

MAHAVIR SENIOR MODEL MODEL SCHOOL



Psychology XI (037)

ASSERTION-REASON ASSIGNMENT

Read the following statements-Assertion (A) and Reason (R), and select the correct alternative in each case:

(a) Both (A) and (R) are true and (R) is the correct explanation of (A)

(b) Both (A) and (R) are true and (R) is not the correct explanation of (A)

(c) (A) is true, but (R) is false

(d) (A) is false, but (R) is true

1. Assertion (A) : Sigmund Freud viewed human behaviours as a dynamic manifestation of unconscious desires and conflicts.

Reason(R) : Carl Roger founded psychoanalysis to understand and study psychological disorder.

2. Assertion (A) : Psychology can be defined as a scientific discipline which deals with processes underlying human experience and behaviour.

Reason(R) : It studies the range of phenomena spread over several levels viz individual, dyadic, group and organization.

3. Assertion (A) : We can say that brain activities and mental processes are the same.

Reason (R) : We think or solve a mathematical problem, our brain activities can be observed using different techniques of brain imaging.

4. Assertion (A) : The psychology learned in school can prove to be helpful in leading a successful life in the future.

Reason (R) : The study of psychology will help us reduce defensive behaviour and practice empathy.

5. Assertion (A) : Some of us think very highly of ourselves and feedback that contradicts our opinion about ourselves is rejected.

Reason (R) : We need to have a positive and balanced understanding of ourselves.

6. Assertion (A) : Case study is a detailed method of collecting data.

Reason (R) : Case study includes interviews, observations and psychological tests from a variety of respondents.

7. Assertion (A) : Data from qualitative studies are largely subjective.

Reason (R) : It involves interpretation on the part of the researcher as well as the person providing data.

8. Assertion (A) : If you are able to explain why a particular behaviour occurs you can control that behaviour by making changes in its antecedent conditions.

Reason (R) : Psychological research is conducted to solve problems in various settings

9. Assertion (A) : The hypothesis must be testable.

Reason (R) : It should specify variables between which the relationship is to be established.

10. Assertion (A) : In physical sciences, measurements do start from zero.

Reason (R) : Whatever scores we get in psychological studies are not absolute in nature; rather, they have relative value.

11. Assertion (A) : Egocentrism means children see the world from other's perspective.

Reason(R) : Children because of ego-centrism engage in animism thinking all things are living.

12. Assertion (A) : The child develops physically, gains height and weight, learns to walk, run, jump and play with a ball.

Reason (R) : Development refers to increase in size of body parts only.

13. Assertion (A) : Delinquency refers to variety of behaviours, ranging from legal offenses, to criminal acts. e.g. truancy, stealing, etc.

Reason (R) : Delinquency is not associated with low parental support, inappropriate discipline and family discord

14. Assertion (A) :Mastery in developmental tasks is important for effective and normal development.

Reason (R) : Failure in developmental tasks results in deviant behaviour.

15. Assertion (A) : The high achievement motivation displayed by children has emotional roots.

Reason (R) : Highly motivated children often have parents who encourage their independence from an early age, and praise and reward them for their success.

16. Assertion (A) : Another source of threat to prenatal development are 'teratogens'.

Reason (R) : These are environmental agents that cause deviation in normal development that can lead to serious abnormalities or death.

17. Assertion (A) : Phenotype is the way an individual's genotype is expressed in observable and measurable characteristics.

Reason (R) : It is the genetic code which predisposes a child to develop in a particular way. Genes provide a distinct blueprint and timetable for the development of an individual.

18. Assertion (A) : Phi phenomenon is used in outdoor advertising.

Reason (R) : When two stationary spots of light in different positions in the visual field are turned on and off alternately at a rate of about 4 to 5 times per second, apparent motion occurs.

19. Assertion (A) : The method of constant stimuli can be employed for determining absolute threshold.

Reason (R) : Absolute threshold refers to that minimal stimuli value which produces a response of 50% of the time.

20. Assertion (A) : Psychophysics is a field that explores the connection between physical stimuli and subjective sensations.

Reason (R) : It is a branch of physics that studies EEG and ECG.

21. Assertion (A) : Sensation and perception are two different processes.

Reason (R) : Sensation is something that happens to the sense organs and neurons; perception is something that happens in consciousness.

