PSYCHOLOGY AND LIFE

- **ENVIRONMENTAL PSYCHOLOGY AND ECOLOGY**
  - ❖ **Environmental psychology:** A branch of psychology called environmental psychology deals with various psychological issues pertaining to the human-environment interaction in a very broad sense of the term.
  - ❖ **Ecology:** 'Ecology' is the study of the relationships between living beings and their environment. In psychology, the focus is on the interdependence between the environment and people, as the environment becomes meaningful with reference to the human beings who live in it.

- **NATURAL AND BUILT ENVIRONMENT**
  - ❖ That part of nature which remains untouched by human hand is the natural environment. For example, oceans, mountains, etc.
  - ❖ Whatever has been created by human beings within the natural environment is the built environment. For example, cities, houses, offices, factories, bridges, shopping malls, railway tracks, roads, etc.

- **DIFFERENT VIEWS OF HUMAN-ENVIRONMENT RELATIONSHIP**
  - ❖ A psychologist named *Stokols (1990)* describes three approaches that may be adopted to describe the human-environment relationship.
    - (i) The **minimalist perspective** assumes that the physical environment has minimal or negligible influence on human behaviour, health and well-being. The physical environment and human beings exist as parallel components.
    - (ii) The **instrumental perspective** suggests that the physical environment exists mainly for use by human beings for their comfort and well-being.
    - (iii) The **spiritual perspective** refers to the view of the environment as something to be respected and valued rather than exploited.
  - ❖ It implies that human beings recognize the interdependent relationship between themselves and the environment, i.e. human beings will exist and will be happy only as long as the environment is kept healthy and natural.
  - ❖ The traditional Indian view about the environment supports the spiritual perspective.

- **ENVIRONMENTAL EFFECTS ON HUMAN BEHAVIOUR**
  - ❖ **Environmental influences on perception**:
    - ○ Some aspects of the environment influence human perception.
    - ○ For example, a tribal society of Africa lives in circular huts, that is, in houses without angular walls.
    - ○ They show less error in a geometric illusion (the Muller-Lyer illusion) than people from cities, who live in houses with angular walls.
  - ❖ **Environmental influences on emotions**:
    - ○ The environment affects our emotional reactions as well.
    - ○ Watching nature in any form, whether it is a quietly flowing river, a smiling flower, or a tranquil mountain top, provides a kind of joy that cannot be matched by any other experience.
    - ○ Natural disasters, such as floods, droughts, landslides, quakes on the earth or under the ocean, can affect people's emotions to such an extent that they experience deep depression and sorrow, a sense of complete helplessness and lack of control over their lives.

- o Such an influence on human emotions is a traumatic experience that changes people's lives forever, and can last for a very long time after the actual event in the form of post-traumatic stress disorder (PTSD).
  - ❖ **Ecological influences on occupation, living style and attitudes**: The natural environment of a particular region determines whether people living in that region rely on agriculture (as in the plains), or on other occupations such as hunting and gathering (as in forest, mountainous or desert regions), or on industries (as in areas that are not fertile enough for agriculture).
    - o It has been observed that an agricultural society has to depend on the collective efforts of its members.
    - o On the other hand, highly industrialized societies feel less close to and less dependent on nature.
- **HUMAN INFLUENCE ON THE ENVIRONMENT**
  - ❖ **Environmental stressors** are stimuli or conditions in the environment that create stress for human beings. It includes the following: (a) Noise, (b) Pollution, (c) Crowding and (d) Disasters.
  - ❖ **Noise**
    - o Any sound that is annoying or irritating, and felt to be unpleasant is said to be noise.
    - o From common experience it is known that noise, especially for long periods of time, is uncomfortable, and puts people in an unpleasant mood.
    - o Exposure to noise for a long period of time may lead to hearing loss
    - o Apart from that, noise has negative effects on mental activity because it reduces concentration.
    - o Three characteristics of noise have been found to determine its effect on task performance, namely, **intensity, predictability, and controllability of noise**.

