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ANSWER SHEET

Name of Candidate	ANUSH RAJ	**Test Code**	Flexi Module - IV.
Subject	Psychology - II	**Registration No.**	VID2221

EVALUTION INDICATORS

1. Alignment Competence
2. Context Competence
3. Content Competence
4. Language Competence
5. Introduction Competence
6. Structure - Presentation Competence
7. Conclusion Competence

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Signature of Examiner

1.(b) Biofeedback is a process in which people learn to control physiological processes which are involuntary in nature like blood pressure, heart rate, respiration etc. It is used successfully in stress managment, anxiety relieving, reducing hyperactivity etc. It has been used also to control physical illness with a psychological control component; e.g. asthma, high blood pressure, migrane headaches etc.

In this therapy generally some electronic device provides feedback on real-time basis to the patient. By observing these real-time feedback a person can control his voluntary involuntary processes. For example if a person is suffering from headache, a sensor on his forehead muscles might tell him that contraction & relaxation controls the headache. Similarly if a person is having

a high blood pressure, an electronic sensor may show him the actual blood pressure and the person may try to keep it under normal range. Later, he may control the pressure if the sensor is not attached.

Several explanations are given on working of biofeedback therapy. For example; it works as an a relaxation technique to reduce stess. Relaxation may lower overall sympathetic nervous system activity thus overactivity of many processes e.g. respiration is controlled.

Another explanation is that persons learn to control the activity as per the principles of instrumental conditioning. feedback information is just like positive or negative reinforcement.

Biofeedback therapy may also be thought as a cognitive processes. People control internal processes by using self images or statements to 'direct or 'control' the involuntary systems.

1-(c).   Stress is response to events that are threatening or challenging. For example on seeing a notification of examination a student may feel stress if he is not well prepared. Daily life actually involves a series of such threats and person's responses to cope with it. In the process, he may gain success or failure. In later case, psychological & physiological problems may occur.

Western cultures, where society focuses on individual performance rather than group achievements are more demanding than Asian cultures, life styles where everyday problems become stress are clearly more damaging than less demanding society. Background stressors like long line at Bank or getting struck in car at a traffic jam or more or less dependent on cultural background.

Personal stressors such as death of spouse or injury are more painful

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in societies where there are less
close relatives and friends to look
after & provide emotional support. In
Asian culture where joint families are
still prevalent, the effect of personal
stress is somewhat lesser.

Coping from stress requires emotional
& social support. Naturally, persons
suffering from effects of stress feel
better where emotional support & care
is readily available from close relatives,
friends and colleagues. Emotion-focused
coping also includes strategies such as
accepting sympathy from others.

Therefore culture plays great role
in coping and producing stress.

1.(d) People have their characteristic way of learning. They prefer different learning environment or learning modalities. People also differ in their personal capabilities of learning new things.

Different learning styles of students may be infered from three dimensions:

(1) **Perceptual Modality** :- Persons may be prefer the learning through ~~audio~~ auditory, visual or kinesthetic mode.

(2) **Information Processing** : It refers to the way in which people process the information, e.g. they process it by breaking into parts or as a whole.

(3) **Personality Patterns** :- Persons may interact with the environment differently.

Anderson has shown how people

may differ between analytical style of learning & relation style of learning.

According to Anderson, people who have relational style of learning prefer to learn the material easily when exposed full unit at a time. They understand the different parts or process by understanding whole part at a time.

On the other hand people with analytical style of learning prefer to learn by breaking the material into sub-units or smaller processes. They ~~perceive the i~~ process the information step by step in a sequence. Only by understanding the fundamental picture, they are able to learn the whole process.

2.(a).   People who are considered genius are highly creative. They can think different ways of handling a problem. Often these ways or solutions are quite new, unique and may be unacceptable to society at a first first glance with cursory approach. Since the ideas are not acceptable to the norms society these creative people are labeled mad or insane sometimes. One of the most striking example of this paradox is Nicolos Copernicous works on heliocentricity in middle centuries in Europe. He had proposed that the Sun is the centre of universe and it is the earth which revolves around the Sun. His view was uniquely put forward to the then thinkers and scientists. However the catholic church sidi his ideas were ridiculed and he was considered as insane because

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no one considered that the earth revolved round the sun.

