

d) Political party

Section B

15. Latika worked for a multinational company. She was shifting houses due to frequent transfers. During this time, she also lost her father to a major heart ailment. This caused a lot of stress. Explain this particular source of stress that Latika faced. [2]
16. How would Horney's explanation of depression be different from that of Alfred Adler? [2]
17. Create sample items (Total 5) of a personality test based on any one projective test that you have studied. [2]
18. What are aptitude tests? [2]
19. What is a crowd? [2]

OR

What is the super-ordinate goal?

Section C

20. What is attitude? Explain its various components. [3]
21. Explain the various techniques of self-control. [3]
22. Explain the concepts of cognitive distortions and core schemas to develop an understanding of Aaron Beck's cognitive therapy. [3]
23. What is an interview? Explain its limitations. [3]

OR

How Oedipus and Electra complex are different?

Section D

24. What are the causes/sources of the emergence of prejudice? Give an example. [4]
25. Explain the theory of cognitive appraisal as given by Lazarus. [4]
26. Differentiate between self and personality. [4]

OR

What is self-efficacy?

27. What is creativity? [4]

Section E

28. Describe psychological models explaining abnormal behaviour. [6]

OR

While speaking in public, the patient changes topics frequently. Is this a positive or a negative symptom of schizophrenia? Describe the other symptoms and sub-types of schizophrenia.

29. Is behaviour always a reflection of one's attitude? Explain with a relevant example. [6]

Section F

Question No. 30 to 31 are based on the given text. Read the text carefully and answer the questions: [3]

Creativity is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. An alternative conception of creativeness is that it is simply the act of making something new. From a scientific point of view, the products of creative thought are usually considered to have both originality and appropriateness. Creativity has been attributed variously to divine intervention, cognitive processes, the social environment, personality traits, and chance. The study of the mental representations and processes underlying creative thought belongs to the domains of psychology and cognitive science. There has been debate in the psychological literature about whether intelligence and creativity are part of the same process or represent distinct mental processes. Researchers have found out that the relationship between creativity and intelligence is positive. The creative tests came into existence to assess variation in terms of the potential for creativity in contrast to intelligence.

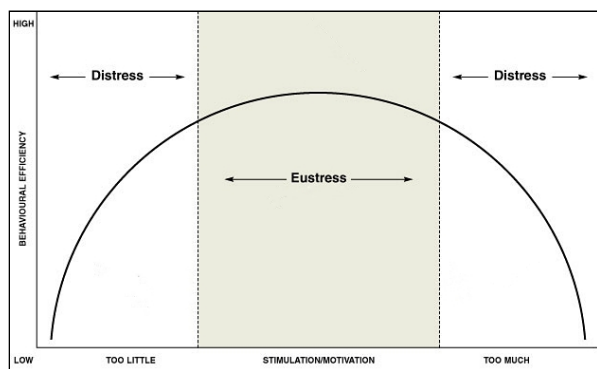


30. Mention any two barriers to creativity. (1)
31. Write down a few characteristics of creativity. (2)

Question No. 32 to 33 are based on the given text. Read the text carefully and answer the questions:

[3]

Some pressure and stress can provide healthy stimulation and help us feel motivated and energized to get things done. However, too much pressure can lead to anxiety and unhealthy personality changes. In other words, if you draw stress as a normal “bell-shaped” distribution curve (as shown in the stress diagram below), there is a healthy segment in the middle of the curve and unhealthy segments at the two tail ends of the curve — too little pressure and too much pressure can both be problematic.



32. Mention any two factors that put us under stress. (1)
33. What do we call the level of stress that is good for us? Why it is considered positive stress? (2)

Solution

Section A

1. (a) Denial

Explanation:

Major defence mechanisms are projection, denial, reaction formation, and rationalisation. In **denial**, a person totally refuses to accept reality.

2.

(b) Observation of own behavior

Explanation:

Learning to delay or defer the gratification of needs is called self-control and observation of own behaviour is a very good technique of self control where we get all the information required to modify certain aspects of our self.

3.

(b) Both A and R are true but R is not the correct explanation of A.

Explanation:

Intelligence tests show a bias to the culture in which they are developed. Tests developed in America and Europe represent an urban and middle-class cultural ethos. Hence, educated middle-class white subjects generally perform well on those tests. The items do not respect the cultural perspectives of Asia and Africa.

4.

(c) Cognitive Behaviour Therapy

Explanation:

CBT works by changing people's attitudes and their behavior by focusing on the thoughts, beliefs and attitudes that are held (a person's cognitive processes) and how these processes relate to the way a person behaves.

5.

(b) Aaron beck

Explanation:

Aaronbeck

6.

(b) Kundalini Yoga

Explanation:

The Institute for Non linear Science, University of California, San Diego USA has found that Kundalini Yoga is effective in the treatment of obsessive-compulsive disorder.

