

SECTION - F

CASE STUDY - 1

31.

The immediate impact that the fire (noxious stimulus) have on Sumon's mother according to ~~General Adaptation Syndrome~~ by Hans Selye is :- ALARM REACTION STAGE

EXPLANATION

* In the presence of noxious stimulus or stressor, the ~~entire~~ adrenal pituitary - cortex system gets activated and starts to secrete hormones.

* These hormones result in fight or flight response.

32.

Sumon and her mother were exposed to prolonged stress as the fight or flight spread. General Adaptation Syndrome model explain this behavior in terms of RESISTANCE STAGE and EXHAUSTION STAGE.

EXPLANATION

1. RESISTANCE STAGE

* If stress is prolonged, the parasympathetic nervous system calls for more caution use of body resources.

2. EXHAUSTION STAGE

* Continued exposure to same stimuli or additional stimuli drain the body of its resources.
* The physiological system involved in alarm reaction and resistance stage stops.

CASE STUDY - 2

The feature of attitude specified in this case is COMPLEXITY of attitude which consists of many attitude in an attitude system.

34. If attitude change is CONGRUENT i.e. in the same direction of the pre-existing attitude then :-

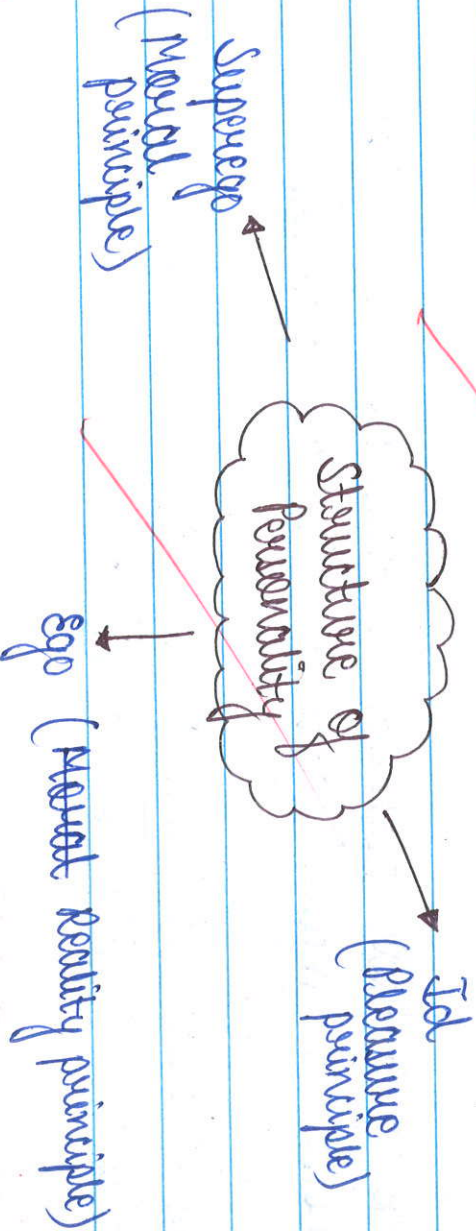
- Positive attitude becomes more positive
- Negative attitude becomes more negative

IN CASE OF PRINCESS SOPHIA

Princess Sophia was a supporter of fight for female suffrage and battle towards injustice and irresponsibility made her attitude for women ^{to vote} more positive.

SECTION - 3

29. (b) STRUCTURE OF PERSONALITY WITH RESPECT TO FREUD'S THEORY OF PERSONALITY



1. ID

→ It is the source of person's instinctual energy which could be sexual or aggressive

→ It works on the pleasure principle and seeks ~~pleasure~~ pleasure by avoiding pain

→ Id does not care about society, norms, family expectations etc.

Example :- The Id of a child wants to eat an ice cream tells him to take the ice cream without permission and eat the same.

2. EGO

→ It works on the reality principle and directs the id towards more appropriate way of behaving.

→ It is patient, selfish, stable and works by reality principle.

Example :- The ego of a person who wants to eat an ice cream tells him to seek permission for eating the ice cream same.

3. SUPEREGO

mental

- It is the moral branch of functioning.
- It tells ~~whether~~ whether ~~the~~ id and ego whether qualification in such an instance is ethical or not.
- It works on moral principle and does not lead to guilt and regret.

Example :- The superego of the boy who wants to eat on the stream tells him to ask his mother to purchase it for him.