In modern times, we have examples of American President Roosevelt, ~~Birt~~ Britain's PM Churchil and the scientist Einstein. All these personalities are considered genius in their field. However, Roosevelt and Churchil were victims of 'bipolar disorder' and Einstein is known to have suffered from dyslexia. Many other thinkers and great personalities are known to have suffered from some kind of ~~abnormal~~ mental disorders. High level of ideas are commonly found in schizophrenic personalities.

The relationship between mental illness and creativity should be seen through the prism of shared character-istics of both entities. Bipolar disorder, autism, dementia, ADD/ADHD, epilepsy

all are mental disorders. These disorders separately have a strong relationship with creativity, however researchers has not yet established the direct link between mental illness and ~~genius~~ creativity.

One explantion of the relationship is given in terms of mental inhibition. Patients of dementia who suffered bruises on their left hemisphere continue to genrate creative arts/ideas. Researchers say that the inhibitions ~~oa~~/interference caused by left hemisphere on the right ~~hemis~~ hemisphere (which is responsible for spatial thinking) is minimised and hence painters/artists can continue to generate new ideas.

Similarly ~~patn~~ attention deficit disorders (ADD/ADHD) are associated with creativity. Impulsiveness, restlessness, daydreaming, academic under achievment, mood swings, hypersensitivity to

Stimulation etc. all are the common chara-cteristics of ADD & creative persons.
For example a person explained his ADD as following" When you see a fruit, you think only of fruit. I see the texture of fruit, colour of it and the field where it where it grows." . It is clear that this is an example of creative idea.

Mood ~~research~~ -creativity research has found that creativity is enhanced most by positive mood states. Ultimately it can be said that mental illness and creativity are related with respect to common chara-cterists among them. However no specific link has been established yet by the researchers.

2(b). Mindfullness based therapeutic approaches are cognitive techniques to control stress, anxiety related disorders and to produce sustained happiness. These approaches focus on feelings, thoughts and emotions one is experiencing and seek to benefit from them. These approaches are quite new to the western world, although in eastern cultures these kind of therapies are known from centuries.

Vipasana Meditation is a kind of meditation in which a person tries to observe passively the thoughts or objects coming in his/her mind during the process of 'Dhyan' or meditation. Vipasana meditation is quite helpful in prevention of repeated episodes of depression by providing the patients a tool of analysis and observation of his emotions. The patient can treat himself without any external help or medicine.

Since the acceptance of mindfulness as a psychological tool to treat. mental disorders, several therapies have been developed based on this. MBCT (mindfulness based cognitive therapy), stress reduction, acceptance & commitment therapy etc have been evolving as an alternate to prevalent therapies.

MBTs effectiveness is dependent upon nature of client and abnormality. for example MBTs cannot be implied on sever schizophrenic patients. Since these techniques are to be practised by the patient himself, - no external medication are therapy e.g. ECT are involved, the mental condition of the person should be such that he is able to understand the emotions, feelings etc conciously. It cannot be expected from a mental patient who is already experiencing

delusions & hallucinogens to apply MBTs.

Further, MBTs are techniques which are to be learned through a period of time. It is expected that the person should practice these therapy on set regular intervals basis for have a sustained peace of mind. The person gradually learns to focus on his thoughts and feelings and later he learns to what to interpret from it or how to control his behaviour based on the information he he is receiving from moment-to-moment basis.

Hence it can be said that effectiveness of MBTs lie on the disorder selected and mental condition of the person. It cannot be seen as a quick-fix solution rather MBTs have to be a way of life for achieving long term solutions of problems like anxiety, depression, mood swings and stress.

3.(a) Leadership is a process that shapes the goals of a group or organization, motivates behaviour toward the achievment of these goals and helps in shaping the culture of group or organization. This process differs widely for organizational set-up and for social change.

While in organizational set-up the requirement of leadership is to have defined clear-cut goals e.g. financial achievment or some technical proficiency, the social change leadership is ~~usu~~ usually focused on ~~at~~ achieving social justice, prosperity, happiness and equal rights for the members of the society. To achieve these different set of goals the leaders, in both type of groups, (organization or social change) follow different ways.