  Systematic research on the effects of noise on human beings shows the following:
    - o When the task being performed is a simple mental task, such as addition of numbers, noise does not affect overall performance,
    - o If the task being performed is very interesting, then, too, the presence of noise does not affect performance.
    - o When the noise comes at intervals, and in an unpredictable way, it is experienced as more disturbing than if the noise is continuously present.
    - o When the task being performed is difficult, or requires full concentration, then intense, unpredictable, and uncontrollable noise reduces the level of task performance.
    - o When tolerating or switching off the noise is within the control of the person, the number of errors in task performance decreases.
    - o In terms of emotional effects, noise above a certain level causes annoyance, and can also lead to sleep disturbance. These effects are also reduced if the noise is controllable, or are necessary as a part of the person's occupation. However, continued exposure to uncontrollable and annoying noise can have harmful effects on mental health.
    - o From these observations, one may conclude that the stressful effects of noise are determined, not only by its high or low intensity, but also by the extent to which people are able to adapt to it, the nature of the task being performed, and whether noise is predictable and controllable.
  - ❖ **Pollution**

  Psychological impact of pollution
    - o Any form of environmental pollution may affect the nervous system because of the presence of toxic substances and, to that extent, influence psychological processes in some way.
    - o Another form of influence is seen in the emotional reactions to pollution, which, in turn, create discomfort, and have consequences such as decreased work efficiency, lowered interest in the job, and increase in anxiety level. People do not like to live or work in a locality that is littered with garbage, or has a constant foul smell.
    - o Similarly, the presence of dust particles, or other suspended particles, may give a feeling of suffocation and difficulty in breathing, and may actually lead to respiratory disorders. People who experience this kind of discomfort cannot pay full attention to their work, or be in a pleasant mood.
  - ❖ **Crowding**
    - o Crowding refers to a feeling of discomfort because there are too many people or things around us, giving us the experience of physical restriction and sometimes the lack of privacy.

- Crowding is the person's reaction to the presence of a large number of persons within a particular area or space.
- The experience of crowding has the following features:
    - Feeling of discomfort.
    - Loss or decrease in privacy.
    - Negative view of the space around the person.
    - Feeling of loss of control over social interaction.
- **Psychological consequences:** Major psychological consequences of crowding are as follows:
    - Crowding and high density may lead to **abnormal behaviour and aggression**. This was shown many years ago in a study of rats. These animals were placed in an enclosure, initially in small numbers. As their population increased within this enclosed space, they started showing aggressive and unusual behaviour, such as biting the tails of other rats. This aggressive behaviour increased to such an extent that ultimately the animals died in large numbers, thus decreasing the population in the enclosure. Among human beings also, an increase in population has sometimes been found to be accompanied by an increase in violent crime.
    - Crowding leads **to lowered performance on difficult tasks** that involve cognitive processes, and has adverse effects on memory and the emotional state. These negative effects are seen to a smaller extent in people who are used to crowded surroundings.
    - Children growing up in very crowded households show **lower academic performance**. They also show a weaker tendency to continue working on a task if they are unsuccessful at it, compared to children growing up in non-crowded households. They experience greater conflict with their parents, and get less support from their family members.
    - The **nature of social interaction** determines the degree to which an individual will react to crowding. For example, if the interaction is on a happy social occasion, such as a party or public celebration, the presence of a large number of persons in the same physical setting may cause no stress at all. Rather, it may lead to positive emotional reactions. At the same time, crowding, in turn, also influences the nature of social interaction.
    - Individuals **differ in the degree to which they show negative effects** of crowding, and also in the nature of these reactions.:
        - (a) **Crowding tolerance** refers to the ability to mentally deal with a high density or crowded environment, such as a residence (a large number of persons within a small room).
        - (b) **Competition tolerance** is the ability to put up with a situation in which individuals would have to compete with many others for even basic resources, including physical space.

