SET-4

रोल नं.
Roll No.

परीक्षार्थी कोड को उत्तर-पुस्तिका के मुख-पृष्ठ पर अवश्य लिखें ।

Candidates must write the Code on the title page of the answer-book.

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में मुद्रित पृष्ठ **7** हैं ।

- प्रश्न-पत्र में दाहिने हाथ की ओर दिए गए कोड नम्बर को छात्र उत्तर-पुस्तिका के मुख-पृष्ठ पर लिखें ।

- कृपया जाँच कर लें कि इस प्रश्न-पत्र में **28** प्रश्न हैं ।

- **कृपया प्रश्न का उत्तर लिखना शुरू करने से पहले, प्रश्न का क्रमांक अवश्य लिखें ।**

- इस प्रश्न-पत्र को पढ़ने के लिए 15 मिनट का समय दिया गया है । प्रश्न-पत्र का वितरण पूर्वाह्न में 10.15 बजे किया जाएगा । 10.15 बजे से 10.30 बजे तक छात्र केवल प्रश्न-पत्र को पढ़ेंगे और इस अवधि के दौरान वे उत्तर-पुस्तिका पर कोई उत्तर नहीं लिखेंगे ।

- Please check that this question paper contains **7** printed pages.

- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.

- Please check that this question paper contains **28** questions.

- **Please write down the Serial Number of the question before attempting it.**

- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

मनोविज्ञान (सैद्धान्तिक)

PSYCHOLOGY (Theory)

निर्धारित समय : *3 घण्टे*

Time allowed : 3 hours

अधिकतम अंक : *70*

Maximum Marks : 70

1

सामान्य निर्देश :

(i) **सभी** प्रश्न अनिवार्य हैं ।

(ii) प्रत्येक प्रश्न के अंक उसके सामने दर्शाए गए हैं ।

(iii) आपके उत्तर संक्षिप्त तथा प्रश्न के अनुकूल होने चाहिए ।

(iv) भाग क में प्रश्न संख्या **1 – 10** अध्ययन परख (बहुत छोटे उत्तर) प्रकार वाले प्रश्न हैं जिनके लिए **1** अंक निर्धारित है । इनके उत्तर निर्देशानुसार दीजिए ।

(v) भाग ख में प्रश्न संख्या **11 – 16** अति लघु उत्तर प्रकार वाले प्रश्न हैं जिनके लिए **2** अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर **30** शब्दों से ज़्यादा नहीं होना चाहिए ।

(vi) भाग ग में प्रश्न संख्या **17 – 20** लघु उत्तर प्रकार-I वाले प्रश्न हैं जिनके लिए **3** अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर **60** शब्दों से ज़्यादा नहीं होना चाहिए ।

(vii) भाग घ में प्रश्न संख्या **21 – 26** लघु उत्तर प्रकार-II वाले प्रश्न हैं जिनके लिए **4** अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर **100** शब्दों से ज़्यादा नहीं होना चाहिए ।

(viii) भाग ङ में प्रश्न संख्या **27 – 28** लम्बे उत्तर वाले प्रश्न हैं जिनके लिए **6** अंक निर्धारित हैं । प्रत्येक प्रश्न का उत्तर **200** शब्दों से ज़्यादा नहीं होना चाहिए ।

General Instructions :

(i) **All** questions are compulsory.

(ii) Marks for each question are indicated against it.

(iii) Answers should be brief and to the point.

(iv) Questions no. **1 – 10** in Part A has Learning Checks (very short answer type) questions carrying **1** mark each. You are required to answer them as directed.

(v) Questions no. **11 – 16** in Part B are Very Short Answer type questions carrying **2** marks each. Answer to each question should not exceed **30** words.

(vi) Questions no. **17 – 20** in Part C are Short Answer Type I questions carrying **3** marks each. Answer to each question should not exceed **60** words.

(vii) Questions no. **21 – 26** in Part D are Short Answer Type II questions carrying **4** marks each. Answer to each question should not exceed **100** words.

(viii) Questions no. **27 – 28** in Part E are Long Answer Type questions carrying **6** marks each. Answer to each question should not exceed **200** words.

1. सांदर्भिक बुद्धि की धारणा में निहित है कि बुद्धि _____ का उत्पाद (प्रोडक्ट) है ।   1

   The notion of contextual intelligence implies that intelligence is a product of _____ .

