Analysis of Pupil Performance

Humanities & Commerce

PSYCHOLOGY

Year 2018

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This document of the Analysis of Pupils' Performance at the ISC Year 12 and ICSE Year 10 Examination is one of its kind. It has grown and evolved over the years to provide feedback to schools in terms of the strengths and weaknesses of the candidates in handling the examinations.

We commend the work of Mrs. Shilpi Gupta (Deputy Head) of the Research Development and Consultancy Division (RDCD) of the Council and her team, who have painstakingly prepared this analysis. We are grateful to the examiners who have contributed through their comments on the performance of the candidates under examination as well as for their suggestions to teachers and students for the effective transaction of the syllabus.

We hope the schools will find this document useful. We invite comments from schools on its utility and quality.

Gerry Arathoon
October 2018   **Chief Executive & Secretary**

The Council has been involved in the preparation of the ICSE and ISC Analysis of Pupil Performance documents since the year 1994. Over these years, these documents have facilitated the teaching-learning process by providing subject/ paper wise feedback to teachers regarding performance of students at the ICSE and ISC Examinations. With the aim of ensuring wider accessibility to all stakeholders, from the year 2014, the ICSE and the ISC documents have been made available on the Council's website www.cisce.org.

The documents include a detailed qualitative analysis of the performance of students in different subjects which comprises of examiners' comments on common errors made by candidates, topics found difficult or confusing, marking scheme for each answer and suggestions for teachers/ candidates.

In addition to a detailed qualitative analysis, the Analysis of Pupil Performance documents for the Examination Year 2018 have a component of a detailed quantitative analysis. For each subject dealt with in the document, both at the ICSE and the ISC levels, a detailed statistical analysis has been done, which has been presented in a simple user-friendly manner.

It is hoped that this document will not only enable teachers to understand how their students have performed with respect to other students who appeared for the ICSE/ISC Year 2018 Examinations, but also provide information on how they have performed within the Region or State, their performance as compared to other Regions or States, etc. It will also help develop a better understanding of the assessment/ evaluation process. This will help teachers in guiding their students more effectively and comprehensively so that students prepare for the ICSE/ ISC Examinations, with a better understanding of what is required from them.

The Analysis of Pupil Performance document for ICSE for the Examination Year 2018 covers the following subjects: English (English Language, Literature in English), Hindi, History, Civics and Geography (History and Civics, Geography), Mathematics, Science (Physics, Chemistry, Biology), Commercial Studies, Economics, Computer Applications, Economic Applications, Commercial Applications.

Subjects covered in the ISC Analysis of Pupil Performance document for the Year 2018 include English (English Language and Literature in English), Hindi, Elective English, Physics (Theory), Chemistry (Theory), Biology (Theory), Mathematics, Computer Science, History, Political Science, Geography, Sociology, Psychology, Economics, Commerce, Accounts and Business Studies.

I would like to acknowledge the contribution of all the ICSE and the ISC examiners who have been an integral part of this exercise, whose valuable inputs have helped put this document together.

I would also like to thank the RDCD team of, Dr. M.K. Gandhi, Dr. Manika Sharma, Mrs. Roshni George and Mrs. Mansi Guleria who have done a commendable job in preparing this document.

Shilpi Gupta

October 2018   *Deputy Head - RDCD*

CONTENTS

	Page No.
FOREWORD	*i*
PREFACE	*ii*
INTRODUCTION	1
QUANTITATIVE ANALYSIS	3
QUALITATIVE ANALYSIS	10

INTRODUCTION

This document aims to provide a comprehensive picture of the performance of candidates in the subject. It comprises of two sections, which provide Quantitative and Qualitative analysis results in terms of performance of candidates in the subject for the ISC Year 2018 Examination. The details of the Quantitative and the Qualitative analysis are given below.

Quantitative Analysis

This section provides a detailed statistical analysis of the following:

- Overall Performance of candidates in the subject (Statistics at a Glance)
- State wise Performance of Candidates
- Gender wise comparison of Overall Performance
- Region wise comparison of Performance
- Comparison of Region wise performance on the basis of Gender
- Comparison of performance in different Mark Ranges and comparison on the basis of Gender for the top and bottom ranges
- Comparison of performance in different Grade categories and comparison on the basis of Gender for the top and bottom grades

The data has been presented in the form of means, frequencies and bar graphs.

Understanding the tables

Each of the comparison tables shows N (Number of candidates), Mean Marks obtained, Standard Errors and t-values with the level of significance. For t-test, mean values compared with their standard errors indicate whether an observed difference is likely to be a true difference or whether it has occurred by chance. The t-test has been applied using a confidence level of 95%, which means that if a difference is marked as 'statistically significant' (with * mark, refer to t-value column of the table), the probability of the difference occurring by chance is less than 5%. In other words, we are 95% confident that the difference between the two values is true.

t-test has been used to observe significant differences in the performance of boys and girls, gender wise differences within regions (North, East, South and West), gender wise differences within marks ranges (Top and bottom ranges) and gender wise differences within grades awarded (Grade 1 and Grade 9) at the ISC Year 2018 Examination.

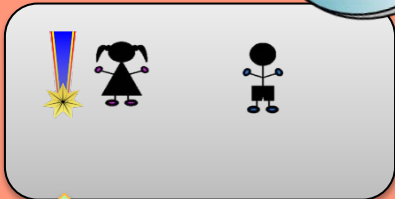The analysed data has been depicted in a simple and user-friendly manner.

Given below is an example showing the comparison tables used in this section and the manner in which they should be interpreted.

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,538	66.1	0.29	
Boys	1,051	60.1	0.42	

*Significant at 0.05 level

11.91*

Girls performed significantly better than boys.

The table shows comparison between the performances of boys and girls in a particular subject. The t-value of 11.91 is significant at 0.05 level (mentioned below the table) with a mean of girls as 66.1 and that of boys as 60.1. It means that there is significant difference between the performance of boys and girls in the subject. The probability of this difference occurring by chance is less than 5%. The mean value of girls is higher than that of boys. It can be interpreted that girls are performing significantly better than boys.
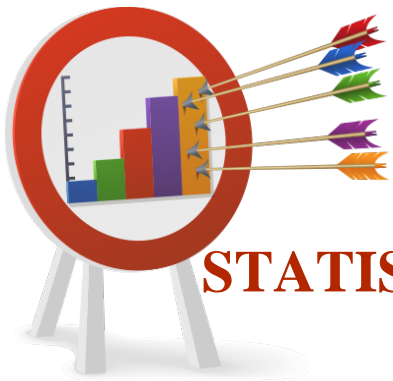
The results have also been depicted pictographically. In this case, the girls performed significantly better than the boys. This is depicted by the girl with a medal.
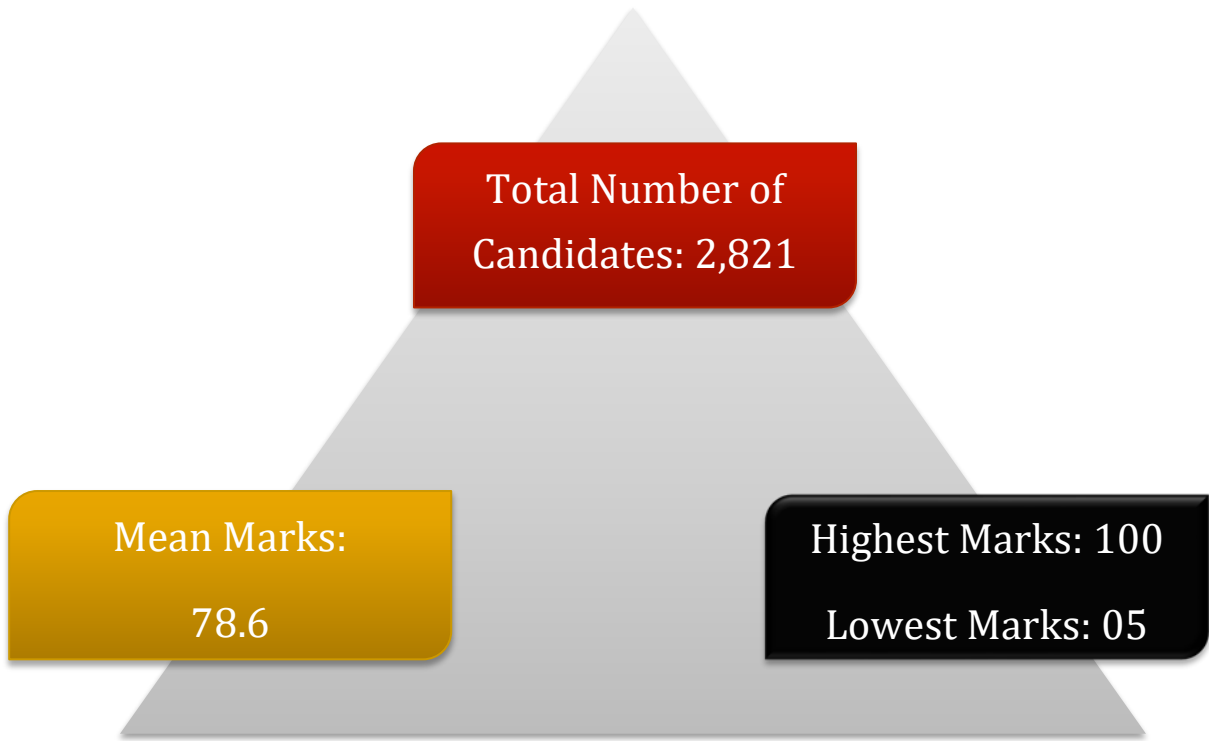
Qualitative Analysis