Cultural characteristics may determine the extent to which a particular environment is judged to be subjectively more crowded or less crowded.
- Personal space, or the comfortable physical space one generally likes to maintain around oneself, is affected by a high-density environment.
- The concept of personal space is important, because:
    - It explains the negative effects of crowding as an environmental stressor.
    - It tells us about social relationships
    - It gives us some idea about how physical space can be modified in order to reduce stress or discomfort in social situations, or to make social interaction more enjoyable and fruitful.
- In social situations, human beings like to maintain a certain physical distance from the person with whom they are interacting. This is called interpersonal physical distance.
    Edward Hall, mentioned four kinds of interpersonal physical distance:
    (1) Intimate distance   (2) Personal distance
    (3) Social distance   (4) Public distance

❖ **Natural Disasters**
- o Environmental stressors such as noise, various forms of pollution and crowding are the result of human behaviour. By contrast, natural disasters are stressful experiences that are the result of nature's fury, i.e. the consequence of disturbances in the natural environment. Common examples of natural disasters are earthquakes, tsunamis, floods, cyclones, and volcanic eruptions.
- o One finds examples of other disasters also, such as wars, industrial accidents such as the leaking of poisonous or radioactive elements in industrial plants, or epidemics (e.g., the plague that affected some parts of our country in 1994).

Effects of Natural Disasters
- (1) First, they leave people poverty-stricken, homeless, without any resources, usually along with a loss of everything they owned.
- (2) Second, the sudden loss of all their belongings as well as their dear ones leaves people shocked and stunned. This is sufficient to create a deep-seated psychological disorder. Natural disasters are traumatic experiences, i.e. emotionally wounding and shocking to those who survive the disaster. Post-traumatic stress disorder (PTSD) is a severe psychological problem that results from traumatic events such as natural disaster.

This disorder has the following features:
- o The immediate reaction to a disaster is commonly one of disorientation. People take some time to understand the full meaning of what the disaster has done to them. They may actually deny to themselves that something terrible has happened. Following the immediate reaction are the physical reactions.
- o Physical reactions, such as bodily exhaustion even without physical activity, difficulty in sleeping, change in the eating pattern, increased heartbeat and blood pressure, and getting startled easily can be found among the victims.
- o Emotional reactions, such as grief and fear, irritability, anger ("Why should this happen to me?"), helplessness, hopelessness ("I could do nothing to prevent this event"), depression, sometimes absolute lack of emotion (numbness), guilt feelings for having survived while someone else in the family died, blaming oneself, and lack of interest in even routine activities.
- o Cognitive reactions, such as worry, difficulty in concentration, reduced span of attention, confusion, loss of memory, or vivid memories that are unwanted (or nightmares of the event).
- o Social reactions, such as withdrawal from others, getting into conflict with others, having frequent arguments with even loved ones, and feeling rejected or left out. Surprisingly, very often, in the midst of severe emotional reactions to stress, some survivors may actually help in the healing processes. Having been through the experience, yet survived it and staying alive, these persons may develop a positive outlook on life and, with empathy; pass on this attitude to other survivors.

In general, the intensity of reaction is affected by:
- o The severity of the disaster, and the loss incurred (both in terms of property and life),
- o These measures, usually taken at the community level, are described below.
  - ▪ Warnings:
  - ▪ Safety measures: includes:
    - ✓ Providing material relief   ✓ Counselling
    - ✓ Psychiatric

- ● **PROMOTING PRO-ENVIRONMENTAL BEHAVIOUR**
  - ❖ Pro-environmental behaviour includes both actions that are meant to protect the environment from problems and to promote a healthy environment.
  - ❖ Some **promotive actions to protect the environment** from pollution are:
  - ❖ Reducing air pollution
  - o Managing disposal of garbage sensibly,
  - o Planting trees and ensuring their care