22. Assertion (A) : In a maze learning experiment rats, who were reinforced from the beginning and those which were not reinforced until the eleventh day of the experiment, did not show any difference in learning and performance.

Reason (R) : It is possible for learning to remain dormant for a considerable length of time before it is manifested in behaviour.

23. Assertion (A) : In backward conditioning, the CS precede the onset of US.

Reason (R) : It is well noted that the acquisition of response under backward conditioning procedure is very rare.

24. Assertion (A) : A reinforcer has numerous features, which affect the course and strength of a response.

Reason (R) : A reinforcer is any stimulus or event, which decreases the probability of the occurrence of a desired response.

25. Assertion (A) : In cognitive learning, there is a change in what the learner knows rather than what he/she does.

Reason (R) : Some psychologists view learning in terms of cognitive processes that underlie it. They have developed approaches that focus on such processes that occur during learning rather than concentrating solely on S-R and S-S connections.

26. Assertion (A) : After seeing violent action of a model, an individual is likely to indulge in violent act.

Reason (R) : According to observation learning, individuals acquire new responses just by simply observing the actions of others.

27. Assertion (A) : Instrumental conditioning is also known as respondent conditioning.

Reason (R) : Conditioning is the process of training a person or animal to do something or to behave in a certain way in a particular situation.

28. Assertion (A) : According to interference theory of forgetting, forgetting is caused due to the intervening task which occurs between original task and its recall.

Reason (R) : The intervening task weakens the memory trace.

29. Assertion (A) : All the information pertaining to facts, names, dates, etc. are called declarative memory.

Reason (R) : Facts retained in this memory are amenable to verbal descriptions.

30. Assertion (A) : It may be interesting to note that memory failure can occur at any of three stages namely encoding, storage and retrieval.

Reason (R) : You may fail to recall an information because you did not encode it properly, or the storage was weak so you could not access or retrieve it when required.

31. Assertion (A) : Mnemonics can solve all problems related to retention and bring about an overnight memory improvement.

Reason (R) : As you need to attend to a wide variety of factors which affect your memory such as your health status, your interest and motivation, your familiarity with the subject matter and so on.

32. Assertion (A) : Children have remarkable ability to create mental representation of the world in the form of language.

Reason (R): Reasoning and problem solving are the ways of manipulating the ideas.

33. Assertion (A) : Divergent thinking shows in creative tasks.

Reason (R) : Convergent thinking shows in IQ tests.

34. Assertion (A) : Organising thought process become quick and efficient when we form concepts.

Reason (R) : Concept formation help us in organising our knowledge and we can do it with less time and effort.

35. Assertion (A) : Judgements are automatic and requires no conscious efforts by the person and occur as a matter of habit.

Reason (R) : Our judgements are independent of our beliefs and attitudes.

36. Assertion (A) : Individuals take high risk in Bungee Jumping.

Reason (R) : Intrinsic motivation is the desire to be effective and to perform behaviour for its own sake.

37. Assertion (A) : Anger is not a reflex, rather it is a result of our thinking.

Reason (R) : Neither is it automatic nor uncontrollable and caused by others, but it is a self- induced choice that the individual makes.

38. Assertion (A) : Cultural differences have also been found in the gaze behaviour.

Reason (R) : The processes involved in emotions have been known to be influenced by culture.

39. Assertion (A) : Emotions are inferred from verbal expressions only.

Reason(R): Emotions are often considered synonymous with the terms 'feelings' and 'mood'.

40. Assertion (A) : Sexual drive is one of the physiological needs.

Reason (R) : Human beings cannot live without gratifying sexual drive.



MAHAVIR SENIOR MODEL MODEL SCHOOL

Psychology XI (037)

CASE-BASED ASSIGNMENT

Read the passage and answer the questions that follow after each case study.

CASE - I

Catherine and Mihir are psychology researchers who are very interested in the behaviours of the bystander in the prevalence of bullying students in schools. In order to study this phenomenon, they decide to do a preliminary study with the help of students from different schools. They plan to first create a list of interview questions based on the existing research on the topic. Then they used the method of survey to know the opinions of students, teachers and principals. After sometime a bunch of students who participated in the interview and survey were chatting about what they thought about this survey topic. Mona, a participant, believes that people are inherently good and that bystanders would usually choose to make the healthier choice and do the right things. Atul another participant felt it the other way. He believes that it is important to rigorously study the relationship between participant students behaviours and their environment by measuring what can be observed.

