

Q.No	EXPECTED ANSWER/ SUGGESTED VALUE POINTS	Page No.	Distribution of Marks
PART – A			
1.	Self - monitoring of emotions	16	1
2.	Defence mechanism	35	1
3.	True	55	1
4.	Pain / Somatoform	77-78	1
5.	Depersonalisation / Dissociative Disorder	78	1
6.	True	102	1
7.	Attribution / causal attribution / attribution of causality	107, 121	1
8.	Groupthink	135	1
9.	Instrumental	154	1
10.	English version of the question is ambiguous, both answers, True/False are correct. Hindi version is correctly worded	183	1
PART – B			
11.	<ul style="list-style-type: none"> • Prone to cancer • Co-operative, • suppress negative emotions, • unassertive, • patience, • compliance to authority. (or other relevant points)	31	$(\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2)$ (any four)
12.	Eating less nutritional food, increased intake of stimulants (addictive behaviour) <ul style="list-style-type: none"> • loss of concentration, • poor co-ordination, dizziness • disruptive sleep patterns • increased absenteeism • reduced work performance. (or other relevant points)	58	$(\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2)$ (any four)
13.	<ul style="list-style-type: none"> • Intense craving for intake of addictive substance • Shows tolerance • Withdrawal symptoms • Compulsive drug taking • any other relevant and appropriate points 	84	$(\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = 2)$ (any four)
14.	Separation – anxiety disorder – an internalising / behavioural disorder unique to children OR Symptoms – prominent symptom is excessive anxiety/ panic experienced by children at being separated from their parents	82-83	$\frac{1}{2}$

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	<p style="text-align: center;">and</p> <ul style="list-style-type: none"> • Difficulty being in a room by themselves • Going to school alone • Fearful of entering new situations and clings to and shadow their parents' every move • To avoid separation, children with SAD may fuss, scream, throw severe tantrums or make suicidal gestures 		$\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=1\frac{1}{2}$ (any three) $(\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=2)$
15	<ul style="list-style-type: none"> • Behaviour that makes distinction between rich & poor. • Can be seen in social interaction, education, employment. • Poor are kept away from opportunities even with capabilities • Prevents poor from improving their socio-economic -conditions. • Discrimination is both cause & consequence of poverty. • Can be checked by Law • any other relevant and appropriate points 	165	$(\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=2)$ (any four)
16.	Making a summary of ideas & restatement of what the person has understood but not repeating the exact words. It provides feedback that the person has understood the message well. It is one of the counseling skills.	185	2
PART - C			
17	<ul style="list-style-type: none"> • Situational characteristics • External factors play more important role in determining personality development. • Relevant example (brief explanation of each) 	30	$(1+1+1=3)$
18	<ul style="list-style-type: none"> • Better performance in the presence of others. • Arousal • Evaluation Apprehension • Nature of task. • Co-action Brief explanation of all	123	1 $\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}$ $(1+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=3)$
19	<ul style="list-style-type: none"> • inborn tendencies • physiological mechanisms • child rearing practice • frustration • situational factors (any sub factors can be taken as one cause) (brief explanation of the above) 	169	$(1+1+1=3)$ (any three)
20	<ul style="list-style-type: none"> • Silent communication by listening. • Controlling attention, mindfulness • Listening by keeping in mind the speaker's culture) any two of the above with brief explanation <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Messages people exchange besides words • Factors – such as gestures, posture, clothing style, eye contact and body movements – clusters. • Congruence between verbal and non verbal communication. 	186 186- 187	$1\frac{1}{2}$ $1\frac{1}{2}$ $(1+1+1=3)$