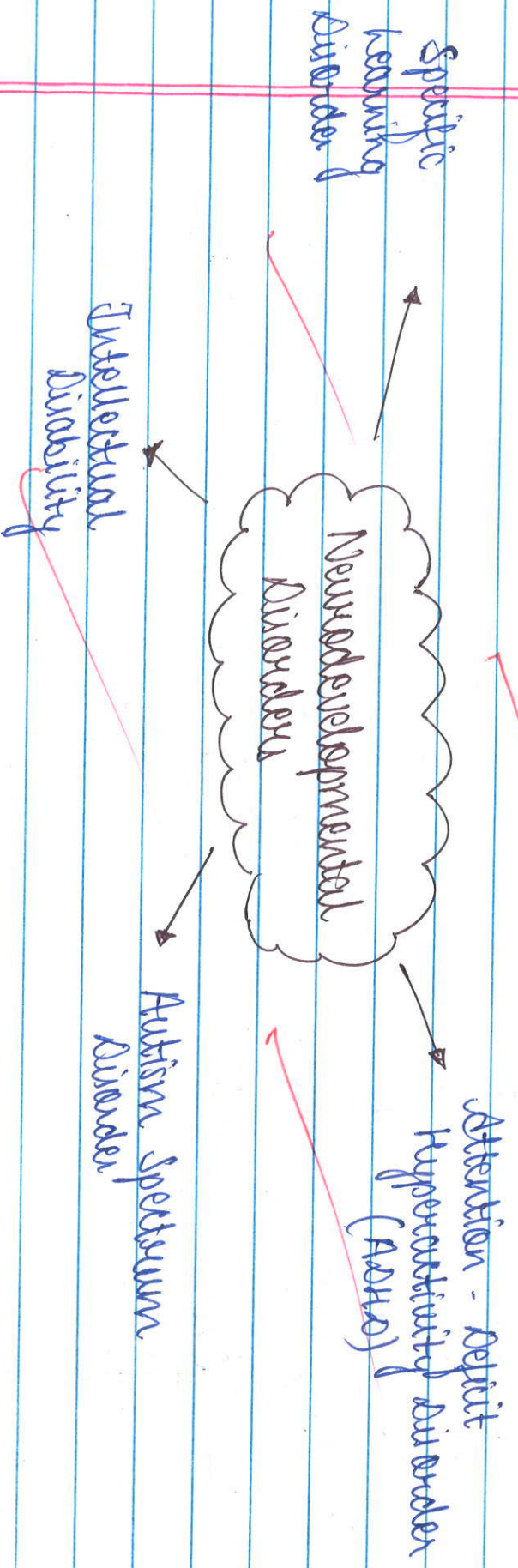
- 1) The id is energised by two instinctual life factors like instinct
- 2) Realth instinct.

CONCEPT OF LIBIDO

The instinctual life factor that energises the id is called libido.

50. (b) NEURODEVELOPMENTAL DISORDERS

- * The common features of neurodevelopmental disorder is that they manifest in the early stages of development.
- * The manifest ~~in~~ the early stages of development.
- * It manifests social, personal, occupational and academic functioning
- * It is defined as excess or deficit of a particular behaviour or stage - inappropriate behaviours of particular type.



1. ATTENTION - DEFICIT ~~AND~~ HYPERACTIVITY DISORDER (ADHD)

→ Children with ADHD shows two type of behaviour :-

- Inattentive

- Hyperactivity - impulsivity

→ Children who are inattentive finds it difficult to sustain mental effort ~~and~~ follow an inattention ~~or to~~

→ Common complaints are :-

- * Children ~~do~~ not listen

- * Does not concentrate

- * Does not follow instructions

- * Quickly lose interest in boring activities

→ Children who are impulsive are unable to control their emotions or to think before they act.

- Children with hyperactivity show following symptoms :-
- * They are always in constant motion
- * sitting still is impossible for them
- * They wiggle, climb, run around the room aimlessly.
- * Defined as 'driven by motors' as they ~~are~~ ^{always} go on and speak constantly.

2. AUTISM SPECTRUM DISORDER (ASD)

- Children with ASD finds difficulty in social interaction and communication.
- They have limited range of interest
- Desire for a routine
- They are unable to imitate social behaviours and seem unresponsive ^{-e} towards other emotions
- They do not develop speech and those who do have deviant speech patterns.