1. This topic chosen by Catherine and Mihir would most likely fall under which branch of psychology?
 - (a) Developmental psychology
 - b) Educational psychology
 - (c) Cross-Cultural psychology
 - (d) Social psychology
2. Mona and Atul seem to be supporters of two different school of psychology. Identify them.

CASE - II

Ranjita and Shabnam were in the same class. Ranjita came from a farmer's family. Her grandparents, parents and elder brother worked on their farm. They lived together in their house in the village. Ranjita was a good athlete and was the best long distance runner in the school. She loved meeting people and making friends. Unlike her, Shabnam lived with her mother in the same village. Her father worked in an office in a town nearby and came home during holidays. Shabnam was a good artist and loved staying home and taking care of her younger brother. She was shy and avoided meeting people. Last year there was very heavy rain and the river nearby overflowed into the village. Many houses in the low lying areas were flooded. The villagers got together and organized help and gave shelter to people in distress. Shabnam's house was also flooded and she came to live in Ranjita's house with her mother and brother. Ranjita was happy helping the family and making them feel comfortable in her house. When the flood water receded, Ranjita's mother and grandmother helped Shabnam's mother to set-up their house. The two families became very close. Ranjita and Shabnam also became very good friends. In this case of Ranjita and Shabnam, both are very different persons. They grew up in different families under complex social and cultural conditions. You can see some regularity in the relationship of their nature, experience and mental processes with their social and physical environment.

1. State whether the above case is an example of psychology as a natural science or psychology as a social science? Why?
2. How can we say that psychology is studied as a natural science subject?

CASE - III

Social psychologist Stanley Milgram conducted a series of experiments to explore the nature of obedience. Milgram's premise was that people would often go to great and sometimes dangerous, or even immoral, lengths to obey an authority figure. In Milgram's experiment, subjects were ordered to deliver increasingly strong electrical shocks to another person. While the person in question was simply an actor who was pretending, the subjects themselves fully believed that the other person was actually being shocked. The voltage levels started out at 30 Volts and increased in 15 Volt increments up to a maximum of 450 Volts. The switches were also labelled with phrases including 'Slight Shock', 'Medium Shock', and 'Danger: Severe Shock'. The maximum shock level was simply labelled with an ominous "XXX". The results of the experiment suggest that many participants were willing to deliver the maximum level of shock, even when the person pretending to be shocked was begging to be released or complaining of a heart condition. Therefore, the results reveal the stunning information about the lengths that people are willing to go in order to obey the authority, but it also caused considerable psychological distress for the participants involved.

(Source: Milgram S. (1974). Obedience to authority; An experimental view. Harper Collins)

1. Was a control group used in this study?
2. Define independent variable. Identify the independent and dependent variable in the above study.
3. This study happened before ethical guidelines were implemented in psychology. Discuss the violation of ethics by today's standards that you observed here.

CASE - IV

Mr. James is a young researcher, and is going to start his first research as an experimental psychologist. He starts with studying a broad range of human behaviours and the experiences of people. Then he shortlisted some of the interesting topics and decides upon to do his research on a specific problem. Which was "Why do people involve in anti social activities when they are in group rather than all alone?"

1. What is hypothesis?
2. He starts with studying a broad range of human behaviours and the experiences of people.

These lines refer to which step of a scientific research?

3. What are the steps in conducting research?

CASE - V

Neeru is a student of class 9 who is 14 years, tall female and belongs to 'X' religion living in Punjab. She travels to a convent school by car and takes a lot of time to do things and is very slow, so the teacher often gives feedback to her parents about her slow reaction time and being introvert. She is unable to regulate her emotions and stays delusional about being better than others, even though she values being integrated and honest. Her friends perceive her being an introvert.

1. Which traits can be identified as demographic data?
2. Which two of the above characteristics will define physical data?
3. Which category of data will her introvert traits belong to?

CASE - VI

Mukesh is a 44-year-old man who had been a happy-go-lucky person throughout his life. He is a well-educated and responsible person with 2 children aged 12 and 8. He is highly involved in his family and tries to balance his work and life to manage time for his family.

