

Answer Key

- | | |
|--|---|
| 1) WilhelmWundt | 1 |
| 2) Experiences | 1 |
| 3) Carl Rogers | 1 |
| 4) Dependent | 1 |
| 5) Adulthood | 1 |
| 6) Phenotype | 1 |
| 7) Growth | 1 |
| 8) 380-780 Nenometer | 1 |
| 9) Triesman | 1 |
| 10) Ivan Pavlov | 1 |
| 11) Less than 1 minut | 1 |
| 12) Abinghose | 1 |
| 13) A | 1 |
| 14) B | 1 |
| 15) C | 1 |
| 16) A method used by WilliumWoundt, in which the subject describes his own mental processes or experiences in details. | 2 |
| 17) It studies the interaction of physical factors such as temperature, humidity, pollution and natural disasters on human behavior. | 2 |
| 18) It is a tentative answer of the problem developed by the researcher. | |
| Or | 2 |
| Experimental group:-It is a group in which members of the group are exposed to independent variable manipulation. | 1 |

Control group:- It is a comparison group that is treated in every way like the experimental group except the manipulated variable. 1

19) The relationship between stimuli and the sensations they evoke has been studied in a discipline, called psychophysics. 2

20) Line A is always perceived shorter than line B by all, although both lines are equal. This is a universal illusion. 2

21) By Chunking, it is possible to expand the capacity of STM. Information is divided into groups. 2

22) Cephalocaudal:- Development proceeds from head region to the caudal or tail region. Children gain control over the upper part of the body before the lower part. $1\frac{1}{2} + 1\frac{1}{2}$

Proximodistal:- Children gain control over their torso before their extremities i.e. growth proceeds from the center of the body and moves towards the extremities. $1\frac{1}{2} + 1\frac{1}{2}$

23) The effect of a visual stimulus persists for some time even after the removal of that stimulus from the visual field, is called after image. Two types: Positive and Negative. 3

24) A reinforcement schedule is the arrangement of the delivery of reinforcement during conditioning trials. Two types:- continuous and partial. It affects conditioning & extinction. 3

Or

1) In organization 2) In treatment of maladjustive behaviors, 3) In rearing children 4) School learning

25) Concepts are mental categories for objects and events which are similar to each other in one or in more than one way. It is used to refer to a number of objects and events. It is a set of features connected by some rules. Two types:- Artificial & Natural. 3

26) It is induced by powerful imagination of events that never take place at all. It is implanted through imagination inflation. Example. 3

27) Definition:- It involves the production of novel and original ideas or solution to problems. It is new way of thinking or thinking differently.

Steps:- 1) Preparation 2) Incubation 3) Illumination 4) verification

28) A) Description B) Prediction C) Explanation D) Control E) Application 1+4

Or

A) Elimination B) Constant effect throughout the Experiment C) Matching
C) Counter-balancing D) Randomization 5

29) Development is the pattern of progressive, orderly and predictable changes that begin at conception and continue throughout life. It is:- 1) Lifelong
2) Various process of human development 3) Multi-directional 4) Highly plastic
5) Influenced by historical conditions 1+4

Or

Adolescence is the stage of life that begins at the onset of puberty, when sexual maturity, or the ability to reproduce is attained.

Challenges:- 1) Delinquency 2) Substance Abuse 3) Eating Disorder

30) Motivation is a desire or need that gives strength to behavior and guides it.

Psychosocial Motives: - 1) Need for Affiliation 2) Need for Power 3) Need for Achievement 4) Curiosity and Exploration 1+4

Or

a) Enhance self-awareness b) Appraise the situation objectively c) Self-monitoring d) Engagement in self-modeling e) Perceptual reorganization and cognitive restructuring f) Creativity g) Developing and nurturing of good relationship h) Empathy i) Participation in community service 5

Answer Key

- | | |
|--|---|
| 1- fofy;e oq.V | 1 |
| 2- vuqHko | 1 |
| 3- dkyZ jkstl | |
| 1 | |
| 4- ijrU= | 1 |
| 5- fd”kksjkoLFkk | |
| 1 | |
| 6- fQuksVkbj | |
| 1 | |
| 7- lao`f} | 1 |
| 8- 380&780 uSuksehVj | |
| 1 | |
| 9- V ^a kbleSu $\frac{1}{4}1962\frac{1}{2}$ | |
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| 10- bZoku ikoykWo | |
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| 11- ,d ISd.M Is Hkh de | |
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| 12- ,fcXgkWl | 1 |
| 13. a | 1 |
| 14. b | 1 |
| 15. c | 1 |
| 16- fofy;e oq.V }kjk iz;ksx dh xbZ ,d fof/k fatlesa iz;ksT; viuh ekufld izfdz;kvksa vuqHkoks dk foLrkj Is o.kZu djrk gSA | |

17- i;kZoj.kh euksfoKku rkieku] vknzZrk] iznw'k.k] izkd`frd vkink tSls
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2

21- ;g ,d vYidkfyd Le`fr dh {kerk c<kus dh fof/k gS fatl esa lwpuk dks dbZ
Hkkxksa esa ckVdj ;kn fd;k tkrk gSaA

2

22- 1 Okg fodkl tks efLr’d ;k flj ds {ks= ls iSj ;k fupys fgLLs rd vxzlj gksrk
gSA 1+1 2-og izd`fr ftlesa cPps vius “kjhj ds nwjLFk vaxkas ls igys
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23- n`fV {ks= ls pk{kqd mn~nhid ds gV tkus ds ckn Hkh ml mn~nhid dk
izHkko dqN le; rd cuk jgrk gSA blh izHkko dks mrjizfrek dgrs gSaA

nks izdkj& 1- le mrjizfrek,a

2- fo’ke mrjizfrek,a

1+1+1

24. vuqca/ku ds iz;klks ds nkSjku izcyu miyC/k djkus dh O;oLFkk dks izcyu vuqlwfp dgrs gSA nks izdkj& 1- Irrizcyu

2- vkf"kad izcyu

1+1+1

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27- 1 rS;kjh 2 mn~Hkou 3 iznhflr o 4 LkR;kiu

3

28- 1-o.kZu 2-iw.kZdFku 3-O;k[k;k 4-fu;U=.k 5-vuqiz;ksx

5

vFkok

1- fujlu 2- leizHkko 3- lqesy 4- izfrlUrquy 5- ;kn`fPNdj.k

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29- fodk'k xfr"khy] dzec} rFkk iwoZdFkuh; ifjorZuksa dk izk#i gS tks xHkkZ/kku ls "kq# gksdj thou lk;ZUr jgrk gSA

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lkekftd] lkaLd`frd izHkko] 5
1+4

vFkok

fd”kksjkoLFkk dh izeq[k pqukSfr;ka 1- vipkj 2-eknd nzO;kas dk lsou 3-
vkgkj xzg.k laca/kh fodkj
5

30- vfHkizsj.kk% ,d ,slh bPNk ;k vko”;drk tks O;ogkj dks “kfDr nsrh gS rFkk
mls funsZf”kr djrh gSA

1 laca/ku vfHkizsjd 2- ”kfDr vfHkizsjd 3- miyfC/k vfHkizsjd 4- fatKk’kk ,o
vUos’k.k 1+4 vFkok

1 vkRe tkx#drk dks c<kuk 2 ifjfLFkfr dk okLrfodr iw.kZ vkdyu

3 vkRe ifjoh{k.k 4 vkRe izfr#i.k 5 vPNs laca/kkas dk fodkLk 5
rnuqHkwfrl`tukRedrk 5