3. INTELLECTUAL DISABILITY

→ Those who have IQ below 70

→ 'American Association of Mental Disorder' (AAMD) defines intellectual disability as :-

- * significantly sub average ~~intellectual~~ functioning
- * deficit in adaptive behaviours
- * deficit must be ~~stable~~ during developmental period (0 to 18 years)

→ It further have classification into

- (i) MILD
- (ii) MODERATE
- (iii) SEVERE
- (iv) PROFOUND

SECTION - D

25. Winnicott is brought up in a society which is technologically advanced and thus he showed TECHNOLOGICAL INTELLIGENCE.

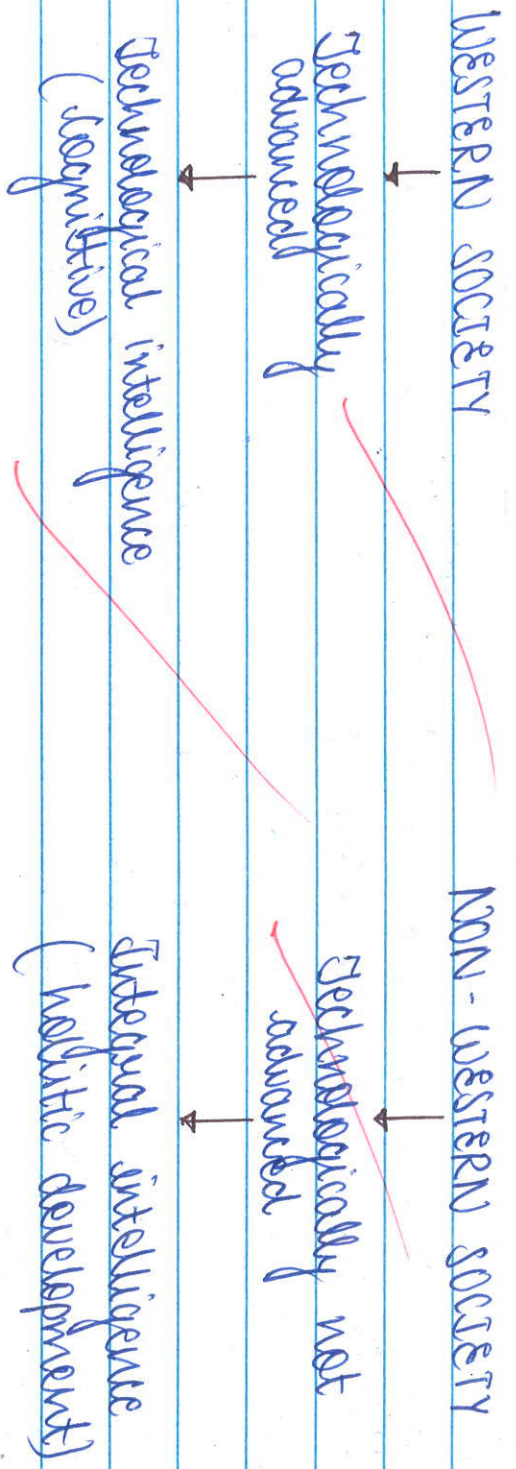
* The individuals who are brought up in technologically advanced societies show technological intelligence where as those in less technologically advanced society show inferior intelligence.

* The test developed in technologically advanced societies emphasises on only cognitive component and thus ignoring non cognitive component.

* It focuses on the development of attributes such as speed, accuracy, perception, performance, achievement oriented behaviours etc.

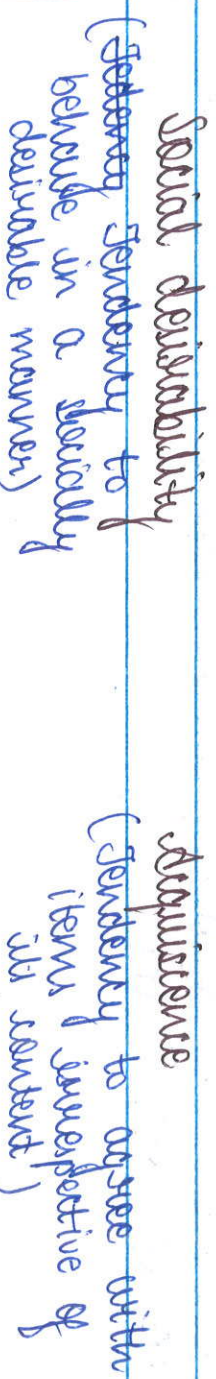
* The test developed in Western countries focuses on the above mentioned attributes.

* Cultural plays an important role in the development of intelligence. Intelligence test shows bias towards the culture in which they were developed.



26. PROTECTIVE TECHNIQUES

* Projective techniques overcome the limitations of direct techniques that rely on the information directly obtained from the person being assessed.