2. अवसाद के प्रति प्रवणता के लक्षणों वाले व्यक्तित्व को _____ कहा जाता है ।   1

   Personality characterised by proneness to depression is known as _____ .

3. मनस्तंत्रिका प्रतिरक्षा विज्ञान मन, मस्तिष्क और _____ के बीच संबंधों पर ध्यान केन्द्रित करता है ।   1

   Psychoneuroimmunology focuses on the links between the mind, the brain and the _____ .

4. किसी विशेष विचार या विषय पर चिंतन को रोक पाने की असमर्थता _____ व्यवहार कहलाता है ।   1

   Inability to stop thinking about a particular idea or topic is known as _____ behaviour.

5. विद्युत्-आक्षेपी चिकित्सा (ECT) _____ चिकित्सा का एक स्वरूप है ।   1

   Electro-convulsive therapy (ECT) is a form of _____ therapy.

6. दूसरों को देखकर सीखना और छोटे परिवर्तनों के लिए पुरस्कृत करना _____ अधिगम की एक प्रक्रिया है ।   1

   Learning by observing others and rewarding small changes is a process of _____ learning.

7. संवर्ग-आधारित अन्विति योजनाएँ (स्कीमाज़) जो लोगों के समूहों से संबद्ध हों, _____ कही जाती हैं ।   1

   Category-based schemas that are related to groups of people are called _____ .

8. आज्ञापालन सामाजिक प्रभाव का सर्वाधिक अप्रत्यक्ष रूप है ।(सत्य/असत्य)   1

   Obedience is the most indirect form of social influence. (True/False)

9. किसी विशेष लक्ष्य या वस्तु को पाने के लिए किया जाने वाला आक्रमण _____ आक्रमण है ।

The act of aggression meant to obtain a certain goal or object is _____ aggression.

1

10. श्रवण एक जैविक क्रिया है जिसमें अभिग्रहण और अवधान सम्मिलित हैं । (सत्य/असत्य)

Listening is a biological activity that involves reception and attention.

(True/False)

1

भाग ख
PART B

11. जनसंख्या में बुद्धि लब्धि (IQ) प्राप्तांक कैसे वितरित होते हैं ?

How are IQ scores distributed in a population ?

2

12. मानवतावादी-अस्तित्वपरक मॉडल मनोवैज्ञानिक विकारों का स्पष्टीकरण किस प्रकार करता है ?

How does humanistic-existential model explain psychological disorders ?

2

13. दो मनोवैज्ञानिक विकारों का उल्लेख कीजिए जिनके उपचार के लिए संज्ञानात्मक व्यवहार चिकित्सा अपनाई जाती है ।

State two psychological disorders in which cognitive behaviour therapy is used for treatment.

2

14. मनश्चिकित्सात्मक उपागमों की चार विशेषताएँ लिखिए ।

State four characteristics of psychotherapeutic approaches.

2

15. पर्यावरण-उन्मुख व्यवहार क्या है ?

What is pro-environmental behaviour ?

2

16. एक प्रभावी मनोवैज्ञानिक के दो कौशलों को लिखिए ।

State two skills of an effective psychologist.

2

भाग ग
PART C

17. सर्जनात्मकता और बुद्धि के बीच संबंध को स्पष्ट कीजिए ।   *3*

Explain the relationship between creativity and intelligence.

18. तीन दशाओं का उल्लेख कीजिए जिनसे समूह निर्माण सुगम हो जाता है ।   *3*

State three conditions which facilitate group formation.

19. भीड़ के प्रमुख परिणामों को समझाइए ।   *3*

अथवा

आक्रामकता और हिंसा को कम करने के लिए तीन युक्तियाँ सुझाइए ।

Explain the major consequences of crowding.
OR
Suggest three strategies for reducing aggression and violence.

20. अन्तर्वैयक्तिक तथा अन्तरावैयक्तिक (इंट्रापर्सनल) संप्रेषण के बीच अन्तर स्पष्ट कीजिए ।   *3*

Differentiate between interpersonal and intrapersonal communication.

भाग घ
PART D

21. बुद्धि की भारतीय धारणा की क्षमताओं (कॉम्पीटेंसीज़) को स्पष्ट कीजिए ।   *4*

Explain the competencies of Indian notion of intelligence.

22. व्यक्तित्व के विकास को अल्फ्रेड एडलर तथा कैरेन हॉर्नी ने किस प्रकार समझाया है ?   *4*

How do Alfred Adler and Karen Horney explain personality development ?