- o Saying 'no' to plastics
- o Reducing the non-biodegradable packaging of consumer goods
- o Laws related to construction (especially in urban areas) that violate optimal environmental design.
- **PSYCHOLOGY AND SOCIAL CONCERNS**
  - ❖ **Poverty and Discrimination**
    - o Poverty is a condition in which there is a lack of necessities of life in the context of unequal distribution of wealth in society.
    - o Distinction between deprivation and poverty is that deprivation refers to the state in which a person feels s/he has lost something valuable and is not getting something what s/he deserves. Poverty refers to an actual shortage of resources necessary for living, and thus can be somewhat objectively defined.
    - o Both poverty and deprivation are linked to social disadvantage, i.e., a condition because of which some sections are not allowed to enjoy the same privileges as the rest of the society.
    - o Discrimination refers to the behaviour that makes a distinction between the rich and the poor, favouring the rich and the advantaged over the poor and the disadvantaged.
  - ❖ **Psychological Effects of poverty and deprivation:**
    - o In terms of motivation, the poor have low aspirations and low achievement motivation, and high need for dependence.
    - o With regard to personality, the poor and deprived have low self-esteem, are high on anxiety and introversion, and dwell on the immediate present rather than being future-oriented.
    - o With respect to social behaviour, the poor and deprived sections exhibit an attitude of resentment towards the rest of society.
    - o Among the effects of prolonged deprivation on cognitive functioning, it has been found that intellectual functioning and performance on tasks (such as classification, verbal reasoning, time perception, and pictorial depth perception)is lower among the highly deprived compared to those who are less deprived.
    - o With regard to mental health, there is an unquestionable relationship between mental disorders and poverty or deprivation. The poor are more likely to suffer from specific mental illnesses compared to rich, possibly due to constant worriness about basic necessities, feelings of insecurity or inability to get medical facilities, especially for mental illnesses.
  - ❖ **Major causes of poverty**
    - o The poor themselves are responsible.
    - o Economic, social and political factors
    - o The poverty cycle
    - o 'Culture of poverty
    - o The geographic region.
  - ❖ **Measures for poverty alleviation:**
    - o Breaking the poverty cycle
    - o Creating a context for making the poor take responsibility instead of blame for their poverty
    - o Providing educational and employment opportunities
    - o Measures for improved mental health
    - o Steps for empowering the poor:
      - ▪ Concept of Antyodaya
        - ✓ 73rd amendment of the constitution   ✓ Action-Aid
- **AGGRESSION, VIOLENCE AND PEACE**
  - ❖ The term 'aggression' to refer to any behaviour by one person/ persons that is intended to cause harm to another person/persons.
  - ❖ Forceful destructive behaviour towards another person or object is described as violence.

Difference between Aggression and Violence

o Aggressive behaviour involves the intention to harm or injure another person, whereas violence may or may not involve such an intention.

o For example, burning buses or other public property during a riot is called violence as well as aggression. But, suppose on the other hand, the person may also perform the violent act in order to damage the vehicle, because it belongs to a person s/he dislikes.

o In this case, because harm was intended, the act would be called a case of aggression.

Distinction between Instrumental and Hostile Aggression

o In **instrumental aggression**, the act of aggression is meant to obtain a certain goal or object.

o For example, a bully slaps a new student in school so that s/he can snatch the newcomer's chocolate.

o **Hostile aggression** is that which is shown as an expression of anger towards the target, with the intention of harming her/him, even if the aggressor does not wish to obtain anything from the victim.

o For example, a criminal may beat up a person in the community for mentioning his name to the police.

Causes of aggression

o Inborn tendency
o Child-rearing
o Physiological mechanisms
o Frustration

Situational Factors

o Learning
o Anger-provoking action by others
o Personality factors
o Observing an aggressive model
o Availability of weapons of aggression
o Cultural factors

Reducing Aggression and Violence: Some Strategies

o Some of the remedies suggested for curbing violence and aggression are described below.

o Parents and teachers should be especially careful not to encourage or reward aggression in any form. The use of punishment to bring about discipline also needs to be changed.

o Opportunities to observe and imitate the behaviour of aggressive models should be reduced drastically. Portraying aggression as heroic behaviour should be particularly avoided, because this may set the stage for learning through observation.

o Poverty and social injustice may be a prominent cause of aggression, because they can cause frustration in certain sections of society. Implementing social justice and equality in society may help in reducing frustration levels and thereby curb aggressive tendencies at least to some extent.

o Apart from these strategies, at the level of the community or society, it is important to inculcate a positive attitude towards peace. We should not only reduce aggression, but should also actively develop and maintain peace.