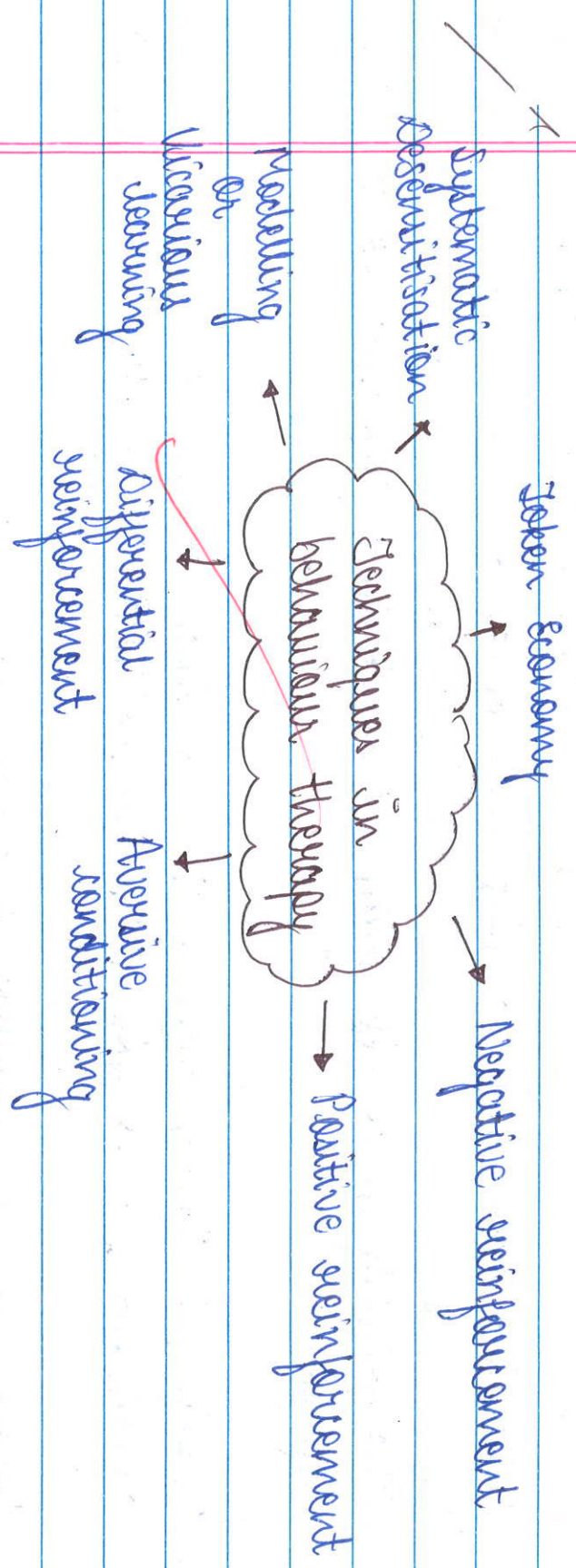


* Projective techniques focuses on unconscious motives and desires.

Following are the salient features of the projective techniques :-

1. The stimuli used is fully or partially unstructured or poorly defined.
2. The person being assessed is not told about the purpose of assessment, methods of ~~test~~ construction and interpretation.
3. There are no secret or innocent responses.
4. Each response reveals ~~certain~~ certain aspects of personality of an individual.
5. Construction and interpretation is quite sensitive and subjective.

TECHNIQUES IN BEHAVIOUR THERAPY



1. NEGATIVE REINFORCEMENT

Responses that lead to get rid of painful stimuli or to avoid or escape painful stimuli.

Example :- We put on woollen clothes, use electric heaters to prevent cold ~~weather~~ weather.

2. POSITIVE REINFORCEMENT

Positive reinforcement is given to increase the frequency of adaptive behaviours.

Example :- Preparing favourite dish of the child if he/she completes his/her homework.

3. TOKEN ECONOMY

Rewarding by giving token if a wanted behaviour occur.

Example :- Outing for a patient

4. MODELLING OR VICARIOUS LEARNING

Modelling is learning by observing the role model, or the therapist who initially act as role model.

Vicarious learning is learning by observing others and rewarding small change in behaviours.

28. (11)

TEAM : CASE OF SAKSHI

- Team is special type of group
- Member of team have complementary skills
- Members are accountable for the activities
- There is positive synergy obtained through coordinated effort

GROUP : CASE OF SANJOSH

- Group is an organised set of two or more individual.
- They are interacting and interdependent
- It have set of role ^{responsibility} among its members
- Norms to regulate the group behaviour.