Leaders in the organizations are provided powers that are tangible. They can influence their co-workers or subordinates by coercive power or by rewards, or by

legitimate powers. It is considered that greater the number of these powers, stronger is the leadership. On the other side, leaders of social change do not have legitimate powers over their co-workers; their powers are abstract in nature. It is in their person- -ality itself so that the group members are influenced and motivated by the leaders.

For example, we can take the case of Mukesh Ambani and Anna Hazare. Both are great leaders in their respective areas, however the influence with which Anna Hazare talks with his followers or ask to raise their voices, cannot be seen with Mukesh Ambani's. In a way the leaders of social change are transfor- mational leaders — they motivate the group members with their charishma, values, attitudes and personality to forego self interest in the interest of collective vision. Leaders of organisational-set ups are transactional leaders — they lead by 'exchanging one thing for another': promotions, grades, remuneration

etc. The element of selfless-ness is very rare.

Another difference between them is on the basis of tasks assigned. Organisations require a leader who is good at solving everyday practical problems and is highly organized. Traits required here should be able to deal with the routine problems and run the organization. In contrast, social change leadership demands a leader with a clear vision for future of the society members. They should have high levels of identification with themselves personally and high levels of identification with the group they lead. Followers of such leaders do whatever their leaders wants them to do. They feel closer to or more identified with their group.

3.(b). Every civilization evolves certain unique features of its own from which it differentiates from other civilizations. Indian civilization is distinguished from other civilizations of the world in respect of its continuity and heterogeneity, its accomodating and composite character. The concept of national identity in India is embedded in the broad context of Indian civilization.

The complex pattern of national identity in India is the result of secular - democratic framework enshrined in the constitution and indian tradition which is running since thousands of years. Different ideas emerge when one talks about being Indian. Secular, pluralistic, labourious, talented etc. are considered to be positive aspects of an Indian. On the other hand Indian tradition has its blind spots as well : women degradation, child marriage, dowry system, superstitions etc.

Different psycho-social factors responsible for this complex pattern of

national identity can be identified as follows:

(1) <u>Rural-Urban</u> <u>division</u> of <u>demography</u> :-
More than 68 % of India's population resides in rural areas. This exerts a great force in shaping the national identity. Rural cultures are largely agriculture based, hence attitudes of people are, in general, positive towards association. More joint families than nuclear families help in shaping up its members as being helpful, kind and respectful to elders. While people residing in cities are definitely self centered the element of its original traditions are prevalent.

(2) <u>Religious</u>-<u>spiritualistic society</u> : Indians are largely spiritual and religious. Religious values are deeply rooted in the culture, so much so, that several educational, professional and many other institutions run in the name of religion, This factor is largely responsible for

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the elements of tolerance and altruism in the identity of Indians. Incidently, this factor is also responsible for some of negative shades like child marriage, superstitions and degradation of women as well-as-religious ~~to e~~ non-tolerance.

3) Traditions of Knowledge, philosophy & ~~set~~ Guru-shishya (traditions) : Since ancient times India has been a great place of learning different studies and philosophies. This factor is responsible for todays hard working & knowledge based society of India. It is believed that one is himself responsible for his actions and results. Quest for knowledge since ancient times has benefitted Indians so much that ~~it is well~~ India is known for information technology advancements and space research scientific activities.

7-(a) Achieving styles are the characteristics ways which people use to get their work done on on to achieve their goals. These are the learned behaviours people use for achieving goals regardless of their substan--tive nature.

Difference between the achieving styles of men & women are expected by society like all other roles which are gender roles. Every particular society ~~set~~ has some set of gender roles which indicate what is appropriate behaviour for men & women.

Normally men are viewed as having traits involving competence like independence, objectivity & competitiveness On the other hand, women possess traits like warmth and expressiveness such as ~~gentleless~~ gentleness and awareness of other's feelings.

Such stereotypes based on gender are

largely reflected in the work place. Even when women move into upper-level, high status positions their ~~achi~~ achievements are attributed to their 'women-like' traits rather than their qualities which are necessary to hold such high positions. To some extent, the self-fulfilling prophecy also works with women ~~wo~~ due to which they have lower expectations from their careers than men.