• HEALTH

❖ The definition of 'health' provided by the World Health Organization (WHO) includes biological, psychological and social aspects of health. It focuses not only on physical but also on mental and spiritual aspects of health.

o We also find that people differ across cultures in their thinking about when and how people fall ill and, therefore, in the models which they use in prevention of diseases and promotion of health. There are traditional cultures like Chinese, Indian, and Latin American, which hold that good health results from the harmonious balance of various elements in the body, and ill-health results when such a balance is lost.

o On the contrary, the Western cultures view health as a result of fully functioning machine, which has no blockage. The different systems of medicine developed in different cultures are based on these models. There is another fact that you may want to know.

o The World Health Reports by the WHO show that in developing countries such as in Asia, Africa, and Latin America, more people die due to communicable diseases including HIV/AIDS, tuberculosis

(TB), malaria, respiratory infections, and nutritional deficiencies. In the developed countries, the leading causes are various cardiovascular diseases, cancers, and psychiatric disorders. Such differences may be explained in terms of how these societies are economically and socially structured and their psychological underpinnings.

- ❖ **Cognitions**: The level of awareness or information about disease; and beliefs about how it is caused; and about possible ways of relieving the distress or improving health affect help seeking behaviour as well as sticking to a doctor's regimen. Another factor which influences our help-seeking from a doctor is the perception of pain, which is a function of personality, anxiety and social norms.

- ❖ **Behaviour:** Psychologists have found strong evidence which shows that behaviours we engage in and our lifestyles greatly influence health. People differ greatly in terms of such behavioural risk factors as smoking or tobacco use, alcohol and drug abuse, and unsafe sexual behaviour, diet and physical exercise. It is well accepted now that such behaviours are associated with incidence of coronary heart disease (CHD), cancer, and HIV/AIDS besides many other diseases. A new discipline called **Behaviour Medicine** has emerged, which seeks to alleviate stress due to diseases through modification in behaviour.

- ❖ **Social and cultural factors:** There is now a growing body of research which shows that social and cultural differences may influence our physiological responses, and may not be the same across all cultures. For instance, the relationship between hostility and anger and CHD is not found to be the same in all cultures, (e.g., in India and China). While interaction between culture and physiological responses requires more evidence, social and cultural norms associated with roles, and gender, etc. greatly influence our health behaviour. In Indian society, medical advice by or for a female is often delayed because of various reasons - they are less valued, or because of the belief that they are hardy, or the shame associated with the disease.

- ● **IMPACT OF TELEVISION ON HUMAN BEHAVIOUR**
  - ❖ There is no doubt that television has been a useful product of technological progress.
  - ❖ However, from the point of its psychological impact on human beings, both positive and negative effects have been observed.
  - ❖ Many research studies have inquired into the effects of television viewing on cognitive processes and social behaviour, especially in Western cultures.
  - ❖ Their findings show a mixed impact.
    - o Television provides a large amount of information in an attractive form, and in the visual mode, for which it became a powerful medium of instruction. At the same time, because the programmes are attractive, children spend huge amounts of time watching them. This reduces their habit of reading and writing, and also their outdoor activities such as playing.
    - o Television watching may have an effect on children's ability to concentrate on one target, their creativity and ability to understand, and also their social interactions. On one hand, there are excellent programmes that emphasise positive interpersonal attitudes and provide useful factual information, teaching children how to design and construct certain objects. On the other hand, these programmes may distract young viewers and interfere with their ability to concentrate on one target.
    - o About 40 years ago, a serious debate was raised in the USA and Canada regarding the effect of television viewing on aggressiveness and violence among the viewers, especially children. As discussed earlier in the context of aggression, the results of research showed that watching violence on television was, indeed, linked to greater aggressiveness in the viewers. If the viewers were children, they tended to imitate what they saw; they were not mature enough to think of the consequences of such behaviour. However, some other studies pointed out that merely watching violence on the television does not make children more aggressive. Other factors need to be present in the situation. Other research findings show that watching violence may actually reduce the natural aggressive tendency of the viewers: what is 'bottled up' gets an outlet, and thus cleans the system, like a choked drainpipe being cleaned. This process is called catharsis.
    - o In the case of adults as well as children, it is said that a consumerist attitude has developed, and this is due to television watching. Numerous products are advertised, and it is very natural for the viewer to get carried away.

