

CBSE Class 12 Psychology 2026 Question Paper with Solutions

Time Allowed :3 Hours	Maximum Marks :80	Total Questions :33
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General Instructions

1. All questions are compulsory, except where internal choice has been given.
2. Question No. **1 - 14** in **Section A** carry **1** mark each. You are expected to answer them as directed.
3. Question No. **15 - 19** in **Section B** are Very Short Answer Type-I Questions carrying **2** marks each. Answer to each question should not exceed **30** words.
4. Question No. **20 - 23** in **Section C** are Short Answer Type-II Questions carrying **3** marks each. Answer to each question should not exceed **60** words.
5. Question No. **24 - 27** in **Section D** are Long Answer Type-I Questions carrying **4** marks each. Answer to each question should not exceed **120** words.
6. Question No. **28 and 29** in **Section E** are Long Answer Type-II Questions carrying **6** marks each. Answer to each question should not exceed **200** words.
7. Question No. **30 - 33** in **Section F** are based on **two** case studies given. Answer to each **1** mark question should not exceed **20** words. Answer to each **2** marks question should not exceed **30** words.

Section A

1. Neha always scores well in school assessments and is appreciated for her sharp, critical ability, reasoning and analytical thinking. Which form of intelligence is she most likely demonstrating?

- (A) Naturalistic Intelligence
- (B) Contextual Intelligence
- (C) Componential Intelligence
- (D) Experiential Intelligence

Correct Answer: (C) Componential Intelligence

Solution:

Step 1: Understanding the Concept:

Robert Sternberg's Triarchic Theory of Intelligence categorizes intelligence into three types: Componential (Analytical), Experiential (Creative), and Contextual (Practical).

Step 2: Detailed Explanation:

Componential intelligence, also known as Analytical Intelligence, involves the ability to analyze

information to solve problems.

It includes academic proficiency, critical thinking, and logical reasoning, which are exactly the traits described for Neha.

Naturalistic intelligence refers to sensitivity towards the environment and nature.

Contextual intelligence refers to "street smarts" or the ability to adapt to everyday life.

Experiential intelligence involves using past experiences creatively to solve new problems.

Since Neha excels in school assessments using reasoning and analysis, she is demonstrating Componential Intelligence.

Step 3: Final Answer:

Therefore, the correct form of intelligence demonstrated by Neha is Componential Intelligence.

 Quick Tip

Remember the keyword "Analytical" for Componential Intelligence. It is the type of intelligence most valued in traditional classroom settings and standardized tests.

2. A teacher notices that one of her usually calm and respectful students behaves aggressively during a group activity. She considers whether this behaviour might be due to peer pressure and classroom dynamics rather than the student's personality. Which approach is the teacher following?

- (A) Functionalism
- (B) Altruism
- (C) Structuralism
- (D) Situationism

Correct Answer: (D) Situationism

Solution:

Step 1: Understanding the Concept:

Psychologists often debate whether behavior is driven by internal traits (Dispositionism) or external environment (Situationism).

Step 2: Detailed Explanation:

The teacher is looking at external factors like "peer pressure" and "classroom dynamics" to explain the student's aggression.

This perspective emphasizes that the situation or environmental context determines behavior more than inherent personality traits.

Functionalism and Structuralism are historical schools of thought in psychology related to the structure and function of the mind.

Altruism refers to selfless concern for the well-being of others, which is irrelevant to explaining aggressive behavior here.

Since the teacher attributes the behavior to the social environment, she is following the Situationist approach.

Step 3: Final Answer:

The correct approach is Situationism.

 Quick Tip

If the cause of behavior is attributed to the "environment" or "external circumstances," always look for terms like Situationism or Social Context.

3. Rohan failed an important exam. Instead of accepting that he didn't prepare well, he insists that the teacher was biased and the exam was unfair. Which defence mechanism is Rohan using?

- (A) Repression
- (B) Projection
- (C) Rationalization
- (D) Denial

Correct Answer: (C) Rationalization

Solution:

Step 1: Understanding the Concept:

Defense mechanisms are unconscious psychological strategies used by the ego to protect itself from anxiety arising from unacceptable thoughts or failures.

Step 2: Detailed Explanation:

Rationalization involves creating socially acceptable or logical reasons for behavior that is actually driven by different, less acceptable motives.

Rohan is making excuses (biased teacher, unfair exam) to avoid the painful reality of his own lack of preparation.

Repression is pushing unpleasant thoughts into the unconscious.

Projection is attributing one's own unacceptable traits to others (e.g., if Rohan was biased and called the teacher biased).

Denial is the total refusal to accept that an event occurred (e.g., Rohan saying he didn't fail). Because Rohan is providing "logical" sounding excuses for his failure, it is Rationalization.

Step 3: Final Answer:

Rohan is using the defense mechanism of Rationalization.

 Quick Tip

Think of Rationalization as "making excuses" or "sour grapes" logic to save one's self-esteem after a failure.

4. Meera always felt left out, low and incompetent as a child because her elder siblings were more successful. Now she works extremely hard to be the best in every task she takes up. According to Adler, this behaviour can be explained by:

- (A) Fixation
- (B) Inferiority Complex
- (C) Superiority Complex
- (D) Regression

Correct Answer: (C) Superiority Complex

Solution:

Step 1: Understanding the Concept:

Alfred Adler's Individual Psychology suggests that every individual suffers from feelings of inadequacy (inferiority) and strives for perfection (superiority).

Step 2: Detailed Explanation:

Meera's childhood feeling of being "incompetent" describes an Inferiority Complex.

However, the question asks what explains her current behavior of working "extremely hard to be the best."

According to Adler, individuals compensate for their inferiority by over-striving to be better than others, which is termed as the Striving for Superiority or a Superiority Complex when it becomes an exaggerated goal.

Fixation and Regression are Freudian concepts, not Adlerian.

While the root cause is inferiority, the resulting behavior of trying to be "the best" is the manifestation of the Superiority Complex.

Step 3: Final Answer:

Meera's behavior is explained by the Superiority Complex.

 Quick Tip

In Adlerian theory, Inferiority is the "cause" and Superiority is the "goal" or the behavior aimed at overcoming that cause.

5. Ananya is known in school for honesty. No matter the situation, she always speaks the truth. According to Allport, this trait can be classified as:

- (A) Central Trait
- (B) Cardinal Trait
- (C) Secondary Trait
- (D) Source Trait

Correct Answer: (A) Central Trait

Solution:

Step 1: Understanding the Concept:

Gordon Allport categorized personality traits into three levels: Cardinal, Central, and Secondary traits.

Step 2: Detailed Explanation:

Central traits are the general building blocks of personality. Most people have 5 to 10 central traits (e.g., honesty, friendliness) that describe their behavior across various situations.

Cardinal traits are rare and so dominant that a person's entire life revolves around them (e.g., Mother Teresa's altruism).

Secondary traits are specific to certain situations and are not as consistent.

Source traits are part of Raymond Cattell's theory, not Allport's.

Since honesty is a descriptive building block of Ananya's personality but does not necessarily define her entire existence as a historical archetype, it is classified as a Central Trait.

Step 3: Final Answer:

The trait of honesty in this context is a Central Trait.

💡 Quick Tip

If a trait is something you would put in a recommendation letter to describe someone's general nature, it is usually a Central Trait.