23. व्यक्तित्व-मूल्यांकन में प्रयुक्त की जाने वाली व्यवहारपरक विश्लेषण की तकनीकों को स्पष्ट कीजिए ।   *4*

Explain the techniques of behavioural analysis used in personality assessment.

24. कौन-सा विकार विकृत शरीर प्रतिमा (डिस्टॉर्टेड बॉडी इमेज) का कारण है ? इसके विविध रूपों को समझाइए ।   4

<div style="text-align:center">**अथवा**</div>

कायरूप विकारों की व्याख्या कीजिए ।

Which disorder is the cause of distorted body image ? Explain its various forms.

<div style="text-align:center">**OR**</div>

Explain somatoform disorders.

25. उदाहरण सहित समझाइए कि संज्ञानात्मक विकृतियाँ (डिस्टॉर्शन्स) किस प्रकार घटित होती हैं ।   4

Explain with examples how cognitive distortions take place.

26. सामाजिक स्वैराचार क्या है ? एक समूह कार्य में सामाजिक स्वैराचार को कैसे कम किया जा सकता है ?   4

What is social loafing ? How can social loafing be reduced in group work ?

<div style="text-align:center">भाग ङ
PART E</div>

27. दबाव की प्रकृति को उदाहरण देते हुए स्पष्ट कीजिए । सामना करने की परिहार-अभिविन्यस्त युक्ति की चर्चा कीजिए ।   6

<div style="text-align:center">**अथवा**</div>

यूस्ट्रेस तथा डिस्ट्रेस के बीच उपयुक्त उदाहरण देते हुए अन्तर स्पष्ट कीजिए । मनोवैज्ञानिक दबाव के विभिन्न स्रोतों की चर्चा कीजिए ।

Explain the nature of stress giving examples. Discuss avoidance-oriented strategy of coping.

<div style="text-align:center">**OR**</div>

Distinguish between eustress and distress giving suitable examples. Discuss the different sources of psychological stress.

28. अभिवृत्ति निर्माण की ओर ले जाने वाले कारकों का उल्लेख कीजिए । दैनिक जीवन से उदाहरण देते हुए अभिवृत्ति परिवर्तन की प्रक्रिया को समझाइए । *6*

<div align="center">अथवा</div>

सामाजिक संज्ञान को स्पष्ट कीजिए । सामाजिक संज्ञान में अन्विति योजनाओं (स्कीमाज़) की भूमिका की सोदाहरण चर्चा कीजिए ।

State the factors that lead to formation of attitudes. Explain the process of attitude change taking examples from everyday life.

<div align="center">**OR**</div>

Explain social cognition. Discuss with examples the role of schemas in social cognition.

MM 70

Q.No.	EXPECTED ANSWER / SUGGESTED VALUE POINTS	Page No.	Distribution of Marks
	PART A		
1	Culture	16	1
2	Type D	31	1
3	immune system	59	1
4	obsessive	77	1
5	Bio medical	102	1
6	vicarious	98	1
7	stereotype	120	1
8	False	143	1
9	instrumental	169	1
10	False / True –as there is ambiguity in the statement both options i.e. T and F are correct	185	1
	PART B		
11	**Distribution of IQ score in a population** IQ scores are distributed in such a way that the IQ scores of most people tend to fall in the middle range of the distribution. Most people show moderate level of performance i.e. in the middle range of the distribution. Very few are on extremes showing :- a) Extreme high (excellent) performance (2.2%) b) Extremely low (very poor) performance (2.2% **Frequency distribution for IQ Scores** – tends to approximate a bell shaped curve. It is called Normal Curve where the curve does not touch the x-axis. There is no one with 0 IQ (may be supported by drawing normal curve showing distribution of IQ in the population)	11	2
12	**Humanistic – Essential Model for Psychological Disorders** This model focuses on broader aspects of Human Existence. According to Humanists: o Human beings are born with a natural tendency to be a) Friendly b) Cooperative c) Constructive d) Human beings are driven to attain self-actualisation stage. It is fulfilment of potential for goodness and growth. According to Existentialists: o Since birth man has total freedom to give meaning to his existence i.e. feels responsibility. o Man also has freedom to avoid that responsibility. o Those who do not own responsibility would live empty, inauthentic and dysfunctional life. If humanistic and existentialist aspects of life are in disharmony then abnormal behaviour develops	75	2

