

# Sample Question Paper Psychology

222

Time: 3 Hours

Max Marks:100

**Note:**

- i. This question paper consists of 48 questions in all.
- ii. All questions are compulsory.
- iii. Marks are given against each question.
- iv. **Section A** consists of:
  - a. **Q. No. 1to20**-Multiple Choice type questions (MCQs) carrying 1 mark each. Select and write the most appropriate option out of the four options given in each of these questions.
  - b. **Q.No.21 to 32**-Objective type questions **Q. No. 21to 29** carry 02 marks each (with2 sub- parts of 1 mark each) and **Q. No 30-32** carries 04 marks (with 4 sub-parts of 1 mark each). Attempt these questions as per the instructions given for each of the questions 21-32.
- v. **Section B** consists of:
  - a. **Q. No. 33 to 38**-Very Short questions carrying 02 marks each to be answered in the range of 30 to 50 words.
  - b. **Q. No. 39 to 44**-Short Answer type questions carrying 03 marks each to be answered in the range of 50 to 80 words.
  - c. **Q. No. 45 to 48**-Long Answer type questions carrying 05 marks each to be answered in the range of 80 to 120 words.

| Q.No. | <i>Section A</i>  | Marks | Total marks |
|-------|---|-------|-------------|
| 1.    | <p>Identify the approach/perspective of psychology described:</p> <p>This approach focuses on biological structures and phenomena such as the brain, genes, hormones, etc. to understand the dynamics of behaviour.</p> <ul style="list-style-type: none"> <li>a. Biological Approach</li> <li>b. Behaviorist Approach</li> <li>c. Humanistic Approach</li> <li>d. Psychoanalytic Approach</li> </ul>       | 1x1   | 1           |
| 2.    | <p>Identifying the measure of personality which uses unstructured or ambiguous stimuli. The basic assumption of this technique is that individuals project their unconscious needs, desires, emotions on ambiguous stimuli.</p> <ul style="list-style-type: none"> <li>a. Situational measures</li> <li>b. Self report measures</li> <li>c. Observation measures</li> <li>d. Projective measures</li> </ul> | 1x1   | 1           |

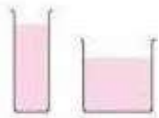
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| 3. | <p>In context of learning, select an action which increases the rate of response.</p> <p>I) Negative Reinforcement<br/> II) Positive Reinforcement<br/> III) Neutral Behaviour</p> <p>a. Only I<br/> b. Only II<br/> c. I and II<br/> d. I,II and III</p> | 1x1 | 1 |
| 4. | <p>Identify the response taken place when Conditioned Stimulus is presented on each trial, but Unconditioned Stimulus is not presented.</p> <p>a. Acquisition<br/> b. Spontaneous Recovery<br/> c. Conservation<br/> d. Extinction</p>                    | 1x1 | 1 |

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| 5  | <p>Identify important agents of child socialization.</p> <ul style="list-style-type: none"> <li>a. Parents, Religion &amp; Shopping</li> <li>b. Parents, School &amp; Physical Appearance</li> <li>c. Parents, School &amp; Shopping</li> <li>d. Parents, Peer Group &amp; Television</li> </ul>   | 1x1 | 1 |
| 6. | <p>Select the odd one which is not an element of communication.</p> <ul style="list-style-type: none"> <li>a. Communication is a two-way process</li> <li>b. Commonness of understanding</li> <li>c. Information is provided with a specific method</li> <li>d. There is no need of any message</li> </ul>   | 1x1 | 1 |
| 7. | <p>Select social factors which influence non-verbal communication.</p> <ul style="list-style-type: none"> <li>a. Hierarchy, Position of Authority, Eating Habits &amp; Interpersonal Relations</li> <li>b. Hierarchy, Body Language, Gender &amp; Interpersonal Relations</li> <li>c. Hierarchy, Position of Authority, Gender &amp; Interpersonal Relations</li> <li>d. Hierarchy, Eating Habits, Gender &amp; Interpersonal Relations</li> </ul> | 1x1 | 1 |
| 8. | <p>Identify the process of coping with stress if the person is not moving towards any solution, but only using methods to make himself/ herself feel comfortable.</p> <ul style="list-style-type: none"> <li>a. Task-oriented Coping</li> <li>b. Defense-oriented Coping</li> <li>c. Compromise-oriented Coping</li> <li>d. Attack-oriented Coping</li> </ul>  | 1x1 | 1 |
| 9. | <p>Difficulties in married life can be classified as which type of stressor?</p> <ul style="list-style-type: none"> <li>a) Major life event</li> <li>b) Daily hassle</li> <li>c) Chronic role strain</li> <li>d) Trauma</li> </ul>   | 1x1 | 1 |