6. Which concept is based on Bandura's social learning theory?

- (A) Self-esteem
- (B) Self-efficacy
- (C) Self-concept
- (D) Identity crisis

Correct Answer: (B) Self-efficacy

Solution:

Step 1: Understanding the Concept:

Albert Bandura's Social Learning Theory (now Social Cognitive Theory) emphasizes the role of observational learning and cognitive processes in behavior.

Step 2: Detailed Explanation:

Self-efficacy is a core concept in Bandura's theory. It refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments.

Self-esteem and Self-concept are broader humanistic or social psychology terms.

Identity crisis is a term coined by Erik Erikson in his stages of psychosocial development.

Bandura argued that self-efficacy determines how people feel, think, and motivate themselves.

Step 3: Final Answer:

The concept based on Bandura's theory is Self-efficacy.

Quick Tip

Whenever you see "Bandura," look for terms like "Observational Learning," "Modeling," or "Self-efficacy."

7. Match the following :

	Column 1		Column 2
1.	Continued exposure to the same stressor or additional stressors drains the body of its resources.	I.	Resistance
2.	The mental exhaustion appears in the form of irritability, anxiety, feeling of helplessness and hopelessness.	II.	Exhaustion
3.	The presence of noxious stimulus or stressor leads to activation of the adrenal-pituitary-cortex system. This triggers the release of hormones producing the stress response.	III.	Burnout
4.	The parasympathetic nervous system calls for more cautious use of the body's resources. The organism makes efforts to cope with the threat, as through confrontation.	IV.	Alarm

- (A) 1-I, 2-II, 3-III, 4-IV
 (B) 1-II, 2-III, 3-IV, 4-I
 (C) 1-IV, 2-III, 3-I, 4-II
 (D) 1-IV, 2-III, 3-II, 4-I

Correct Answer: (B) 1-II, 2-III, 3-IV, 4-I

Solution:

Step 1: Understanding the Concept:

This question pertains to Hans Selye's General Adaptation Syndrome (GAS) model and the concept of Burnout.

Step 2: Detailed Explanation:

1 matches with II: In the Exhaustion stage of GAS, resources are depleted due to prolonged stress.

2 matches with III: Burnout is characterized by emotional and mental exhaustion, helplessness, and hopelessness.

3 matches with IV: The Alarm reaction stage involves the initial activation of the hormonal system in response to a stressor.

4 matches with I: The Resistance stage is when the parasympathetic system tries to cope and manage resources to deal with the ongoing threat.

Matching these pairs results in the sequence 1-II, 2-III, 3-IV, 4-I.

Step 3: Final Answer:

The correct matching sequence is Option (B).

💡 Quick Tip

GAS acronym: ARE (Alarm, Resistance, Exhaustion). Alarm = Start, Resistance = Coping, Exhaustion = Giving up resources.

8. Use the correct option at the appropriate place. The white blood cells (-----) within the immune system identify and destroy foreign bodies (-----) such as viruses.

- (A) Antigens/Leucocytes
- (B) Leucocytes/Antibodies
- (C) Antigens/Antibodies
- (D) Leucocytes/Antigens

Correct Answer: (D) Leucocytes/Antigens

Solution:

Step 1: Understanding the Concept:

The immune system is the body's primary defense against infections. It uses specialized cells to target foreign invaders.

Step 2: Detailed Explanation:

Leucocytes are the technical name for White Blood Cells (WBCs). They are responsible for protecting the body.

Antigens are the foreign substances (like viruses or bacteria) that trigger an immune response when they enter the body.

Antibodies are proteins produced by the immune system to neutralize antigens, but the question asks what the foreign bodies themselves are called.

Therefore, the first blank is Leucocytes and the second is Antigens.

Step 3: Final Answer:

The correct pair is Leucocytes/Antigens.

 Quick Tip

Remember: "Anti" (Against) + "Gen" (Generator) = Antigens generate an immune response. Leucocytes are the soldiers (WBCs).

9. In the following question, a statement of Assertion (A) is followed by a statement of Reason (R). Read the Statements and choose the appropriate option.

Assertion (A): Creative visualisation helps in managing stress by using imagination and mental imagery.

Reason (R): It is more effective when the mind is quiet, the body is relaxed, and the eyes are closed, as this minimizes distractions and enhances focus.

- (A) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).
- (B) Both Assertion (A) and Reason (R) are true, but Reason (R) is not the correct explanation of Assertion (A).
- (C) Assertion (A) is true, but Reason (R) is false.
- (D) Assertion (A) is false, but Reason (R) is true.

Correct Answer: (A) Both Assertion (A) and Reason (R) are true, and Reason (R) is the correct explanation of Assertion (A).

Solution:

Step 1: Understanding the Concept:

Creative visualization is a stress management technique where a person creates a mental image of a peaceful or successful scenario to induce relaxation.

Step 2: Detailed Explanation:

Assertion (A) is true because creative visualization is a recognized psychological technique for stress reduction.

Reason (R) is also true because the technique relies on intense mental focus, which is best achieved in a quiet environment with minimal external sensory input (closed eyes).

Furthermore, (R) explains "why" or "how" the visualization becomes effective for managing stress (by creating the optimal conditions for the mental exercise), thus it is a valid explanation for (A).

Step 3: Final Answer:

Both statements are true, and the reason correctly explains the assertion.

 Quick Tip

To check if R is the explanation for A, read them together with "because" in between. If it makes logical sense, Option (A) is usually the answer.

10. _____ is characterised by widespread impairments in social interactions and communication skills, and stereotyped patterns of behaviours, interests and activities.

- (A) Dyslexia
- (B) Autism Spectrum Disorder
- (C) Specific Learning Disorder
- (D) Attention Deficit Hyperactivity Disorder

Correct Answer: (B) Autism Spectrum Disorder

Solution:

Step 1: Understanding the Concept:

Neurodevelopmental disorders are conditions that manifest early in development and result in impairments of personal, social, academic, or occupational functioning.

Step 2: Detailed Explanation:

The definition provided identifies three key areas: social interaction deficits, communication impairments, and repetitive/stereotyped behaviors.

This "triad of impairments" is the diagnostic hallmark of Autism Spectrum Disorder (ASD).

Dyslexia is a learning disorder affecting reading skills.

ADHD involves patterns of inattention and/or hyperactivity-impulsivity.

Specific Learning Disorder relates to specific academic skill deficits (like math or writing).

Step 3: Final Answer:

The disorder described is Autism Spectrum Disorder.

 Quick Tip

The keyword "Social interaction" combined with "Stereotyped behaviors" almost always points to Autism Spectrum Disorder in psychology exams.

11. Your friend failed an important test. You sit with him/her, listen to his/her feelings, and try to understand the experience without judgement. Which quality are you demonstrating and why?

- (A) Sympathy - because you feel sorry for your friend's situation.
- (B) Empathy - because you are trying to understand your friend's feeling from their perspective.
- (C) Assertiveness - because you are confidentially telling them what to do.
- (D) Motivation - because you are pushing them to study harder next time.

Correct Answer: (B) Empathy - because you are trying to understand your friend's feeling from their perspective.

Solution:

Step 1: Understanding the Concept:

Empathy is the ability to understand and share the feelings of another person by putting oneself in their shoes.

It goes beyond sympathy, which is merely feeling pity or sorrow for someone's misfortune.