TEAM	GROUP
1. Both individual contribution and team work matters	1. The performance of the group is dependent on the contribution of individual member

2. Although there is a leader, members are responsible for their activities

The leader or whoever is heading the group is responsible for group activity.

SECTION - C

22. The type of intelligence that Mait possess in accordance with Gardner's theory are :
INTERPERSONAL INTELLIGENCE
NATURALISTIC INTELLIGENCE

1. Interpersonal Intelligence

* Skills involved in understanding the motives, feelings and behavior of other person.

* Psychologist, salesmen, political leaders, religious the leaders are high on this type of intelligence.

2. Naturalistic Intelligence

- * Complete awareness of our relationship with the natural world
- * Hunters, farmers, botanist, bird-watchers etc. possess this type of intelligence.

The two other types of intelligence that Morit may not be possessing are :-

1. INTRAPERSONAL INTELLIGENCE

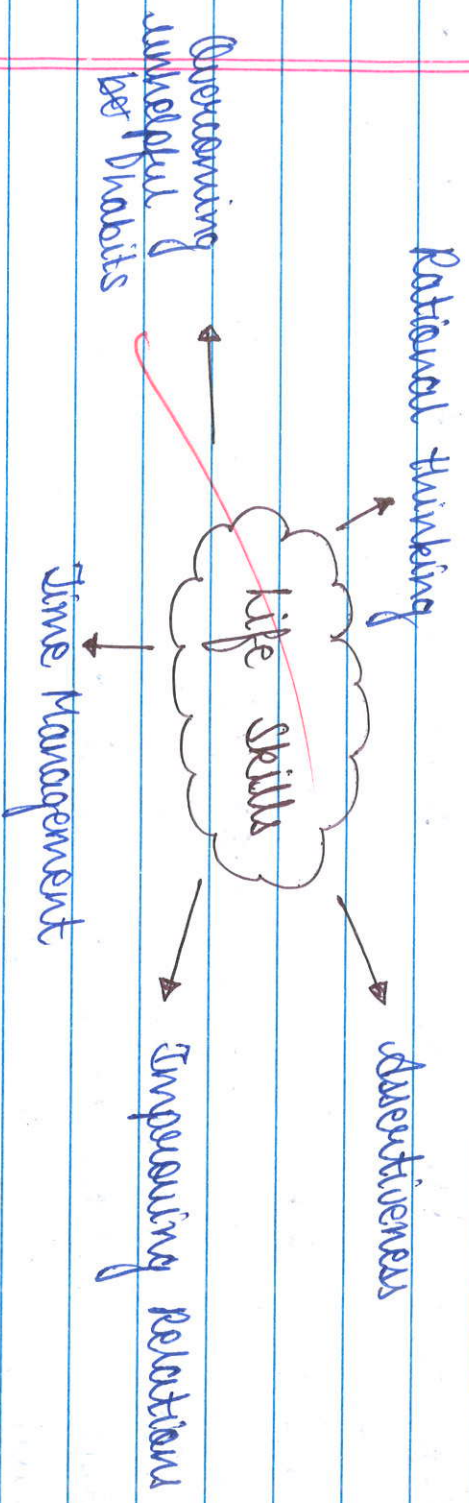
- * Awareness of our feelings, motives and desires
- * Complete knowledge of our internal strength and limitation
- * Spiritual leaders, philosophers are high on this type of intelligence.

2. MUSICAL INTELLIGENCE

- * Skills involved in reception, production and manipulation of musical patterns
- * People high on this intelligence are sensitive to sound and vibrations.

23- LIFE SKILLS

Life skills are abilities for adaptive and positive behaviours that reduces stress and enables person to deal effectively with his/her environment.



1. ASSERTIVENESS

- * People who are assertive can communicate clearly and confidently and express his/her feelings, emotions and desires freely
- * It is the person's ability to say no to a request.
- * People who are assertive have high self esteem and confidence

2. TIME MANAGEMENT

- * The way we spend our time determines the quality of our life
- * The best way to utilize time is to invest it in doing things that we value or that helps us to reach our goals

3. IMPROVING RELATIONS

- * The key to a healthy relationship is communication
- * It includes three skills :-
 - > listen to what other person is saying
 - > Express what you think
 - > Accept other's opinion even if it is different

24. (b) NO, Separation anxiety disorder is not classified under neurodevelopmental disorders instead it is a type of ANXIETY DISORDER.