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| 10. | Jaspreet has an exam in the coming week for which she hasn't started studying. She feels extremely tense and anxious. Which type of coping should she use in this situation?<br>a) Only problem focused coping<br>b) Only emotion focused coping<br>c) Compromise-oriented Coping<br>d) Both problem focused and emotion focused coping | 1x1 | 1 |
| 11. | Shreya's boss uses an Authoritarian leadership style. Which of the following behaviors is she likely to be involved in?<br>a. Encourages participation of employees<br>b. Uses threats and punishment<br>c. Consults with the employees<br>d. Involve in two way communication  | 1x1 | 1 |
| 12  | A psychologist has limited time and money and wants to study the pattern of opinions, attitudes, beliefs and values of the people. Psychologist would use _____<br><br>a. Case study<br>b. Psychometric assessment<br>c. Observation<br>d. Survey method  | 1x1 | 1 |
| 13. | A researcher is manipulating an independent variable in a natural setting using naturally occurring groups to form experimental and control groups. Which type of experiment is this?<br>a. Quasi experiment<br>b. Laboratory experiment<br>c. Control experiment<br>d. Classical experiment  | 1x1 | 1 |
| 14  | Ashok has a high need for _____ because he likes to study and investigate new things.<br><br>a. Power<br>b. Love<br>c. Exploration<br>d. Affiliation  | 1x1 | 1 |

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| 15. | <p>i. Raju gets rewarded by his parents with chocolates for every good grade he obtains in school. Which type of reinforcement Raju is receiving?</p> <p>a. Intermittent reinforcement<br/>b. Continuous reinforcement<br/>c. Fixed reinforcement<br/>d. Partial reinforcement</p> | 1x1 | 1 |
| 16. | <p>A psychologist wants to measure the intelligence and personality of the candidates appearing for a job position. Which psychological tool the psychologist is most likely to use?</p> <p>a. Case study<br/>b. Observation<br/>c. Survey<br/>d. Psychological test</p>           | 1x1 | 1 |
| 17. | <p>A psychologist wants to study the opinion and attitude of people towards a new product launched in the market . Which psychological tool the psychologist is most likely to use?</p> <p>a. Survey<br/>b. Psychological test<br/>c. Case study<br/>d. Interview</p>              | 1x1 | 1 |
| 18. | <p>Rohit believes that he failed in the examination because the question paper was tough. This is an example of _____</p> <p>a. Magical thinking<br/>b. External attribution<br/>c. Superstitious belief<br/>d. Internal attribution</p>   | 1x1 | 1 |
| 19  | <p>A common tendency to believe that we are more likely than others to experience positive events. This is known as</p> <p>a. Pessimistic Bias<br/>b. Observer Bias<br/>c. Self serving Bias<br/>d. Optimistic Bias</p>  | 1x1 | 1 |

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| 20  | <p>Choose the correct option for the following statements</p> <p>Select the gases which are responsible for the green house effect.</p> <ol style="list-style-type: none"> <li>carbondioxide, methane,and nitrogen</li> <li>carbondioxide, oxygen, and CFC</li> <li>carbondioxide, methane, and oxygen</li> <li>carbondioxide, methane, and CFC</li> </ol>   | 1x1 | 1 |
| 21. | <p>While studying, you notice that the noise in your surroundings have an impact on your concentration level. You design a study to understand the relationship among the two variables.</p> <p>Answer the following question with respect to the above experiment:</p> <ol style="list-style-type: none"> <li>In this experiment, it is concluded that noise in the background decreases the concentration. In this experiment 'concentration level' is a .....variable.</li> <li>In the experiment, noise is _____variable.</li> </ol> | 1x2 | 2 |
| 22. | <ol style="list-style-type: none"> <li>When you suddenly see a mad dog near you, relate the role of emotion you felt at that time with behavior change.</li> <li>Culture guides the way in which emotions are expressed in any situation. The rules that guide expression of our emotions are called ?</li> </ol>  | 1x2 | 2 |