Step 2: Detailed Explanation:

In the given scenario, the act of listening "without judgement" and trying to "understand the experience" are core components of empathy.

Carl Rogers defined empathy as the ability to perceive the internal frame of reference of another with accuracy and with the emotional components and meanings which pertain thereto as if one were the person.

Sympathy (A) involves feeling sorry but maintains an emotional distance.

Assertiveness (C) involves expressing one's own rights and feelings directly.

Motivation (D) is about driving action rather than emotional understanding.

Since the focus is on perspective-taking and non-judgmental understanding, it is empathy.

Step 3: Final Answer:

Therefore, the quality being demonstrated is Empathy.

💡 Quick Tip

A key indicator for Empathy in psychology questions is the phrase "from their perspective" or "without judgment."

12. A therapist working with children with Attention-Deficit Hyperactivity Disorder (ADHD) gives them a star sticker each time they complete a task without distraction. After collecting five stars, they can exchange it with a small toy. What psychological technique is being used here?

- (A) Classical conditioning
- (B) Token economy
- (C) Systematic desensitization

(D) Free association

Correct Answer: (B) Token economy

Solution:

Step 1: Understanding the Concept:

Token economy is a behavior therapy technique based on the principles of operant conditioning. It involves rewarding desired behaviors with "tokens" (like stars, points, or chips) that can later be exchanged for meaningful rewards.

Step 2: Detailed Explanation:

In this case, the "star stickers" act as secondary reinforcers (tokens).

The "small toy" acts as the primary or backup reinforcer that provides the actual motivation. Classical conditioning (A) involves associating a neutral stimulus with an unconditioned stimulus to produce a response.

Systematic desensitization (C) is used for treating phobias by gradually exposing a person to a feared object while relaxed.

Free association (D) is a psychoanalytic technique where patients say whatever comes to mind. Since the children are being reinforced for specific behaviors using exchangeable tokens, it is a Token Economy.

Step 3: Final Answer:

The psychological technique being used is Token Economy.

 Quick Tip

Identify Token Economy by looking for a two-step reward system: first a symbolic reward (star/point), then an exchange for a physical reward.

13. According to the concept of balance proposed by Fritz Heider, imbalance is found when:

- (i) All three sides of the P-O-X triangle are negative.
- (ii) Two sides of the P-O-X triangle are negative and one side is positive.
- (iii) Two sides of the P-O-X triangle are positive and one side is negative.
- (iv) All three sides of the P-O-X triangle are positive.

- (A) (i) and (ii) only
- (B) (ii) and (iv) only
- (C) (i) and (iii) only
- (D) (ii) only

Correct Answer: (C) (i) and (iii) only

Solution:

Step 1: Understanding the Concept:

Fritz Heider's Balance Theory represents relationships between a Person (P), another Person (O), and an Object/Issue (X) as a triangle.

A state is considered balanced if the product of the signs of the three relationships is positive (+).

A state is imbalanced if the product of the signs is negative (-).

Step 2: Detailed Explanation:

Let's evaluate each condition by multiplying the signs:

(i) All three sides are negative: $(-1) \times (-1) \times (-1) = -1$. Result is negative, so this is an **imbalance**.

(ii) Two sides negative, one positive: $(-1) \times (-1) \times (+1) = +1$. Result is positive, so this is **balanced**.

(iii) Two sides positive, one negative: $(+1) \times (+1) \times (-1) = -1$. Result is negative, so this is an **imbalance**.

(iv) All three sides positive: $(+1) \times (+1) \times (+1) = +1$. Result is positive, so this is **balanced**. Imbalance is found in cases (i) and (iii).

Step 3: Final Answer:

The imbalanced conditions are (i) and (iii), which corresponds to option (C).

💡 Quick Tip

Balance = Product of signs is Positive.

Imbalance = Product of signs is Negative.

Count the number of negative signs: if it is odd (1 or 3), the system is imbalanced.

14. In an attitude change, when the change is in the same direction as the existing attitude (for example, a positive attitude may become more positive, or a negative attitude may become more negative), this is called:

- (A) Congruency
- (B) Constancy
- (C) Incongruency
- (D) Inconstancy

Correct Answer: (A) Congruency

Solution:

Step 1: Understanding the Concept:

Attitude change can be classified based on its direction relative to the original attitude.

Step 2: Detailed Explanation:

Congruent change occurs when an existing attitude is strengthened in its current direction.

Example: A person who already likes a brand starts liking it even more after seeing an advertisement.

Incongruent change (C) occurs when the change is in the opposite direction of the existing attitude.

Example: A person who likes a brand starts disliking it.

Constancy (B) and Inconstancy (D) are not standard terms used to describe the direction of attitude change in this context.

Since the question specifies change in the "same direction," the term is Congruency.

Step 3: Final Answer:

The correct term is Congruency.

💡 Quick Tip

Congruent = Same Direction (Strengthening).

Incongruent = Opposite Direction (Weakening or Reversing).

Section B

15. Identify two differences between Psychometric theories and Information processing theories of intelligence.

Correct Answer: Psychometric theories focus on the structure and aggregate of abilities (what intelligence is), whereas Information processing theories focus on the cognitive processes and procedures involved in intellectual behavior (how an individual acts intelligently).

Solution:

Step 1: Understanding the Concept:

The study of intelligence is broadly categorized into two approaches: the psychometric approach and the information-processing approach.

The psychometric approach considers intelligence as an aggregate of abilities and expresses it in terms of a single index of cognitive abilities.

The information-processing approach describes the processes people use in intellectual reasoning and problem-solving.

Step 2: Detailed Explanation:**1. Focus of Study:**

Psychometric theories emphasize the **structure** of intelligence or the underlying factors that make up intelligence. They view intelligence as a set of fixed traits or abilities.

In contrast, Information processing theories emphasize the **processes** or operations used by an individual to process information, solve problems, and learn.

2. Method of Assessment:

Psychometric theories often lead to the development of tests that measure the **product** of intelligence (e.g., IQ scores). Examples include Spearman's Two-Factor Theory and Thurstone's Primary Mental Abilities.

Information processing theories focus on the **steps** taken to reach a solution. They look at how information is received, stored, retrieved, and manipulated. Examples include Sternberg's Triarchic Theory and the PASS model.

Step 3: Final Answer:

The primary differences lie in the focus (structure vs. process) and the objective (measuring the amount of intelligence vs. understanding the mechanics of intelligent behavior).

💡 Quick Tip

Think of Psychometric theories as a map showing the different "rooms" of the mind, while Information-processing theories are like a manual explaining "how the electricity flows" through those rooms.

16(a). Find out the IQ of a 14-year-old child with a mental age of 16.

Correct Answer: 114.28 (approx)

Solution:

Step 1: Understanding the Concept:

The Intelligence Quotient (IQ) is a measure of intellectual maturity and is calculated using the ratio of Mental Age (MA) to Chronological Age (CA).

Step 2: Key Formula or Approach:

The standard formula for calculating IQ as given by William Stern and later refined by Terman is:

$$IQ = \frac{MA}{CA} \times 100$$

Where:

MA = Mental Age

CA = Chronological Age

Step 3: Detailed Explanation:

Given in the question:

Chronological Age (CA) = 14 years

Mental Age (MA) = 16 years

Substituting the values into the formula:

$$IQ = \frac{16}{14} \times 100$$

$$IQ = 1.142857 \times 100$$

$$IQ = 114.2857...$$

Rounding to two decimal places, we get 114.29 or 114.28.

