

PART-E

PSYCHOLOGICAL MODELS USED TO EXPLAIN ABNORMAL BEHAVIOUR

PSYCHODYNAMIC MODEL

This model states that behaviour, whether normal or abnormal is shaped by the forces within the individual of which the individual may not be consciously aware.

These forces are dynamic i.e. they are continuously interacting with one another and their interaction gives shape to our behaviour.

Abnormal behaviour occurs when there is a conflict between the forces.

This was first presented by Sigmund Freud, who postulated that our personality is made of three competing forces :- the impulsive, instinctual id, the rational ego and the moral superego.

- These three forces shape the behaviour of an individual and the conflict between these forces lead to abnormal behaviour. According to Freud, abnormal behaviour is symbolic of unconscious mental conflicts in unmet needs or unfulfilled desires that can be traced back to childhood or infancy.

BEHAVIOURAL MODEL

- According to this model, behaviour, whether normal or abnormal is learned and abnormal behaviour is a result of faulty learning or conditioning patterns which lead to maladaptive behaviour.
- It focuses on three behaviours that are learned through conditioning and and proposes that is learned can also be unlearned.
- Behaviours are learned through classical conditioning (temporal association) of two stimuli that occur in very close intervals (each other), operant conditioning (learning through reward and reinforcement and punishment) and modelling (learning by imitation).

Hence, if a person learns faulty behavioural patterns through any of these learning processes, maladaptive behaviour occurs, which can lead to abnormal behaviour and psychological distress.

COGNITIVE MODEL

This model proposes that ~~for~~ abnormal behaviour results from our irrational beliefs or faulty cognitions, that can lead to psychological distress. (Way of thinking)

Also, an event can also be overgeneralized i.e. drawing out broad negative conclusions from a single insignificant event, which can cause anxiety or depression and can cause the individual to function in a disturbed manner.

HUMANISTIC - EXISTENTIAL MODEL

This model the Humanistic model proposes that human beings are born with a tendency to be cooperative, constructive and creative and are driven to self-actualize or fulfill their needs for fulfilment and growth.

- Existentialists believe that from birth, the human being have the free freedom to give meaning to their existence so to avoid that responsibility.

Those who think the responsibility is empty, inadequate, ineffective and meaningless lives. Also, if an individual is at self-actualization needs are guided by the family or society, it can hurt the individual powers of emotional integration and the individual function in a distorted distorted manner.

A21 BEHAVIOURAL RATINGS USED IN ASSESSMENT OF PERSONALITY

- One can assess personality through Behavioural Ratings that are usually used in industrial or educational settings. They are a part of the Behavioural Analysis of Personality.
- These ratings are taken from the ~~various~~ a person who knows the assesser intimately and has worked for a long time with him or her.

These ratings involve categorising the ~~assess~~ assessee by the rater by using general descriptive adjectives or through the use of numbers.

However, the use of numeric values or general descriptive terms usually creates a confusion for the rater.

Hence, these values should be clearly defined ^{in terms of clearly stated} using certain behavioural anchors to facilitate the rater to rate the assessee.

LIMITATIONS

HALO EFFECT

Sometimes many times, a single trait colour the ^{Raters} rater's judgement of the person and influences the rating. ~~the~~ are greatly influenced by the presence or absence of a particular trait which may form the basis of the overall judgement of the person, and create biases in the judgement.

This is known as the halo effect.

• For eg; if a ratee values punctuality and the answer comes late for the assessment, then the ratee may form an overall negative judgement of the answer.

• EXTREME RESPONSE BIAS AND MIDDLE CATEGORY BIAS

• Ratees sometimes avoid extreme positions by rating the answer in the middle of the scale (known as middle category bias) or the middle positions by rating the answer at the extremes of the scale (known as extreme response bias)

• For eg; while rating a meal at a hotel. out of five stars, we may either rate the meal three out of five stars (middle category bias) or give out of five stars (extreme response bias)

PART - D

RELATIONSHIP BETWEEN CREATIVITY AND INTELLIGENCE

Terman in the 1920s found out that high levels of creativity would be found in children who had low intelligence or high intelligence.