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| 23. | <p>Answer the following questions with reference to perception and extrasensory perception</p> <p>i. Komal tends to predict future events. She has the ability of _____</p> <p>ii. Rashmi can move inanimate objects only through concentration without touching them. She has the ability of _____</p>   | 1x2 | 2 |
| 24. | <p>Answer the following questions:</p> <p>i. _____ Refers to the understanding that even if people adopt clothing, hair style, and behavior associated with the other sex they would still retain their current sexual identity.</p> <p>ii. _____ Relates to a given society's beliefs about the traits and expected behaviours supposedly characteristic of males and females.</p>                       | 1x2 | 2 |
| 25. | <p>i. A child is unable to see the world from someone else's point of view. According to you, which stage of cognitive development the child is at?</p> <p>ii. A child when asked to tell which glass has more quantity says glass A. What does it show?</p> <div style="text-align: center;">  <p>A      B</p> </div> | 1x2 | 2 |
| 26. | <p>i. Which type of parenting style is best according to you?</p> <p>ii. Illustrate with example any one socializing agent for yourself.</p>  | 1x2 | 2 |



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| 27. | <p>Harish is a first year college student designing an advertisement for clean India campaign for the college students. Answer the following question</p> <p>i. Design a tagline for his campaign</p> <p>ii. Which emotions can be useful in making the advertisement effective?</p>  | 1x2 | 2 |
| 28. | <p>Write most appropriate learning principle involved in attitude formation in the following situations :</p> <p>i. Rajesh and his friends think that it is 'cool' to smoke and drink. They ask Ajay to start smoking. They praise and accept him as a part of the group as he starts to smoke.</p> <p>ii. Seema sees her elder brother playing with the stray dogs regularly. She now thinks dogs are friendly and starts to play with them.</p> | 1x2 | 2 |
| 29. | <p>Answer the following questions:</p> <p>i. Give two examples of input from the environment in an organization.</p> <p>ii. Give one example of extrinsic and intrinsic interest each from your daily life.</p>   | 1x2 | 2 |

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| 30. | <p>i While selecting a psychological test, a psychologist finds that the test does not yield consistent and dependable scores. It means that the test is not _____</p> <p>ii. A psychologist wants to measure the numerical ability of Individuals using a psychological test. The test has questions on numerical ability and language abilities as well. In this case we can say that the test lacks _____</p> <p>iii. A psychologist who is doing research on the childhood development pattern is observing children playing football in a play ground. What type of observations/he is likely to be involved in ?</p> <p>iv. In a psychological test, any interpretation of score requires the development of _____</p> | 1x4 | 4 |
| 31. | <p>Answer the following questions:</p> <p>i. According to you, what is the most important initiative that can be undertaken for sustainable development?</p> <p>ii. From your experience mention any impact that you suffered as a result of crowding</p> <p>iii. Calculate the IQ of a 36 year old male.</p> <p>iv. DAT, GATB are used to measure _____</p>   | 1x4 | 4 |

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| 32. | <p>Identify the psychological disorder based on the description</p> <ol style="list-style-type: none"> <li>In this disorder, psychological problems have physical symptoms but these diseases have psychological causes.</li> <li>Symptoms like incoherent thinking, faulty perception, disturbances in motor activity, and flat or inappropriate emotions are common in this disorder. Hallucinations and delusions are common withdrawing individuals into the world of fantasy.</li> <li>A disorder in which several distinct personalities emerge in the same individual at different times.</li> <li>This disorder involves extreme and irrational fear of something.</li> </ol> | 1x4 | 4 |
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| 33. | <p>Discuss the relationship between attitudes and behavior.</p> <p>OR</p> <p>What are the functions of attitudes in our lives?</p>   | 2 | 2 |
| 34. | <p>Explain the determinants of organizational climate with appropriate examples.</p> <p>OR</p> <p>In the context of operant conditioning, what is the role of reinforcement and how does it influence behaviour?</p> | 2 | 2 |
| 35. | <p>Describe two aspects of attitude with examples.</p> <p>OR</p> <p>What are the key elements of communication?</p>  | 2 | 2 |
| 36. | <p>Differentiate between leadership styles on the basis of the nature of relationship with workers.</p>  | 2 | 2 |
| 37. | <p>Define selective attention and state the different factors affecting attention.</p>   | 2 | 2 |
| 38. | <p>Explain personality development as per Indian model of personality.</p>   | 2 | 2 |

