

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 Person with Benchmark Disabilities	हाँ / नहीं 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 :			

*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 characteristic ways of behaving in a person.

Personality can be assessed in two ways:

- Direct Formal assessment
- Projective Techniques / Indirect

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 responses.

METHOD USED BY PROJECTIVE TECHNIQUES:

- Projective techniques are based on the fact that 'unconscious motives, conflicts' of a person have a high potential of revealing their

personality.

- It uses relatively or fully unstructured stimuli to elicit the unconscious material. Eg: inkblots, placards, incomplete 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 significant details about personality.
3. Subject is told there are no correct / incorrect responses.
4. The purpose of analysis, the scoring and method of interpretation is not revealed.
5. The interpretation is lengthy, timeconsuming and subjective.

Two well known

Projective techniques.

(A) DRAW A PERSON TEST

TEST (B) SENTENCE COMPLETION TEST.

RESPECTIVE EXPLANATIONS:

(A) DRAW A PERSON TEST

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

SOME KEY INTERPRETATIONS:

1. Omission of Facial Features: It reveals that the person is trying to avoid a highly conflict ridden relationship.
2. Emphasis on neck: A long neck suggests lack of control over impulses.
3. 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 the sentence which they have to provide an ending to.
- The ending provided by subject reflects on their unconscious feelings, conflicts and motives.
- Some examples are:

"My mother _____"

"I am afraid of _____"

"Success for me is _____"

NOTE: The responses of subject are duly interpreted.

CONCLUSION:

Thus, it can be said that projective techniques (like the two discussed above) are indirect ways of assessing personality and aims at eliciting unconscious motives.

Q3)

Behavioural Techniques aim to:

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

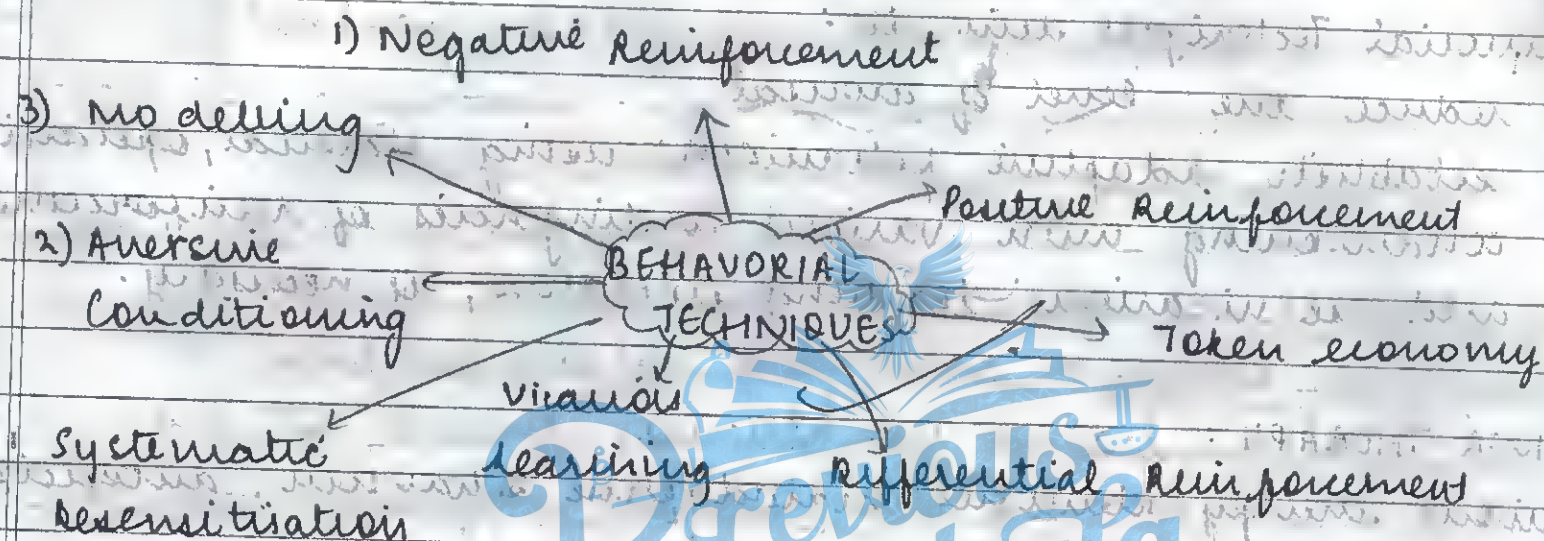
BEHAVIOUR THERAPY:

- Behaviour therapy identifies maladaptive behaviour, antecedent and maintaining factors.
- 'Establishing operations' is using consequent and antecedent operations is used to bring behavioural change. Antecedent operations aim to change behaviour by changing something that precedes such a behaviour.