Researchers found out that more of the gifted children who were followed in their lives had become well known for creativity in any field.

Hence, both high as well as low level of creativity can be found in children who have high intelligence and average intelligence and it does not mean that those who are intelligent in the conventional sense necessarily have to be creative.

However, the relationship between creativity and intelligence was found to be positive. Every person must have a minimum ability to comprehend, retain, understand and retrieve.

For eg; writers need to have the facility of dealing with language. To write stories, but beyond that, the creativity does not correspond with ^{intel} intelligence.

For eg; a girl may not do well in academics but has out of the box thinking and her own way of doing the things alloted. She is highly creative but has average intelligence.

For eg; a girl may perform brilliantly academically and can accurately process and reproduce information, but cannot think out of the box. Such a girl is highly intelligent but has low creativity.

IMPORTANT FEATURES OF CREATIVITY TESTS

Creativity tests are open-ended.

Creativity tests are divergent thinking.

They assess abilities such as spontaneity, originality, thinking out of the box, thinking off the beaten track, finding relationship between

The stimuli used are varied in terms of figures, shapes, patterns etc.

creative tests can have a variety of answers alternatives and solutions.

The psychologists who developed creativity tests are ~~to~~ Khatina and ~~Wallach~~ Bages Mehdi Wallach.

2.5 SOURCES OF PSYCHOLOGICAL STRESS

Psychological stressors are the stressors that we create in our mind. They are unique to the individuals experiencing them and are internal sources of stress.

The sources of psychological stress are:-

FRUSTRATION

- Frustration occurs when something or someone hinders us from achieving our goals or blocks us from fulfilling our motives.
- For example; getting bad marks in school, not being able to improve at studying hard.

CONFLICT

- Conflicts arise between two or more ^{opposing} ~~attitudes~~ ^{needs} or motives.
- For eg; studying science or studying psychology, taking up various behaviours that are against the values that are held by you.

INTERNAL PRESSURES

- Pressures arise from the ~~best~~ ^{best} expectations from the beliefs based inside us to ourselves.
- For eg; I must do everything perfectly or driving ourselves to achieve unrealistically high standards of achievement.

EXTERNAL PRESSURES

These pressures ~~come~~ from the pressures imposed by those around us.

For eg; facing a 'personality clash' at work. These pressures may become more evident when we have to work with such persons with whom we have interpersonal difficulties.

RATIONAL EMOTIVE THERAPY AND REDUCING DISTRESS

The Rational Emotive Therapy was given by Albert Ellis.

According to this therapy, irrational beliefs mediate between antecedent events and their consequences.

First, in ABC or Antecedent, Belief and Consequence analysis we make and the irrational beliefs ~~that~~ ^{on} and antecedent cause faulty cognitions we noted ^{factors}.

For eg; a person with the belief 'I must be loved by everyone'.

The person is interviewed to find out the above-mentioned irrational belief. As seen above, irrational beliefs have no empirical evidence and are characterized by 'should' or 'must' statements.

These irrational beliefs distort the perception of the antecedent event and lead to the consequence i.e. negative emotions and behaviours.

Hence, the therapist tries to reject the belief the irrational belief through questionnaires and interviews that are non-directive, gentle and non-probing which is known as non-directive questioning, such as 'Why should everyone love you always? Do you love everyone the same way?'.

This will make the client think deeply into the assumption and challenge the irrational beliefs and change his philosophy of life which helps in reducing distress.

DISSOCIATIVE DISORDERS

Dis dissociation can be viewed as the severation ^{of connection} ^{of connection} between ideas and emotions.

It involves feeling of estrangement, loss or shift of identity and so on.

Blocking of the painful memories and experiences by sudden alterations of consciousness are the characteristics of dissociative disorders.

TYPES OF DISSOCIATIVE DISORDERS

DISSOCIATIVE AMNESIA: This is characterised by selective but extensive memory loss without any known organic cause (for eg; head injury).

A person may not remember what happened in the past and may have difficulty in recalling certain names, dates or places, whereas the memory for all the other events remains intact.