He has recently been through a divorce and is struggling to take care of his parents and children as both his children are his responsibility now. He is also struggling on his career front since he is unable to devote time to his career due to his personal and household responsibilities. He is fearing a demotion

1. How will you categorize the struggles Mukesh is facing in the challenges faced by people in adulthood?
2. List down some of the physical changes Mukesh might be going through due to his age.

CASE - VII

Noddy is 4 years old and all the family members and relatives are gathered to celebrate his birthday. His cousin Joy and his other friends are also there and are playing with each other. Noddy's parents have brought a big Doraemon cake for him. His mother is serving snacks and juice to all his friends. There were some glasses which are of different shapes but contain the same volume of juice. Toy gets a tall glass where Noddy gets a broad glass. He starts crying and yelling at his mother that he got less juice. His mother tries to convince him saying it's one and the same thing but Noddy is not listening and finally gets a tall glass of juice.

1. Name the stage of Piaget's stages of cognitive development in which Noddy is right now?
2. What are the salient features of this stage? Identify the feature which has been mentioned in the above study with regard to Noddy.

CASE - VIII

Nita is a student of 12th class where she is studying Political Science and History as her main subjects. She has always been a brilliant student and was interested in History as a subject. She aspires to be an IAS one day. She had caught Jaundice lately and was unwell for a long period of time. Now that she has recovered, she is still facing certain concerns such as weakness, fatigue, etc. She also lagged behind in her studies. She is complaining that she is unable to concentrate and pay attention in class to whatever teacher is teaching. She is saying that she is very distracted and is unable to study.

1. Define attention. What are its properties?
2. What kind of attention is Nita missing lately?

CASE - IX

In day-to-day life, we attend to several things at the same time. You must have seen people driving a car and talking to a friend, or attending to phone calls on a mobile set, or putting on sunglasses, or listening to music. If we watch them closely, we will notice that they are still allocating more effort to driving than to other activities, even though some attention is given to other activities. It indicates that on certain occasions, attention can be allocated to more than one thing at the time. However, this becomes possible only with highly practiced activities, because they become almost automatic and require less attention to perform than new or slightly practiced activities. Automatic processing occurs without intention and takes place unconsciously, and involves very little (or no) thought processes.

1. Apart from divided attention, what are the other types of attention?
2. Write the theory of attention which is based on the processing at different stages.

CASE - X

Operant conditioning utilizes key ideas from the work of B.F. Skinner, who theorized that learning occurs through a series of rewards or punishments. According to Skinner, rewards increase the likelihood that behaviours will be repeated, while punishments decrease the likelihood of repetition. While Skinner believed that all learning could occur this way, operant conditioning is most commonly utilized in classrooms today as a tool for behaviour management. For instance- A teacher in her classroom is working with one of her students, Paridhi to help her with some challenging attention-span issues. She gives her a sticker whenever she sees her completing her assignment. To increase the number of students who turn in their homework each day, she announces that if the class completes all the assignment on Thursday, they won't have any homework on Friday, so that they can enjoy the weekend.

1. "According to Skinner, rewards increase the likelihood that behaviours will be repeated while punishments decrease the likelihood of repetition." What technical term did Skinner use to refer to rewards in the above statement? In the given example identify the rewards being used.
2. Apart from types of rewards, what are the other determinants of operant conditioning? Explain any one.

CASE - XI

In the classic study by Watson and Rayner (1928), a 9-month-old infant called Albert was exposed to multiple stimuli like a white rabbit, a rat, cotton wool and various masks to see if he responded to them in any way. Since he did not show any signs of fear these were neutral stimuli. Separately, when the researchers made a loud noise by striking a steel bar with a hammer behind Albert's head, it scared him and made him cry. When Albert was 11 months old, the researchers brought him into the laboratory. The white rat was presented and within seconds the hammer was struck on the steel bar creating the loud noise. Albert burst into tears. This pairing of the presentation of the white rat and the loud noise was repeated across two sessions a week apart. Now, little Albert showed all the signs of fear (crying and avoidance behaviour) every time the rat was shown even when no sound was made.

1. Which phenomena was demonstrated in the above study? Name the US, UR, CS and CR in the above study?
2. This study happened before ethical guidelines were implemented in psychology. Discuss any one violation of ethics by the researcher.