Behavioural Techniques:

- After client's maladaptive behaviour has been identified the NEXT STEP IS:

To choose a treatment package using various techniques



EXPLANATION:

(A) 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 woollen 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 then given 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.

(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.

Eg: • 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 racquet.
 • Ram regularly arranges his bed to get the reinforcement.

(E) DIFFERENTIAL REINFORCEMENT:

It involves: negative reinforcement \rightarrow unwanted behaviour
 positive reinforcement \rightarrow wanted behaviour
 • Positively reinforcing wanted behaviour and ignoring negative / unwanted behaviour is equally useful and less painful.

Eg: • Sita cries when she is not taken to cinema
 • Her mother is told to take her only if she requests and (b) further, ignore her when she cries
 • Sita learns not to cry, rather request to be taken to cinema.

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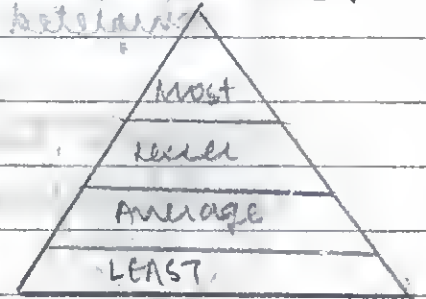
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(F) SYSTEMATIC DESENSITIZATION (by, Wolpe)

- Clients with phobias, irrational fears prepare a hierarchy of anxiety 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

Eg: treating fear of dark, height or loud noise

(G) Modelling: It involves learning a behaviour through observing a role model, or the therapist who initially acts as a role model

(H) Vicarious learning: It involves learning through observing and rewarding small changes in behaviour

CONCLUSION: The Behaviour therapy is short, effective (2) and the therapist is open with their method. It can be completed in several months or 10-15 sessions.