A characteristic feature of dissociative amnesia is dissociative fugue

• This is the sudden travel away from the workplace ~~to~~ or home or the assumption of a new identity, with the inability to recall the previous identity.

• This is associated with overwhelming stress.

DISSOCIATIVE IDENTITY / MULTIPLE PERSONALITY DISORDER

• This is a dramatic manipulation of the dissociative disorder (when a person assumes multiple identities that may or may not be aware of each other).

• It is linked to traumatic experiences during ~~childhood~~ childhood.

DEREALISATION / PERSONALISATION DISORDER

• In this disorder, the person has the experience of the separation between ~~external~~ ^{self} and reality.

(self-perception)
The person's sense of perception and reality is also temporarily lost or changed.

GROUP

A group may be defined as an organized system of two or more individuals who are interacting and interdependent, who have common motives and goals, and have a set of role relationships that guide the behaviours of the individual members.

WHY DO PEOPLE JOIN GROUPS?

Security: When we are alone, we feel insecure and vulnerable.

Being with people makes us feel less vulnerable to threats and we feel secure and stronger. Hence, groups reduce this insecurity and we feel confident and less vulnerable to threats.

Status: When we are a part of the groups that are perceived to be powerful and ~~not~~ important by others, we feel recognized and have a sense of power.

For eg; if you do well in an inter-institutional debate competition, when you ~~feel~~ will feel recognized and better than the others.

Self-Esteem: Groups enhance the self-esteem and enhance a positive self-identity. Groups boost our confidence.

Groups enhance our self-concept and hence we join groups, as they form the basis of a positive self-identity.

Satisfying social and Psychological Needs: The satisfaction of the social and psychological needs such as love, feeling recognized and power are fulfilled by a group.

Provide knowledge and information: Groups provide knowledge and information.

As individuals we may not have the required information and hence groups supplement this knowledge.

Attainment
Goal Fulfillment: Groups help in achieving their goals that cannot be achieved individually. Hence, there is a power in majority.

ADAPTIVE MODEL OF INTELLIGENCE

This model was given by J.P. Das, Jack Naglieri and Kirby which states that the 6 intelligence is the interdependent functioning of three neurological systems of the brain.

Here, P stands for Planning, A for ^{Attention} Attention / Arousal and S for Simultaneous and Successive Processing.



~~ATTENTION~~ AROUSAL / ATTENTION: Arousal or attention helps us to process the stimuli and helps us to attend to the information and is basic to any behaviour.

- An optimum level of arousal would focus our attention on the relevant aspects of the information.

If too much or too little arousal interferes with the attention. For eg, if your teacher tells that she is taking a test from the chapter you have read, you will be aroused to attend to the relevant aspects of the chapter.

SUCCESSIVE / SIMULTANEOUS PROCESSING: Our information can be processed into our knowledge system either simultaneously or successively.

SIMULTANEOUS processing takes place when we are able to grasp the relationships between different figures or information and integrate it into a meaningful pattern for comprehension. For eg; Raven's Progressive Matrices Test.

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Successive Processing takes place when we process information serially, so that the recall of one leads to the recall of another information.

For eg; learning mathematical tables.

Planning: Planning helps us to plan or organise a schedule for achieving a particular goal; implementing it and analysing the effectiveness. If the plan does not work, then it can be modified to suit the situation.

For eg; creating a time-table to study for a test.

The PAS processes operate on the information. PAS created formally (through reading and writing) or informally.

Das and Naglieri also created ^{a battery of tests or} the Cognitive Assessment System (CAS) for testing the basic cognitive ability of the individuals, presumed to be independent of schooling.

- There were children from 5 to 18 years old and the results can be used to remedy the cognitive defects in children.

PART-C

AQD EFFECT OF NOISE ON HUMAN BEINGS

Any sound that is said to be irritating, annoying or unpleasant is termed as noise.

Noise can cause irritability and also hinder with our attention for eg; you cannot study in an environment with ^{loud} sounds or noise.

Repeated exposure to noise can lead to hearing loss.

Noise affects the human being according to the intensity, comprehensibility or predictability.