The purpose of the qualitative analysis is to provide insights into how candidates have performed in individual questions set in the question paper. This section is based on inputs provided by examiners from examination centres across the country. It comprises of question wise feedback on the performance of candidates in the form of *Comments of Examiners* on the common errors made by candidates along with *Suggestions for Teachers* to rectify/ reduce these errors. The *Marking Scheme* for each question has also been provided to help teachers understand the criteria used for marking. Topics in the question paper that were generally found to be difficult or confusing by candidates, have also been listed down, along with general suggestions for candidates on how to prepare for the examination/ perform better in the examination.
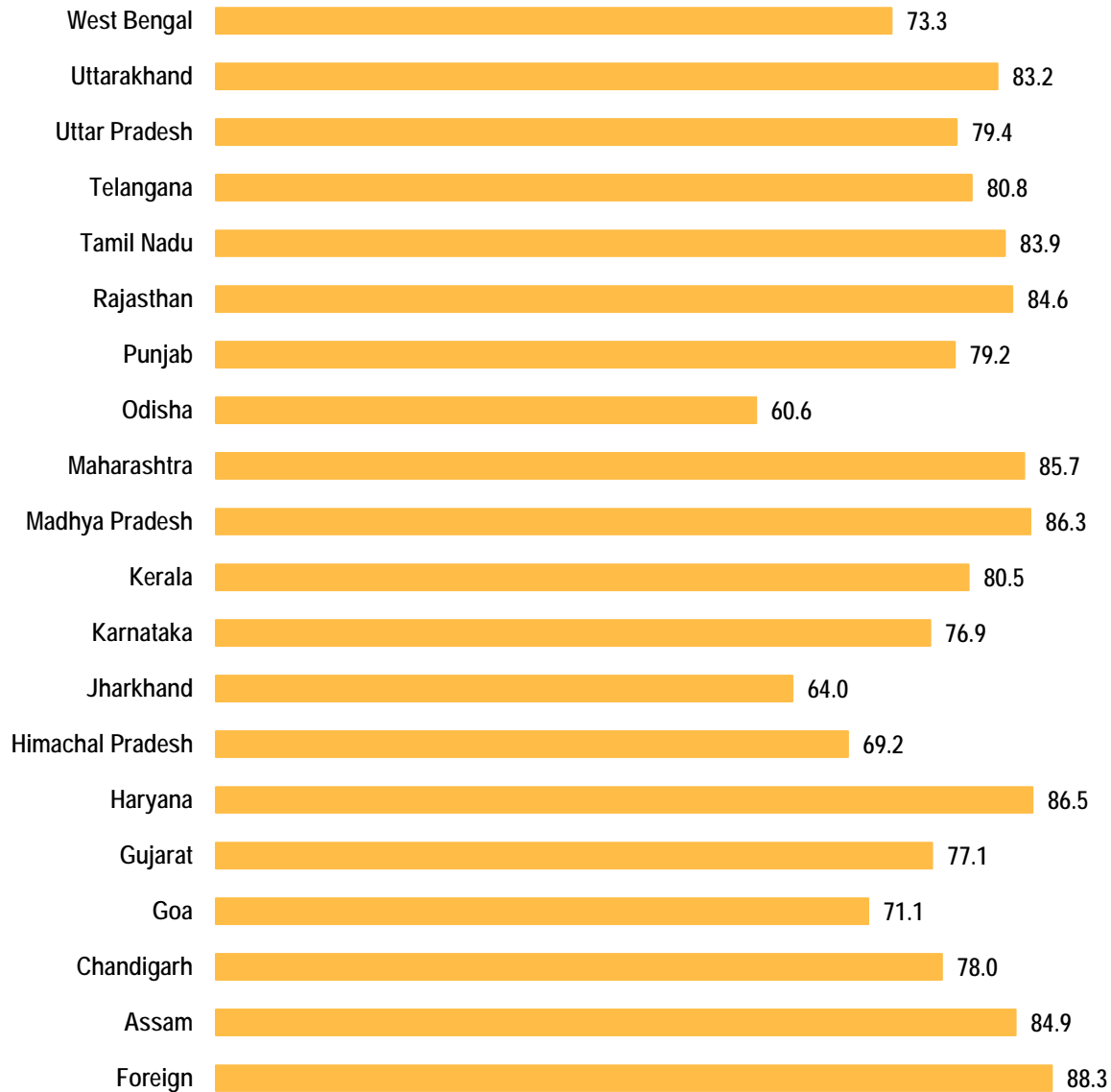
QUANTITATIVE ANALYSIS

STATISTICS AT A GLANCE

Total Number of Candidates: 2,821

Mean Marks: 78.6

Highest Marks: 100

Lowest Marks: 05

PERFORMANCE (STATE-WISE & FOREIGN)

| State	Mean Marks
West Bengal	73.3
Uttarakhand	83.2
Uttar Pradesh	79.4
Telangana	80.8
Tamil Nadu	83.9
Rajasthan	84.6
Punjab	79.2
Odisha	60.6
Maharashtra	85.7
Madhya Pradesh	86.3
Kerala	80.5
Karnataka	76.9
Jharkhand	64.0
Himachal Pradesh	69.2
Haryana	86.5
Gujarat	77.1
Goa	71.1
Chandigarh	78.0
Assam	84.9
Foreign	88.3

The States of Haryana, Madhya Pradesh and Maharashtra secured highest mean marks. Mean marks secured by candidates studying in schools abroad were 88.3.
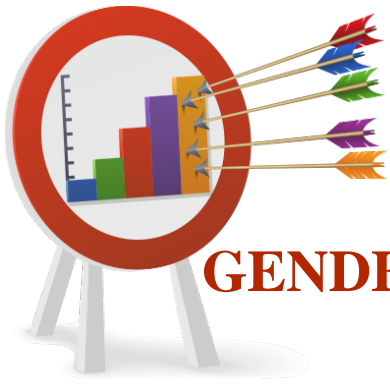
GENDER-WISE COMPARISON

GIRLS

Mean Marks: 79.6

Number of
Candidates: 2,368

BOYS

Mean Marks: 73.3

Number of
Candidates: 453

Comparison on the basis of Gender

Gender	N	Mean	SE	t-value
Girls	2,368	79.6	0.33	7.45*
Boys	453	73.3	0.78	

*Significant at 0.05 level

Girls performed significantly better than boys.

REGION-WISE COMPARISON

East

Mean Marks: 72.9

Number of Candidates: 1,028

Highest Marks: 100
Lowest Marks: 05

North

Mean Marks: 81.4

Number of Candidates: 780

Highest Marks: 100
Lowest Marks: 38

REGION

Mean Marks: 78.8

Number of Candidates: 386

Highest Marks: 100
Lowest Marks: 37

Mean Marks: 83.8

Number of Candidates: 579

Highest Marks: 100
Lowest Marks: 38

Mean Marks: 88.3

Number of Candidates: 48

Highest Marks: 100
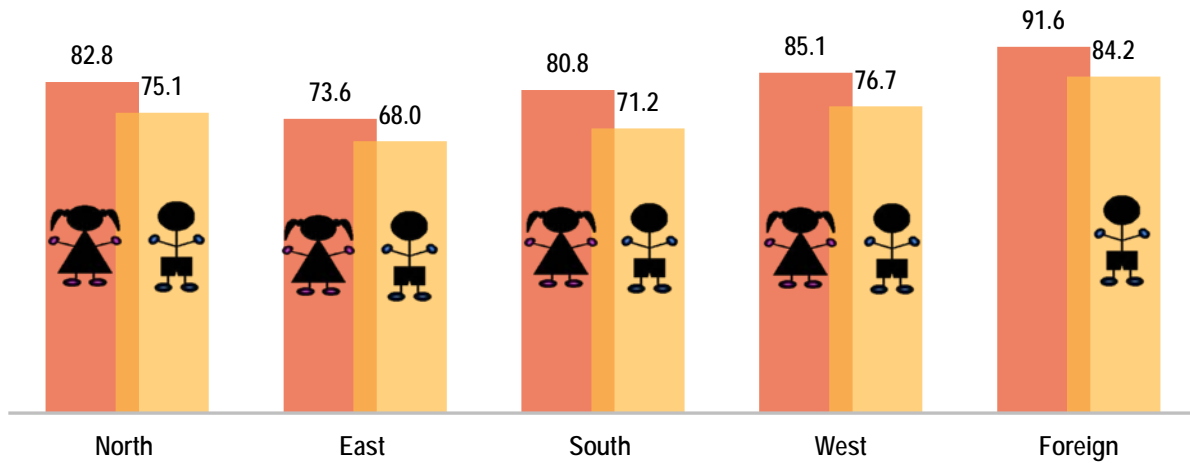Lowest Marks: 51

South

West

Foreign

Mean Marks obtained by Boys and Girls-Region wise

Comparison on the basis of Gender within Region

Region	Gender	N	Mean	SE	t-value
North (N)	Girls	641	82.8	0.56	5.26*
	Boys	139	75.1	1.34	
East (E)	Girls	905	73.6	0.58	3.07*
	Boys	123	68.0	1.70	
South (S)	Girls	308	80.8	0.79	4.98*
	Boys	78	71.2	1.76	
West (W)	Girls	487	85.1	0.59	5.47*
	Boys	92	76.7	1.42	
Foreign (F)	Girls	27	91.6	2.06	2.04*
	Boys	21	84.2	2.96	

*Significant at 0.05 level

The performance of girls was significantly better than that of boys in all the regions.