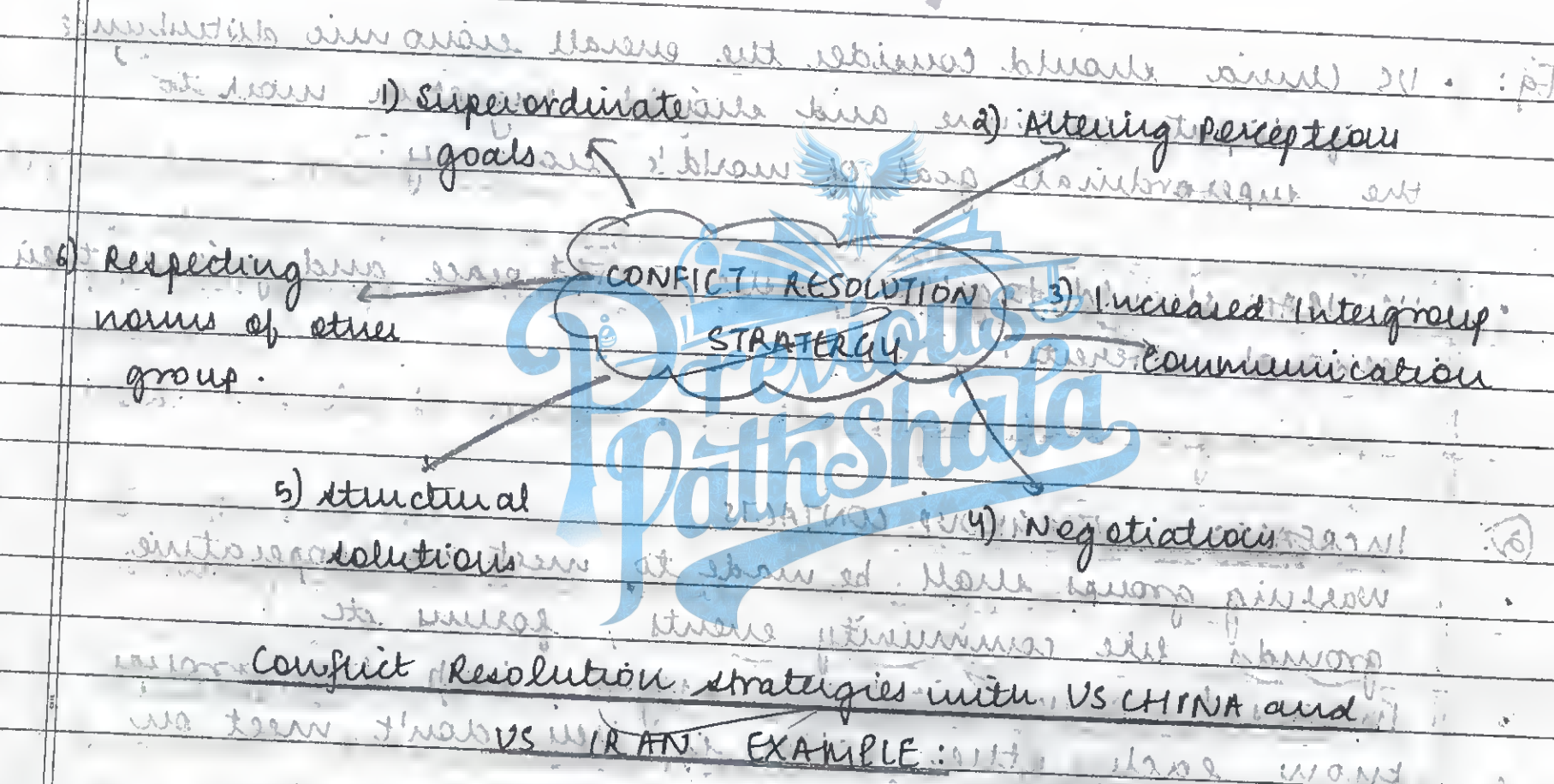
SECTION-D

OR5)

INTERNATIONAL 1) US-CHINA TRADE WAR
CONFLICT 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.



- ① Superordinate goals: Group members at conflict shall be made to give up their selfish goals and superordinate goals shall be introduced, which are common to the interests of both.

Eg: • US-China should consider the overall economic disturbance if dispute continue and should ~~together~~ ^{work} towards the superordinate goal of world's economy.

• US-IRAN should ~~together~~ ^{jointly} pursue world peace and give up their personal interests.

②. INCREASED INTERGROUP CONTACTS

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

• The contacts should be maintained over a period of time in order to be successful

Eg: • US-CHINA met recently at world economic forum

• US-IRAN should start cooperative meetings and cultural

balance

up their

time

sal

exchanges. ...

3) ALTERING PERCEPTIONS.

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

[eg: US CHINA / US IRAN] should change their perceptions towards showing dominance and troubling the other group.]

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

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

other method is Third Party Intervention.

- 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.

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

Other two can be briefly explained as:

* 5) structural solutions : distributing societal resources based on norms of equality, need, equity.

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

Introduction

(10/6) 'Natural disasters are stressful experiences that result from Nature's fury!'

It is true, that disasters like (earthquake, tsunami or flood) 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 would 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 forth-coming disaster (if predictable) through radio or other modes of communication.

(b) 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 only be predicted in a limited way.

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

- 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, medicines)
- 2) counselling at individual and group level
- 3) Ask members to share their experience and give them time to heal
- 4) Instillate belief of 'SELF EFFICACY' i.e. 'I can do it!'
- 5) Psychiatric help for those showing excessive symptoms
- 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 developing PTSD [Post Traumatic Stress Disorder] and cope with disaster effectively.