MULTIPLE CHOICE QUESTIONS

1. A branch of psychology _____ deals with various psychological issues pertaining to the human-environment interaction.
   (a) Environmental psychology
   (b) Ecology
   (c) Environmental design
   (d) Anthropology

2. The study of the relationships between living beings and their environment is called _____.
   (a) environmental psychology
   (b) Ecology
   (c) Environmental design
   (d) Anthropology

3. The part of nature which remains untouched by human hand is _____.
   (a) Natural environment
   (b) Ecology
   (c) Environmental design
   (d) Built environment

4. _____ perspective assumes that the physical environment and human beings exist as parallel components.
   (a) Instrumental perspective
   (b) Minimalist perspective
   (c) Spiritual perspective
   (d) None of these

5. _____ perspective suggests that the physical environment exists mainly for use by human beings for their comfort and well-being.
   (a) Minimalist perspective
   (b) Spiritual perspective
   (c) Instrumental perspective
   (d) None of these

6. Chipko movement in the Uttarakhand is an example of which perspective explaining human environment relationship
   (a) Spiritual perspective
   (b) Instrumental perspective
   (c) Minimalist perspective
   (d) None of these

7. A tribal society of Africa lives in circular huts, that is, in houses without angular walls shows less _____
   (a) Phi-Phenomena
   (b) Muller Lyer illusion
   (c) Vertical geometrical illusion
   (d) Delusions

8. Any sound that is annoying or irritating, and felt to be unpleasant is said to be:
   (a) Noise
   (b) Sound
   (c) Wave
   (d) Voice

9. According to the studies noise does not influence performance when:
   (a) When the task being performed is a simple mental task
   (b) If the task being performed is very interesting, then
   (c) When the task being performed is simple
   (d) All the above

10. The physical impact of pollution are
    (a) decreased work efficiency
    (b) lowered interest in the job
    (c) increase in anxiety level
    (d) Ulcers

11. In a study conducted in Germany, the presence of pollutants such as sulphur dioxide in the air was found to:
    (a) Decrease the ability to concentrate on a task
    (b) Increasing tension and anxiety
    (c) Leading to genetic mutation
    (d) All the above

12. A feeling of discomfort because there are too many people or things around us:
    (a) Crowd Tolerance
    (b) Crowding
    (c) Density
    (d) Personal Space

13. Crowding leads to lowered performance on difficult tasks involving cognitive processes but does not affect memory and emotions.
    (a) True (b) False (c) Can't say (d) None of these

14. Children who are brought up in small houses with many family members shows _____
    (a) Crowding Tolerance (b) Crowding (c) Density (d) Competition Tolerance

15. The ability to put up with a situation in which individuals would have to compete with is called _____.
    (a) Crowding Tolerance (b) Crowding (c) Density (d) Competition Tolerance

16. Comfortable physical space one generally likes to maintain around oneself is called _____.
    (a) Crowding tolerance (b) Crowding (c) Personal Space (d) Crowding

17. The distance you maintain when you are talking privately with a very close friend is
    (a) Intimate distance (b) Personal distance (c) Social distance (d) Public distance

18. The distance you maintain when you are interacting, with a relative, or even with someone not very close to you in a work setting is:
    (a) Intimate distance (b) Personal distance (c) Social distance (d) Public distance

19. Distance you maintain when the interaction is formal, and not close like a social gathering
    (a) Intimate distance (b) Personal distance (c) Social distance (d) Public distance