However, children with separation anxiety disorder may develop neurodevelopmental disorders if it persists.

SEPARATION ANXIETY DISORDER

* In this disorder, the person has excessive fear of being separated from attachment figure to such an extent that is not developmentally appropriate.

- * Children with Separation Anxiety Disorder
 - > Finds it difficult to be in a room alone
 - > Difficulty going to school
 - > Refers to the shadows of parents
 - > Fearful of entering into new situations

* To avoid separation, the child may

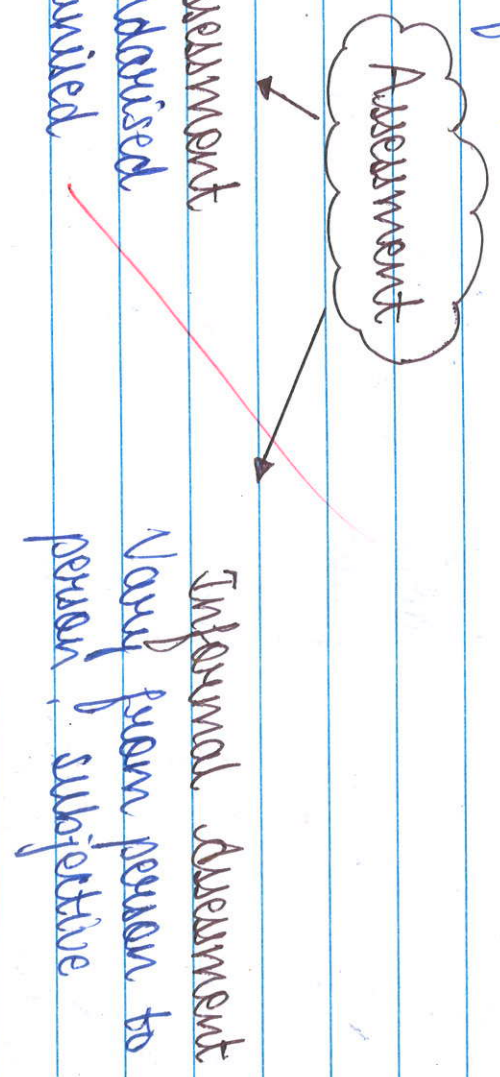
- > Stew
- > Shed or tantrum
- > Suicidal gestures
- > Scream

SECTION - B

16. ASSESSMENT

* Assessment is the measurement and evaluation of psychological attribute.

* An attribute is said to exist only if it can be assessed through scientific procedures.



17. 'Intelligence by itself does not ensure creativity'

* Researchers have found that the relationship between intelligence and creativity is positive

* All creative art require some minimum amount of intelligence but beyond that they are not related.

Example

1. Individuals with high IQ were not necessarily creative
2. Creative ideas can come from people with low IQ

18. The Sedgwick Multiphasic Personality Inventory (SMPPI) has been adapted from THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY

> It is a type of self report measures.

> It is used to assess personality and has been useful in the diagnosis of psychological disorders such as :-

- * Mania
- * Schizophrenia
- * Anxiety
- * Depression etc.

19. (a) COGNITIVE THERAPY can help Wubesh to ~~overcome~~ understand his problem and overcome anxiety.

✓ According to cognitive therapy, psychological distress arises due to irrational belief and thought.

RATIONAL EMOTIVE THERAPY (RET) can be used for treatment as it replace irrational thoughts with substantial one.

20. GESTALT THERAPY considers the person as a whole identity entity consisting of body, mind and emotions.

> It is type of humanistic - existential therapy.
> It promotes personal growth, self actualization.

> Psychological distress arises due to feeling of loneliness, alienation and inability to find meaning and fulfillment in life.

21. The two components of his attitude towards a 'green environment' are :-

AFFECTIVE COMPONENT

It is the emotional component of the attitude

Example :- Musidul feels hurt and angry whenever he see people cut trees.

2. BEHAVIOURAL COMPONENT

It is the tendency to act or behave in certain way.

Example :- Musidul has positive attitude towards green environment. Therefore he decided to plant trees.

SECTION - A

1. ~~Option (D)~~

2. ~~Option (B)~~

3. ~~Option (C)~~

4. ~~Option (B)~~

5. ~~Option (C)~~

6. ~~Option (B)~~

7. ~~Option (B)~~

8. ~~Option (C)~~

9. ~~Option (D)~~

10. Option (C)

11. Option (B)

12. Option (B)

13. Option (D)

14. Option (C)

15. Option (B)

5

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