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| 39. | <p>Illustrate what kind of support a school should provide to address the individual differences in the classroom?</p> <p>OR</p> <p>Being a psychologist, explain what are projective tests? Identify two major uses of projective technique in measuring personality?</p> | 3 | 3 |
| 40. | Describe the concept of adolescence in the Indian perspective.   | 3 | 3 |
| 41. | <p>Explain any three health promoting behaviors.</p> <p>OR</p> <p>How did Hans Selye define stress? Explain two categories associated with stress with example.</p>  | 3 | 3 |
| 42. | Define organization as a system along with subsystems of an organization.  | 3 | 3 |
| 43. | <p>Explain three factors which you feel may influence productivity and excellence.</p> <p>OR</p> <p>Discuss the key strategies for developing productivity at work</p>   | 3 | 3 |
| 44. | <p>Relate three Gunas of the theory of Triguna with personalities related to respective Gunas.</p> <p>OR</p> <p>According to Sri Aurobindo, discuss the organization and levels of consciousness.</p>  | 3 | 3 |
| 45. | <p>With the help of an example, describe the process of perception.</p> <p>OR</p> <p>Illustrate with examples the different laws of perceptual grouping.</p>   | 5 | 5 |

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| <b>46.</b> | <p>Describe problems caused by physical and cognitive changes during old age. Also suggest strategies to cope up with problems during old age.</p> <p style="text-align: center;">OR</p> <p>Discuss the factors determining the patterns of transition in adolescence.</p> | 5 | 5 |
| <b>47.</b> | Differentiate between mental ill-health and mental illness. Identify eight indicators of poor mental health as commonly observed in the surroundings.  | 5 | 5 |
| <b>48.</b> | Describe the theory of Pancha Koshas (five sheaths of human existence).  | 5 | 5 |

## **Marking Scheme**

### **Psychology-222**

| <b>Q.No</b> | <b>VALUEPOINTS</b>  | <b>Distribution Of Marks</b> | <b>Total Marks</b> |
|-------------|---|------------------------------|--------------------|
| 1.          | .a. Biological Approach   | 1x1                          | 1                  |
| 2.          | d. Projective measures  | 1x1                          | 1                  |
| 3.          | c.)I and II   | 1x1                          | 1                  |
| 4.          | (a).Acquisition   | 1x1                          | 1                  |
| 5.          | (d).Parents, Peer Group & Television  | 1x1                          | 1                  |
| 6.          | (d).Thereis noneedofanymessage  | 1x1                          | 1                  |
| 7.          | c.Hierarchy, PositionofAuthority, Gender&InterpersonalRelations             | 1x1                          | 1                  |
| 8.          | b.Defense-orientedCoping  | 1x1                          | 1                  |
| 9.          | (a.)Chronic role strain   | 1x1                          | 1                  |
| 10.         | (d.)Both problem focused and emotion focused coping                         | 1x1                          | 1                  |
| 11.         | b. Uses threats and punishment  | 1x1                          | 1                  |
| 12.         | d. Survey method  | 1x1                          | 1                  |
| 13.         | a.Quasi experiment  | 1x1                          | 1                  |
| 14.         | (c.) Exploration  | 1x1                          | 1                  |
| 15.         | (b.)Continuous reinforcement  | 1x1                          | 1                  |
| 16.         | d.Psychological test  | 1x1                          | 1                  |
| 17.         | a.Survey  | 1x1                          | 1                  |
| 18.         | (b.)External attribution  | 1x1                          | 1                  |
| 19.         | (d.)Optimistic Bias   | 1x1                          | 1                  |
| 20.         | (d.) carbon dioxide, methane, and CFC                                       | 1                            | 1                  |
| 21.         | i) dependent<br>i.) independent   | 1x2                          | 2                  |
| 22.         | i.) Feeling scared helps in the fight/flight reaction<br>ii.) Display rules | 1x2                          | 2                  |

