

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 pioneered by Sigmund Freud, who postulated that our personality is made of three competing forces - the impulsive, instinctual unconscious id, the rational ~~brain~~ conscious ego and the moral ~~side~~ superego.

three  
id  
ego  
sup

id  
ego  
sup

id



- 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 a symbolic of unconscious mental conflicts i.e. unresolved fears 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 those behaviours that are learned through conditioning and would propose that is learned can also be unlearned.
- Behaviours are learned through classical conditioning (temporal association) of two stimuli that occur in <sup>intervals</sup> close to 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. (Swamp 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 has the free freedom to give meaning to their existence or to avoid that responsibility.

- Those who shirk the responsibility live empty, inadequate, inauthentic and meaningless lives. Also, if an individual is not self-actualization needs are curbed by the family or society, it can thwart the individual's powers of emotional integration and the individual functions in a ~~disturbed~~ disturbed 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~~ someone who knows the assessee intimately and has worked for a long time with him or her.



• These ratings involve categorizing the ~~assess~~ assesses 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 <sup>in terms of clearly stated</sup> using behavioral anchors to facilitate the rater to rate the assesses.

#### LIMITATIONS

##### HALO EFFECT

• ~~Exaggerates~~ Many times, a single trait colour the <sup>Raters</sup> 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 rater values punctuality and the answer comes late for 1 the assessment, then the rater may form an overall negative judgement of the answer.

### • EXTREME RESPONSE BIAS AND MIDDLE CATEGORY BIAS

• Raters 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

## 26. 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 ~~are~~ have high intelligence and average intelligence and it does not mean that those who are unintelligent 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 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 at hand. 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 ~~the~~ divergent thinking.

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

seemingly unrelated things and assess the experiences of other individuals.

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~~ Khosana and ~~Wallach~~ ~~Bergin~~ ~~Mehdi~~ ~~Wallach~~.

SOURCES OF PSYCHOLOGICAL STRESS

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

The sources of psychological stressors are:-

## FRUSTRATION

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

## CONFLICTS

- Conflicts arise between two or more <sup>opposing</sup> ~~interests~~ <sup>needs</sup> 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

- These stem up from the ~~high~~ <sup>best</sup> ~~best~~ <sup>best</sup> expectations from the beliefs based inside us to ourselves.
- For eg; I must do everything perfectly or driving ourselves to achieve unrealistic 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 ~~first~~ <sup>or</sup> antecedent cause faulty cognitions we noted <sup>or</sup> antecedent 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 is 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 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 deeper 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 severance <sup>of connections</sup> ~~of connections~~ 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 ~~at~~ 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.

DEREALISATION / DEPERSONALISATION DISORDER

In this disorder, the person has the experience of the separation between ~~existence~~ <sup>self</sup> 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.

Provides 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.

APT PASS 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.

Hence, P stands for Planning, A for <sup>Attention</sup> Attention/Arousal and S for Simultaneous and Successive Processing.



~~ATTEND~~ 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.

Too much or too little arousal hinders 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; One information can be processed into our knowledge system either simultaneously or successively.

Simultaneous ~~text~~ 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.

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 PMS processes operate on the information, both created formally (through reading and writing) or informally.

Das and Naglieri also created <sup>a battery of tests on</sup> the Cognitive Assessment System (CAS) for testing the basic cognitive ability of the individuals, presumed to be independent of schooling.

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

PART - C

AND EFFECT OF NOISE ON HUMAN BEINGS

It is found that it is said to be irritating, annoying or unpleasant noise.

Noise can cause irritability and also hinder with our attention for eg; you cannot study in an environment with <sup>loud</sup> sounds or noise.

Repeated exposure to noise can lead to hearing loss.

Noise affects the human being according to the intensity, duration 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 also 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 blocking or switching of the noise is within the control of the person, then the task performance improves.

AI (C)

- ~~Notes~~ 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.

#### 119 PREJUDICE

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

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

#### 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 (behavioral 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 & attention, which involves devoting your complete attention towards what you are doing. This may lead to better listening and sympathetic listening.

## SOME LISTENING ENHANCING 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~~ ~~both~~ ~~both~~ ~~in~~ ~~or~~ ~~not~~ ~~in~~.
- Refrain from avoiding <sup>early</sup> judgements. Be open to all ideas.
- Control 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 was properly understood by you.

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

• Visualize your thoughts as being 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 <sup>keep in mind</sup> assess the extremeness, valence, simplicity, complexity (multiplicity) and centrality while trying to change the attitude of my friends towards ~~joint~~ 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.

• Attitudes 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~~ <sup>good</sup> 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~~ <sup>good</sup> 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~~ <sup>good</sup> 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 ~~friends~~ <sup>peer</sup> 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 as some 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 for food ~~at the~~ ~~and the~~ or an 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 motive of the message, i.e. not waiting for food makes you do your bit as being a good citizen and food is good and makes you healthy.

• It also involves the mode of spreading the information, where I can organize streetplay (direct transmission) and news papers (indirect transmission) to make <sup>my self</sup> ~~people~~ aware of the consequences of waiting for food.

### PART-B

• AL6 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 encompasses inner feelings which occur as thought processes, personal decision making and so on.

## A15 PHYSIOLOGICAL EFFECTS OF STRESS

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

### BURNOUT

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

Chronic daily stress diverts 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.



118. Cognitive socialization was in a part of Albert Ellis's Aderson Becker's theory, where the experiences provided by the family and the society during childhood develop into self-concept, ~~and is~~

• Stress theory for eg; a child with a self-concept 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 self-concept of 'I am not wanted' and leads to negative automatic thoughts.

These thoughts are characterized as cognitive distortions, that are ways of thinking in general or but distort the reality, such as self-worth or I am stupid which is known as dysfunctional cognitive schema. Reconstructing self-concept can lead to improved functioning.

119. Karen Horney developed her theory of Optimism and was against Freud's treating the women as inferior.

She was of the opinion that each person has the potentialities that can be



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

• The countries that women like more likely to be affected by  
social or cultural factors rather than biological factors.

2019

Q.12. At the expression of the behaviours in the public i.e. where  
everyone knows what answers you have given, even so in a  
group discussion, conformity increases.

• However, if the expression of behaviour is <sup>private</sup> ~~private~~ i.e. no one  
knows what answers you have given, for eg: in a secret ballot,  
there conformity decreases.



0901

Fictitious Roll No.  
(To be entered by Board)

# ALL CULTURE OF POVERTY

अपना उत्तरात्मक रूप उत्तर-पुस्तिका 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

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 ensures that poor that they will remain poor and is passed on from one generation to the other.

## SECTION - A

Q10 (a) Group polarization

While writing psychological texts objectivity, standardised methods interpretation and scientific orientation must be kept in mind.

A 8

A student forms ~~is called~~ is called a preconception → True

A student 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 a perceiver — TRUE



A1 (a) Cognitive theory

A6 (a) Self-efficacy

A5 An attitude change is said to be permanent when the attitude change takes place in a direction opposite to the existing attitude → 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

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.