REGION (N, E, S, W, F)
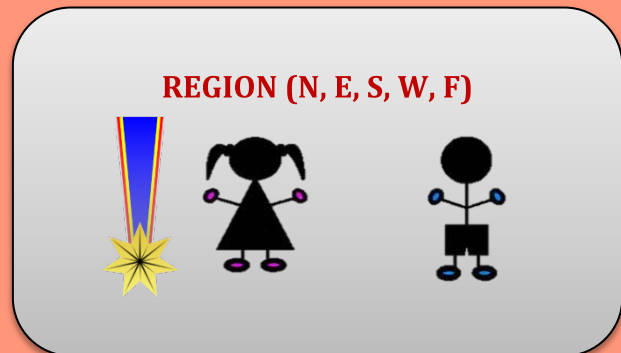
MARK RANGES : COMPARISON GENDER-WISE

Comparison on the basis of gender in top and bottom mark ranges

Marks Range	Gender	N	Mean	SE	t-value
Top Range (81-100)	Girls	1,320	91.6	0.16	2.88*
	Boys	173	90.2	0.46	
Bottom Range (0-20)	Girls	1	5.0	0	-
	Boys	0	0	0	

*Significant at 0.05 level

Marks Range (81-100)

Performance of girls was significantly better than the performance of boys .
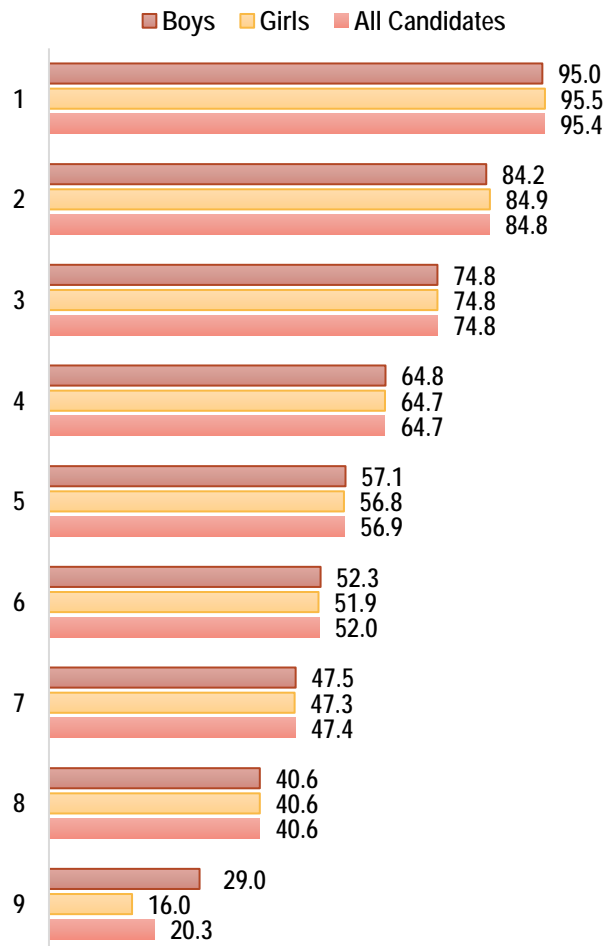
Marks Range (81-100)

Boys ■ **Girls** ■ **All Candidates**

81 - 100
- 90.2
- 91.6
- 91.4

61 - 80
- 70.6
- 71.6
- 71.4

41 - 60
- 52.1
- 53.0
- 52.8

21 - 40
- 36.8
- 37.8
- 37.5

0 - 20
- 5.0
- 5.0
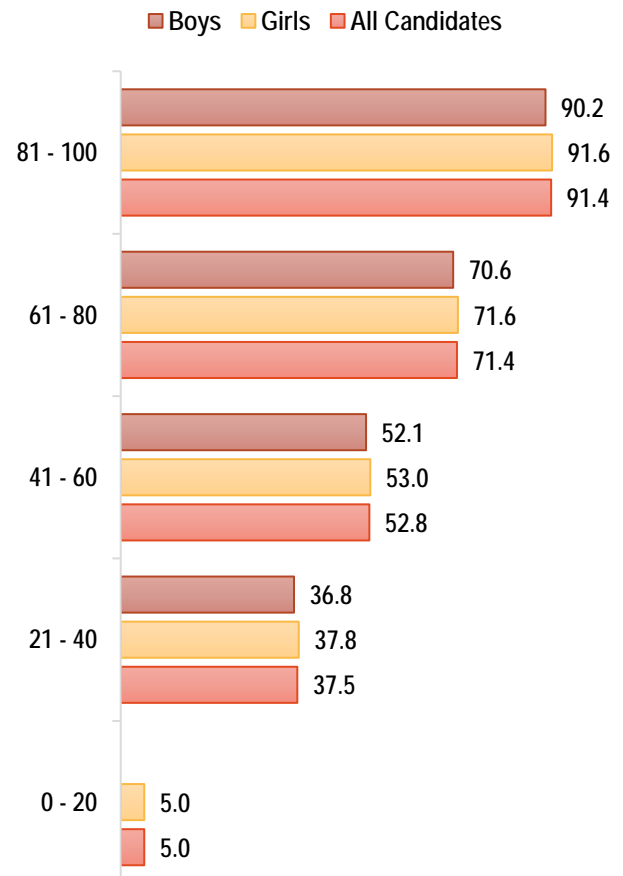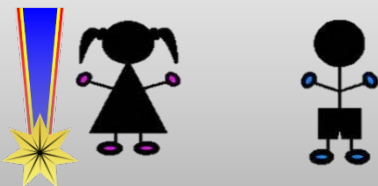
GRADES AWARDED : COMPARISON GENDER-WISE

Comparison on the basis of gender in Grade 1 and Grade 9

Grades	Gender	N	Mean	SE	t-value
Grade 1	Girls	816	95.5	0.11	1.18
	Boys	92	95.0	0.35	
Grade 9	Girls	2	16.0	11.00	-1.18
	Boys	1	29.0	0	

No significant difference was observed between the average performance of girls and boys.

■ Boys ■ Girls ■ All Candidates

Grade	Boys	Girls	All Candidates
1	95.0	95.5	95.4
2	84.2	84.9	84.8
3	74.8	74.8	74.8
4	64.8	64.7	64.7
5	57.1	56.8	56.9
6	52.3	51.9	52.0
7	47.5	47.3	47.4
8	40.6	40.6	40.6
9	29.0	16.0	20.3

QUALITATIVE ANALYSIS

PART I (20 Marks)

Answer **all** *questions.*

Question 1 [20]

Answer briefly all the questions **(i)** to **(xx):**

   (i)   Who put forward the General Adaptation Syndrome Model of stress?

   (ii)   Define *personality* according to Allport.

   (iii)   What is meant by *abnormal behaviour?*

   (iv)   Name one *information processing theory of Intelligence.*

   (v)   Explain the term *central trait.*

   (vi)   What is *counter transference?*

   (vii)   How is *discrimination* related to *prejudice?*

   (viii) What is *attribution?*

   (ix)   Explain the term *superego.*

   (x)   State *any two* symptoms of *histrionic personality disorder.*

   (xi)   What is the difference between *interest* and *achievement?*

   (xii)   Name the *principle on which Id functions.*

   (xiii) Who put forward the theory of *moral development?*

   (xiv) What is meant by *intelligence?*

   (xv)   State *two* characteristics of *Generalized Anxiety Disorder.*

   (xvi) What is meant by the term *psychoanalysis?*

   (xvii) Explain the term *relaxation training.*

   (xviii) What is meant by *gender stereotype?*

   (xix) Explain the term *belief.*

   (xx)   What is meant by the term *puberty?*

Comments of Examiners

(i) Many candidates mis-spelt 'Selye'. A few candidates were unable to write the full name of the psychologist.