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| 23. | i) Precognition<br>ii) Psycho-kinesis   | 1x2 | 2 |
| 24. | i) Gender consistency<br>ii.) Gender roles  | 1x2 | 2 |
| 25. | i.) Pre-operational stage<br>ii.) Centration  | 1x2 | 2 |
| 26. | i.) Authoritative style as it is firm, consistent parenting, where reasons given for discipline.<br>ii.) family, peers ,media and school(with relevant example)   | 1x2 | 2 |
| 27. | i.) Clean India, Healthy India (any relevant tagline)<br>ii.) Happiness and pride for Clean India (any other relevant emotion)  | 1x2 | 2 |
| 28. | i) classical conditioning<br>ii) Observational learning   | 1x2 | 2 |
| 29. | i.) Human Resource (HR), Capital, Technology, Material, and Information ( <i>any two</i> ).<br>ii.) Studying to get a job-extrinsic<br>Plays volley ball because one enjoy sit-Intrinsic (Any other relevant example) | 1x2 | 2 |
| 30. | i.) reliable<br>ii.) validity<br>iii.) Naturalistic observation<br>iv.) Norms   | 1x4 | 4 |
| 31. | i.) Water conservation, waste segregation (any other relevant example)<br>ii.) Anger, frustration(anyotherrelevantexample)<br>iii.) Cannotbecalculatedastheageismorethan18years<br>iv.) Aptitude                      | 1x4 | 4 |
| 32. | i.) Psychosomatic<br>ii.) Schizophrenia<br>iii.) Dissociativeidentitydisorder<br>iv.) Phobia  | 1x4 | 4 |

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| 33. | <p>There are certain special conditions under which attitude can predict behavior:</p> <ul style="list-style-type: none"> <li>• When attitudes are strong and consistent,-they better predict behavior.</li> <li>• Weak, unimportant and ambiguous attitudes-less likely to predict behavior.</li> <li>• When one is conscious of one's attitude - it is also easily recalled and possible to predict behavior.</li> <li>• When attitudes have been formed through direct experience- prediction of behavior is more accurate.</li> <li>• When one act under social pressure, attitude-less likely to predict behavior as behavior may expressed in diverse ways.</li> </ul> <p style="text-align: center;">OR</p> <p>Attitudes serve four important functions: (1) facilitating understanding of the world, (2) guiding behaviour towards others, (3) shaping our identity and group affiliations, and (4) aiding in social comparison and selfevaluation. (Any two)</p> | <p style="text-align: center;">2/5x5</p> <p style="text-align: center;">1x2</p> | <p style="text-align: center;">2</p> |
| 34. | <p>Following are the relevant determinants of the organizational climate:</p> <ul style="list-style-type: none"> <li>• <u>Organizational Structure</u>:It is the framework of authority– responsibility relationship in an organization.</li> <li>• <u>Technology</u>: The nature of technology employed by an organization also influences the organizational climate.</li> <li>• <u>External Environment</u>: External events or fact or that have relevance for employes may also affect the climate.</li> <li>• <u>Management Policies and Practices</u>: Managers and others contribute significantly to the creation of achievement oriented climate leading to greater productivity.</li> </ul> <p style="text-align: center;">OR</p> <p>Reinforcement, whether positive or negative, serves as a mechanism to increase the likelihood of a specific behaviour occurring again by providing consequences that strengthen the response.</p>                         | <p style="text-align: center;">½x4</p> <p style="text-align: center;">1x2</p>   | <p style="text-align: center;">2</p> |



