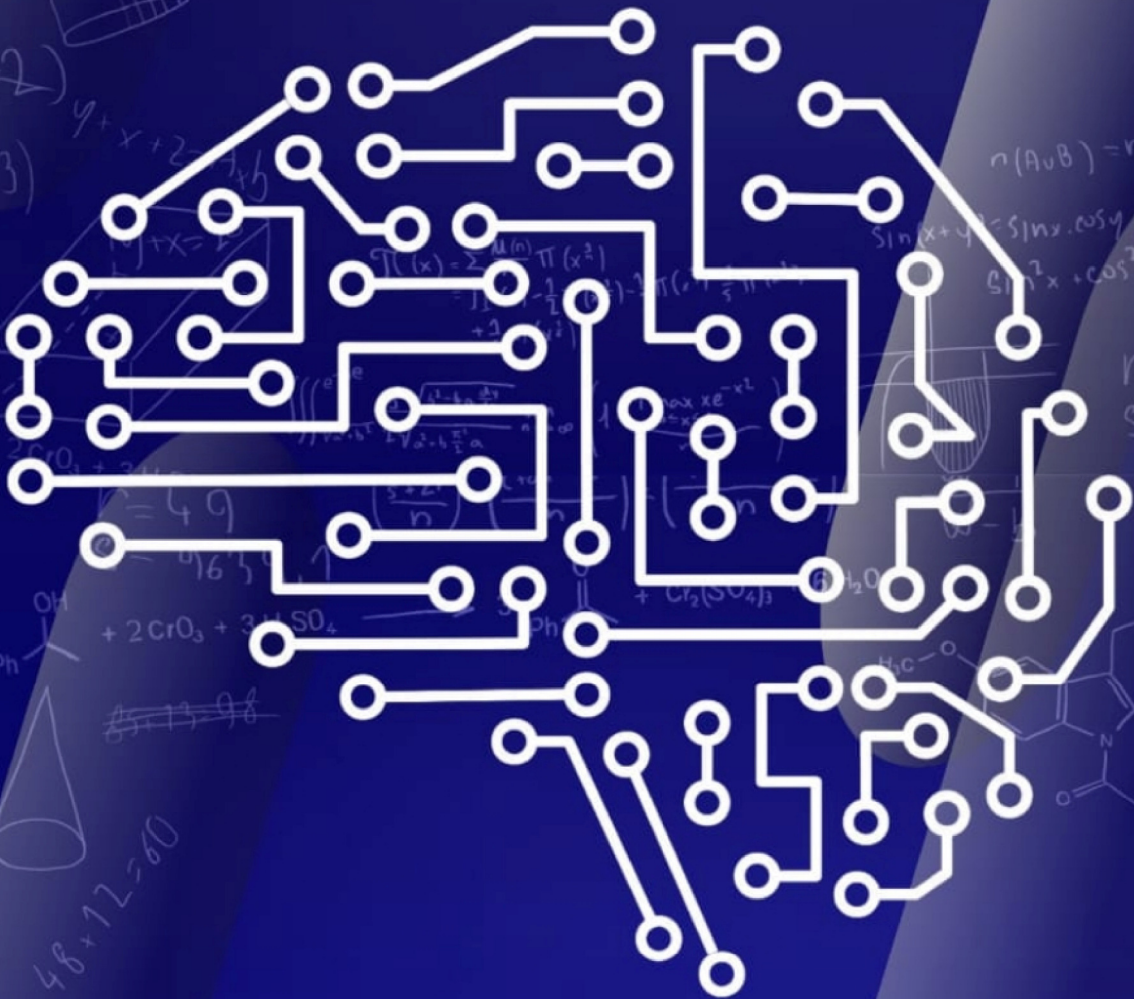


Emergence of Psychology



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EMERGENCE OF PSYCHOLOGY

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Preface

Welcome to "Emergence in Psychology," a book that delves into the fascinating concept of emergence within the field of psychology. In this book, we explore how complex phenomena can arise from simple interactions within the human mind and behaviour, leading to new perspectives and insights in understanding the intricacies of the human experience.