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PART – D			
21	<ul style="list-style-type: none"> Emotional intelligence is a set of skills that underline accurate appraisal, expression and regulations of emotions. Ability to monitor one's own and other's emotions, discriminate and use the information to guide one's thinking and actions. Either of the above definition Feeling side of intelligence. } any 1 E.Q. is the measure. } <p>Characteristics</p> <ul style="list-style-type: none"> Sensitive to feelings and emotions (self & others) Comprehending body language, voice, tone & facial expressions of others Ability to relate your emotions to your thoughts Understand the powerful influence of your emotions Control and regulate (emotions & expressions in dealing with self & others). 	17	<p>1½</p> <p>½</p> <p>1+1 (any two) (1½+½+1+1=4)</p>
22	<ul style="list-style-type: none"> These are fairly structured measures often based on theories. They require subject to give verbal response using some kind of rating scale. The responses are accepted at face value Scored in quantitative terms and interpreted on the basis of norms of the test. Example - 16PF, MMPI, EPQ 	42-43	(1+1+1+1=4) (any four)
23	<ul style="list-style-type: none"> Diet Exercise Positive thinking Positive attitude Social support <p>(explanation of above points)</p>	65-66	(1+1+1+1=4) (any four)
24	<ul style="list-style-type: none"> Irrational believes Negative thinking Overgeneralization Illogical thoughts cause mental disorders. The disorder can be treated through RET, cognitive therapy by Beck & CBT 	75, 99	4

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PART - E			
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. e.g. when there is no group pressure to follow, a particular norm. 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>$\frac{1}{2}+\frac{1}{2}+\frac{1}{2}+\frac{1}{2}=2$ (any four)</p> <p>1 (1+2+1=4)</p>
26	<p>Humanistic approach to personality:</p> <p>Rogers believed that all human beings are fully - functional beings and feeling of fulfillment is the main motivational force.</p> <p><u>Basic Assumptions:</u></p> <ul style="list-style-type: none"> Behaviour is goal directed and worthwhile. All human beings have an innate tendency to choose adaptive and self actualizing behaviours. <p><u>According to Rogers there are two types of self:</u></p> <ul style="list-style-type: none"> Real Self - What I am Ideal Self - What I want to be <p>Congruence between the two leads to development of balanced integrated personality.</p> <ul style="list-style-type: none"> Unconditional positive regard develops adaptive behaviour which enhances self esteem and self efficacy to self actualize. According to Maslow everybody wants to self actualize and attain their highest potential. Focus on survival needs reduces him/her to the level of animals and focus on higher needs leads to self actualization. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Interview Observation Situational Nomination Rating <p>(explanation of the above)</p>	46	<p>1</p> <p>1</p> <p>1</p> <p>1 (1+1+1+1=4) (any four)</p> <p>OR</p> <p>(2+2 = 4) (any two)</p>

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27	<ul style="list-style-type: none"> • Lack of communication • Deprivation • Belief that one is better than other • Respecting norms not done of other group • Deserve for retaliation • Biased perception • More competitive in groups • Perceived inequalities • Gardner Murphy's view (Explanation of the above points) <p>Strategies to resolve conflicts</p> <ul style="list-style-type: none"> • Super ordinate goals • Altering perception • Increasing inter group contact • Redrawing group boundaries • Negotiations • Structural solutions • Respect for other group's norms (Explanation of the above points) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • It strengthens group's initial position as a result of group discussion & interaction. • Groups may take extreme decisions i.e. from very weak to very strong decisions. • Explanation with example Reasons with explanation • Company of like minded people • Bandwagon effect • People with similar views are perceived as in group. 	147-149	1+1+1=3 (any three)
		137, 138	1+1+1=3 (any three) (3+3=6)
			3
			3
			(3+3=6)
28	<ul style="list-style-type: none"> • Typical relationship between the client and the therapist • Based on two components • Contractual • Limited duration • The relationship develops trust in the client towards the therapist which facilitates the psychotherapy • Unconditional positive regard • Warmth, empathy permissive environment and non judgemental approach (Explanation of the above points) 	91,102 & 103	3 (any three)

Q.No	EXPECTED ANSWER/ SUGGESTED VALUE POINTS	Page No.	Distribution of Marks
	<p>Ethical standards</p> <ul style="list-style-type: none">• Confidential• Voluntary• Knowledge of professional code• Recognize legal issues• Understands one's own attitude• Seek appropriate information• Practice professional assertiveness. <p>(Explanation of the above points)</p>		<p>3 (any three)</p> <p>(3+3=6)</p>

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