Step 4: Final Answer:

The IQ of the 14-year-old child is **114.28**.

 Quick Tip

If the Mental Age (MA) is greater than the Chronological Age (CA), the IQ will always be greater than 100, indicating above-average intelligence.

16(b). Differentiate between a verbal and a non-verbal test.

Correct Answer: Verbal tests require literacy and the use of language for items and responses, whereas non-verbal tests use pictures or symbols and minimize the use of language, making them suitable for diverse populations.

Solution:

Step 1: Understanding the Concept:

Intelligence tests can be classified based on the nature of the items used and the medium of expression required.

Step 2: Detailed Explanation:

Verbal Tests:

1. These tests require subjects to give oral or written responses.
2. The items are presented in a specific language (e.g., English, Hindi).

3. These tests can only be administered to **literate** individuals who are proficient in the language used in the test.
4. Example: Vocabulary tests, general information tests.

Non-Verbal Tests:

1. These tests use pictures, illustrations, or geometric symbols as items.
2. They do not require the use of language to solve the problems; instructions may be given through gestures or simple language.
3. These tests reduce **cultural and linguistic bias** and can be administered to illiterates, children, and people from different cultural backgrounds.
4. Example: Raven's Progressive Matrices (RPM).

Step 3: Final Answer:

The main difference is that verbal tests rely on linguistic ability and literacy, while non-verbal tests rely on visual-spatial reasoning and are language-independent.

💡 Quick Tip

Remember: A "Performance Test" is a type of non-verbal test that requires the physical manipulation of objects (like block design), whereas "Non-verbal" usually refers to paper-and-pencil tests using visual patterns.

17. Somatic symptom disorder and illness anxiety disorder are concerned with medical illness, yet they are different. Explain using relevant example.

Correct Answer: Somatic Symptom Disorder involves the presence of physical symptoms that cause extreme distress, while Illness Anxiety Disorder involves a preoccupation with having a serious illness despite the absence of significant physical symptoms.

Solution:

Step 1: Understanding the Concept:

Both disorders fall under "Somatic Symptom and Related Disorders" in the DSM-5. They both involve excessive concern about health, but the focus of the distress differs.

Step 2: Detailed Explanation:

1. Somatic Symptom Disorder (SSD):

In SSD, the person **actually experiences physical symptoms** (like pain, fatigue, or breathlessness). These symptoms may or may not be medically explained, but the individual's reaction to them is excessive and disproportionate.

Example: A person has chronic back pain. They spend hours researching it, believe it is a sign of a spinal tumor, and constantly visit doctors, despite being told it is a simple muscular strain.

2. Illness Anxiety Disorder (IAD):

In IAD, physical symptoms are **minimal or non-existent**. The core issue is the **preoccupation or fear** of having or acquiring a serious, undiagnosed medical condition. The person is "anxious about the idea of being sick."

Example: An individual notices a small, normal mole on their skin and immediately becomes convinced they have skin cancer. They repeatedly check their body and seek reassurance, even though there is no actual pain or physical illness.

Step 3: Final Answer:

The distinction lies in the **presence of symptoms**: SSD is characterized by distressing physical symptoms, whereas IAD is characterized by the anxiety of having a disease without significant physical symptoms.

💡 Quick Tip

To remember the difference: SSD = Symptoms are present + excessive worry. IAD = Symptoms are absent/mild + high health anxiety.

18. Specify any two processes, that help in attitude formation and explain how it occurs.

Correct Answer: Two major processes are Classical Conditioning and Observational Learning (Modeling).

Solution:

Step 1: Understanding the Concept:

Attitudes are not innate; they are learned through various psychological processes as we interact with our environment and social groups.

Step 2: Detailed Explanation:

Two processes of attitude formation are:

1. Learning by Classical Conditioning:

This occurs when a neutral stimulus is paired with a stimulus that naturally evokes a positive or negative response. Over time, the neutral stimulus begins to evoke the same attitude.

Explanation: If a child sees their parents always happy and excited (positive response) when meeting a particular relative (neutral stimulus), the child will eventually develop a positive attitude toward that relative.

2. Learning by Observation (Modeling):

We often form attitudes by observing the behavior and attitudes of "significant others" (parents, teachers, peers, or celebrities).

Explanation: If a child observes that their older sibling is very respectful and helpful towards elderly people, the child is likely to imitate that behavior and develop a positive attitude toward the elderly. No direct reward or punishment is needed for this learning.

Step 3: Final Answer:

Attitudes are formed through associative learning (Classical Conditioning) and social imitation (Observational Learning).

 Quick Tip

Attitude formation can also occur through "Instrumental Conditioning," where you develop a positive attitude because you were rewarded for a particular behavior.

19. Riya feels a strong sense of belonging and emotional attachment with her childhood family dance group, but when she joined the school council, she followed rules and communicated formally with its members. Identify the two types of groups Riya is part of and explain each with reference to the scenario.

Correct Answer: The childhood family dance group is a **Primary Group**, and the school council is a **Secondary Group**.

Solution:

Step 1: Understanding the Concept:

Groups can be classified based on the nature of relationships and the degree of formality among members. Charles Cooley introduced the concepts of Primary and Secondary groups.

Step 2: Detailed Explanation:

1. Primary Group (Childhood family dance group):

- **Definition:** These are small groups characterized by face-to-face interaction, intimacy, and strong emotional bonds. Members have a "we-feeling" and a sense of belonging.
- **Reference to Scenario:** Riya's dance group involves her "childhood family," implying long-term, deep-rooted emotional attachment and a strong sense of belonging, which are hallmarks of a primary group.

2. Secondary Group (School Council):

- **Definition:** These are larger, more impersonal groups where relationships are formal, contractual, and goal-oriented. Interactions are governed by explicit rules and roles.
- **Reference to Scenario:** In the school council, Riya "followed rules" and "communicated formally." This indicates that the relationship is professional rather than personal, and the interaction is based on her role within the council, characterizing it as a secondary group.

Step 3: Final Answer:

Riya belongs to a **Primary Group** (the dance group) where relationships are emotional and personal, and a **Secondary Group** (the school council) where relationships are formal and regulated by rules.

💡 Quick Tip

Primary groups are central to our identity and emotional well-being, while secondary groups are usually formed to achieve specific tasks or functions.

Section C

20. Rohan, a 10-year-old diagnosed with intellectual deficiency as per AAMD guidelines, is supported with a special education plan. Based on his diagnosis, identify two common features he might display in his daily functioning.

Correct Answer: Deficits in adaptive behavior and significant sub-average intellectual functioning.

Solution:**Step 1: Understanding the Concept:**

Intellectual Disability (or deficiency), according to the American Association on Mental Deficiency (AAMD), is characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.

Step 2: Detailed Explanation:

Based on the diagnosis, Rohan is likely to display the following two features in his daily functioning:

1. **Deficits in Adaptive Behavior:** This refers to the collection of conceptual, social, and practical skills that people learn so they can function in their everyday lives. Rohan might struggle with basic self-care (dressing, eating), communication, and social interaction with peers.
2. **Sub-average Intellectual Functioning:** This is usually identified by an IQ score of roughly 70 or below. In daily life, this translates to difficulties in learning new tasks, problem-solving, and understanding complex instructions compared to other children of his age.