13	**Psychological disorders in which cognitive behaviour therapy is used** a) Anxiety b) Depression c) Panic Attack d) Borderline Personalities etc.	100	½x4
14	**Characteristics of psychotherapeutic approaches:** a) Systematic application of principles underlying the different theories of therapy. b) Only well trained persons can practice psychotherapy. Any person without receiving practical training under expert supervision can cause harm instead of doing good. c) The therapeutic situation involves a therapist (who renders help) and a client (who seeks and receives help) for his / her emotional problems. d) Client receives the concentrated attention of the therapist. e) The interaction of therapist and client results in formation of the therapeutic relationship. f) Therapeutic relationship between therapist and client is Confidential, Interpersonal and Dynamic (any four)	90	½x4
15	**Pro-Environmental Behaviour** Includes both actions that are meant to protect the environment from problems and to promote a healthy environment. OR Explanation with appropriate examples.	164	2
16	**Skills of effective counsellor** a) General skills b) Observational skills c) Specific skills (any two points)	180	1+1
	PART C		
17	o The relationship between creativity and intelligence is positive. All creative acts require some minimum ability to acquire, knowledge and capacity to comprehend, retain and retrieve. o Intelligence and creativity both are products of heredity and environment. Heredity sets the limit and environment provides opportunities for the development of potential. o Researches have also found that both high and low levels of creativity can be found in highly intelligent children and also children of average intelligence	19, 20	1+1+1
18	**Conditions which facilitate group formation** Basic to group formation is – some contact and some form of interaction between people. It is facilitated by o Proximity – Individuals with similar background, interests, attitudes, values and opinions when have repeated interaction with each other, get a chance to know each other and develop a mutual liking. This facilitates group formation o Similarity – being exposed to someone over a period of time makes an	132, 133	1+1+1

	individual assess similarities. Assessment of similarities paves the way for formation of groups. Explanation given psychologists is that when people meet similar people, they reinforce and validate their opinions and values. They feel that they are right and thus start liking one another. o Common motives and goals – When a number of people have common objectives or goals, they tend to get together and form a group, which may facilitate goal attainment. For e.g. Commuters in a train may form a group which can work towards facilitating their travel in the train. (three points with brief explanation)		

19	**Major consequences of crowding**
	  o Feeling of discomfort
	  o Loss or decrease in privacy
	  o Negative view of the space around the person
	  o Feeling of loss of control over interaction
	  a) Abnormal behaviour and aggression
	    Among human beings, an increased population has sometimes been found to be accompanied by an increase in violent crimes and aggression.
	  b) Lower academic performance of children
	    Children growing up in very crowded households show
	      o Lower academic performance
	      o A weaker tendency to continue working on a task
	      o Greater conflict with their parents
	      o Get less support from their family members
	  c) Crowding leads to
	      o Lowered performance on difficult tasks that involve cognitive processes
	      o Has adverse effects memory and the emotional state
	  d) Crowding tolerance competition tolerance
	Those who are used to crowded surroundings show above negative effects to a smaller extent
	(any three points)
		159, 160	1+1+1

	OR **Some strategies for reducing aggression and violence –** 1. Parents and Teachers should not encourage and reward aggression in any form. 2. Opportunities to observe and imitate the behaviour of aggressive models should be reduced drastically. 3. Poverty and social injustice may be a prominent cause of aggression. Implementing social justice and equality in society may help in reducing frustration levels and thereby curb aggressive tendencies. 4. Promoting positive attitude towards peace and practicing non-violence. (any three points)	171, 172	1+1+1
20	**Difference between interpersonal and intrapersonal communication:** Intrapersonal communication Intrapersonal commination with oneself. It encompasses such activities as	183	1½+1½