(ii) Majority of the candidates wrote the definition of *personality*, given by psychologists other than Allport. Some candidates, who attempted to write Allport's definition, wrote an incomplete definition missing out on key words.

(iii) Most of the candidates were able to write the meaning of *abnormal behaviour* along with the keywords.

(iv) Majority of the candidates wrote *Robert Sternberg*. A few candidates wrote J.P. Guilford's Structure of Model of Intellect or the Two-factor Theory, or the names of Cattell or Gardner.

(v) Majority of the candidates were unable to write this answer. Most candidates wrote very general answers which did not have any key words or terms. Some candidates wrote the definition of *cardinal trait*.

(vi) Very few candidates could give the precise and accurate meaning of *counter transference*. Many candidates just stated it as *opposite of transference*, without giving any further explanation.

(vii) Majority of the candidates were able to answer this question. Some candidates, however, explained either discrimination or prejudice, and were unable to bring out the relationship between *discrimination* and *prejudice*.

(viii) Majority of the candidates were able to answer this question.

(ix) Majority of the candidates were able to answer this question. Some candidates, however, wrote the functions of ego instead.

(x) Majority of the candidates were able to write the symptoms of *histrionic personality disorder*. However, a few candidates wrote symptoms which were connected to *bipolar disorder*.

(xi) Majority of the candidates were able to define *interest*. However, some candidates wrote a very vague definition of *achievement*. A few candidates stated achievement as *winning prizes*, while some confused it with *aptitude*.

(xii) Some candidates, instead of mentioning *pleasure principle* wrote *desire principle*.

(xiii) Majority of the candidates were unable to write the full name correctly. Some candidates mis-spelt *Kohlberg*.

(xiv) Majority of the candidates were able to answer this question.

(xv) Most of the candidates answered this question quite well.

(xvi) Many candidates wrote a general explanation of psychotherapy with no emphasis on psychoanalysis. Several candidates did not write key words such as *unconscious material*, *hidden motives*, etc.

(xvii) Majority of the candidate were able to write the essential meaning and explanation of *relaxation training*.

(xviii) Majority of the candidates either explained stereotype or gender. Many candidates did not write the differences and in most of the answer scripts the explanations were without the key words.

- Explain how Psychoanalysis as a therapy brings out the hidden unconscious and repressed material into the consciousness.
- Tell the students to explain in detail, gender stereotype with specific mention of male/female, man/women, girl/boy, etc., and stereotype.
- Emphasize that it is imperative to highlight belief as a cognition, thought or attitude.
- Tell students that they must explain puberty in terms of physical and psychological changes seen during adolescent years.

(xix) A large number of candidates were able to explain the term *belief* in their own words and wrote a general meaning of the term.

(xx) Most of the candidates answered this question quite well having written terms related to physical or emotional or psychological changes of adolescence.

MARKING SCHEME

Question 1

(i)	Hans Selye
(ii)	According to Allport, personality is a dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustment to his environment.
(iii)	Abnormal behaviour means, the behaviour which deviates from what is considered normal, usually refers to maladaptive behaviours.
(iv)	Triarchic theory of Intelligence.
(v)	According to Allport, the five and ten traits that best describe an individual's personality is called central trait.
(vi)	Counter transference: In psychotherapy, the therapist may transfer to the patient, attitudes or feelings which originated outside the therapy situation.
(vii)	Discrimination is the behavioural manifestation of prejudice. Members of a particular community, class or group are treated in a particular way, i.e. either positively or negatively, because of belonging to a particular community, class, gender or caste and not because of any other genuine or personal factors.

(viii)	Attribution is the process through which we seek to determine the causes behind other's behaviour.
(ix)	Superego: According to Freud, it is the portion of human personality representing the conscience/ morality/ right and wrong
(x)	Symptoms of histrionic personality disorder: (a) Immature (b) Self-centered (c) seductive, attention getting behaviour (d) Manipulative, they get others to do their bidding by indirect tactics (e) They are flamboyant (f) Such people imagine ailment or illness that actually has psychological origin (g) excessive anxiety (h) low self-esteem (i) lack of confidence (j) lack of self-control (k) uneasiness *(any two)*
(xi)	Difference between *interest* and *achievement:* Interest is what a person prefers to do or finds interesting with or without any training. Achievement is the knowledge or skill a person acquires for something after the person has been trained in it.
(xii)	The principle on which Id operates is called pleasure principle, according to which immediate pleasure is the sole motivation for behaviour.
(xiii)	Lawrence Kohlberg/ L. Kohlberg
(xiv)	Intelligence: Intelligence is the global capacity to understand resources effectively when faced with challenges.
(xv)	Characteristics of Generalized Anxiety Disorder: Physical symptoms like feeling tired, dryness of throat, sweating, breathlessness, trembling, increased palpitation, dizziness, feeling faint, increasing heart beat, cardio-vascular changes, nervousness, worry, tension, apprehension, lack of sleep, difficulty in concentration. *(any two)*
(xvi)	Psychoanalysis: A method of therapy based on Freud's theory of personality in which the therapist attempts to bring repressed unconscious material into consciousness.
(xvii)	Relaxation training: Relaxation training is any method, process, procedure, or activity that helps a person to relax, to attain a state of increased easiness or otherwise reduce levels of pain, anxiety, stress or anguish.
(xviii)	Gender stereotype: Cultural beliefs about differences between women and men.
(xix)	Belief refers to the cognitive component of attitude and forms the ground on which attitudes stand, such as belief of gods, or belief in democracy as political ideology or belief are cognition or thoughts about the characteristics of objects.
(xx)	Puberty: The period of rapid growth and change during which individuals reach sexual maturity.

PART II (50 Marks)

SECTION A

*Answer any **two** questions.*

Question 2

(a)   Explain the various subtests of Wechsler Adult Intelligence Scale.   **[6]**

(b)   Give *any four* reasons for assessing *Interest*.   **[4]**

Comments of Examiners

(a) Very few candidates were able to write the correct description of the subtests. Majority of the candidates were unable to understand the requirement of the question.
(b) Majority of the candidates were able to answer this question. Some candidates, however, instead of writing the reasons for *assessing Interest*, wrote about *What is Interest*.

MARKING SCHEME
Question 2

(a)   The Wechsler Adult Intelligence Scale:

David Wechsler developed a scale for measuring intelligence of 1939. The WAIS is an <u>individual test</u>. It consists of two parts, the <u>verbal part</u> has six tests and non-verbal or <u>performance</u> part has five tests which require a minimum of language. The full scale is a combination of the two WISC is used to identify children suffering from various learning disabilities subjects of WAIS. It is used for 16 to 64 years and takes one hour.

S.No.	Test	Description
	Verbal Tests	
1	Information	29 questions are given, which intend to test a recall of knowledge concerning wider varieties of information. (general knowledge)
2.	Comprehension	14 items which intend to measure understanding of knowledge concerning a certain object, event or the meaning of proverbs. (common sense and practice intelligence)
3.	Arithmetic	14 arithmetical problems which intend to measure numerical ability, given orally and are to be solved through mental manipulation. No paper and pencil allowed. (simple calculation and reasoning)

	4.	Similarities	13 items which intend to measure abstract verbal reasoning, require the examinees to compare two objects and determine the relationship between the two. (identifies relationship between objects and concepts)
	5.	Digit span	Intends to measure meaning for digits. In the first part, the examinee is required to repeat in the same order 3 to 9 digits presented in a forward direction and in the second part, he is required to repeat the digit in a backward direction. (attention and memory)
	6.	Vocabulary	Intends to measure verbal ability, 40 words of increasing difficulty are presented and the examinee is required to tell their meaning. (meaning of words)
	Performance Scale		
	7	Digit symbol	9 digits each with different symbols are given. The numbers in jumbled order are given and the examinee is to write the matching symbols with each digit.
	8.	Picture completion	Measures the ability to analyse parts from the whole. 21 cards each containing a picture from which something is missing – the testee is required to fill in the missing part. (identifying missing parts)
	9.	Block Design	Intends to measure the ability to analyze the complex whole. (arranging coloured blocks)
	10.	Object Assembly	Examinees attempt to solve picture puzzles.
	11.	Digit symbol	Examinees fill in small boxes with coded symbols corresponding to a number above each box. (arrange six sets of pictures to make a sensible story.

(b)	Reasons for assessing Interest: • Guidance / Vocational Guidance – Interest assessment can be used for the purpose of guidance in selecting subjects for studying in schools and colleges. It can be used for selecting the profession of a person's choice. Psychologists and counsellors supplement the results of an interest test with intelligence test, school records, interview and interest tests. • Vocational selection / selection for jobs: it can be used for selecting a profession or proper career planning by discovering the abilities they possess. The employers can use interest assessment for selecting persons for different jobs. • Counselling (Educational counselling) – Interest assessment is used for counselling individuals who are looking for occupation or who want assistance in the choice of vocational training. It also helps to determine vocational abilities of a person and interpret test scare in terms of a wide range of occupations. Counsellors use interest

	assessment for score scientific <u>vocational guidance</u>, with respect to future success showing areas where improvements required.
	• <u>Identifying special interest</u>: Assessing interest helps to identify special talents in different fields like art, music, sports, etc. and can help to train for future success knowing one's strengths and weakness as abilities.
	• <u>Prediction</u>: Interest tests are used to <u>predict success</u> in various specific professions.
	• It helps in the admission for professional or special courses *(any four)*

Question 3

(a)   Explain the personality theory put forward by Carl Rogers.   **[5]**

(b)   Describe in detail the Thematic Apperception Test used to assess personality.   **[5]**

Comments of Examiners

(a) Some candidates gave a detailed explanation of the concept of fully functional individual without writing the key terms like conditional positive regard, unconditional positive regard, distortion.