Step 3: Final Answer:

The two common features Rohan might display are difficulties in performing age-appropriate adaptive skills (like self-care) and a slower rate of learning or cognitive processing.

 Quick Tip

Remember the "70-Rule": Intellectual deficiency is typically marked by an IQ below 70 and a failure to meet developmental/social standards of independence.

21. Riya is on a strict diet because she wants to stay healthy and prepare for her upcoming school sports competition. One evening, she opens the fridge and sees a big, delicious chocolate cake that her mom made for a family dinner the next day. She immediately feels the urge to eat it, but plans to eat it after the sports competition. As per Freud's theory, explain Riya's behaviour in terms of id, ego and superego.

Correct Answer: Id (immediate urge), Ego (planning for the future), and Superego (internalized health goals).

Solution:

Step 1: Understanding the Concept:

Sigmund Freud proposed that personality consists of three interacting systems: the Id (pleasure principle), the Ego (reality principle), and the Superego (moral/ideal principle).

Step 2: Detailed Explanation:

1. **Id:** The Id represents Riya's primal, unconscious drives. When she sees the cake, her Id demands immediate gratification. The "immediate urge to eat it" is the manifestation of the Id operating on the pleasure principle.
2. **Superego:** The Superego is the moral branch of personality. It contains Riya's internalized goals of "staying healthy" and being a successful athlete. It acts as a check on the Id, reminding her of the "ideal" behavior required for her sports competition.
3. **Ego:** The Ego works on the reality principle. It mediates between the Id's demands and the Superego's constraints. Riya's decision to "plan to eat it after the sports competition" is a rational strategy designed to satisfy the Id eventually while respecting the reality of her health goals.

Step 3: Final Answer:

The urge to eat represents the Id; the goal to stay healthy represents the Superego; and the plan to delay gratification until after the competition represents the Ego.

 Quick Tip

The Ego is like a traffic cop—it decides how and when the Id's desires can be safely met in the real world.

22(a). Individuals show consistent individual differences in the coping strategies they use to handle stressful situations. These can include both overt and covert activities. Identify the three coping strategies given by Endler and Parker.

Correct Answer: Task-oriented, Emotion-oriented, and Avoidance-oriented strategies.

Solution:

Step 1: Understanding the Concept:

Coping is a dynamic process of managing specific external or internal demands that are appraised as taxing. Endler and Parker proposed three main categories of coping styles.

Step 2: Detailed Explanation:

The three coping strategies are:

1. **Task-oriented Strategy:** This involves obtaining information about the stressful situation and taking direct action to solve the problem (e.g., making a study schedule for an exam).
2. **Emotion-oriented Strategy:** This involves efforts to maintain hope and control one's emotions. It may involve venting feelings of anger or frustration to reduce stress.
3. **Avoidance-oriented Strategy:** This involves denying or minimizing the importance of the stressful situation. It often includes distracting oneself with other activities (e.g., watching a movie instead of studying).

Step 3: Final Answer:

The three strategies are Task-oriented, Emotion-oriented, and Avoidance-oriented coping.

 Quick Tip

Task-oriented coping is generally considered the most effective for long-term stress management as it addresses the root cause.

22(b). Ruchika is very stressed as she must prepare for her music competition and for medical examinations. Suggest Ruchika four techniques to manage her stress.

Correct Answer: Relaxation techniques, Time management, Exercise, and Cognitive Restructuring.

Solution:

Step 1: Understanding the Concept:

Stress management involves a set of techniques and programs intended to help people deal more effectively with stress in their lives.

Step 2: Detailed Explanation:

Ruchika can use the following four techniques:

1. **Time Management:** Since she is juggling music and medical exams, creating a structured schedule will help her prioritize tasks and reduce the feeling of being overwhelmed.
2. **Relaxation Techniques:** Practicing deep breathing, progressive muscle relaxation, or meditation can lower physiological arousal and provide mental calm.
3. **Exercise:** Regular physical activity like walking or yoga can improve blood circulation and release endorphins, which act as natural stress relievers.
4. **Cognitive Restructuring:** Ruchika can replace negative thoughts (e.g., "I can't do both") with positive, realistic ones (e.g., "I will manage my time effectively and do my best").

Step 3: Final Answer:

Ruchika should utilize time management, relaxation exercises, regular physical activity, and cognitive restructuring to manage her pressure.

 Quick Tip

For students, "Time Management" is often the most critical stress management technique during exam seasons.

23. Reena constantly thinks, "I must succeed at everything, or I am a failure," which causes her distress when she makes small mistakes. How can Rational Emotive Therapy (RET) help Reena overcome her psychological distress? Mention three steps involved in the Rational Emotive Therapy (RET).

Correct Answer: RET helps by replacing irrational "musts" with rational beliefs through ABC analysis.

Solution:**Step 1: Understanding the Concept:**

Rational Emotive Therapy (RET), developed by Albert Ellis, is based on the premise that emotional distress is caused by irrational beliefs and "musts" rather than external events.

Step 2: Detailed Explanation:**How RET helps Reena:**

RET would help Reena by identifying her irrational belief ("I must succeed at everything") and challenging its logic. The therapist helps her see that making a mistake does not equal being a "failure," thereby reducing her emotional distress.

Three steps in RET (The ABC Analysis):

1. **A - Antecedent Event:** The therapist identifies the external event that triggers the distress (e.g., Reena making a small mistake).
2. **B - Belief System:** The therapist uncovers the irrational beliefs that Reena holds about

the event (e.g., "Because I made a mistake, I am a total failure").

3. **C - Consequent Emotions:** The therapist examines the emotional and behavioral consequences (e.g., severe distress and anxiety) resulting from these irrational beliefs.

Step 3: Final Answer:

RET helps Reena by disputing her irrational thoughts and replacing them with flexible, rational ones. The three steps are identifying the Antecedent, the Belief, and the Consequences.

💡 Quick Tip

In RET, "B" (Belief) is the cause of "C" (Consequence), not "A" (the actual event). Change the belief, and you change the emotion!

Section D

24(a). Elaborate on the concept of buddhi and specify how intelligence in the Indian tradition lays emphasis on its connectivity with social and environmental world.

Correct Answer: Concept of Buddhi and Integral Intelligence.

Solution:

Step 1: Understanding the Concept:

In the Indian tradition, intelligence is known as 'Buddhi'.

Unlike Western views that often focus on purely cognitive domains, the Indian perspective is holistic and incorporates affective and motivational components as well.

Step 2: Detailed Explanation:

Concept of Buddhi:

Buddhi is defined as the mental power that enables one to understand, decide, and act with wisdom.

It encompasses not just cognitive skills but also qualities like persistence, commitment, and emotional regulation.

The Sanskrit word *budh* refers to the capacity to wake up, understand, and perceive.

Connectivity with Social and Environmental World:

Indian tradition emphasizes "Integral Intelligence," which highlights that a person's intelligence is deeply connected to their social and physical environment.

It includes the following four competencies:

1. **Cognitive Capacity:** Sensitivity to context, understanding, and problem-solving.
2. **Social Competence:** Respect for social order, commitment to elders, and helping the

needy.

3. **Emotional Competence:** Self-regulation, self-monitoring of emotions, and honesty.

4. **Entrepreneurial Competence:** Commitment, persistence, and hard work.

Thus, an intelligent person in this tradition is one who behaves appropriately in their cultural and social context while maintaining harmony with nature.