20. The distance of an audience from a public speaker, or a teacher in a classroom is
    (a) Intimate distance (b) Personal distance (c) Social distance (d) Public distance

21. The social distance is:
    (a) 10 feet to infinity (b) 4 to 10 feet (c) 18 inches to 4 feet (d) upto 18 inches

22. The concept of personal space is important because:
    (a) negative effects of crowding as an environmental stressor
    (b) It tells about the personality of an individual
    (c) It indicate personal likes and dislikes of a person
    (d) All the above

23. _____ is often experienced after a natural disasters :
    (a) PTSD (b) Mental retardation (c) Anorexia nervosa (d) Bulimia

24. Bodily exhaustion even without physical activity, difficulty in sleeping, change in the eating pattern, increased heartbeat and blood pressure are _____ reactions to disaster.
    (a) Immediate (b) Physical (c) Emotional (d) Social

25. Grief and fear, irritability, anger and helplessness are _____ reactions to disaster.
    (a) Immediate (b) Physical (c) Emotional (d) Social

26. Worry, difficulty in concentration, reduced span of attention, confusion, is _____ reactions to disaster.
    (a) Cognitive (b) Physical (c) Emotional (d) Social

27. Withdrawal from others, getting into conflict with others, having frequent arguments with even loved ones, and feeling rejected or left out.
    (a) Cognitive (b) Physical (c) Emotional (d) Social

28. _____ are the way/ways of being prepared to minimise their devastating consequences.
    (a) Warnings (b) Safety measures
    (c) Treatment of psychological disorders (d) All of these

29. Advertisements that mention what people should do when it is announced that some natural disaster, such as a flood, is likely is _____ measure of preparing for disaster.
    (a) Warnings (b) Safety measures
    (c) Treatment of psychological disorders (d) Not applicable

30. The belief that 'I can do it!', or 'I can come out of this phase successfully is called _____ .
    (a) Self-reassurance   (b) Self-Concept   (c) Self-efficacy   (d) Self-reliant

31. _____ involves employment and a gradual return to the normal routine after the disaster.
    (a) Psychiatric help   (b) Rehabilitation   (c) Follow-up   (d) All the above

32. _____ is not a pro environmental measure
    (a) Reducing air pollution   (b) Managing disposal of garbage sensibly
    (c) Saying 'no' to plastics   (d) Littering and wasting paper

33. _____ is a condition in which there is a lack of necessities of life in the context of unequal distribution of wealth in society.
    (a) Poverty   (b) Discrimination   (c) Deprivation   (d) Prejudices

34. A condition because of which some sections of society are not allowed to enjoy the same privileges as the rest of society is called _____ .
    (a) Poverty   (b) Discrimination   (c) Deprivation   (d) Social disadvantage

35. When women are not given the same salary as their male counterpart in an office for the same job it is seen as:
    (a) Poverty   (b) Discrimination   (c) Deprivation   (d) None of these

36. Identify which effect of poverty has been shown in the mentioned example: The poor and deprived have low self-esteem, are high on anxiety and introversion, and dwell on the immediate present rather than being future-oriented.
    (a) Motivation   (b) Personality   (c) Social behaviour   (d) Cognitive processes

37. Identify which effect of poverty has been shown: The poor are more likely to suffer from specific mental illnesses compared to the rich, possibly due to constant worries about basic necessities, feelings of insecurity in the mentioned example:
    (a) Motivation   (b) Personality   (c) Mental health   (d) Cognitive processes

38. _____ convinces the person that she/he will continue to remain poor, and the belief is carried over from one generation of the poor to the next.
    (a) Culture of poverty   (b) Poverty cycle   (c) Deprivation   (d) Discrimination

39. "Poverty begets poverty" reflects:
    (a) Culture of poverty   (b) Poverty cycle   (c) Deprivation   (d) Discrimination

40. 'The concept _____ means the rise of the 'last person' in society.
    (a) Antyodaya   (b) Social equality   (c) Justice   (d) None of these