(b) Some candidates did not write terms such as, unstructured test, technique, no right or wrong answers.

MARKING SCHEME
Question 3
(a)   Personality theory put forward by Carl Rogers:
Human beings show many positive characteristics and move, over the course of their lives toward becoming <u>fully functioning persons</u>. What are such persons like? Rogers suggested that they are people who <u>strive to experience life to the fullest,</u> <u>who live in the here and now</u>, and <u>who trust their own feelings</u>. They are sensitive to the needs and rights of others, but they do not allow society's standards to shape their feelings or actions to an excessive degree. <u>Fully functioning people</u> aren't saints; they can and do act in ways they later regret. But throughout life, their actions are dominated by constructive impulses. They are in close touch with their own values and feelings and experience life more deeply than most other persons.
Roger contents, lies in the anxiety generated when life experiences are consistent with our ideas about ourselves – in short, when a gap develops between our <u>self-concept</u> (our beliefs and knowledge about ourselves) and <u>reality</u> or our perceptions of it. The most common of these defences is <u>distortion</u> – <u>changing our perceptions of reality so that they are consistent with our self-concept</u>. For example, the girl may come to believe that her parents aren't being overprotective; they are just showing normal concern for her safety. Another defense process

16

is denial; she may refuse to admit to herself that as a result of being babied, she is indeed losing her independence.

In the short run, such tactics can be successful; they help reduce anxiety. Ultimately, however, they produce sizable gaps between an individual's self-concept and reality. For instance, the girl may cling to the belief that she is independent when in fact as a result of her parents' treatment, she is becoming increasingly helpless.

The larger such gaps, Rogers contents, the greater an individual's maladjustment – and personal unhappiness. Rogers suggested that distortions in the self-concept are common, because most people grow up in an atmosphere of conditional positive regard. That is, they learn that others, such as their parents, will approve of them only when they behave in certain ways and express certain feelings. As a result, many people are forced to deny the existence of various impulses and feelings, and their self-concepts become badly distorted.

Rogers suggests that therapists can help accomplish this goal by placing individuals in an atmosphere of unconditional positive regard – a setting in which they will be accepted by the therapist, no matter what they say or do. Such conditions are provided by client-centered therapy, a form of therapy.

| (b) | Thematic Apperception Test used to assess personality: |

Thematic Apperception Test used to assess personality:
The test consisting of perception of a certain picture in a Thematic manner (revealing imaginative themes) is called TAT or Thematic appreciation Test. This test was developed by Murray and Morgan.

Test material and administration: It consists of 30 pictures (1 blank card) which portray human beings in a variety of actual life situations. Ten of these cards are meant for males, 10 for females and 10 for both. In this way, the maximum number of pictures used with any subject is 20. The test is usually administered in two sessions, using 10 pictures in each session.

The pictures are presented one at a time. They are vague and indefinite. The subject is told clearly that this is a test of creative imagination and that there is no right and wrong response. He has to make up a story for each of the pictures presented to him, within a fixed time period. He has to take care of the following aspects while knitting the story:

1) What is going on in the picture?
2) What has led to this scene?
3) What would happen in such a situation?

In making up the stories, the subject unconsciously projects so many characteristics of his personality. There is no time to think. Therefore, the stories express his own life – natural desires, likes and dislikes, ambitions, emotions, sentiments, etc. Its special value resides in its power of exploring the underlying hidden drives, complexes and conflicts of the personality. An expert examiner can know much about the personality of his subject by carefully interpreting the given responses.

Scoring and interpretation: Originally, Murray analysed the contents of the stories according to need and presses/obstacles (the need of the hero and the environmental forces to which he is exposed). Today, this way of interpretation is not generally followed. Nowadays, the system of scoring and interpretation takes account of the following:

1) Hero of the story – what type of personality he has?
2) Theme of the story – What is the nature of the theme or plot used in making the story?

3) The style of the story – Length of the story, language used, direct or indirect expression, forced or poor expression, organisation of the contents, originality and creativity, etc.

4) The content of the story –What interests, sentiments, attitudes they depict. In which manner (reality or fantasy) the behaviour has been expressed. What inner-state of the mind, the story reveals.

5) Test situation as a whole – The subject's reaction to be listed as a whole.

6) Particular emphasis or omissions – The omission, addition, distortion and attention to particular details.

7) Subject's attitude towards authority and sex.

8) Outcome. Conclusion of the story – happy, unhappy, comedy, etc.

As a whole, the recurring themes and features contribute more than a single response towards interpretation. Moreover, the global view of one's personality should be based on the responses of all the 20 pictures shown to the subject. There are so many chances of misinterpreting the stories contents by an immature examiner. Therefore, the future of TAT hangs on the possibility of perfecting the interpreter more than in perfecting the material. He should be given full opportunity for acquiring essential knowledge and training for this purpose.

Question 4

(a)   Explain the measurement of aptitude with the help of GATB.   **[5]**

(b)   Describe the *first five* stages of Erik Erikson's Theory of personality.   **[5]**

Comments of Examiners

(a) Majority of the candidates were able to answer this question.

(b) Many candidates did not write the age and virtue of the stages. Some candidates only wrote the headings while in a few answer scripts, the headings were accompanied with incorrect explanations. Some candidates wrote stages beyond *identity vs role confusion* which was irrelevant to the requirement of the question.

MARKING SCHEME
Question 4
(a)   Measurement of aptitude with the help of GATB:

(a)

Measurement of aptitude with the help of GATB:

The aptitudes that are measured by the General Aptitude Test Battery are as follows:

- G – General Learning Ability: The ability to catch on or understand instructions and underlying principles, the ability to reason and make judgements. Closely related to doing well in school.

	• V – Verbal aptitude: The ability to understand the meaning of words and to use them effectively. The ability to understand relationships between words and to understand the meaning of whole sentences and paragraphs. • N- Numerical Aptitude: The ability to perform arithmetic operations quickly and accurately. • S- Spatial Aptitude: The ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships, resulting from the movement of objects in space. • P-Form Perception: The ability to perceive pertinent details in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see sight differences in shapes and shading of figures and widths and lengths of lines. • Q-Clerical Perception: The ability to perceive detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers and to avoid perceptual errors in arithmetic computation. • K- Motor Co-ordination: The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make movement response accurately and swiftly. • F- Finger Dexterity: The ability to move fingers and manipulate smaller objects with fingers, rapidly or accurately. • M- Manual Dexterity: The ability to move hands easily and skilfully. Ability to work with hands in placing and turning motions.
(b)	First *five* stages of Erik Erikson's Theory of personality: Erik Erikson's theory deals with development across the entire life span. Erikson believes that each stage of life is marked by a specific crisis or conflict between competing tendencies only if individuals negotiate each of these hurdles successfully can they continue to develop in a normal healthy manner. Stage 1: Basic trust vs basic mistrust (birth to about one year) • corresponds to the oral psychosexual stage. • Trust shown by ease of feeding, depth of sleep, bowel relaxation • Depends on consistence and sameness of experiences provided by caretaker or outer provider. • Second six months: teething and biting move infant from getting to taking • Weaning leads to nostalgia for lost paradise • If basic trust is strong, child maintains hopeful attitude, develops self-confidence • Oral zone associated with mode of being satisfied. Stage 2: Autonomy vs Shame and Doubt (about 1 to 3 years) • Corresponds to the muscular-anal stage • Biologically includes learning to walk, feed, self talk • Need for outer control, firmness of caretaker before development of autonomy • Shame occurs when child is overtly self-conscious through negative exposure and punishment. • Self-doubt can evolve if parents overly shame child, e.g. about elimination • Anal zone associated with mode of holding on and letting go.