7.

(b) Both A and R are true but R is not the correct explanation of A.

Explanation:

Stress can affect natural killer cell cytotoxicity which is of major importance in the defense against various infections and cancer. Natural killer cells are involved in the fight against both viruses and tumors.

8. (a) Middle Ages

Explanation:

In the middle ages demonology and superstition gained importance in the explanation of abnormal behaviour . Demonology related to a belief that people with mental problems are evil and are occupied by witch.



9.
(d) Sattva, rajas and tamas
Explanation:
As per Charak Samhita, the three **Gunas** are: Sattva, Rajas and Tamas, ordered from “best” to “worst”. **Ayurveda** is always striving to boost Sattva that includes cleanliness, truthfulness, discipline etc
10.
(c) Formal
Explanation:
Formal groups are the ones that are created as per official authority, so as to fulfill the desired objective and hence the roles of members are predefined.
11.
(b) Social facilitation
Explanation:
Social facilitation
12.
(c) Group polarisation
Explanation:
Group polarisation
13.
(c) Affective
Explanation:
Attitude has three components. The thought component is referred to as the cognitive aspect, the emotional component is known as the affective aspect, and the tendency to act is called the behavioural aspect.
14.
(d) Political party
Explanation:
Political party

Section B

15. Latika faced multiple sources of stress, including frequent transfers in her job, which disrupted her stability and required constant adjustment. Additionally, the loss of her father added significant emotional and psychological strain to her life.
16. While **Karen Horney** focuses more on interpersonal relationships during childhood, **Alfred** gives greater importance to personal goals of an individual.
There are, in my opinion, Horney would attribute the cause of depression to parental relations with children which are characterized by excessive interference or indifference.
Alfred Adler would, on the other hand, attribute depression to the feeling of inadequacy and guilt arising within the individual, due to the inability to achieve his/her personal goals. These goals provide an individual with security and are important in overcoming feelings of inadequacy. If individual is not able to attain the goals and could not overcome inferiority appropriately then it leads to depression.
17. Sentence Completion Test
This test makes use of a number of incomplete sentences - the starting part of the sentence is first presented and the subject has to provide an ending to the sentence. The type of endings used by the subjects reflect their attitudes, motivation, and conflicts. This test provides subjects with several opportunities to reveal their underlying unconscious motivation.
Below are examples of sentence completion test:
I feel happy when _____.
When I was child _____.
I do not like _____.



My happiest memory of my mother _____.

I feel sad when _____.

18. i. Aptitude tests are meant to measure an individual's potential which in turn helps to predict future performance.
ii. Aptitude tests are available in two forms: **Independent (specialized) aptitude** tests. For example, typing aptitude test or mechanical aptitude test and Multiple **(generalized)** aptitude tests, for example- Differential Aptitude Test.
19. A **crowd** is a collection of people who may be present at a place or situation by chance. There is neither any structure nor feeling of belongingness in a crowd. The behaviour of people in crowds is irrational and there is no interdependence among members. For example, suppose you are going on the road and an accident takes place. Soon a large number of people tend to gather at the site, which is called a crowd.

OR

A **Superordinate goal** is a goal to which personal goals were subordinated. It refers to a higher and more important goal that is normally pursued by individuals within a group which is beneficial for both parties. Superordinate goals could be achieved only through cooperation between the groups. It is mutually beneficial to both parties, hence both groups work cooperatively. Research often shows that prejudice and hostility between groups can be reduced, at least temporarily, if both groups are involved in pursuing such a common goal. For example, in times of war, many social prejudices would be put aside as people join forces against a common enemy.

Section C

20. An attitude is a state of mind, a set of views thoughts or ideas regarding some topic, which have an evaluative feature (positive, negative or neutral quality). These are relatively stable predispositions.
Various components of an attitude are as follows:
1. The thought component is referred to as the cognitive aspect of attitude.
 2. The emotional component is known as the affective aspect.
 3. The tendency to act is called the behavioural (conative) aspect.
- These three aspects have been referred to as the A-B-C components (Affective-behavioral-cognitive) of attitude.
21. There are several techniques of self-control that can help individuals manage their impulses and regulate their behavior. Some common techniques include setting specific goals, practicing mindfulness and meditation, developing self-awareness, using positive self-talk and affirmations, employing distraction techniques, utilizing time management strategies, seeking social support, and implementing behavior modification techniques such as reward systems and self-monitoring. These techniques can enhance self-control and promote healthier decision-making and behavior.
22. In cognitive therapy developed by Aaron Beck, cognitive distortions and core schemas play important roles. Cognitive distortions refer to biased and irrational thinking patterns that can negatively influence one's perception of reality. Core schemas, on the other hand, are deeply ingrained beliefs and assumptions about oneself, others, and the world. Cognitive therapy aims to identify and challenge these distortions and schemas to promote more accurate and adaptive thinking, leading to improved mental well-being.
23. **Interview** refers to a purposeful conversation between two or more people in a face-to-face situation.
Interviews involve interacting with the person being assessed and asking questions. It is of two types. **Unstructured** and **Structured**.
- Limitations of Interviews:**
- a. Time-consuming and demanding.
 - b. Maturity of psychologists is a precondition for getting valid data.