	thought process, personal decision making and focussing on self **Interpersonal communication** Interpersonal communication refers to the communication that takes place between two or more persons who establish a communicative relationship. Interpersonal communication includes: • Face to face conversation or mediated conversation • Interviews • Small group discussions etc.		
	PART D		
21	**Competencies of Indian Notion of Intelligence** a) Cognitive competence (Capacity) – Sensitivity to context, understanding, discrimination, effective communication and problem solving. b) Social competence – Respect for social order, commitment to elders, the young and the needy, concern about others, recognising others perspectives. c) Emotional competence – Self regulation and self-monitoring of emotions, honesty, politeness, good conduct and self-evaluation. d) Entrepreneurial competence – Commitment, persistence, patience, hard work, vigilance and goal directed behaviours. (Explanation of four points)	16, 17	1x4
22	**Explanation of personality development by Alfred Adler and Karen Horney** Alfred Adler – Life style and social interest – feeling of inferiority and superiority Alfred Adler's theory is known as individual psychology. • The central human motive is that of striving for superiority • Human behaviour is purposeful and goal directed • Each one has capacity to choose and create such goals • Our personal goals are sources of motivation for us • Alfred Adler's view – every individual suffers from 'feeling of inferiority' that are experienced during infancy and childhood. During childhood, child is helpless and depends on others for help and support Karen Horney – Optimism Karen Horney advocated for a more optimistic view of human life with emphasis on Human Growth and Self-actualisation. She emphasised on the importance of social relationships in personality development. • Psychological disorders were caused by disturbed interpersonal relationship during childhood • Basic anxiety – refers to the feeling of a child being isolated and helpless in a potential hostile world	38	2+2
23	**Techniques of behavioural analysis used in personality assessment:** Techniques of behavioural analysis: a) Interview b) Observation c) Ratings d) Nomination e) Situational test (brief explanation of any four techniques)	46, 47	1+1+1+1

24	**Eating disorders leading to distorted body image** Types of eating disorders • Anorexia nervosa • Bulimia nervosa • Binge eating	84	½+1½+ 1½+ ½
25	**Cognitive distortions** are ways of thinking which are general in nature but which distort the reality in a negative manner. These patterns of thought are called dysfunctional cognitive structures. They lead to errors of cognition about the social reality. • Repeated occurrence of these thoughts leads to the development of feelings of anxiety and depression • The therapist uses questioning, which is gentle, non-threatening disputation of the client's belief and thoughts • Any suitable example.	99	1+1+1+1
26	**Social Loafing –** is a reduction in individual's effort when working on a collective task i.e. one in which outputs are pooled with those of other group members e.g. tug of war **How social loafing can be reduced** • Making efforts of each person identifiable • Increasing group members' commitment to successful task performance • Increasing the apparent importance or value of a task • Making people feel that their contribution to the task is unique and important • Strengthening group cohesiveness which increases the concern for groupoutcomes (any three points)	137	1+1+1+1
	PART E		
27	**Nature of stress** - Latin word "strictus" meaning tight / narrow - Definition of stress - Distress and eustress - Stressors / strain - Primary, secondary and appraisals of definitions by Hans Selye / Lazarus **Coping** – a dynamic situation – specific reaction to stress **Avoidance – oriented strategies** – denying or minimising the seriousness of the situation, it also involves conscious suppression of stressful thoughts and their replacement by self-protective thoughts e.g. watching TV, phone up a friend or try to be with other people.	51, 52, 53, 61, 62	3+3
	OR **Eustress**: Eustress is the term used for that stress (positive stress) which is good for achieving peak performance and managing minor crises. **Distress (Negative stress)**: Many times a high level of stress causes greater strain and not good for performance and causes wear and tear of our body **Sources of psychological stresses:** 1. Frustration 2. Conflicts 3. Internal Pressure 4. Social Pressure (Explanation of above points)	51, 52, 55	1+1+4

28	**Factors that lead to formation of attitudes:**
	    1. Family and school environment
	    2. Reference groups
	    3. Personal experiences
	    4. Learning through exposure to information: Media related influence
	
	Process of attitude change
	There are three major concepts to be considered for processes in attitude change
	  • The concept of balance
	  • The concept of cognitive dissonance
	  • The two step concept by S M Mohsin
		111 to 114	½x4 + 1½ +1½ + 1

	OR
	  • Social cognition refers to all those psychological processes that deal with the gathering and processing of information related to social objects.
	  • Attitudes, impression formation and attribution are such processes which involve mental activities related to the gathering and interpretation of information about the social world. This is collectively called social cognition.
	  • Schemas Guide Social Cognition
	  • Schema is defined as a mental structure that provides a framework, set of rules or guidelines for processing information about any object.
	  • Most of the schemas are in the form of categories or classes
	  • Schemas that function in the form of categories are called prototypes
	  • Schemas reduce time and mental effort required in cognition
	  • In social cognition, category based schemas that are related to groups of people are called stereotypes.
	Effect of stereotypes – gives rise to prejudices and biases against specific groups.
	Prototypes help us to define an object completely.
		119, 120	3
			1
			
			1
			
			1