If the task to be performed is a very simple task such as adding numbers, the presence of large amounts of noise does not cause distress to the individuals. They adapt or get used to the noise.

If the task to be performed is a very interesting task, then too the large amounts of noise does not cause distress and hinder with your attention, and we adapt to the noise.

If the task to be performed is difficult or complex, then intense, long-lasting and unpredictable noise can hinder with task performance.

If the noise is perceived to be more annoying when it occurs unpredictably, rather than when it is continuously present.

If tolerating or switching off the noise is within the control of the person, then the task performance improves.

ALL PREJUDICE

- Not in terms of emotional effects, the disturbance caused due to noise is less if it is a necessary part of the person's occupation. However, noise can cause sleep disturbance and irritability, irrespective of whether the person is used to it or not.

- Prejudice refers to attitudes towards a specific group. They are usually negative and are embedded in stereotypes (the cognitive component) of that group.

- Stereotypes fit whole groups into a cluster and then contain undesirable characteristics about the target group. ~~and is~~

DISCRIMINATION

- Discrimination is the behavioural component of prejudice and is accompanied by dislike or hatred (the affective component of prejudice).

If we are prejudiced towards a particular target group, then we may behave in a negative way towards the target group (discrimination).

THE DIFFERENCE

For eg; the 'upper caste' people behaved in a very negative way towards the 'untouchables'.

discrimination has abolished untouchability, hence discrimination (behavioural component) is restricted, however it may be difficult to bring a change in the attitude or prejudice and stereotype (the cognitive component).

A18. Yes, it is possible to enhance one's listening skills.

Buddhism has mindfulness to attention, which involves devoting your complete attention towards what you are doing. This may lead to better listening and sympathetic listening.

SKILLS

- Remember, both the sender and the receiver have equal role in the listening process.
- Give the other person time to say. Do not interrupt ~~the~~ ~~best~~ ~~person~~. Or cut in.
- Refrain from avoiding ^{early} judgements. Be open to all ideas.
- Limit Distractions.
- Be aware of the emotional reaction that certain words are likely to bring about.
- Remember, your posture also affects your listening.
- If in doubt, try to paraphrase. Also confirm with the sender as to whether he or she has properly understood by you.

• Avoid ego speak. Do not speak only what you want to speak about. Allow others to speak too.

• Visualise your thoughts to turn the imagined scene into a reality.

ANY THREE FACTORS TO BE KEPT IN MIND WHILE BRINGING

ATTITUDE CHANGE

Characteristics of the Existing Attitude

• I would have to ^{keep in mind} assess the extremeness, valence, simplicity, complexity (multiplicity) and centrality while trying to change the attitude of my friends towards ~~gender~~ food. food wastage.

• Generally, extreme, more negative, complex and central attitudes are difficult to change rather than less extreme, less negative

samples and peripheral attitudes are.

- I would also like to see the direction and extent of attitude change.

• Attitude change can be congruent $\rightarrow$ i.e. in the direction of the information presented. So hence, I will have to present information in such a way that the positive attitude towards not wanting ~~good~~ becomes more positive, where a more positive attitude becomes more positive, or when attitude change takes place in the direction of existing attitude. Attitude change can be incongruent $\rightarrow$ i.e. in the direction opposite to the information presented, where a negative attitude becomes more positive or less negative and a positive attitude becomes less positive or negative. Hence, I will have to ensure that the negative attitude towards wanting ~~good~~ becomes more negative rather than less negative or positive or when attitude change takes place in direction opposite to the existing attitude.

• The attitude may also change in the direction of the information presented or direction opposite to the information presented. Hence, I would want to present the points towards not wanting ~~good~~ food in

such a way, that the students become aware of not wasting food.

Source Characteristics

This includes source credibility and attractiveness.

- In case of credibility, the students and schoolmates would be more convinced by someone who is their age, ~~while~~ so that their attitude can be changed. Hence, they can be made to meet with ~~fewer~~ ^{peer} children of their own age to bring an attitude change, who can tell them about the importance of food and not wasting it.
- In case of attractiveness, I can also get a source expert who is well known to convince the children why it is important not to waste food.