The concept of emergence challenges traditional reductionist approaches by emphasizing the idea that the whole is greater than the sum of its parts. In psychology, emergence allows us to examine how individual thoughts, emotions, and behaviours can give rise to complex cognitive processes, social dynamics, and collective phenomena that shape our understanding of the human mind.

Through a series of thought-provoking chapters, we will journey through the realms of cognitive psychology, social psychology, behavioural economics, and more to uncover how emergence manifests in various aspects of human behaviour and mental processes. We will explore the interconnectedness of individual and collective experiences, the emergence of societal norms and values, and the adaptive nature of human cognition in response to changing environments.

As we navigate through the chapters of this book, we invite you to reflect on the profound implications of emergence in shaping our understanding of psychology and the human experience. Whether you are a student, researcher, practitioner, or simply a curious mind seeking deeper insights into the complexities of human behaviour, "Emergence in Psychology" offers a unique perspective that challenges conventional wisdom and opens new pathways for exploration.

We hope that this book will inspire you to think critically, question assumptions, and embrace the complexity of human psychology through the lens of emergence. May it spark curiosity, ignite intellectual curiosity, and foster a deeper appreciation for the interconnectedness of individual and collective phenomena in shaping our understanding of the human mind.

We invite you to explore, contemplate, and engage with the ideas presented in this book as we unravel the mysteries of the human psyche and the emergent phenomena that define our shared experiences.

Acknowledgement

I am writing to express my heartfelt gratitude for the support and encouragement to Swami Vivekananda University, Kolkata, India provided in the creation of this book, "Emergence of Psychology". The university's dedication to supporting research and teaching has been instrumental in determining the focus and substance of this publication. We really appreciate Swami Vivekananda University, Kolkata's collaborative environment and resources, which have made it possible for us to research and disseminate the newest developments and technology in a variety of areas. We hope that this book, which reflects our shared commitment to knowledge, advancement, and the pursuit of quality, will prove to be a useful tool for this prestigious institution as well as the larger academic community.

With sincere appreciation,

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Children Literature and its impact on Psyche: A journey to mystic world

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1.1 Introduction: Overview of world literature

To begin her research, Yokota who is a teacher, librarian and famous author of children's literature, defined the phrases "international literature" and "multicultural literature." Over her career, her own definitions have remained fluid and changing. Yokota went on to define multicultural literature, which she defined as writing by and about people of different cultural backgrounds, mainly those who belong to an ethnic group.

There has always been a difference between how ethnic variety is portrayed in children's books and how it is truly represented in real-world situations for young readers. For a long time, the predominant sources of information that were available were fairy tales and folklore, which served to further solidify the idea of the "exotic other." Publishing has recently become less interested in folklore and more in portraying the modern world. Children's books that are representative of a wide range of experiences and are culturally aware should be readily available to teachers and librarians nowadays.

Yokota (1993) made a distinction between two types of books: window books and mirror books, both of which are essential and significant for young readers.

Children might recognize themselves and their experiences mirrored in mirror books.

Young readers might relate to and even form association with the characters in a Mirror novel.

However, window novels allow kids an opportunity to look beyond their own experiences.

Cultural authenticity is defined as the ability for the events or ideas discussed in the book to reasonably occur to a member of the group it represents. Attention to detail in both text and image is a sign of authenticity. The storyteller's perspective must be taken into account when analyzing ethnic illustrations in multicultural or international children's literature. Is the writer a native of the culture being portrayed, or is she an outsider? Yokota highlighted a few risks associated with each

viewpoint. To achieve true cultural authenticity, an outsider must put in a great deal of thought and research; creativity and imagination must be carefully balanced with attention to detail and a heightened sense of responsibility. That being said, because so much cultural information may be assumed and kept silent, insider representations may not be the greatest at striking a deep chord with an outside audience.

Practically speaking, Yokota gave advice on where to start looking for literature that tells the story from insider's perspective and urged theorists to be thorough in their quest. Some organizations organize regular sessions at professional conferences for showcasing foreign novelists, writers and illustrators. Both the reference books and Children's Books from different countries and the Bookbird Journal of International Children's Literature are excellent resources.