Stage 3: Initiative vs Guilt (3 to 5 years)
- Corresponds to the phallic psychosexual stage.
- Initiative arises in relation to tasks for the sake of activity, both motor and intellectual.
- Guilt may arise over goals contemplated (especially aggressive goals)
- Desire to mimic adult world; involvement in oedipal struggle leads to resolution through social role identification
- Sibling rivalry frequent
- Phallic zone associated with mode of competition and aggression

Stage 4: Industry vs Inferiority (6 to 11 years)
- Corresponds to the latency psychosexual stage
- Child is busy building, creating, accomplishing
- Receives systematic instruction and fundamentals of technology
- Danger of sense of inadequacy and inferiority if child despairs of tools, skills, and status among peers.
- Socially decisive age
- No dominant zone or mode

Stage 5: Identity vs Role Confusion (11 years through end of adolescence)
- Struggle to develop ego identity (sense of inner sameness and continuity)
- Preoccupation with appearance, hero worship, ideology
- Group identity (with peers) develops
- Danger of role confusion, doubts about sexual and vocational identity
- Psychosexual moratorium, stage between morality learned by the child and the ethics developed by the adult.
- No dominant zone or mode

SECTION B

Answer any **three** *questions.*

Question 5

(a) Give an account of Piaget's pre-operational stage of Cognitive Development. **[5]**

(b) Discuss in detail how alcohol can be a major concern during adolescence. **[5]**

Comments of Examiners

(a) Majority of the candidates, instead of explaining the *pre-operational stage*, either explained sensorimotor period or the concrete operational period. Some candidates did not write terms such as *conservation*.

(b) Some candidates stressed only on the characteristics and symptoms of alcoholism, while a few others wrote either its causes or effects. A few candidates wrote the treatment of alcoholism too.

MARKING SCHEME

Question 5

(a)	Piaget's pre-operational stage of Cognitive Development:

Piaget suggested toddlers acquire the ability to form mental images of objects and events. At the same time, language develops to the point at which they begin to think in terms of verbal symbols – words. These developments mark the transition to Piaget's second stage, the preoperational stage. This term reflects Piaget's view that at this stage children don't yet show much ability to use logic and mental operations.

During the preoperational stage, which lasts up to about 7 years, children are capable of many actions they could not perform earlier. For e.g. they demonstrate <u>symbolic play</u> in which they pretend that one object is another – that a pencil is a rocket for e.g. such play is marked by three shifts that afford unique insights into how children's cognitive abilities change during this period. One is <u>decentration</u> in which children gradually begin to make others rather than themselves the recipients of their playful actions – for instances, they begin to feed their dolls or dress them. The second shift is <u>decontextualization</u>. Objects are made to substitute for each other, as when a child pretends that a twig is a spoon. The third change involves <u>integration</u> –combining play actions into increasingly complex sequences. For instance, when I was a little boy, I had a collection of toy cars and I now realize that as I grew older I played with them in even more intricate ways.

The thought process of pre-operational children is more advanced than those in the preceding stage. Piaget emphasised that these children are still immature in several respects. They can use mental symbols but their thinking remains somewhat inflexible, illogical, fragmented and tied to specific contexts. One way in which they think of preoperational children is immature involves what Piaget termed <u>egocentrism</u> - children's inability to understand that others may perceive the world differently than they do.

Children in the preoperational stage seem to lack understanding of relational terms such as lighter, larger, softer. Further, they lack <u>seriation</u>, the ability to arrange object order along

	some dimensions. Finally, and most importantly they lack a grasp of what Piaget termed as the <u>Principle of conservation</u> – knowledge that certain physical attributes of an object remains unchanged even though the outward appearance of the object is altered.

(b)	Adolescent age is from 13 to 18 years / teenagers. Adolescence is attained when children are in the high school and peer influence is very strong.
	Causes and effects:
	They like to <u>try out various things</u> such as alcohol which is harmful for health. This can be by <u>observing adults</u> or trying <u>to escape from stress</u>. If they are too much into alcoholism, they may <u>give up studies and also lose jobs</u>, if employed. The <u>Society and Educational institutions may also refuse to accept them</u>.
	    • More alcohol seeking or excess consumption of alcohol is defined by American Psychiatric association (APA) as "alcoholism" or alcohol dependence. It is a complex disorder that includes <u>social and inter-personal issues</u>. Long term and uncontrollable harmful consumption can <u>cause alcohol related disorders</u>. It is contained in beer, wine and hard liquor and is a chemical compound known as ethyl alcohol or ethanol.
	    • <u>Alcohol acts on the central nervous system as a blocker of messages transmitted</u> from one nerve cell to the next. The APA recognizes alcohol disorder as alcohol abuse. It is similar to dependence in that the use of <u>alcohol impairs the affected person's ability to achieve goals and fulfills his personal and social responsibilities</u>. It also <u>affects his or her interpersonal relationship to a great extent</u>. This disorder <u>affects the person's metabolism, gastrointestinal tract, nervous system, bone marrow and endocrine system</u>.
	    • <u>Symptoms of alcohol addiction</u>: the various symptoms manifested by the person who is addicted to alcohol include the following: <u>Tolerance</u> / <u>Withdrawal</u> / <u>Disorientation</u> to time, place and person / <u>Hallucinations</u>, visual, auditory and tactile / <u>Delusions</u> of suspicion, paranoid feelings, delusions of grandeur reoccupation with obtaining alcohol by any means / Disordered perception / Overnight abstinence / <u>Irritability</u> / <u>Nausea</u> <u>and vomiting</u>. This disorder occurs twice as often in males than in females. It develops in people of all races and socio-economic classes. The <u>alcohol abuse</u> depends upon the following causes. Behaviourally it relates to internal and external motivation.
	    • <u>Biologically repeated or continued use of alcohol</u> can impair brain levels of a pleasure <u>neurotransmitter called dopamine</u>. Neurotransmitters are the chemicals in the brain which pass impulses from one nerve cell to the next.
	According to Erik Erikson, adolescence go through a phase of <u>role confusion</u>. So they experience confusion even during <u>social relationship</u>. Adolescents need to be monitored well and if addiction develops, they need to be <u>counselled and rehabilitated</u>.

Question 6

(a)   Explain how stress can affect the performance of an individual.   **[5]**

(b)   Enumerate any five *defence mechanisms*.   **[5]**

Comments of Examiners

(a) Several candidates did not write how stress, whether it is mild or prolonged, repeated or moderate or depending on the complexity of task, affects performance. Some candidates wrote very general answers.

(b) Most candidates, though, being able to write the correct names of the defence mechanisms were unable to write their correct explanations or examples. Several candidates were confused between *projection* and *displacement* or between *reaction formation* and *sublimation*.

MARKING SCHEME

Question 6

(a) Stress and Task Performance: Psychologists once believed that stress actually improves performance on a wide range of tasks. They held that the relationship between stress and task performance takes the <u>form of an upside-down</u> U: at first, performance improves as <u>stress increases, presumably because the stress is arousing or energizing</u>. Beyond some point, though, stress becomes distracting, and performance actually drops.

While this relationship may hold true under some conditions, growing evidence suggests that even low or moderate levels of stress can interfere with task performance. There are several reasons why this is so. First, even relatively <u>mild stress can be distracting</u>. People experiencing stress may focus on the unpleasant feelings and emotions it involves, rather than on the task at hand. Second, <u>prolonged or repeated exposure to even mild levels of stress may exert harmful effects</u> on health, and health problems may interfere with effective performance. Finally, a large body of research indicates that as <u>arousal increases, task performance may rise at first, but that at some point it falls</u>. The precise location of this turning, or inflection, point seems to depend to an important extent on the complexity of the task performed. The greater complexity, the lower the level of arousal at which the downturn in performance occurs. Many observers believe that the tasks performed by today's working people are more complex than those in the past. For this reason, even relatively low levels of stress may interfere with performance in today's complex work world.

Together, these factors help explain why <u>even moderate levels of stress may interfere with many types of performance</u>. However, <u>stress does not always produce adverse effects</u>. For example, people sometimes <u>do seem to rise to the occasion and turn in sterling performances at times</u> when stress is intense. Perhaps, the most reasonable conclusion, then, is that although stress <u>can interfere with task performance in many situations, its precise effects depend on many different factors, such as the complexity of the task being performed and personal characteristics of the individuals involved</u>. As a result, generalizations about the impact of stress on work effectiveness should be made with considerable caution.

(b)	Defence mechanism is the technique used by the ego to keep threatening and unacceptable material out of consciousness and so to reduce anxiety.
	Repression: it is forgetting or pushing from consciousness into unconsciousness- un acceptable thoughts or impulses. When people repress a feeling of desire they become totally unaware of that wish or desire. Thus, when a person says, "I do not know why I did that" some repressed feelings or desire is expressing itself.
	Projection: transferring unacceptable motives or impulses to others. People attribute their own traits to others. Thus, a person who has strong aggressive tendencies may see other people as acting in an excessively aggressive way towards her/him. E.g. a man who feels strong hostility towards a neighbour perceives the neighbour as being hostile to him.
	Reaction formation: a person depends on anxiety by adopting behaviour opposite to her/his true feelings. A person with strong sexual urges, who channelize his or her energy fervor, presents a classical example of reaction formation.
	Rationalization: conjuring up socially acceptable reasons for thoughts or actions based on unacceptable motives. That is a young woman explains that she ate an entire chocolate cake so that it wouldn't spoil in the summer heat.
	Sublimation: a defence mechanism in which threatening unconscious impulses are channelized into socially acceptable form of behaviour, e.g. a writer may divert some of his/her libido from sexual activity to the creation of a poem or novel, thus indirectly satisfying the same drives.
	Regression: responding to a threatening situation in a way appropriate to an earlier age or level of development. E.g., a student asks his professor to raise his grade; when she refuses, the student throws a temper tantrum.
	Displacement: redirecting an emotional response from a dangerous object to a safe one. e.g., a man redirects anger from his boss to his children.
	People who use defence mechanism are often unaware of doing so. Each defence mechanism is a way for the ego to deal with the uncomfortable feelings produced by anxiety. (*any five with examples*)

Question 7

(a)   Give *two* symptoms for each of the following: **[4]**

    (i)   Bipolar disorder

    (ii)   Avoidant personality disorder

(b)   Describe *any six* behavioural therapy techniques.   **[6]**

Comments of Examiners

(a) (i) Some candidates wrote the symptoms of only one dimension of Bipolar disorder, for example, depression/mania.