41. _____ refers to any behaviour by one person/persons that is intended to cause harm to another person/persons.
    (a) Aggression   (b) Violence   (c) Bullying   (d) None of these

42. Forceful destructive behaviour towards another person or object is described as _____ .
    (a) Aggression   (b) Violence   (c) Bullying   (d) None of these

43. A bully slaps a new student in school so that s/he can snatch the newcomer's chocolate reflects
    (a) Instrumental aggression   (b) Hostile aggression   (c) Violence   (d) None of these

44. A criminal may beat up a person in the community for mentioning his name to the police
    (a) Instrumental aggression   (b) Hostile aggression   (c) Violence   (d) None of these

45. According to Aggression frustration theory:
    (a) It is frustration that leads to aggression   (b) Aggression lead to frustration
    (c) They both are unrelated   (d) Aggression and frustration are parallel to each other

46. When the majority group in society are prejudiced against members of a minority group, and may show aggressive behaviour such as using abusive language, or even physically assaulting the minority group member. This is termed as _____ .
    (a) Displacement   (b) Projection   (c) Reaction formation   (d) None of these

47. The ways to reduce aggression and violence are:
    (a) Parents and teachers should be careful not to encourage or reward aggression
    (b) Opportunities to observe and imitate the behaviour of aggressive models should be reduced drastically
    (c) Implementing social justice and equality in society may help in reducing frustration
    (d) All the above

48. When the bottled up emotions gets an outlet it is referred as
    (a) Peace   (b) Catharsis   (c) Relaxation   (d) None of these

Input-Text Based MCQs

Read the passage and answer the questions that follow (49 to 51).

Pollution caused by leaks of dangerous chemical substances can cause other kinds of harm. The infamous tragedy of December 1984 that claimed many lives, also left behind psychological effects because of the gas. Many of those who had inhaled the poisonous gas, along with other substances, showed disturbances of memory.

49. Name the poisonous gas mentioned in the example.
    (a) Methylisocyanate   (b) Carbon monoxide   (c) Nitrogen dioxide   (d) Phosphine

50. Sleep disturbances and anxiety are which effects of pollution?
    (a) Psychological   (b) Physical   (c) Economical   (d) Philosophical

51. Identify the name of the tragedy discussed.
    (a) Kolkata   (b) Germany   (c) Bhopal   (d) None of these

Read the passage and answer the questions that follow (52 to 54).

In social situations, human beings like to maintain a certain physical distance from the person with whom they are interacting. This is called interpersonal physical distance, and is a part of a broader concept called personal space, i.e. the physical space we like to have all around us. One reason for the negative reactions to crowding, as described earlier, is the decrease in personal space. Personal space can vary between people, between situations and settings, and between cultures.

52. _____, an anthropologist, mentioned four kinds of interpersonal physical distance.
    (a) Edward hall   (b) Stokols   (c) Latane   (d) None of these

53. The distance you maintain when you are talking with a very close friend is _____.
    (a) Public distance   (b) Personal distance   (c) Social distance   (d) Intimate distance

54. The distance of an audience from a public speaker, or a teacher in a classroom is _____.
    (a) Personal distance   (b) Social distance   (c) Public distance   (d) Intimate distance

ANSWERS

Multiple Choice Questions

1. (a)	2. (b)	3. (a)	4. (b)	5. (c)	6. (a)	7. (b)	8. (a)	9. (d)	10. (c)
11. (a)	12. (b)	13. (b)	14. (a)	15. (d)	16. (c)	17. (a)	18. (b)	19. (c)	20. (d)
21. (c)	22. (a)	23. (a)	24. (b)	25. (c)	26. (a)	27. (d)	28. (d)	29. (a)	30. (c)
31. (b)	32. (d)	33. (a)	34. (d)	35. (b)	36. (b)	37. (c)	38. (a)	39. (b)	40. (a)
41. (a)	42. (b)	43. (c)	44. (b)	45. (a)	46. (a)	47. (d)	48. (b)		

Input-Text Based MCQs

49. (a)	50. (a)	51. (c)	52. (a)	53. (d)	54. (c)