Lastly, Yokota provided advice on how to improve young readers' enjoyment of multicultural and international literature. Yokota emphasized that teachers and librarians must provide kids scaffolding to make books accessible the more the literature is introduced to them away from their own experiences and comfort zones. Youngsters need to be shown connections between common schema and their own experiences. Along the way, there must be discussion and feedback, but it's crucial that the teacher or librarian have the last say—not to end the conversation, but to assist kids in comprehending concepts more broadly than they might be able to on their own.

1.2 East Asian Literature

The East Indian Literature emphasizes particularly the influence of images on ethnic illustrations in children's literature. Images can provide a wealth of information and have a significant influence on people's memory. Because of this, it's critical that the images' details are precise and well investigated. Yokota (1993) mentioned two illustrators, named Ed Young and Allan Say, whose work exemplifies this in this sense. She brought up a lot of odd issues on the contributions that illustrations can make to accurate cultural representation. She brought up Tejima's books, for example, all of which have woodcut illustrations—a technique significant to Japanese art history. She also highlighted the part that the visually enriched. Yokota said that the photo essay form is especially well-suited to expressing the present-tense sensation that is all too frequently absent from international children's books. Yokota offered a list of suggested readings on East Asian topics. She also consciously chose a list of things to look out for when choosing children's books

about East Asia, such as depictions of experiences that are not authentically Asian illustrations that mimic museum art rather than children's book art and cultural ambiguity or contusion. Examining the details that authors and illustrators provide about their creative process and study habits can be a useful tool for assessing the veracity of their portrayals in children's books. Some books have sections like "notes to the reader" or "about this book" that contain that information. However, professional publications like *Book Links*, *Bookbird*, and *New Advocate* also publish these kinds of essays from writers and artists.

1.3 Focus on Africa

According to M. Saavedra (2009), the purpose of her research on Africa was to identify certain problems influencing factors which portrayed the continent culturally in children's books as well as to provide information and tools to help people deal with the continent accurately. One of the materials offered was a little film that examined prevalent misconceptions regarding African culture.

The initial step in dismissing misconceptions about Africa is to highlight the great cultural and linguistic diversity of the region which is sometimes downplayed or overlooked in depictions of African traditions. Other crucial questions are the respective roles of tradition and modernity. Saavedra emphasized how much of what we consider to be "custom" or "tradition" may actually be a relatively modern fabrication. Saavedra emphasized how much of what we consider to be "custom" or "tradition" may actually be a relatively modern fabrication. Even tribal identities, which are frequently thought of as timeless or ancient, have largely been created in the previous 100 years, frequently in response to colonialism's pressures. Additionally, Saavedra asked educators to assist pupils in realizing that everything in Africa is contemporary. She was saying that everything about African life and culture has been impacted by modernity in one way or another.

Additionally, Brown advises against using as many folktales and fables and in favor of seeking out works that capture Africa's modern reality, especially its metropolitan culture. In a similar vein, Brown suggests novels in which animals appear only briefly. Elephants and giraffes are not more common among Africans than they are among Americans since these enormous creatures are

typically found in game preserves patronized mostly by affluent, non- African tourists. Brown (2014) advises searching for novels where a youngster is the main character instead.

1.4 Focus on Latin America

Teresa Stojkov draws attention to the challenges associated with talking about Latin American literatures. He mentioned that “how can we prevent ourselves from too minimizing the notable differences throughout Latin American cultures?” “How can we identify our own prejudices as well as those of the populations we are trying to reach?”

With multiple meanings, "Latin America" is a term that was first used by Europeans to describe a colonized region as a single, undifferentiated entity. Subsequently, the word was adopted by leftist Latin American intellectuals to differentiate between Central, South, and West America and the Americas north. According to Stojkov (2002), Latin America appears to be a prime illustration of how a common language can trump other types of cultural identification, but the region's apparent linguistic unity actually conceals a far wider diversity than is typically acknowledged. Stojkov emphasized how post-independence Latin American thought benefited much from the colonial contrast between civilization and barbarism. According to Stojkov, magical realism has become essential to a lot of modern Latin American literatures because it provides a way to confront and reverse the cultural biases that permeated the colonial and post-colonial worlds. Using magical realist techniques, authors try to give credibility to ideas that defy the cultural norms of the prevailing society. Some well-known writers have developed an interest in children's literature as part of their mission to dispel stereotypes about what makes Latin American culture.