Q27) WHAT IS ATTITUDE?
 Attitude refers to those beliefs of a person which have:

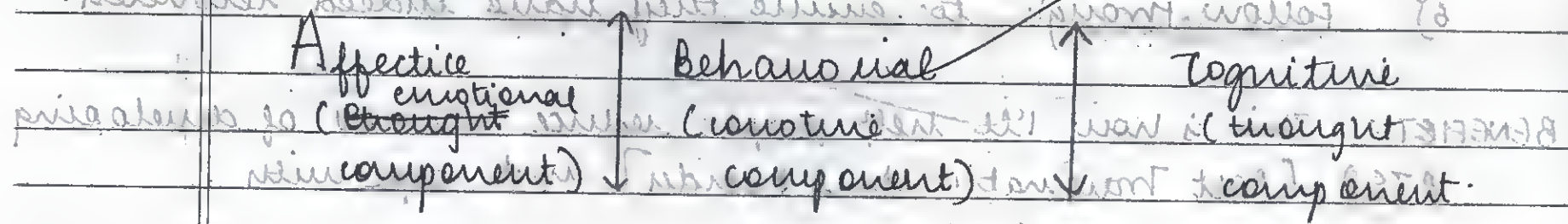
> an evaluative feature

with an ~~attitude~~ at least ~~emotional~~ ~~behavioural~~ ~~cognitive~~ ~~components~~ it is
 Positive Negative Neutral ~~components~~ to state

> emotional component; and
 > a tendency to act

Attitude refers to those beliefs of a person which have
 1/ an evaluative feature, emotional reaction and
 2/ tendency to act

Attitude has 3 components



Let us understand the A-B-E components through an
EXAMPLE

- 1) Your community has organised a 'go green' drive to promote tree plantation
- 2) You think that it is right and have a positive attitude towards it
- 3) You feel hurt and angry when someone cuts trees
- 4) You decide to grow trees yourself

Cognitive

- 1) Affective Component (THOUGHT COMPONENT)
 It is the thought component and has an evaluative feature
 It sees whether attitude is positive, negative or neutral
 Eg: Point 2 of example

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

Eg: I like/dislike of example

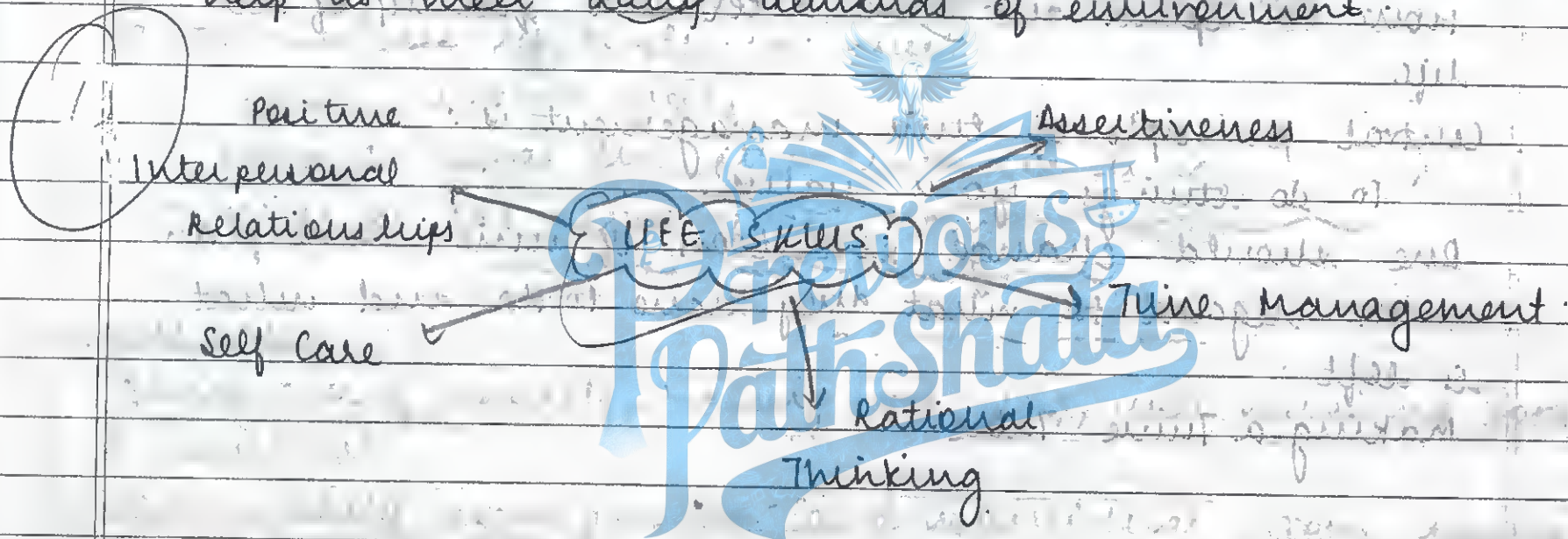
3) Behavioral Component [ie. CONATIVE COMPONENT]

it is the tendency to act

Eg: I like/dislike of example

Thus, attitude's three components are different in every person. Some may only have either of them, while some people have all.