Message Characteristics

The message is the information presented to bring about the attitude change. The information should be adequate, neither too much or too little.

The message can have a rational appeal, i.e. the consequences of waiting food ~~at the~~ and the emotional appeal i.e. the effect of food wastage by rich people who have so much to eat as compared to the poor people.

The motivation of the message, i.e. not waiting food make you do your bit as being a good citizen and food is good and make you healthy.

It also involves the mode of spreading the information, where I can organize streetplay (direct transmission) and mass parties (indirect transmission) to make ^{my self} aware of the consequences of waiting food.

PART-B

A16 INTERPERSONAL COMMUNICATION - Takes place between two or more people who establish a communicative relationship. For example: talking to your friend.

INTRAPERSONAL COMMUNICATION - Takes place with yourself. It emphasizes inner feeling affects such as thought process, personal decision making and so on.

A15 PHYSIOLOGICAL EFFECTS OF STRESS

- When the human body is placed under stressful conditions, changes occur.

BURNOUT

People feel stressed when the constraints from the environment are too high and little support is available from family and friends.

Chronic daily stresses divert and individuals' attention from himself or herself and can impair physical and psychological functioning.

The physical tension and stress is seen in chronic fatigue, tiredness, inability to sleep and so on.

The psychological effects are seen in irritability, anxiety, depression, hopelessness and helplessness. This situation of complete mental, emotional and physical exhaustion is known as burnout.

• Cognitive distortion was in a part of Albert Ellis' Aaron Beck's theory, where the experiences provided by the family and the society during childhood develop into the core schema, ~~and is~~

• ~~These theory~~ For eg; a child with a core schema of 'I am not wanted', when he was neglected by the parents during childhood. A critical incident happens in his life, where he was ridiculed by the teacher and this triggers the core schema of 'I am not wanted' and leads to negative automatic thoughts.

• These thoughts are characterised as cognitive distortions, that are ~~ways of~~ thinking in general or but distort the reality, such as ~~am~~ ^{distortions} ~~wonders~~ or I am stupid which is known as dysfunctional cognitive schema. Restructuring of this schema can lead to improved functioning.

• Aaron Beck developed her theory of Optimism and was against Freud treating the women as superior.

• She was of the opinion that each person has the qualities that can be

admired by the latter sex and neither sex can be viewed as superior or inferior.

- She concluded that women were more likely to be affected by social or cultural factors rather than biological factors.

As of the expression of the behaviour in two public i.e. where everyone knows what answers you have given, even as in a group discussion, conformity increases.

- However, if the expression of behaviour is ^{private} i.e. no one knows what answers you have given, for eg. in a secret ballot, there conformity decreases.

A11

CULTURE OF POVERTY

अपना अनुक्रमिक इस उत्तर-धुस्तिका पर न लिखें

Please do not write your
Roll Number on this Answer-Book

अतिरिक्त उत्तर-पुस्तिका(ओं) की संख्या.....
Supplementary Answer-Book(S) No. 1.....

(To be entered by Board)

1060

It is a belief system, a way of life followed by the poor that is responsible for their poverty.

This is known as the culture of poverty and convinces the poor that they will remain poor and is passed on from one generation to the other.

SECTION - A

A10 (a) Group polarization

while using psychological tests
A objectivity, standardised ~~statistical~~ interpretation and scientific
orientation must be kept in mind.

A 8

A abundant forms is ~~is~~ in ~~needed~~ a ~~reveler~~ $\rightarrow$ True

The teacher forms impression about a new teacher in school.
The teacher about whom the impression is formed is called a
target and the student who forms the impression is called an
impression — TRIVE.

A1 (a) Cognitive theory

A6 (a) Self-efficacy

A5 An attitude change is said to be unprompt when the attitude change takes place in a direction opposite to the existing attitude $\rightarrow$ FALSE

A4 ~~Emotion focused~~ ~~avoidance~~ ~~resistant~~ Emotion-focused

A3 Reaction formation

A2 Type-D

A1 According to teachers, students who have a high commitment are said to be GIFTED