OR

In the phallic stage, **Freud** speculated that at this time the child **fraternizes sexual relations with parents of the opposite sex** which Freud termed as the **Oedipus complex** for boys and **Electra complex** for girls.

A male child experiencing the Oedipus complex tends to get **sexually attracted toward** his mother and his hostility toward his father. They come to know this is unlikely, boys give up their sexual feelings for their mother and start to see their fathers as **role models**.

A female child experiencing Electra complex tries to act **as his mother** in order to get that love from **his father**. They have a feeling of hostility toward their mother. Later on, girls when realising that this is highly unlikely then they give up their sexual desire and start seeing their mother as a role model.

Section D

24. Prejudice are learnt. Following are the probable causes for the development of prejudices:
- i. **Learning:** Prejudices are learnt through associations, reward and punishment, modelling, child-rearing practices and social and cultural norms.



- ii. **High Social Identity:** Social identity refers to persons definitions of who he or she is. If the individual starts identifying with his community and develops proud for that gradually, he starts perceiving others as inferior which causes prejudices.
 - iii. **Scapegoating:** It is aggression displaced toward a person or group that is the object of prejudice particularly the individual or the group belongs to weaker section.
 - iv. **Self-fulfilling Prophecy:** Self-fulfilling prophecy refers to behaving in a way that confirms the prediction others make. It is behaving according to once own expectation in such a way that this behaviour influences a situation and brings about what is expected.
 - v. **Kernel of Truth:** It is individual beliefs that if a particular opinion developed by so many people then there must be truth behind it because majority can't be wrong.
25. The theory of cognitive appraisal, proposed by Richard Lazarus, focuses on how individuals interpret and evaluate stressors in their environment. According to this theory, stress is not solely determined by external events but is influenced by an individual's subjective appraisal of those events.
- Lazarus identified two key cognitive appraisal processes: primary appraisal and secondary appraisal. During primary appraisal, individuals evaluate whether a situation is irrelevant, benign-positive, or stressful. If the situation is appraised as stressful, individuals proceed to secondary appraisal, which involves evaluating their coping resources and options for dealing with the stressor.
- Cognitive appraisal theory emphasizes the role of subjective interpretations in shaping emotional and physiological responses to stress. It recognizes that different individuals may appraise the same event differently, leading to variations in stress responses. This theory highlights the importance of cognitive processes in understanding and managing stress.
26. i. **Self** is awareness of our being, i.e., our existence. It is the awareness of one's individuality and uniqueness.
- ii. **Self** is the core whereas **personality** is its manifestation.
- iii. **Personality** is the expression of this notion of self, i.e., how do I behave across the situation based on my awareness of my being in the world?
- Let's take an example- when I say "I am one who easily gets hurt". This description of my 'self leads to me being a very emotional, sensitive and touchy person. All my interactions and relations with the world and vice-versa are related to traits described above what is called my 'personality'.

OR

- i. Self-efficacy is a cognitive component of self.
 - ii. Self-efficacy refers to one's own effectiveness in achieving one's life outcomes.
 - iii. It is an individual's belief about his/her own capabilities to get success in a specific situation.
 - iv. The notion of self-efficacy is based on **Bandura's** social learning theory. His initial studies showed that children and adults learn behaviour by observing and imitating others. People's expectations of mastery or achievement and their convictions about their own effectiveness determine the type of behaviour they would engage in. The amount of risk they would undertake also determines this.
 - v. A strong sense of self-efficacy allows us to select, influence, and construct the circumstances of our life.
27. i. Creativity refers to the ability to think in novel and unusual ways and to come up with unique solutions to problems.
- ii. Creativity is reality-oriented, appropriate, constructive and socially desirable.
- iii. Individual's vary in terms of the level and the areas in which they exhibit creativity.
- iv. It may be related to simple occupations and may be higher levels i.e., related to the artists, the scientists, the inventors, etc., however, they are not working at the same level.
- v. Creativity may be doing things differently. It is working on what has already been done earlier by way of modifications, by putting things in new perspectives or to new use.
- vi. It is determined by both heredity and environment. Limits of creative potential are set by heredity. Environmental factors stimulate the development, e.g., Motivations, commitment, family support, peer influences, opportunities, etc.

