbal modes of communication

paraphrasing



Q10). Four features of attitude are:

- 1) Valence [positive, negative, or neutral]
- 2) Extremeness [degree and extent of valence]
- 3) Centrality [occupying central ^{place} ~~system~~ in attitude system]
- 4) Complexity / Multi plexity [consisting on many]
 OR
 simplicity [consisting of a single]

END.

