

Q.No	EXPECTED ANSWER/ SUGGESTED VALUE POINTS	Page No.	Distribution of Marks
15.	Poverty cycle: <ul style="list-style-type: none"> poverty begets poverty low income and lack of resources the poor go through low health and nutrition lack of education lack of skills This leads to low employment opportunities and again causes poverty	167	$(\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=2)$ (any four)
16.	Intrapersonal communication – involves communicating with yourself <ul style="list-style-type: none"> activities as thought processes personal decision making focusing on self 	183	1 $\frac{1}{2}$ $\frac{1}{2}$ (any two) $(1+\frac{1}{2}+\frac{1}{2}=2)$
PART – C			
17.	Self Control Psychological techniques of self control are: <ul style="list-style-type: none"> Observation of own behaviour Self instruction Self reinforcement Brief explanation of each.	27	1 1 1 $(1+1+1=3)$
18.	Fundamental Attribution Error: <ul style="list-style-type: none"> Gives greater weightage to internal or dispositional factors, than to external or situational factors. Generally success is attributed to internal factors and failure is attributed to external factors. It varies from culture to culture 	122	$(1+1+1=3)$
19.	Effects of Watching TV: <ul style="list-style-type: none"> TV provides a large amount of information, entertainment in the visual mode a powerful mode of education but reduces habit of reading & writing and outdoor activities. Affects children's ability to concentrate on one target, creativity and ability to understand & also social interaction. TV watching also develops a consumerist attitude. Studies suggest that watching violence on TV is linked to greater aggressiveness in viewers, on the other hand it may reduce natural aggressive tendency through catharsis. Any three points of the above or any other relevant point.	173 - 174	$1+1+1=3$ (any three)
20.	Role of Culture in listening: <ul style="list-style-type: none"> Silent communication by listening. Controlling attention, mindfulness Listening, keeping in mind the speaker's culture 	186	$(1\frac{1}{2}+1\frac{1}{2}=3)$ (brief explanation any two)

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	OR	183	
	Components of human communication <ul style="list-style-type: none"> • involves (source) the sender & the receiver. • sender encodes getting an idea, giving some meaning, framing in message form and sending it) • receiver decodes (translating the message in understandable form). • message is influenced by noise, length of material, artifacts, channel etc. • it includes verbal and non-verbal language. 	-	(1+1+1=3) (any three)
	OR	185	
	<ul style="list-style-type: none"> • speaking with the use of language. • Effective communicator must know how to use correct language appropriately within a relevant context and avoid slang. • Listening is an important skill. It may appear passive as it involves silence though it is an active process involving patience & being non-judgemental yet having the capacity to analyse & respond. • It includes various aspects of listening like reception, attention, assigning meaning, role and listeners response to message. Marks to be given for both the process and components		OR (1+1+1=3) (any three)
PART – D			
21.	Contextual Intelligence: <ul style="list-style-type: none"> • It is a component of Sternberg's triarchic theory, also known as practical intelligence. • Involves the ability to deal with environmental demands encountered on a daily basis. • It may be called 'street smartness' or 'business sense'. • Persons high on this aspect easily adapt to their present environment or select a more favourable environment than the existing one. • Modify the environment to fit their need and hence turn out to be successful in life. • Example 	9	(1+1+1=3) (any three) 1 (3+1=4)
22.	Part of 'PASS' model <ul style="list-style-type: none"> • Simultaneous processing: <ul style="list-style-type: none"> - takes place when we perceive the relations among various concepts and integrate them into a meaningful pattern for comprehension - in RPM test, by grasping the meaning and relationship between the given option of designs and the given abstract figure, the correct option is chosen. Simultaneous processing of all given figures helps in choosing the correct option • Successive processing: <ul style="list-style-type: none"> - takes place when all the information is remembered serially so that recall of one leads to the recall of another, e.g. learning of digits, alphabet, multiplication tables etc. 	9	2 2 (2+2=4)