1.5 Focus on Russia

Glen Warthey used children's novels as a portal into Russian culture, highlighting well-known figures from Russian folklore as potential dangers: Ivan the Fool, who succeeds despite his ignorance; The Firebird and Prince Ivan; Vasilisa, the young lady also known as "The Brave," "The Wise," or "The Beautiful". Baba Yaga, a witch who travels in a mortar and pestle and lives in a home that walks on chicken legs. Ivan Bilibin, a Russian artist, illustrated many of these animals, which made it easier for the group to comprehend how a witch could use a pestle as a

paddle to fly through the air in a mortar. Children's literature frequently uses these Russian folklore characters, either by retelling old tales or by introducing new characters into original works. Glen then moves on to writing for Russian children, starting in the eighteenth century with Alexander Pushkin, who was Russia's first significant children's writer. (There was not a lot of children's literature published in the eighteenth century.) Leo Tolstoy authored children's books as well. Tolstoy actually once established a school for peasants, maintained a diary in which he documented his pedagogy, and published the stories of his students. The reality of orphans strongly defied the October 1917 revolution's conceptual creation of a childhood period in Russia.

There were a lot of Vladimir Ilyich Lenin books written for Soviet youngsters, with an emphasis on ideology. Nadezhda Krupskaya published numerous (boring?) books about Lenin because she firmly believed in the power of children's literature. While 'dull' stories might not catch on, Mikhail Zoshchenko wrote a number of well-known stories before being banished for his sarcasm. During Soviet times, children's literature was held in such high regard that even prominent authors contributed to the genre. One well-known person was the renowned poet and translator Kornei Chukovsky. Chukovsky translated a number of works—including Mother Goose rhymes—into Russian and wrote charming poetry for young readers. Some of Chukovsky's works are available in English, despite the fact that a large portion of Russian children's literature is still unavailable to English-speaking readers. His lighthearted poems, like the story of Krokodil Krokodilovich, the crocodile, were written with children's enjoyment in mind rather than propaganda. Despite Nadezhda Krupskaya's disapproval of his use of anthropomorphic animals—which sparked a debate on the realism in children's literature—Chukovsky's work has stood the test of time.

1.6 Literature: the mirror of India

Indian authors ensure factual accuracy in their work by collaborating with consultants knowledgeable in the relevant cultures and history, and by meticulously reviewing their texts for tone, distortions, and omissions. Despite these efforts, many English-language books for young readers about India are plagued by demeaning stereotypes. Professor Meena Khorana emphasized the dangers of biased and ignorant writing for children, noting that too many books portray India as a land of chronic poverty, in stark contrast to the progress of the West.

Professor Khorana advised teachers not to read novels on India that depict the country as a primitive land of cobras, elephants, and performing monkeys, among other depictions of impoverished villagers. Stories from the 1960s, for example, often served to reinforce these biases. Norwegian novelist Aine Sommerfelt's 1961 book "The Road to Agra" tells the story of a child who travels 300 miles to a hospital only to be turned away; she later gets help from Western humanitarian organizations. Similarly, readers of Shirley Arora's 1960 book "What Then, Raman?" are led to believe that the only people living in India are laborers and beggars. Professor Khorana also objected to visuals that falsely represent Indian people and locations, therefore distorting the narrative even further.

Nonetheless, there are publications that offer a more nuanced perspective of India that are ideal for use in the classroom. The pre-colonial history of India is rarely covered in international children's literature, but Joyce Stewart's chapter on the country in "Builders of the Ancient World" is a notable exception, as it offers a comprehensive analysis of Jain, Buddhist, and Hindu shrines. There aren't many biographies of significant Indian historical characters, however Professor Khorana recommended Uma Krishnaswami's "The Broken Tusk: Stories of the Hindu God Ganesha" as one of the best collections of folktales due to its excellent storytelling.

In conclusion, Professor Khorana encouraged educators to seek out books that depict India as a diverse and dynamic society. Although improvements are being made, many books still portray India as a predominantly rural and exotic land, failing to capture its multifaceted nature.