Step 3: Final Answer:

Buddhi represents a comprehensive view of intelligence that integrates cognitive, emotional, and social-moral dimensions, focusing on the individual's effective functioning within their environment.

💡 Quick Tip

Remember that Western intelligence is "Cognitive," while Indian intelligence (Buddhi) is "Integral" or "Holistic."

24(b). Individuals who are categorised as having intellectual disability show significant variation in their abilities, ranging from those who can be taught to work and function with special attention, to those who cannot be trained and require institutional care throughout their lives. Identify their categories according to IQ range and specify their potential functionalities.

Correct Answer: Categorization by IQ: Mild (50 – 70), Moderate (35 – 49), Severe (20 – 34), and Profound (Below 20).

Solution:

Step 1: Understanding the Concept:

Intellectual disability is classified into different levels based on the degree of cognitive impairment, usually measured by standardized Intelligence Quotient (IQ) tests.

Step 2: Detailed Explanation:

The categories and their functionalities are:

1. Mild Intellectual Disability (IQ 50 to 70):

- These individuals are "educable."
- They can develop social and communication skills and can often function independently in the community with minimal support.

2. Moderate Intellectual Disability (IQ 35 to 49):

- These individuals are "trainable."
- They can learn basic self-care and simple occupational skills but usually require supervision in living and working environments.

3. Severe Intellectual Disability (IQ 20 to 34):

- They have significant motor and speech deficits.

- They can learn basic self-help skills with intensive training but require a highly structured environment and constant supervision.

4. Profound Intellectual Disability (IQ below 20):

- They have extreme limitations in physical and cognitive functioning.
- They require constant nursing care and total supervision throughout their lives.

Step 3: Final Answer:

The classification ranges from Mild (independent with support) to Profound (constant institutional care), depending on the IQ score and adaptive behavior.

 Quick Tip

A quick way to remember functionality: Mild = Educable; Moderate = Trainable; Severe/Profound = Dependent.

25. Ritika has been feeling anxious, socially withdrawn and unable to manage her daily routine. She decides to see a psychotherapist. Over the course of several sessions, she begins to feel heard and supported. Based on this case, elaborate on the factors that contributed to Ritika's psychological healing through psychotherapy.

Correct Answer: Therapeutic Alliance, Unconditional Positive Regard, and Empathy.

Solution:

Step 1: Understanding the Concept:

Psychotherapy is a process of healing that relies on several common factors, regardless of the specific therapeutic technique used (e.g., CBT, Psychodynamic).

Step 2: Detailed Explanation:

The factors contributing to Ritika's healing are:

1. **Therapeutic Alliance:** This is the contractual relationship between the client and the therapist. The trust and bond formed allow Ritika to feel secure enough to share her anxieties.
2. **Unconditional Positive Regard:** The therapist provides a non-judgmental environment. Ritika feels "heard and supported," which means the therapist accepts her experiences without criticism, fostering self-acceptance.
3. **Empathy:** The therapist understands Ritika's internal world from her perspective. This makes her feel that her feelings are valid and understood.
4. **Catharsis:** By talking through her problems, Ritika experiences emotional release, which reduces the intensity of her withdrawal and anxiety.
5. **Nonspecific Factors:** These include the therapist's warmth, genuineness, and the hope or expectation of improvement that the client brings to the session.

Step 3: Final Answer:

The healing in Ritika's case is primarily driven by the quality of the therapeutic relationship,

specifically the warmth, support, and non-judgmental understanding provided by the therapist.

 Quick Tip

In any psychotherapy question, the "Therapeutic Alliance" (the bond) is often the most important predictor of success.

26. Prejudice can be difficult to change due to its deep-rooted sources. Imagine you are working on a community outreach programme aiming to reduce prejudice. How would you explain the main causes that lead to development of prejudice?

Correct Answer: Learning, In-group Bias, Scapegoating, and Stereotypes.

Solution:

Step 1: Understanding the Concept:

Prejudice is a pre-judgment, usually negative, towards a group of people based on their membership in that group. It develops through social and cognitive processes.

Step 2: Detailed Explanation:

The main causes of prejudice are:

1. **Learning:** Like other attitudes, prejudice is learned through association, reward/punishment, and modeling parents or peers. Children often internalize the biases of their caregivers.
2. **In-group Bias and Out-group Derogation:** Humans tend to favor their own group ("us") and view other groups ("them") as inferior or threatening to maintain self-esteem.
3. **Scapegoating:** When a majority group faces economic or social problems, they may blame a minority group (the scapegoat) to vent their frustration and avoid taking responsibility.
4. **Kernel of Truth:** Sometimes, people maintain a stereotype because they believe it is based on a small amount of truth, ignoring the vast diversity within that group.
5. **Self-Fulfilling Prophecy:** The person holding the prejudice may behave toward the target group in a way that causes the target group to react in a way that confirms the original prejudice.

Step 3: Final Answer:

Prejudice develops from a combination of social learning, psychological defense mechanisms like scapegoating, and cognitive biases like in-group favoritism.

 Quick Tip

Prejudice is the "attitude" (ABC: Affective, Behavioral, Cognitive), while discrimination is the "behavioral" component.

27. During an inter-school science exhibition,

- Riya, who usually works efficiently when alone, noticed a drop in her productivity while working with a team.
- Her friend Arjun, however performed much better during the final group presentation than he did during rehearsals.
- Meanwhile, during a debate on climate change, the group members who initially had mild views became more extreme after discussing their options together.
- While playing tug of war, only Riya's teammates contributed less efforts in the group task compared to working alone.

Based on the above situation, identify and explain any four psychological concepts related to group influence on individual behaviour.

Correct Answer: Social Loafing, Social Facilitation, Group Polarization, and Diffusion of Responsibility.

Solution:

Step 1: Understanding the Concept:

Group influence refers to the way being in a group or the presence of others affects an individual's thoughts, feelings, and actions.

Step 2: Detailed Explanation:

Based on the scenarios provided, the four psychological concepts are:

1. **Social Loafing:** (Observed with Riya and the tug-of-war team). This is the reduction in individual effort when working on a collective task where individual contributions cannot be identified. Riya and her teammates feel less accountable in a group.
2. **Social Facilitation:** (Observed with Arjun). This is the improvement in performance on a well-learned task in the presence of an audience. Arjun performed better during the final presentation because the presence of others increased his arousal.
3. **Group Polarization:** (Observed during the debate). This is the tendency for groups to make decisions that are more extreme than the initial inclination of its members after a group discussion. Mild views became extreme due to social comparison and informational influence.
4. **Diffusion of Responsibility:** (This is the underlying mechanism for Social Loafing). In a group, the sense of personal responsibility for the outcome is spread across all members. Individuals feel that if the task fails, it is not solely their fault, leading to reduced effort.

Step 3: Final Answer:

The four concepts are Social Loafing, Social Facilitation, Group Polarization, and Diffusion of Responsibility.

💡 Quick Tip

Social Loafing = Decreased effort (Tug of war).

Social Facilitation = Increased effort (Audience presence).

Group Polarization = Extreme views (Post-discussion).

Section E

28(a). Direct techniques of personality assessment come with their own drawbacks especially related to social desirability. In such a condition, suggest other methods of personality assessment which can tap the unconscious of the individual. Mention any four such effective techniques.