Q28) Life skills are techniques for adaptive behaviour that help us meet daily demands of environment.



1) ASSERTIVENESS:

- It is the ability to communicate effectively, keep our demands effectively.
- It is the ability to say no to a request, to express emotions like love, hate, anger.
- Assertive people have high self esteem and self concept.

2) Time Management
 How we spend our time determines quality of our life

Central principle of time management is:

'To do things go a value'

One should change perception of time and plan with regard to what they have to do and what is left.

Eg: 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 to negative thoughts and images from past.

One should challenge irrational beliefs, drive away negative thoughts and substitute them with rational thoughts.

4) Positive Interpersonal Relationships:

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

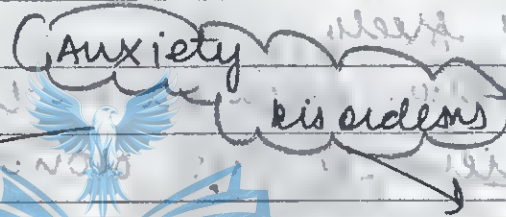
- > express ourselves freely
- > listen to what the other person has to say
- > accept if the views of two don't match

5) Self Care:

- Taking care of yourself, having good sleep, well nourished food is important
- Chronic daily stress prevents and individual from taking care of themselves
- Thus, one must take long, relaxed deep breaths, high in the stomach and not shallow breaths
- Environmental stressors like noise, pollution are a big stressor.

Q29).

Anxiety is an unpleasant diffused and vague feeling of fear and apprehension.



Separation

Anxiety Disorder
(SAD)

General Anxiety

Disorder
(GAD).

① SAD [Separation anxiety disorder]

In this disorder, patient has a constant worry of separation from attachment figure to an extent which is developmentally 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

② GAD [Generalised Anxiety Disorder]

It is characterised by vague, diffused and constant worry about no single person or object.

Symptoms: (P.70)

- hypervigilance of 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 the topmost college, where he was neither sensitive to his own self or others. This caused problems 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 defined it as:
 "The ability to understand one's own and others' emotions, to 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 anti-social behaviour and increase cooperativeness.
- It will help him process emotional stimuli better.
- It will help him overcome challenges of daily life effectively.

- According to Lazarus and Folkman strategy, we 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 as he should be better able to handle emotional problems.

Some tips for Angad 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 gether while making decisions or solving problems
- be calm and understand and control their emotional reactions to deal with a situation involving others and self.

section - C.

- 22) PROBLEM: Supriya broke norms of her village by pursuing higher course in aviation.

Abnormal behaviour according to 4 D's is:

4 D's of Abnormal

Deviance

distress

dysfunction

danger

IN SUPRIYA'S CASE:

- (A) 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 not pursue education and manage household chores.

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

(B) Dysfunctional : It refers to the behaviour that makes it difficult and dysfunctional to carry daily tasks.

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

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

(C) Danger : It refers to threat posed by a behaviour.

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

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

(D) Annoying : It refers to a particular behaviour causing tension and worry.

Fictitious Roll No. .
(To be entered by Board)