1.7: The Ghost in Fiction

Children's ghost stories typically have a punch line that is odd and humorous, are monochrome, and are somewhat brief. The Halloween ghost stories that most American children like are based on medieval-era imagery of rotting corpses, dancing skeletons, and wandering souls. These stories are also popular during sleepovers. Tales of supernatural beings, bad spirits, and wandering souls are also found throughout early European literature and history. The apparent influence of some of these adult-level narratives into childhood, or what's known as the "children's underground," has led to a plethora of conventional and extremely standard stories that are still shared frequently in the US about ghosts and other aspects of death and the paranormal. As a result, stories about ghosts and other supernatural aspects have become commonplace.

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The supernatural, particularly ghosts, vampires, and witches, lost much of their terrifying qualities as a result of this collection of knowledge becoming ingrained in the worldview of contemporary youth and instead evolved into harmless characters that are laughed at and mocked. It may seem confusing at first that children today find amusement in such macabre imagery. Nowadays, the majority of kids invent ghost stories to amuse themselves, which ironically frequently involves making each other afraid. Any story that explores the terrifying realm of the supernatural dead or undead is considered a ghost story to young readers. In addition to being promoted by business interests, children's ghost stories have identified a diagnosis that the young patients voluntarily and gladly accept. On the other hand, there are many humorous and harmless depictions of monsters in the culture, from Sully and his buddies in the animated film from best-selling novelist and artist Maurice Sendak.

The term is further complicated by the allegorical descriptions of colloquial spoken English, which has "a ghost of a chance." Both humans and amputees experience "phantom pain" and "haunted" recollections. Conventional ghosts are eerie beings. In children's paintings and Halloween decorations, the modern picture of the sheeted ghost seems to represent the emotional center of a recurring pandemic. The potential link between youngsters' ghost stories and the epidemic serves as a warning which remnants from our ancient common human history might be preserved in even the most unimportant of customs. Children's preservation of funeral shroud pictures as sheeted ghosts would not conflict with other layers of cultural memory because the pandemic is remembered on multiple levels.

Numerous years of studying children's ghost stories have shown that elementary school students, though well-versed in Halloween traditions and horror movies, use humor and parody to manage the fear associated with the supernatural in their storytelling sessions. Their favorite ghost stories are rich in fantasy and imagination, avoiding direct encounters with the terrifying and unknown.

Ghost stories captivate children and can improve listening skills, which are crucial for learning, character development, and dramatic timing. To make sense of these traditional tales, children must grasp the sequence of episodes and plot development, enhancing their narrative understanding. Good storytellers are highly valued by their peers, as their ability to craft and tell compelling stories reflects advanced cognitive and literary skills. Thus, telling ghost stories serves an important function in developing these abilities, benefiting both the storyteller and the listener.

1.7.1 Ghosts and their Effects

Ghosts are ever-present and frequently give us the creeps. Just like the impoverished. Banquo, the most famous ghost in literature, is a representation of the archetype of a departed soul appearing to the living. He appears before Macbeth shortly after his death. Macbeth is understandably stunned and shouts in terror, "Avaunt, and desert my sight! Let the ground conceal you. Your blood is icy and your bones are devoid of marrow. You don't have any conjecture in those eyes." Since Lady Macbeth believes that only Macbeth sees Banquo's ghost, Macbeth is accused of interfering with their post-assassination festivities. She tries to brush off his actions at first, but as Macbeth gets paler and his guests more perplexed, she calls an abrupt end to the gathering.

Elizabethans were well acquainted with ghosts and their potential effects, frequently referencing them in their plays. However, the ghost story as a recognized genre only emerged in the 19th century, becoming a staple of supernatural literature. While ghosts often invoke horror, they can also be friendly, comforting, or shocking. Generally, though, they are unsettling, creating intense paranoia. Characters who encounter ghosts in fiction are rarely unchanged by the experience.

1.7.2 The History of the Ghost Story

Ghost stories have their roots in Gothic romance, which is known for its love of eerie landscapes, castles, misty mountains, and secluded locations. A progenitor of the Gothic movement, Sir Walter Scott penned a number of influential short stories that could be categorized as ghost stories, such as the spine-tingling *The Two Detectives*. Ghost stories fit best in the form of short stories, which flourished in the 19th century in a multitude of journals that delighted in playing on readers' fears. The ghost story has an especially great attraction in Britain.