| 35.              | <p>The aspects of Attitude are-</p> <p><u>Cognitive aspect</u> –It refers to the thinking that brings about the development of a belief about the attitude object. Example –Thinking that all spiders are poisonous and dangerous.</p> <p><u>Affective aspect</u> – It refers to the direction (positive or negative feeling), intensity of a person’s evaluation or the emotion experienced towards the attitude object. Example – I am scared of spiders</p> <p><u>Behavioural aspect</u> – It is the likelihood of acting in a certain manner towards the attitude object.Example –I will avoid spiders and scream if I see one.</p> <p>(Any two with relevant example)</p> <p style="text-align: center;">OR</p> <p>The key elements of communication are: (i) It's a two-way process involving a sender and a receiver. (ii) It requires a message. (iii) There must be common understanding between sender and receiver. (iv) It modifies behaviour. (v) Information is conveyed through words or gestures. (Any two)</p> | <p>½x4</p> <p>1x2</p> | 2                                    |                |  |                |   |               |  |                |   |     |   |
|------------------|---|-----------------------|--------------------------------------|----------------|--|----------------|---|---------------|--|----------------|---|-----|---|
| 36.              | <table><tr><th>Leadership Style</th><th>Nature of Relationships with Workers</th></tr><tr><td>Authoritarian:</td><td>Management directs and uses threats and punishment to enforce orders and get the work done by subordinates. Involves one way downward communication.</td></tr><tr><td>Paternalistic:</td><td>Basically authoritative but permits some participation to subordinates. Involves two-way communication between boss and subordinates. Rewards and threats are employed to enforce the orders.</td></tr><tr><td>Consultative:</td><td>Orders are issued and goals set after consultation with the employees. Team work is encouraged to some extent.</td></tr><tr><td>Participative:</td><td>Employees are fully involved in setting the goals and two-way communication becomes the norm.</td></tr></table>   | Leadership Style      | Nature of Relationships with Workers | Authoritarian: | Management directs and uses threats and punishment to enforce orders and get the work done by subordinates. Involves one way downward communication. | Paternalistic: | Basically authoritative but permits some participation to subordinates. Involves two-way communication between boss and subordinates. Rewards and threats are employed to enforce the orders. | Consultative: | Orders are issued and goals set after consultation with the employees. Team work is encouraged to some extent. | Participative: | Employees are fully involved in setting the goals and two-way communication becomes the norm. | ½x4 | 2 |
| Leadership Style | Nature of Relationships with Workers  |                       |                                      |                |  |                |   |               |  |                |   |     |   |
| Authoritarian:   | Management directs and uses threats and punishment to enforce orders and get the work done by subordinates. Involves one way downward communication.  |                       |                                      |                |  |                |   |               |  |                |   |     |   |
| Paternalistic:   | Basically authoritative but permits some participation to subordinates. Involves two-way communication between boss and subordinates. Rewards and threats are employed to enforce the orders.   |                       |                                      |                |  |                |   |               |  |                |   |     |   |
| Consultative:    | Orders are issued and goals set after consultation with the employees. Team work is encouraged to some extent.  |                       |                                      |                |  |                |   |               |  |                |   |     |   |
| Participative:   | Employees are fully involved in setting the goals and two-way communication becomes the norm.   |                       |                                      |                |  |                |   |               |  |                |   |     |   |
| 37.              | <p>‘Selective attention’ is a process in which we give priority to a particular incoming sensory message.</p> <p>Determinants of Attention include:</p> <ul style="list-style-type: none"><li>• <u>Physical factors</u>: repetition, contrast ,shape, size, brightness and contrast do affect our attention.</li><li>• <u>Motives and attention</u>: Motives also play a role in shaping our perception. For Example, if a person is hungry food-related words are More likely to gain his/her attention than non-food words.</li></ul>   | <p>1</p> <p>½x2</p>   | 2                                    |                |  |                |   |               |  |                |   |     |   |