Section E

28. **Psychological models** maintain that psychological and interpersonal factors have a significant role to play in abnormal behaviour. These factors include:

- i. **Maternal deprivation** (separation from the mother, or lack of warmth and stimulation during the early year of life).
- ii. **Faulty parent-child relationships** (rejection, overprotection, over-permissiveness, faulty discipline, etc).
- iii. **Maladaptive family structures** (inadequate or disturbed family) and severe stress.

The psychological models include the psychodynamic, behavioural, cognitive, and humanistic-existential models.



- i. **The Psychodynamic Model:** This model is the oldest and most famous of the modern psychological models. **Abnormal behaviour** is viewed as the result of intrapsychic conflicts.
- ii. **The Behavioural Model:** This model states that both normal and abnormal behaviours are learned and psychological disorders are the result of learning maladaptive ways of behaving.
- iii. **The Cognitive Model:**
 - a. This model states that abnormal functioning can result from cognitive problems like negative thinking and irrational beliefs.
 - b. People may hold assumptions and attitudes about themselves that are irrational and inaccurate.

iv. **The Humanistic-Existential Model:**

- a. **Humanists** believe that human beings are born with a natural tendency to be friendly, cooperative and constructive, and are driven to self-actualize, i.e., to fulfil this potential for goodness and growth.
- b. **Existentialists** believe that from birth we have total freedom to give meaning to our existence or to avoid that responsibility. Those who shirk from this responsibility would live empty, inauthentic and dysfunctional lives.

OR

While speaking in public, the patient changes topics frequently. This is a symptom of derailment. This is one of the positive symptoms of schizophrenia. Schizophrenia is the descriptive term to a **group of psychotic disorders** in which personal, social and occupational functioning deteriorate as a result of disturbed thought processes, strong perceptions, unusual emotional states, and motor abnormalities. The social and psychological causes of schizophrenia are tremendous, both to patients as well as to their families and society.

Symptoms of schizophrenia:

i. **Positive Symptoms of Pathological Excesses :**

a. **Disorganized Thinking and Speech:**

- i. People with schizophrenia may not be able to think logically, and may speak in peculiar ways.
- ii. **Formal thought disorders** can make communication extremely difficult.

b. **Delusion:** It is a false belief that is firmly held on inadequate grounds. It is not affected by emotional argument, and has no basis in reality.

- i. **Delusion of Persecution:** belief that they are being plotted against, spied on, slandered, threatened, attacked or deliberately victimized.
- ii. **Delusions of Reference:** in which they attach special and personal meaning to the actions of others or to objects and event. They believe that they can read others mind.

ii. **Negative symptoms are 'pathological deficits'**

- i. Alogia—poverty of speech, i.e., a reduction in speech and speech content.
- ii. Blunted effect—reduced expression of emotions.

iii. **Psychomotor Symptoms:**

- i. Schizophrenics move less spontaneously or make odd gestures. These symptoms may take extreme forms known as **catatonia**.
- ii. Catatonic stupor: motionless and silent for long stretches of time.

29. An individual's attitude may not always be exhibited through behaviour. Likewise, one's actual behaviour may be contrary to one's attitude towards a particular topic. Psychologists have found that there would be consistency between attitude and behaviour when:

- i. The attitude is strong and occupies a central place in the attitude system.
- ii. The person is aware of his/her attitudes.
- iii. Person's behaviour is not being watched or evaluated by others.
- iv. The person thinks that the behaviour would have positive consequences.

Richard La Piere, an American social psychologist, conducted the following study. He asked a Chinese couple to travel across the United States, and stay in different hotels. Only once during these occasions, they were refused service by one of the hotels. La Piere sent out questionnaires to managers of hotels and tourist homes in the same areas where the Chinese couple had traveled asking them if they would give accommodation to Chinese guest. A very large percentage said that they would not do so. This response showed a negative attitude towards the Chinese, which was inconsistent with the positive behaviour that was actually shown towards the traveling Chinese couple. Attitudes may not always predict the actual pattern of one's behaviour.

Section F



30. 1. Self-constraining beliefs
2. Fear of criticism
3. Lack of confidence
31.
 - Originality: The ability to develop ideas that are statistically unusual, novel, or unique
 - Novelty: A creative work brings something new into being, which presents a new conceptual framework and/or modifies or violates an existing one
 - Divergent thinking: Sometimes used as a synonym for creativity in psychology literature or is considered the necessary precursor to creativity
 - Curiosity: An example of curiosity would be a painter who wants to travel everywhere to find inspiration for new works
32.
 - Challenges
 - Problems
 - Difficult circumstances
33. Eustress. Eustress is a positive response to a stressor. It can refer to any type of beneficial stress, whether physical or psychological. Eustress is the opposite of distress. Eustress can have a beneficial effect on health, motivation, performance, and emotional well-being.