अपना अनुक्रमांक इस उत्तर-पुस्तिका
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Please do not write your
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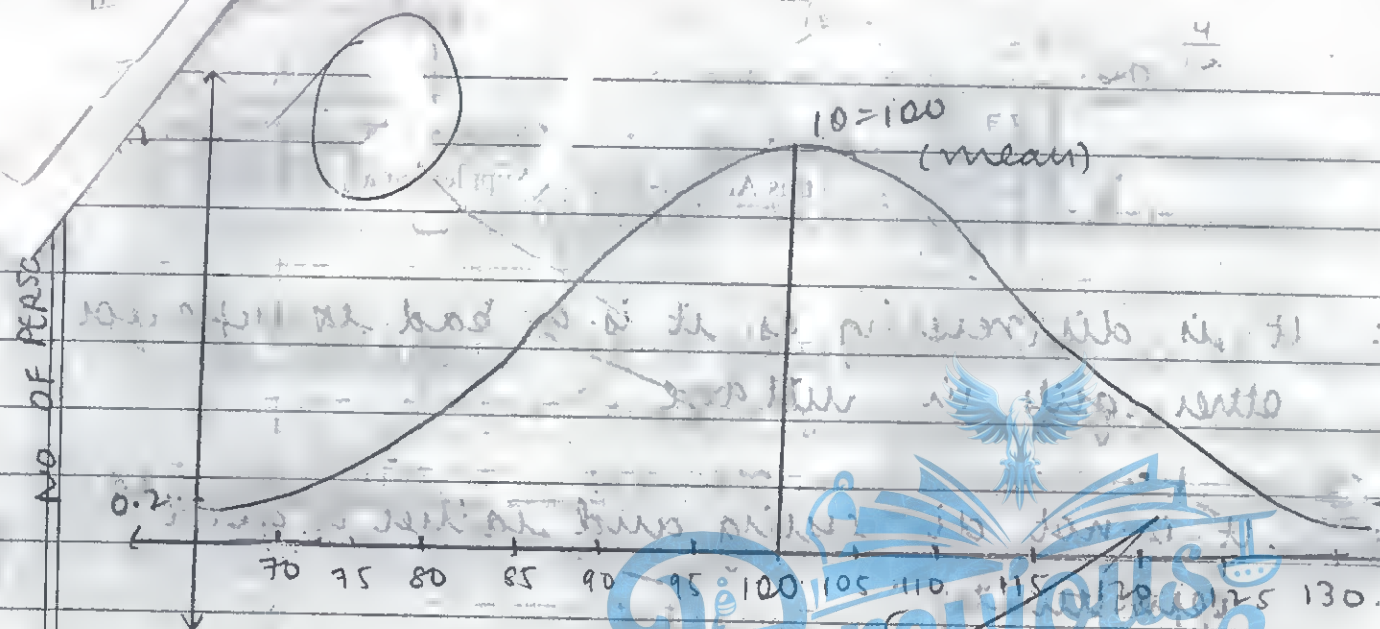
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Supplementary Answer-Book(s) No.

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

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

It can be concluded, that

- the surpuja'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.



Intelligence quotient

- It is a bell shaped curve that we'll get
- It is called (Normal curve)
- of only 2% of twenty ($\frac{2}{100} \times 20 = 0.4$)

students will have 10 below 70 or above 130. each.

- Majority will lie in 90-110 average range with 100 as the average IQ.

$$\left[\begin{aligned} &100 - 4\% \text{ (10s \& 10s)} \\ &= 96\% \\ &\frac{96 \times 20}{100} = 19.2 \end{aligned} \right]$$

Q.24

Observation is a systematic, objective and standard procedure which records behavioural phenomena occurring naturally in time.

It is mainly used by clinical psychologists.

Advantages

1)

It allows behavioural phenomena to be studied in real time.

2)

Workers and people on the setting can be trained to observe.

Disadvantages

1)

Immature observer is a prerequisite for effective observations.

a)

Observations are affected by observer's bias.

3)

Person being observed may not behave in their real situation thus contaminating data.

4)

Training involving observation is time taking and demanding.

5)

A large number of activities of routine go unnoticed.

Section B.

018)

- 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.

019)

- Creative Visualisation is a stress reduction technique
- It makes use of imagery and imagination
- It requires the subject 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 creative energy to turn imagination into reality

(Q10) [done at last] P70 ✓ ○

Q21) ~~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; and
- 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 association.

② Are Interacting and Interdependent:

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

Ex: Fielder in a Previous Pathshala

Section A.

259

[test to eval] (orig)

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(150)

- 1) external.
- 2) ~~creativity~~
- 3) Avoidance, (self protective)
- 4) object
- 5) Age of Reason and Enlightenment
- 6) ADHD [attention deficit] hyperactivity disorder
- 7) False
- 8) Verbal
- 9) Operant conditioning / [positive reinforcement]?
- 10) scapegoating displacement
- 11) Recency effect
- 12) Crowd
- 13) Environmental psychology
- 14) pro social
- 15) True
- 16) body language / non verbal mode of communication
- 17) paraphrasing

Part B.

Q20). Four features of attitude are:

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

END.