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| 38. | <p>The Indian thinkers visualized human existence in terms of an integrated structure having spiritual as well as material aspects. In Upanishads the self, the atman or the consciousness is considered as the real core of personality. Consciousness is the eternal and immutable aspect of existence. Thus according to Indian models, personality cannot be taken as physical appearance (body) only. It extends to the different levels of existence incorporating the physical, social and spiritual levels.</p> <p>Theory of Triguna and Theory of Panch Kosha can be mentioned.</p> | 2 | 2 |
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| 39. | <p>A school should address individual differences of students by:-</p> <ul style="list-style-type: none"> <li>● Providing multiple learning opportunities.</li> <li>● Following a child-centered and flexible curriculum.</li> <li>● Observing and diagnosing the learner's individual needs.</li> <li>● Working with specific and collaborative teaching techniques.</li> <li>● Using different pedagogy to meet learner's diverse needs. (Any other relevant point, any three)</li> </ul> <p style="text-align: center;">Or</p> <p>Projective tests are the test where the individual has to respond to unstructured or ambiguous stimuli. They are indirect measures of personality and are widely used as personality assessment tools</p> <p>The projective tests is widely used as the individual projects because</p> <ol style="list-style-type: none"> <li>1. It can easily analyze the latent or unconscious feelings, needs, emotions, motives etc. on to the ambiguous stimulus.</li> <li>2. The responses of the individual in the form of projection reflect the nature of his/her personality.</li> </ol> <p>(Any other relevant point)</p> | <p>1x3</p> <p>1</p> <p>1x2</p>   | 3 |
| 40. | <p>The adolescence period in the Indian social system comes under Brahmacharya (apprenticeship). This is the first ashram (stage of life) of development stages. In this stage, the child learns the basic skills in relation to his future role as a responsible adult.</p> <p>(Any other relevant point)</p>   | 3  | 3 |
| 41. | <p>In order to overcome the risks involved in such a life we should observe certain precautions and engage in behaviors which promote and sustain good health. Ayurveda, the science of Indian medicine, deals with four aspects of lifestyle which can ensure good health in us.</p> <ul style="list-style-type: none"> <li>● Right Food (Ahara)</li> <li>● Right Recreation (Vihara)</li> <li>● Right Routine (Achara)</li> <li>● Right Thinking (Vichara)</li> </ul> <p>(Any three with explanation)</p> <p style="text-align: center;">OR</p> <p>Stress is a non-specific response of the body to any demand. Two categories of stress are: 1) Eustress - Desirable stress; Example playing a competitive sport 2) Distress - Undesirable stress; Example Transfer to another city.</p>  | <p>1x3</p> <p>1</p> <p>1x2</p>   | 3 |
| 42. | <p>An organization is a social unit which is created with a specific purpose. The sub-system of an organization are:</p> <ol style="list-style-type: none"> <li>1. Goal Subsystem</li> <li>2. Technical Subsystem</li> <li>3. Managerial Subsystem</li> <li>4. Structural Subsystem</li> <li>5. Psychological Subsystem</li> </ol>   | <p><math>\frac{1}{2}</math></p> <p><math>\frac{1}{2} \times 5</math></p> | 3 |





|     |   |            |   |
|-----|---|------------|---|
| 45. | <p>Perception refers to the elaboration and interpretation of sensory experiences. Perception isto familiarize us with the way our sense organs collect information and how it is processed by our brain.</p> <p><b>Process of Perception:</b> The physical object in the world is called the distal stimulus (distant from the observer) and the optical image on the retina is called the proximal stimulus (proximate or near to observer).The major task of perception is to determine the distal stimulus based on information of proximal stimulus – to know what the world out there is “really like” using one’s imagination of mind. There is more to perceiving which includes physical properties such as shape or size and past experiences.</p> <div data-bbox="337 611 1187 1234"> <p style="text-align: center;"><b>Mental Processes</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">↓<br/>Expectations</div> <div style="text-align: center;">↓<br/>Knowledge</div> <div style="text-align: center;">↓<br/>Beliefs</div> </div> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>Identification/Recognition(Ball; Orange)</b></p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Analysis in to parts(Round-soft-orange; Round-hard-ball)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Perceptual Synthesis of Features(ball/orange/any other circular object)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Organization→ Depth→Consistency</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Sensation(soft/hard/shape)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Sensory Processes(Touch)</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">Environmental Stimulation of Objects (Circularobject)</p> <p>(Any other relevant Example)</p> <p style="text-align: center;">Or</p> <p><b>A. The factors which determine perceptual grouping are:-</b></p> <ul style="list-style-type: none"> <li>● Proximity: All other factors being equal, stimuli that are near one another tend to be grouped together.</li> <li>● Similarity: Stimuli that are similar in size,shape or color tend to be grouped together</li> <li>● Continuity: Perception tends towards implicity and continuity. Even if there are dots ina circular fashion, the person will see them as a complete circle.</li> <li>● Closure: It is the tendency to complete a figure that is incomplete but has a consistent overall form.</li> <li>● Common region: Stimuli that are found within a commonarea tend to be seen as a group.</li> </ul> <p>(Any other relevant example–along with the figure)</p> </div> | 1          |   |
|     |   | 2(Theory)  |   |
|     |   | 2(Example) |   |
|     |   |            | 5 |
|     |   | 1x5        |   |