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23.	<p>Effects of stress on psychological functioning</p> <ul style="list-style-type: none"> <u>Emotional</u> - Experience mood swings and show erratic behaviour that alienates them from family and friends. E.g. feeling 'of anxiety and depression, increased physical tension, increased psychological tension and mood swings. <u>Physiological</u> - Increased physical or psychological stress increases the production of hormones such as adrenaline and cortisol. These hormones produce marked changes in heart beats, blood pressure levels, metabolism and physical activities e.g. release of epinephrine and nor epinephrine, slow down of the digestive system, expansion of air passages in the lungs etc. <u>Cognitive</u> - Continued pressure due to stress may cause mental overload. This may make the sufferer loose his ability to make sound decisions. Poor concentration and reduced short term memory capacity <u>Behavioural</u> - Stress affects our behavior in the form of eating less nutritional food, increasing intake of stimulants such as caffeine, excessive consumption of cigarettes, alcohol and other drugs. Disruptive sleep pattern increased absenteeism and reduced work performance. 	57 - 58	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(1+1+1+1=4)</p>
24.	<p>Forms of Eating disorders – Anorexia nervosa, Bulimia nervosa and Binge eating.</p> <p><u>Anorexia nervosa</u> - The individual has a distorted body image that leads her/him to see herself/ himself as overweight. Often refusing to eat in front of others. The anorexic may lose large amount of weight and even starve herself/himself to death.</p> <p><u>Bulimia nervosa</u> - the individual may eat excessive amounts of food, then purge her/his body of food by using medicines such as laxatives or diuretics or by vomiting. The person often feels disgusted and ashamed when s/he binges and is relieved of tension and negative emotion after purging.</p> <p><u>Binge eating</u> - there are frequent episodes of out - of - control eating.</p>	84	<p>1½</p> <p>1½</p> <p>1</p> <p>(1½+1½+1=4)</p>
25.	<p>Usually behaviour follows logically from attitude but sometimes actual behaviour may be contrary of ones attitude towards an object/topic.</p> <p>There would be consistency between attitudes and behaviour.</p> <ul style="list-style-type: none"> the attitude is strong and occupies a central place in the attitude system. the person is aware of her/his attitude. there is very little or no external pressure for the person to behave in a particular way. <p>e.g. when there is no group pressure to follow, a particular norm.</p> <ul style="list-style-type: none"> the persons behaviour is not being watched or evaluated by others. the person thinks that the behaviour would have a positive consequence and therefore intends to engage in that behaviour. <p>any relevant example or Richard La Piere study on a Chinese couple travelling in the USA.</p>	117	<p>1</p> <p>½+½+½+½=2 (any four)</p> <p>1</p> <p>(1+2+1=4)</p>

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	<p style="text-align: center;">OR</p> <p>Inter group conflict – a process in which either an individual or a group perceives that others have opposing interests, try to contradict each other.</p> <p>Intense feeling of ‘we’ and ‘other’/ ‘they’.</p> <p>A. Reasons:</p> <ul style="list-style-type: none"> • Lack of communication/ faulty communication • Relative deprivation. • One party’s belief that it is better than the other. • A feeling that the other group does not respect the norms of my group. • Desire for retaliation • Biased perceptions • When acting in groups, people are more competitive as well as aggressive. • Perceived inequity • Gardner Murphy’s explanation • Listing of any six points or brief explanation of any three points. <p>B. Strategies for conflict resolution</p> <ul style="list-style-type: none"> • Introduction of super ordinate goals • Altering perceptions • Increasing intergroup contacts • Redrawing group – boundaries • Negotiations • Structural solutions • Respect for other group’s norms • Listing of any six points and brief explanation of any three points. 	<p style="text-align: center;">147</p> <p style="text-align: center;">148,</p> <p style="text-align: center;">149</p>	<p style="text-align: center;">½x6=3 for listing or 1+1+1=3 any three with explanation</p> <p style="text-align: center;">½ x6=3 for listing or 1+1+1=3 any three with explanation (3+3=6)</p>