    (ii) Most candidates wrote general symptoms like anxiety, fear, etc.

(b) Majority of the candidates described four to five techniques. The common response of most of the candidates were *token economy* and *systematic desensitization*.

MARKING SCHEME

Question 7

(a) (i) Symptoms of Bipolar Disorder:

- Shift in mood between two states (poles) - Depression to mania
- Mania is characterized by high energy, impulsiveness, euphoria
- It is a distinct period of abnormally elevated, expansive, or irritable mood, lasting at least one week.
- Inflated self-esteem or grandiosity
- Decreased need for sleep (rested after three hours a night)
- More talkative / Pressured speech
- Racing thoughts for "Flight of ideas"
- Distractibility
- Increased goal-directed activity or psychomotor agitation
- Excessive involvement in pleasurable activities with high chance of painful consequences
- Major depression shown extreme sadness (dysphoria)
- Extreme apathy (loss of interest in activities)
- Loss of sense of humour
- Lack of drive
- Suicidal thoughts
- Anxiety
- Staying in bed,
- Easily distracted.   *(any two)*

(ii) Symptoms of Avoidant personality disorder:

- Extreme shyness

	• Sensitivity to criticism and rejection • Low self-esteem and feelings of inadequacy • A desire for closeness with others but difficulty in forming relationships with people outside of immediate family • Avoidance of social situations, including those related to school or work. • Person avoids occupational activities • Person is reluctant to participate in any social involvement. • Person is preoccupied with criticized or rejected. *(any two)*
(b)	Behavioural therapy techniques: **In classical conditioning**: • Flooding – a type of behaviour therapy, behaviour modification which tries to eliminate fear by exposing the patient over and over again to the stimuli which arouse the fear based on the principle of extinction. • Systematic desensitization – a form of behaviour therapy for phobias in which individuals first learn how to induce a relaxed state in their own bodies. Then, while on a relaxed state, they are exposed to stimuli that elicit fear. • Aversion Therapy – This technique involves unpleasant stimulation in aversion therapy. Its objective is not to undo fear or revulsion but to induce such feelings, specifically in relation to stimuli that trigger unwanted behaviour. **Modelling Techniques**: • Modelling is based on the type of cognitive learning known as observational learning. Modelling is also a valuable Technique tool, especially in the phobias. **Instrumental conditioning:** • Extinction – time out from reinforcement or simply time out, it is also called omission training. • Token economies: the use of conditioned or secondary reinforces money like tokens to strengthen desired behaviours in mental hospitals, prisons, and other similar institutions. By the use of these tokens desirable behaviours which aid therapy can be shaped. • Shaping – In instrumental conditioning, teaching a desired response through a series of successive steps which lead the learner to the final response. Each small step leading to the final response is reinforced. Also, called the method of successive approximations. • Covert Sensitizations – A useful alternative to physical punishment is covert sensitization. In this technique, the unwanted behaviour is imagined together with its imaginary punishing consequences, e.g. an alcoholic is trained to imagine drilling and its consequences such as vomiting or being fired. • Relaxation training • Functional analysis of behaviour • Identifying positive and negative reinforcers • Differential reinforcement • Assertive training *(explain any six)*

Question 8

(a)   Explain *any five* ways of changing an individual's attitude by persuasion.   **[5]**

(b)   With reference to Milgram's experiment, discuss why and when people obey others.   **[5]**

Comments of Examiners

(a) Majority of the candidates were able to answer this question. Some candidates, however, did not write specific points such as attractiveness of source, expert opinion, vulnerability, rapid speech, etc.

(b) Majority of the candidates explained Milgram's experiment, instead of its factors. Some candidates did not write adequate details. A few candidates did not explain the factors influencing obedience in the context of Milgram's experiment.

MARKING SCHEME
Question 8

(a) In the early twenty-first century, the business of changing attitudes – or at least trying to change them – seems to grow bigger and more intense through television commercials, magazine ads, billboards, warning labels on products, etc. – The goal remains the same; to change people's attitudes and so, ultimately, their behaviour. Psychologists have the following observations about these issues:

1. Experts are more persuasive than non-experts (Hovland and Weiss, 1951). The arguments carry more weight when delivered by people who seem to know what they are talking about than, when they are made by people lacking expertise.

2. Messages that do not appear to be designed to change our attitudes are often more successful in this respect than ones that seem intended to reach this goal (Walster and Festinger, 1962). In other words, we generally don't trust – and generally refuse to be influenced by persons who deliberately set out to persuade us. This is one reason why the soft sell is so popular in advertising – and in politics.

3. Attractive sources are more effective in changing attitudes than unattractive ones (Kiesler and Kiesler, 1969). This is one reason why the models featured in many ads are highly attractive and why advertisers engage in a perpetual search for appealing new faces.

4. People are sometimes more susceptible to persuasion when they are distracted by some extraneous event than when they are paying full attention to what is being said (Allyn and Festinger, 1961).

5. When an audience hold attitudes contrary to those of a would-be persuader, it is often more effective for the communicator to adopt a two-sided approach, in which both sides of the argument are presented, than one-side of an issue, acknowledging that the other side has a few good points in its favour serves to disarm the audience and makes it harder for them to resist the source's major conclusions.

6. People who speak rapidly are often more persuasive than persons who speak more slowly (Miller et al., 1976). So, contrary to popular belief, we do not always distrust fast-talking politicians and salespersons.
7. Persuasion can be enhanced by messages that arouse strong emotions (especially fear) in the audience particularly, when the message provides specific recommendations about how a change in attitudes or behaviour will prevent the negative consequences described in the fear-provoking message (Leventhal, Singer & Jones, 1965).
8. Cognitive approach to pervasive and L.E. Model
9. Message source – credibility of source, attractive source, delivery of message
10. Content of the message, suggestion appeal to emotion – one side vs two sided
11. Characteristics of the target.

(any five)

(b)
- First, in many situations, the persons in authority relieve those who obey of the responsibility for their own actions. "I was only carrying out orders" is the defines many offer after obeying harsh or cruel commands. In life situations, this transfer of responsibility may be implicit, the person in charge (e.g. the mainly or police officer) is assumed to have the responsibility for what happens. In Milgram's experiments, thus transfer of responsibility was explicit.
- Second, persons in authority often possess visible badges or signs of their status. They wear special uniforms or insignia, have special titles, and so on. These serve to remind many persons of the social norm "Obey the persons in charge." This is a powerful norm and when confronted with it, most people find it difficult to disobey. / person of authority.
- A third reason for obedience in many situations in which the targets of such influence might otherwise resist involves the gradual escalation of the authority figure's orders. Initial commands may call for relatively mild actions, such as merely arresting people. Only later do orders come to require behaviour that is dangerous or objectionable. / Consistency.
- Finally, there come many situations involving destructive obedience move very quickly demonstrations quite suddenly turn into riots, arrests into mass beatings or mass murder. / Group influence.
- In sum, the high levels of obedience generated in Milgram's studies are not as mysterious as they may seem. A social psychological analysis of the conditions existing both there and in many real situations identifies several factors that together may make it very difficult for individuals to resist the commands they receive. The consequences of course, can be truly tragic or innocent and often defenceless victims.
- Again individuals exposed to commands from authority figures can be reminded that they, not the authorities – are responsible for any harm produced. Under these conditions, sharp reductions in the tendency to obey have been observed. E.g. Hamilton 1978, Kitham and Mann, 1974).
- Individuals can be provided with a clear indication that beyond some point, total submission to destructive commands is inappropriate. One procedure that is highly effective in this regard involves exposing individuals to the actions of disobedient models – persons who refuse an authority figures commands. Research findings indicate that such models can greatly reduce unquestioning obedience (e.g. Rochat and Modigliani 1995). When we see one or more persons refuse to obey the commands of an authority then we may be strongly encouraged to do the same – with the ultimate

		result that the power of those in authority is severely weakened. / victim emotional distance.
		• Individuals may <u>find it easier to resist influence from authority figures if they question the expertise and motives of those figures.</u>
		• <u>Simply knowing the power of authority figures to command blind obedience may be helpful in itself.</u> Some research findings, e.g. Shyerman, 1980 suggest that when individuals learn about the results of social psychological research, they often recognize these as important (Richard Bond and Stokes-Zoota, 2001) and sometimes change their behaviour in light of this knowledge. With respect to destructive obedience, there is some hope that knowing about this process can enhance individuals resolve to resist. To the extent this is so, then even exposure to findings as disturbing as those reported by Milgram can have positive social value.
		• Social norms *(at least five points)*

Question 9

Write short notes on *any two* of the following: **[5 × 2]**

(a)   Attitude and its components.