Achievement motivation is a type of psychosocial motives which shape & drive behaviours. Achievement motivation is desire ~~to~~ of a person to achieve excellence in some chosen field. It constantly directs the behaviour, energies into a direction which leads to the mastery of things, ideas, people or attaining a high standard.

Cultural factors play a big role in fostering ~~achie~~ achievement motivation. family

and surrounding society being competitive the child may learn to be competitive. Asian children & students are normally considered to be more competitive than their American counterparts. This ~~reason~~ is attributed to cultural norms in the two regions, asiatic societies value high the ach academic achievements.

Role - models for children are formed during initial stage of developmt from which they learn how to put their best and achieve success. Effect of ~~the~~ teachers and parents is very important in fostering the achievement motivation.

~~These~~ It can be said that cultural determinants are the most important factors in fostering achievement motivation.

7.(b). Crowding refers to feeling of discomfort & uneasiness due to large number of people in surrounding or lack of physical space around people. Examples of crowding are seen in everyday life ; On railway platforms & inside compartments, outside some theatre, on roads due to some accidents and during severe traffic jams.

Inadequate housing is also an example of lack of space. Large families reside in small houses due to low income or migration during natural or human made disasters (war etc). Urban households have not so much of space to live and in Indian cities, particularly for low income group & ~~mi~~. low middle class families ~~and~~ inadequate housing can be seen.

Various psychological effects of crowding & inadequate housings are as follows :-

(1) <u>Abnormal & Aggressive Behaviour</u> : When too many people ~~as~~ are squeezed in a running train compartment, ~~wereon~~ aggressive

behaviour among the passengers can be seen. Also, it has been seen during research on rats that when the available space to rats is reduced to minimum, they start showing abnormal behaviour like biting the tails of other rats & wandering here & there. Increase of violence has been seen among human beings also, due to crowding. Children are worse affected due to crowding.

(2) **Effect on Cognitive Process** : Since crowding causes the feelings of discomfort, it can lead to lowered performance on tasks which require high concentration. Crowding can cause memory loss & disturb the emotional state.

(3) **Loss of/decrease in privacy** : Crowding may decrease the privacy of individuals. It forms a sense of negative feelings of the surroundings. People may lose control of over social interactions.

(4) **Lower academic performance** :- Chidren

growing up in ~~an~~ inadequate housing show lower academic performance ~~than~~ compared to the children growing-up in non crowded houses. They show lack of persistance in their activities.

(5) <u>Conflicts with Parents</u> :- children who are suffering from inadequate housing have multiple conflicts with their parents and feel less support from other family members.

Apart from the negative effects of crowding there may be some positive effects as well. During parties and family celebrati-on such as weddings, more no. of peoples are welcomed and crowding here considered good. In these occassions crow-dings cause no stress on individuals and may arouse positive emotions as well. Further the stress felt due to crow-ding ~~is also depending w~~ depends on the culture to which the individual belongs. A person who has been raised in large joint family may not feel effects of

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crowding than a person who belongs to nuclear family.

5. (b) Primary, secondary and tertiary prevention program refers to the stages at which psychologists advice the persons or patients in course of suffering from disease or prevention from a diesease.

<u>Primary Prevention Program</u> :- This refers to the fostering of good habits to maintain a good health. Excercise, regular dental check-up, monitoring of blood pressure & glucose level etc are some of the measures which persons should take in order to prevent diseases to check-in into their body. The problem arises when people think that everything is alright with them and they need-not go for regular check-up. At this point the role of psychologist becomes important, as he/she should ~~increase the awareness~~ motivate the persons

about preventive measures and possible health hazards. Many organisations and industries have occupational health centres (OHC) which regularly monitor the healths of their employees under primary prevention prot program.

Secondary Prevention Program : It is the second stage or the onset of disease or being diagonsed for some disease. This is the most important stage for psychologists as they have to foster confidence in the patient, particularly if the disease is dangerous like patients cancer or HIV/AIDS. Many patient lose hope in the initial stage of disease due to lack of awareness, attitude, low motivation or they att-ribute the disease to God's annoyance. They have to be constantly motivated & persuaded to have faith in medicines & the process of treatment.