CASE - XII

Convergent and divergent thinking are opposite forces and call for very different mindsets. While it's impossible-and contradictory- to engage in both kinds of thinking at the same time, using both types of thinking throughout the problem-solving process will enhance the overall outcome. The two modes of thinking work together: divergent thinking without convergent thinking isn't actionable, and convergent thinking without divergent thinking is limiting. Whether one is a creative thinker or naturally analytical, it's important to learn how to apply both kinds of thinking throughout the learning-design process. Without using divergent and convergent thinking, you risk misdiagnosing the learner problem, overlooking possible solutions, and delivering a learning experience that falls short. We believe that when learning is intentionally designed, amazing things can happen. With just a few simple yet strategic steps, you can easily apply convergent and divergent thinking to illuminate learners' needs, spark innovative ideas, and converge around a solution that works best.

1. Who pioneered the two types of thinking in creative thinking?
2. Enlist the stages in the process of creative thinking.

CASE - XIII

The need for personal growth and development in humans exist throughout their life. You work hard to grow and become who you want to be in life and reach your full potential. Most of our everyday explanation of behaviour is given in terms of motives which help in making predictions about behaviour. Specifically talking about a student life,

positive emotions and motivations can help students to focus on their studies, encourage them to use their deep learning strategies and also self-regulated learning, whereas negative emotions may lead students to withdraw their attention, procrastinate in doing their assignments, fail exams and even drop out of the school.

1. What are the different types of motives? Name them.
2. Negative emotions affect adversely the person's psychological and physical health. As a student, enlist some tips to achieve the desired balance of emotions.

CASE - XIV

Garima is a highly driven eleventh grader. She wants to become an oncologist in the future. She became interested in the field when, as a 13-year-old who had just learned about cell division. She heard that cancer cells are different from normal cells because they stop growing and dividing. She grew more fascinated when she found that science had no exact answers about what causes and cures the disease. Her final goal is to find a true cure for cancer. To achieve this, she must first become a doctor and specialize in oncology. She knows that she will have to work really hard to achieve this. This has grown into a full-blown obsession and Garima emotively spends her free time reading medical journals and keeping up with current research on the disease. Her parents want her to also have fun and "be a teenager". With that in mind, they asked her to choose between a family trip to Manali or a trek with friends to Karauli as a two-week break during her summer holidays. Garima get very angry and fought with her parents for trying to distract her from her studies.

1. Which of the following is NOT a motive that seems to drive Garima?
2. "Garima got very angry and fought with her parents for trying to distract her from her studies." This statement is supported by which famous hypothesis?

CASE - XV

The verbal channel of communication is composed of spoken words as well as other vocal features of speech like pitch and loudness of the voice. Other non-verbal channels include facial expression, kinetic (gesture, posture, movement of the body) and proximal (physical distance during face-to-face interaction) behaviours. Facial expression is the most common channel of emotional communication. The amount and kind of information conveyed by the face is easy to comprehend as the face is exposed to the full view of others. Facial expressions can convey the intensity as well as the pleasantness or unpleasantness of the individual's emotional state. Facial expressions play an important role in our everyday lives. There has been some research evidence supporting Darwin's view that facial expressions for basic emotions (joy, fear, anger, disgust, sadness, and surprise) are inborn and universal.

1. The non-verbal aspects of the voice and temporal characteristics of speech are called
2. Define the term 'emotion'. Name the primary emotion according to Plutchik.

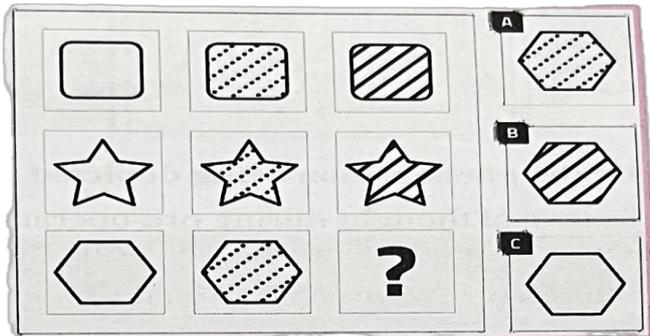
MAHAVIR SENIOR MODEL MODEL SCHOOL

Psychology XI (037)