Correct Answer: Projective Techniques (Rorschach Inkblot Test, TAT, P-F Study, and Sentence Completion Test).

Solution:

Step 1: Understanding the Concept:

Direct techniques like self-report measures (e.g., MMPI, 16PF) often suffer from "social desirability bias," where individuals provide answers that make them look better rather than being honest.

To bypass this, psychologists use **Projective Techniques**, which are based on the assumption that an individual will project their unconscious motives, needs, and conflicts onto ambiguous stimuli.

Step 2: Detailed Explanation:

Four effective projective techniques are:

1. **The Rorschach Inkblot Test:** Developed by Hermann Rorschach, it consists of 10 inkblots (5 black and white, 2 red and black, and 3 multicolored). The subject is asked to describe what they see. The response is analyzed based on location, determinants (color, shape), and content to reveal personality dynamics.
2. **Thematic Apperception Test (TAT):** Developed by Morgan and Murray, it consists of a series of black and white pictures depicting ambiguous social situations. The subject is asked to tell a story about what is happening, what led up to it, and what the outcome will be. This reveals underlying motives and concerns.
3. **Rosenzweig's Picture-Frustration (P-F) Study:** This test uses cartoon-like pictures depicting a person frustrating another. The subject provides the verbal response for the frustrated person. It helps in assessing how an individual deals with frustration (extrapunitive, intropunitive, or impunitive).
4. **Sentence Completion Test:** This test provides a number of incomplete sentence stems (e.g., "My father always...", "I feel anxious when..."). The subject completes them as quickly as possible. The content of the completions provides a window into the person's attitudes,

motivations, and conflicts.

Step 3: Final Answer:

The four techniques are the Rorschach Inkblot Test, Thematic Apperception Test (TAT), P-F Study, and Sentence Completion Test.

💡 Quick Tip

Projective tests have no "right" or "wrong" answers. Their strength lies in the fact that the person being tested is unaware of how their responses are being interpreted, reducing the chance of faking.

28(b). While simple and appealing, type theories truly capturing the uniqueness of every individual or oversimplifying the rich diversity of human personality are debatable. Type theories attempt to place individuals into distinct categories based on shared characteristics. Many types of theories have shaped how we view personality. Elaborate on the theories by Type Approach.

Correct Answer: Type Theories including Hippocrates' Humours, Sheldon's Somatotypes, Jung's Introversion/Extraversion, and Friedman & Rosenman's Types A/B/C/D.

Solution:

Step 1: Understanding the Concept:

The **Type Approach** attempts to comprehend human personality by examining certain broad patterns in the observed behavioral characteristics of individuals. Each pattern refers to a "type" into which individuals are categorized.

Step 2: Detailed Explanation: Major theories under the Type Approach include:

1. **Hippocrates' Theory:** He proposed a typology based on fluid or "humours." He classified people into four types: Sanguine (cheerful), Phlegmatic (calm), Melancholic (depressed), and Choleric (irritable).
2. **Sheldon's Somatotypes:** Sheldon proposed a link between body build and temperament:
 - **Endomorphs:** Fat, soft, and round; relaxed and sociable.
 - **Mesomorphs:** Strong, muscular, and rectangular; energetic and courageous.
 - **Ectomorphs:** Thin, long, and fragile; brainy and introverted.
3. **Jung's Typology:** Carl Jung divided people into two types:
 - **Introverts:** People who prefer to be alone, are shy, and avoid social contact.
 - **Extraverts:** People who are outgoing, social, and enjoy being with others.
4. **Friedman and Rosenman's Types:** They identified:
 - **Type A:** Highly motivated, impatient, feels short of time, and prone to heart disease.
 - **Type B:** Absence of Type A traits; relaxed and easy-going.
 - **Type C:** Cooperative, unassertive, patient, and prone to cancer.

- **Type D:** Prone to depression and negative affectivity.

Step 3: Final Answer:

Type theories provide a categorical framework for understanding personality, ranging from ancient biological humours to modern behavioral patterns linked to health outcomes.

 Quick Tip

While Type theories are easy to understand, they are often criticized for being too rigid, as human personality is usually a mix of several types rather than fitting perfectly into one.

29(a). Ravi has been showing signs of extreme social withdrawal and erratic mood swings. As a psychology student, how would you apply different approaches/models/factors to understand and explain any abnormal behaviour?

Correct Answer: Application of Biological, Psychodynamic, Behavioral, Cognitive, and Socio-cultural models.

Solution:

Step 1: Understanding the Concept:

Abnormal behavior can be understood through various theoretical perspectives. Each model emphasizes different factors as the primary cause of psychological distress.

Step 2: Detailed Explanation:

To understand Ravi's withdrawal and mood swings, we can apply the following models:

1. **Biological Model:** This model would look for physical causes like genetic inheritance, chemical imbalances in the brain (neurotransmitters like serotonin or dopamine), or structural brain abnormalities.
2. **Psychodynamic Model:** This model would suggest that Ravi's behavior is a result of unconscious conflicts and repressed emotions from early childhood. His social withdrawal might be a defense mechanism.
3. **Behavioral Model:** This approach focuses on learned behaviors. It would suggest that Ravi might have been reinforced for withdrawal or observed such behavior in others (Modeling). It views abnormality as the result of faulty learning.
4. **Cognitive Model:** This model would examine Ravi's thought processes. It would suggest he holds irrational beliefs or "cognitive distortions" (e.g., "Everyone hates me," "I am a failure") that lead to mood swings and withdrawal.
5. **Humanistic-Existential Model:** This would focus on the lack of personal growth or the inability to find meaning in life. Ravi may feel that his current lifestyle is inauthentic or lacks fulfillment.
6. **Socio-cultural Model:** This model would examine the external environment, such as fam-

ily stress, societal pressure, or cultural factors that might be contributing to his condition.

Step 3: Final Answer:

A comprehensive understanding of Ravi's condition requires the **Diathesis-Stress Model**, which integrates biological vulnerability with environmental stressors.

💡 Quick Tip

In modern psychology, the "Biopsychosocial" approach is the most widely accepted as it combines the strengths of all these models to explain disorders.

29(b). Psychological Disorders have come a long way in their journey of understanding and treatment of disorders. To understand psychological disorders, we would require a brief historical account of how these disorders have been viewed over the ages. When we study the history of abnormal psychology, we find that certain theories have occurred repeatedly. Trace the history of disorders to understand their origin and leading to the latest developments.

Correct Answer: Historical transition from Supernatural (Demonology) to Biological (Somatogenic) and Psychological (Psychogenic) perspectives.

Solution:

Step 1: Understanding the Concept:

The history of abnormal psychology is a transition from viewing mental illness as a spiritual or moral failing to viewing it as a treatable medical and psychological condition.

Step 2: Detailed Explanation:

The history can be traced through several key periods:

1. **Supernatural / Demonological View (Ancient Times):** Abnormal behavior was attributed to evil spirits, demons, or divine displeasure. Treatments included exorcism, trephination (drilling holes in the skull), and prayer.
2. **Biological / Somatogenic View (Greek & Roman Period):** Hippocrates and Galen challenged supernatural views, suggesting that mental disorders were like physical diseases caused by an imbalance in body fluids (humours). This was the first scientific approach.
3. **Return to Demonology (Middle Ages):** During the Dark Ages in Europe, the church dominated, and abnormal behavior was again seen as the work of the devil (witchcraft). St. Augustine emphasized the role of internal mental conflict.
4. **The Renaissance and the Asylum Movement:** Asylums like St. Mary of Bethlehem ("Bedlam") were created. Initially, conditions were horrific, but later, "Moral Treatment" (advocated by Pinel and Tuke) emphasized treating patients with kindness and dignity.
5. **Modern Era (19th - 21st Century):**
 - **Psychogenic Perspective:** Developed by Freud, focusing on unconscious psychological processes.