|     |  |  |          |
|-----|--|--|----------|
| 46. | <p><b>Problems caused by Physical Changes –</b><br/>         Problem in joint movement, Reduced speed of performance, Reduced fine motor skills, Bones are more susceptible to fracture; Coordination, stability and balance get reduced, Hearing loss, Eyesight loss</p> <p><b>Strategies to cope up –</b></p> <ul style="list-style-type: none"> <li>● Eat a healthy diet.</li> <li>● Include physical activity in our daily routine.</li> <li>● Manage stress</li> <li>● Get enough sleep</li> <li>● Get adequate amounts of calcium and vitamin</li> <li>● Avoid substance abuse</li> <li>● Schedule regular checkups</li> </ul> <p><b>Problems caused by Cognitive Changes–</b><br/>         Memory loss, Speaking problems, Vocabulary loss, Reduced attention span, Loss/reduction of reasoning and judgment power, Complex decision making, Feeling increasingly overwhelmed by making decisions and plans, Having a hard time to understand directions/instructions, Becoming more impulsive.</p> <p><b>Strategies to cope up -</b></p> <ul style="list-style-type: none"> <li>● Stay mentally active</li> <li>● Develop an attitude of flexibility</li> <li>● Greater use of information</li> <li>● Problem solving strategy rather than withdrawing or isolating.</li> </ul> <p style="text-align: center;">Or</p> <p>Factors determining the patterns of transition in adolescence:</p> <ul style="list-style-type: none"> <li>● Speed of transition</li> <li>● Length of transition</li> <li>● Ambiguous status</li> <li>● Conflicting demands</li> <li>● Degree of realism</li> <li>● Motivation</li> </ul> <p>(Any 5 points with explanation)</p> | <p>1</p> <p>1½</p> <p>1</p> <p>1½</p> <p>1x5</p> | <p>5</p> |
|-----|--|--|----------|

|     |  |                                  |          |
|-----|--|----------------------------------|----------|
| 47. | <p><b>Mental ill-health</b> is defined as the absence of the qualities of positive mental health in the individual. For example if someone among you often displays negative feelings and attitudes about others, you can assume that this person is displaying the characteristics of mental ill-health.</p> <p><b>Mental illness</b> is a broad term which includes almost all the disorders of behavior which are caused by faulty perception, emotion, thinking and attitude.</p> <p><b>Indicators of poor mental health as commonly observed in the surroundings are -</b></p> <ol style="list-style-type: none"> <li>1. Haphazard and disorganized daily life routine.</li> <li>2. Poor interpersonal relationships.</li> <li>3. Anxiety and worry.</li> <li>4. Negative attitude toward self and others.</li> <li>5. Withdrawing from relationships.</li> <li>6. Excessive use of drugs, Cigarette smoking and use of tobacco in other forms</li> </ol> <p>(Any other relevant point, total 9 points)</p> | <p>1</p> <p>1</p> <p>1/3 X 9</p> | <p>5</p> |
| 48. | <p><b>Theory of Panch Koshas (Five Sheaths of Human Existence)</b></p> <p>Taittiriya Upanishad gives the concept of Panch Koshas and their development</p> <ol style="list-style-type: none"> <li>1. Annamaya Kosha: The Food Sheath</li> <li>2. Pranamaya Kosha: The Vital Sheath</li> <li>3. Manomaya Kosha: The Mental Sheath</li> <li>4. Vijñanmaya Kosha: The Intellectual Sheath</li> <li>5. Anandamaya Kosha: The Blissful sheath</li> </ol> <p>(explanation of each point)</p>   | <p>1x5</p>                       | <p>5</p> |