(b)   Role of Psychology in understanding the criminals and in preventing crime.

(c)   Career counselling.

Comments of Examiners

(a) Majority of the candidates were able to answer this question.

(b) Majority of the candidates either wrote the first part of the question while ignoring the second part. Several candidates answered only the latter part of the question on prevention of crime. Many candidates wrote on criminal rehabilitation and ignored the social causes.

(c) Majority of the candidates were unable to answer this question. A few candidates gave the steps of the process. Some candidates emphasized on the usefulness of career counselling.

Suggestions for teachers

− Teach examples for each component of attitude.
− Explain to the students, that understanding the criminal means ascertaining the causes of criminal behaviour.
− Tell the students that specific points on the application of psychology in career counselling such as Psychological testing, Interviewing, Counselling, Profile building should be highlighted in their answers.

MARKING SCHEME

Question 9

(a) **Attitude:** G.W. Allport who introduced this term, defined attitude as a preparation or readiness for response. Attitude can be defined as lasting evaluations of virtually any and every aspect of the social world- issues, ideas, persons, social groups, objects (Fazio and Roskos Ewoldsen, 1994; Tesser and Martin,1996). Attitude is also defined as a learnt predisposition to respond to a person or an object in either a favourable or unfavourable way.

Components of Attitude:
Three components which are found to be common to all attitudes are:

1. Cognitive: Cognitive or belief component refers to the sets of beliefs and opinions through which the attitude is expressed e.g., the cognitive component of the attitude towards a political party may refer to the beliefs whether or not the party has honest, unselfish and capable persons as leaders. The cognitive component also refers to how this party should be assessed by the masses. Specifically, a positive attitude towards a political party implies a belief that after coming to the power this party would provide a better government to the country than any other political party.

2. Affective: Affective or feeling component refers to the emotions associated with a person or an object. These emotions include pleasant or unpleasant feelings, liking or disliking for the object, good or bad mood, attraction or aversion. Feeling component serves as a motivating factor and intensity of positive or negative feeling would determine the motivational force behind the resulting behaviour. E.g. the affective component of your attitude towards a political party would be whether you feel good or bad when this party wins or loses an election.

3. Behavioural: Behavioural or action component refers to the actual behaviour which occurs in relation to a person or an object. If a person holds a positive attitude towards another person, he will show a tendency to help or support that person. If his attitude is negative, the tendency would be to discourage or ignore that person. A favourable attitude towards a particular party would prompt you to campaign for that party in an election or to actually join the party as a member.

(b) Role of Psychology in understanding the criminals and in preventing crime:

In a legal sense, person of 21 years and above convicted by the court of law for violating the provisions of IPC and CPC is labelled a criminal in our country and the illegal act for which he is convicted is known as crime. Any behaviour like pick-pocketing, gambling, burglary, robbery, theft, dacoity, rape, kidnapping and abduction attempts at suicide, murder, riots, destroying another's property, sexual assault, prostitution, cheating, counterfeiting, failure to deposit taxes and revenue, etc. are termed as criminal behaviour.

Understanding of Criminals:

To account for criminal motivation in people criminologists have used psychological theories. These theories can be divided into three categories.

   (i)   Moral development theories
   (ii)   Social learning theories
   (iii)   Personality theories.

It is said that criminal behaviour is a mental disease and a criminal is a mental patient. In view of this, the role of psychology is of great importance in understanding criminals. Usually, society looks at criminals with raised eye brows, and hatred. People of the society condemn them as they are law breakers and do great harm to the society. But why does a person becomes a criminal? Is he responsible for his antisocial behaviour or his parental training? Faulty childhood, early frustration and rejecting parents all combined are responsible for this. Should we, thus blame him or blame the society and try to change the factors leading to criminal act.

Prevention and treatments:

The remedy for criminal behaviour demands preventive and curative measures.

Prevention: The preventive measures involve improvement of social factors and environmental conditions that are responsible for the germination and perpetuation of criminal behaviour. The problem is a gigantic one and needs the cooperation of parents, members of the family, neighbourhood, community, school or college authorities, religious heads, police and government officials responsible for the social and psychological environment of the inhabitants of a society. The following measures may be fruitful in the prevention task:

1) Since today's delinquents are tomorrow's criminals, maximum efforts should be made for the prevention, control and treatment of the identified delinquents.

2) There is a great need for social reforms and breaking social and caste barriers.

3) The task narrowing the gulf between the rich and the poor, linguistic groups and religious sects should be given priority.

4) The importance of moral values should be inculcated. There should be an end to the crisis of character threatening the existence of the moral base and legal codes of our society.

5) The system of education and national planning need rethinking and re-modification for minimising economic difficulties of our youth and adults.

6) The problem of unemployment has to be checked and the professional dissatisfaction as well as frustration affecting the vast population of the younger generation should be curbed.

7) Attempts should be made to minimise undesirable influence of literature, films and other mass media.

8) The parents, elders, government authorities, social, religious, educational and political leaders should be such that they become ideals of socially desirable behaviour.

The society should feel the necessity of providing social and legal justice to its citizens. In case of environmental deprivations and hazards of life, the affected individual should be helped, protected and rehabilitated. Thus, there is a need for modifying the environmental conditions so that one does not fall victim to social and emotional maladjustment or lured by the criminals and drifted by instinctive behaviour to commit crimes.

(explain any five points for each)

(c) Career counselling:

Career counselling is the process of helping the candidates to select a course of study that may help them to get into job or make them employable. A career counsellor helps candidates to get into a career that is suited to their aptitude, personality, interest and skills. So it is the

process of making an effective correlation between the internal psychology of a candidate with the external factors of employability and other courses.

Career counsellors work with people from various walks of life, such as adolescents seeking to explore career options, or experienced professionals contemplating a career change. Career counsellors typically have a background in vocational psychology or industrial/organizational psychology.

Career Testing:

An objective form of career counselling is through an aptitude test, or a career test. Career testing is now usually done online and provides insightful and objective information about which jobs may be suitable for the test taker based on combination of their interests, values and skills. Career tests usually provide a list of recommended jobs that match the test takers attributes with host of people with similar personalities who enjoy / are successful at their jobs. There are various ways to test an individual for which field he is suitable psychometric testing being one among them.

Psychometric Testing:

Different test companies have their own methods of testing. Usually, there are multiple sets of questions relating to personality type, how the test taker would handle aspects of work and home life, what his or her goals are for the future and his or her strengths and weaknesses.

Currently more than 500 tests of personality of different types are in use. These tests have now become very scientific, refined and comprehensive compared to earlier tests.

Intelligence Tests: Various intelligence tests are applied to detect one's intelligence. While, average intelligent and intelligent persons can be selected for any common job, below average intelligent persons are advised to take up repetitive and jobs requiring less skills.

Besides these main tests there are other tests like achievement tests, general aptitude tests, special aptitude tests and various types of special ability tests. Tests are essential for any selection, recruitment, counselling, training and even at the time of promotion.

A general answer tracing the testing of a student (aptitude, personality, intelligence, ability and achievement); Explaining test results and achievability of goals; handling the admission process to courses (prerequisites for a course, presentation at interviews etc.) and finally finding the right fit for the student. *(any five points)*

GENERAL COMMENTS

Topics found difficult by candidates

- Question 1 (ii): Definition as given by Allport.
- Question 1 (iv): Information processing theory of intelligence
- Question 1(vii): Explanations of *discrimination* and *prejudice*.
- Question 1(xiii): Full name and correct spelling of Lawrence Kohlberg.
- Question1(xvi): Meaning of psychoanalysis
- Question 1(xvii): Gender stereotypes.
- Question 1(xix): Explanation of *belief*.
- Question 2(b): Reasons for assessing interest.
- Question 8(b): Factors of Milgram's experiment.

Concepts in which candidates got confused

- Central trait and cardinal trait.
- Counter transference and transference.
- Superego and Ego.
- Interest and Achievement.
- Role of psychology in understanding criminals and in preventing crimes.
- Piaget's pre-operational stage of Cognitive Development was confused with sensorimotor stage.

Suggestions for candidates

- Read text books thoroughly.
- Write answers to the point and give proper examples.
- Learn the spellings of the names of psychologist and always write their full name.
- Flow charts, tables of various topics can help in making learning easier.
- Make use of mnemonics while learning the subtests.
- Wherever possible, draw diagrams and give examples.
- Any experiment must be explained in terms of materials, uses, finding and procedure.
- Scoring and interpretation must be written clearly.
- Avoid selective study.
- Choose questions from Part II judiciously.
- Budget your time.