PICTURE-BASED ASSIGNMENT

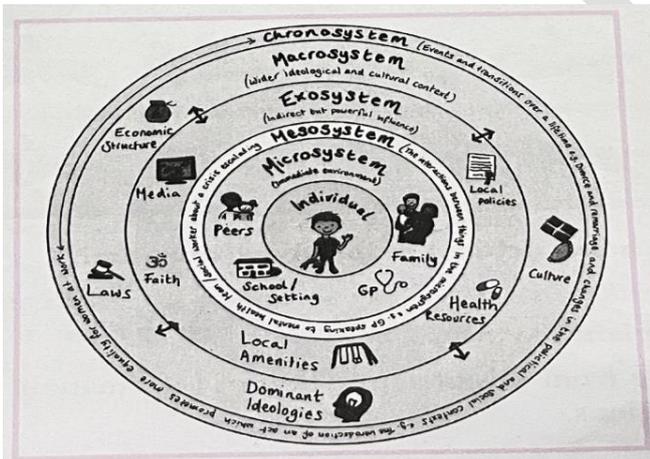


Study the given images and answer the questions that follow:



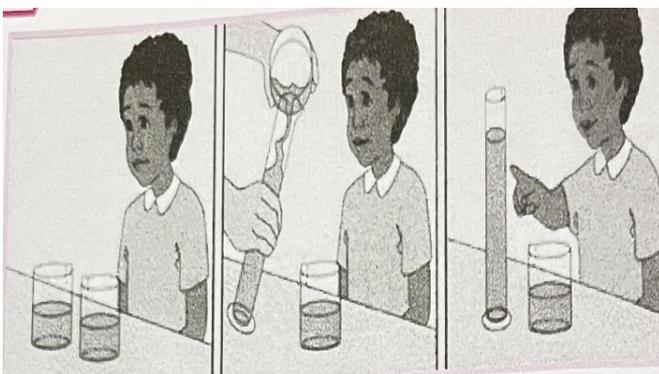
Picture - 1

1. Identify the type of psychological test shown in the above picture.
2. How are psychological tests classified?



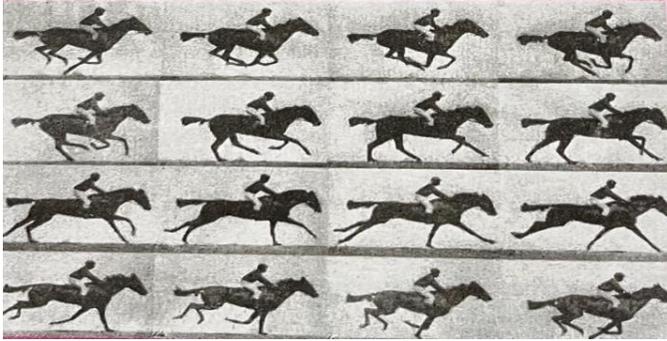
Picture - 2

1. Identify the picture related to a child's development.
2. Briefly explain the model designed for understanding the development of children in Indian context.



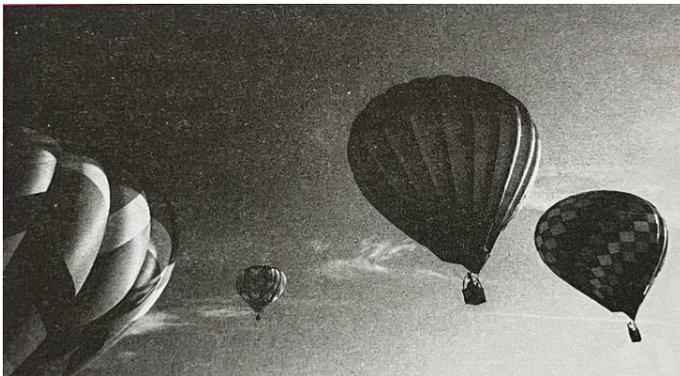
Picture - 3

1. Identify and explain briefly the phenomenon being depicted in the above picture.
2. Name and explain the salient feature of preoperational thought stage.



Picture - 4

1. Which phenomenon is being depicted in the above diagram?
2. What are illusions? Explain any two



Picture – 5

1. Identify the monocular cue being depicted in the given image.
2. Explain any two monocular cues. Briefly



Picture – 6

1. Which model of learning is being depicted in the above picture? Briefly explain.
2. What is the basic idea or rule of this learning?