Tertiary Prevention Program :. After the disease has been clinically obvious and

a diagonsis is established) this stage prevention ~~psopo~~ program starts. This includes rehabilitation of patients also. Examples include eliminating conditions of allergies among patients of Asthma, regular renal, eye & foot check-~~up~~ of diabetic patients, preventing ~~occur~~ reoccurence of heart attack with anti clotting medicines etc. As for ~~on~~ a psychologist, the rehabilitation program is the most impor--tant.

5-(c). When members of a specific group /sub-group ~~un~~ unite in order to affect political or social change, the result is often called 'Identity ~~Pott~~ Politics'. The change which is sought to ~~effect~~ affect the society may be positive or negative for different groups.

   Identity politics is not limited to the major divisions which affect society such as racial divisions or gender divisions, but it extends into ethinicity, citizenship

status, religious orientations and other instances where a specific group feels marginalised or oppressed.

Causes of Identity Politics vary from one region/country to another as their society situations may be. For example, in U.S. or Britain which are multi-ethnic countries, different races or groups raise their voices time-to-time and get empowered through identity politics. When one group of them identified themselves as African-Americans and start working for the welfare of the group, they got some identity and status.

Under the concept of identity politics, women could unite in order to promote the passage of rules for equal rights and equal pay for equal work. Similarly homosexuals could organize political rallies or start grass-root campaigns for demands of same-sex partners to qualify for

martial benefits.

By identifying himself, ~~so~~ as a member of some specific group like, a minority facing cultural extinctions, he may utilise ~~him~~ the platform for a specific political purpose.

In Indian context, there is a large group of politicians who are benefitting themselves by using identity politics. They somehow attach themselves to some ~~as~~ region, religion, specific issues such as strikes for wage payment etc and ~~the~~ empower themselves.

The most obvious factor for the rise of identity politics in India is its mult-plural, multi language and mult-religion society. It gives space for politicians to identify some causes and exaggerate it so that they might get some identity. Most recent examples includes politics in Maharashtra based on local/non-local residents and in Andhra Pradesh on ~~Tens~~ Telangana issue.

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5(d) Military psychology refers to the application of psychological principles and theories in the context of defence forces. Since the study of psychology in India itself started in 1915, ~~in India~~, the field of military psychology is relatively new in the Indian context.

Military psychology started in early forties by applying psychological principles for the selection of army personnel. Thereafter independence a different wing of psychology was established to design tests and selection-training processes of defence personnel. Pilot Aptitude Battery Test and Naval Officers selection tests were adopted by the selection wing of Defence forces. Applied Psychological Laboratory dedicated to psychomotor research and human engineering established as a lower formation under Department of Psychological Research.

Psychological Research Wing was established in New Delhi which was

renamed as Defence Institute of Psychological Research (DIPR). The institute is only organisation that provides technical assistance to the armed forces in ensuring personnel selection. Its another focus of area of research is on refining the techniques of psychological warfare, motivation, attitude, morale, leadership behaviour, job satisfaction and organisational climate.

For the selection of officers a comprehensive Battery of cognitive Abilities has been developed and is being used. However for the non officers rank personnel there were no psychological screening tests available due to paucity of time and expenditure, although they constitute a ~~large~~ huge proportion of armed forces. Recently a selection battery comprising of a cognitive & a personality test ~~have been~~ has been developed and is in use. The test mainly uses non-verbal matrices.

Military psychologists have ~~not~~ to ensure not only the selection of right candidate

but also the optimum job-satisfaction of defence personnel so that the maximum defence effectiveness may be achieved. To achieve this tough task, they constantly influence decision makers to shape the organisational policies based on ~~emit~~ empirical research findings.

Training needs of officers are identified and conveyed to the policymakers. Human-machine interface is very important in the era of modern warfare. Therefore to cater this need, military psychologists are in regular touch with other science organisations like DRDO/DARC/ISRO.

Apart ~~of~~ from these military psychologists are actively involved in boosting the morale of armed forces during stressful conditions of war. They prepare our forces for psychological warfare.

Military psychology has ~~undit~~ unlimited avenues to grow in this country. The special geo-political location and socio-cultural circumstances in India provide ample opport--unities for this.