- **The Drug Revolution:** In the 1950s, the discovery of psychotropic medications led to "de-institutionalization" (moving patients from hospitals to community care).
- **Latest Developments:** Today, we use evidence-based treatments (CBT, DBT) and advanced neuroimaging to understand the biological basis of behavior.

Step 3: Final Answer:

The history moves from the supernatural to the somatic and finally to a multidimensional understanding that integrates biology, psychology, and society.

Quick Tip

The term "Asylum" originally meant a place of safety or refuge, but over history, it became synonymous with neglect and imprisonment until the reform movements began.

Section F

Case Study - 1

Read the case study given below and answer the questions (Q. 30 and 31) that follow:

Ritu is a high school student preparing for her final board exams. She is an academically bright student and wants to secure a scholarship for college. However, over the past few weeks, Ritu has been feeling overwhelmed and frustrated. She is constantly comparing herself to her peers who seem to be doing better, which causes her to feel caught between her wishes and desires and hence feels inadequate. At home, her parents have high expectations and remind her frequently that she must top the class, adding to her own increasing self-demands. Ritu also finds herself in a conflict of being caught between choosing a career she is passionate about (art & design) and what her parents want (engineering), leading to an intense dilemma. Additionally, she feels unspoken demands and a social pressure from her relatives and classmates, who keep asking about her future and ranks. As a result, Ritu has become irritable, experiences frequent headaches, has trouble sleeping and feels emotionally exhausted.

30. Based on the symptoms described, identify the types of stress Ritu is experiencing.

Correct Answer: Psychological Stress (Frustration, Conflict, Internal Pressure, and Social Pressure)

Solution:

Step 1: Understanding the Concept:

Psychological stress is generated within the mind and is often specific to the individual's environment and internal thought processes. It is categorized into several types based on the

source: frustration, conflicts, internal pressures, and social pressures.

Step 2: Detailed Explanation:

Based on the case study, Ritu is experiencing the following types of psychological stress:

1. **Frustration:** This arises from the blocking of needs and motives by something or someone. Ritu feels "frustrated" and "inadequate" because her goal of being the best is hampered by comparison with peers.
2. **Conflict:** This occurs when an individual must choose between two or more incompatible needs or motives. Ritu is in a "conflict" between choosing art & design (her passion) and engineering (parents' wish).
3. **Internal Pressure:** These are self-imposed expectations. The text mentions Ritu's "increasing self-demands," indicating she is putting pressure on herself to perform perfectly.
4. **Social Pressure:** This stems from external expectations from people around us. Ritu feels "social pressure" from her relatives and parents who demand high ranks and college scholarship.

Step 3: Final Answer:

Ritu is experiencing various forms of Psychological Stress, specifically Frustration, Conflict, Internal Pressure, and Social Pressure.

💡 Quick Tip

In case studies, look for specific keywords: "dilemma" indicates conflict, "self-demands" indicates internal pressure, and "blocked goals" indicates frustration.

31. Mention one emotional and one psychological effect of stress, she may be going through.

Correct Answer: Emotional effect: Irritability; Psychological (Cognitive) effect: Feeling of inadequacy or intense dilemma.

Solution:

Step 1: Understanding the Concept:

Stress manifests in various ways, categorized as emotional, physiological, cognitive (psychological), and behavioral effects.

Step 2: Detailed Explanation:

According to the symptoms provided in the text:

1. **Emotional Effect:** People under stress often experience mood swings and erratic feelings. The text explicitly mentions that Ritu has become **irritable** and feels **emotionally exhausted**. These are clear indicators of emotional strain.
2. **Psychological (Cognitive) Effect:** These involve mental processes such as decision-making and self-perception. Ritu experiences a **feeling of inadequacy** (comparing herself to peers) and an **intense dilemma** regarding her career choice. These cognitive appraisals are

types of psychological effects.

Step 3: Final Answer:

One emotional effect is irritability (or emotional exhaustion), and one psychological effect is the feeling of inadequacy (or the intense dilemma).

💡 Quick Tip

Distinguish between effects: Irritability is how you "feel" (Emotional), while a Dilemma or Inadequacy is how you "think" (Cognitive/Psychological).

Case Study - 2

Read the case study given below and answer the questions (Q. 32 and 33) that follow:

Shreya's parents brought her to the school counsellor after noticing:

- Noticeable weight loss over the past eight months.
- Skipping meals and avoiding dinners.
- Constant complaints of feeling "too fat" despite appearing underweight.
- Loss of energy, irritability and frequent mood swings.

Shreya herself insisted that "everything is fine," expressing frustration about being forced to discuss her eating habits.

32. What is Shreya suffering from ?

Correct Answer: Anorexia Nervosa

Solution:

Step 1: Understanding the Concept:

Eating disorders are psychological disorders characterized by abnormal eating habits that negatively affect physical or mental health. The main types include Anorexia Nervosa and Bulimia Nervosa.

Step 2: Detailed Explanation:

Shreya's symptoms align perfectly with the diagnostic criteria for Anorexia Nervosa:

1. **Self-Starvation:** She is "skipping meals and avoiding dinners," leading to "noticeable weight loss."
2. **Distorted Body Image:** Despite being underweight, she has constant complaints of feeling "too fat." This is the core cognitive distortion of the disorder.
3. **Fear of Gaining Weight:** Her behavior is driven by an intense desire to remain thin.
4. **Denial:** She insists that "everything is fine," which is common in individuals struggling with this condition.

Step 3: Final Answer:

Shreya is suffering from Anorexia Nervosa.

💡 Quick Tip

The hallmark of Anorexia is the combination of being "underweight" and still feeling "fat." If there is a "binge-purge" cycle mentioned, consider Bulimia instead.

33. Identify and explain the various other forms of this disorder.

Correct Answer: Bulimia Nervosa and Binge Eating Disorder.

Solution:**Step 1: Understanding the Concept:**

Eating disorders besides Anorexia Nervosa primarily include Bulimia Nervosa and Binge Eating Disorder.

Step 2: Detailed Explanation:**1. Bulimia Nervosa:**

In this disorder, the individual eats excessive amounts of food (bingeing) and then purges by using compensatory behaviors like self-induced vomiting or the misuse of laxatives to prevent weight gain.

Unlike Anorexia, individuals with Bulimia often maintain a relatively normal weight but feel intense shame and lack of control over their eating.

2. Binge Eating Disorder:

This involves frequent episodes of eating large quantities of food, often very quickly and to the point of discomfort.

There is a feeling of loss of control during the binge. Unlike Bulimia, there are no regular compensatory behaviors (like purging or excessive exercise) following the binge.

Step 3: Final Answer:

The other forms of eating disorders are Bulimia Nervosa (binge and purge) and Binge Eating Disorder (binge without purge).

💡 Quick Tip

Think of Bulimia as a cycle (In → Out) and Binge Eating as an intake-only issue (In → In) with no purging.