One of the most diligent and shrewd merchants in ghost stories was Joseph Sheridan Le Fanu (1814–73), an Irish playwright and short-story writer best known for his mystery novel *Uncle Silas*. After his wife passed away too soon, Le Fanu became reclusive in his Dublin home and earned the nickname "The Invisible Prince" from his friends. He was especially fond of the village of Chapelizod, which lies outside of Dublin and which he had grown up in. This village served as the backdrop for *The House by the Churchyard*, one of his best ghost stories.

Le Fanu's first ghost story "Schalken the Painter," was published secretly in 1839 and describes a young woman who is lured in by a living corpse. His writings are quite important and have been frequently anthologized. Le Fanu is sometimes likened to Edgar Allan Poe, and both writers deal with the occult with a lot of grim humor. *Ghost Stories and Tales of Mystery*, his debut book of ghost stories, was published in 1851 and is regarded as a classic in the field.

1.7.3 The Golden Era

The period from 1880 to around 1930, sometimes referred to as the Golden era of the Ghost Story which saw a sharp increase in both the quantity and quality of ghost stories. Notable practitioners of this genre included Robert Louis Stevenson (1850–94) whose sparse ghost story writing is remarkable for his ability to create supernatural terror in stories like *Lafcadio Hearn* (1850–1904), *the Body-Snatcher*. *Thrawn Janet* is a genre whose profound fascination with all occult is never far from the superficial. Walter de la Mare (1873–1956), a poet whose tales are still uncanny. Oliver Onions, Henry James Algernon Blackwood, and Vernon Lee are some other names that are completely meaningless. However, only a small number of the aforementioned may be categorized as writers of ghost stories.

Not so with Montague Rhodes James (1862–1936), an academic who edited Le Fanu's writings among other things and was a big admirer of the author. During the winter term, James would spend Sunday evenings reading his stories to his Cambridge classmates, whom he wrote for his own amusement. *Ghost Stories of an Antiquary*, his debut collection, is still regarded as a genre classic. In contrast to many contemporary ghost story authors, James frequently sets his stories in well-known places like cathedrals or universities, where the supernatural encroaches on the mundane and the devil is there as a juxtaposition. He went on to publish three more collections. James's stories, known for their careful plotting and considerable erudition, were often imitated but rarely equaled.

1.7.4 Later Developments

The ghost story genre continued to be popular throughout the 20th century, despite being an acquired taste. Many authors enjoy the opportunity to experiment with literary conventions that

ghosts present. In her book *The Woman in Black: A Ghost Story*, Susan Hill (born in 1942), for example, skillfully captures the ambiance of the Victorian ghost story. Notable ghost stories have also been published by other modern authors, such as Elizabeth Bowen (1899–1973), L.P. Hartley (1895–1972), and Alison Lurie (b. 1926).

Another well-known person is Muriel Spark, who was born in 1918 and never hesitates to explore the paranormal in her writing without being overly sentimental or squeamish. Her technique is best illustrated by her short story "The Portobello Road," in which a deceased lady named Needle meets her murderer, a childhood acquaintance, at a street market in London. Telling ghost stories around the end of the year, especially around Christmas, evolved from an oral custom to a fashionable practice in Victorian England. The great invention of Industrial Revolution of the steam-powered printing press increased the access of written language which played an important role to spread the ghost genre. This revolution provided Victorians the chance to turn existing oral ghost stories into a commodified and commercial product that they could market. According to folklorist of Gothic literary, Brittany Warman, industrialization also increased the interest to rise the disseminating scary tales because to the era's unpredictability,

1.7.5 The Reason for Popularity of Ghost Stories

Since ghost stories are the most traditional kind of supernatural storytelling in Europe, they are closely related to that tradition. It was originally intended to be momentary in order to bring its thrills to engrossed listeners just before the suspenseful atmosphere began to fade. Even though modern ghost stories can reach novel lengths, short ghost stories are still entertaining readers today. The evidence is contained in 100 eerie short ghost stories, which collect more than 150 years' worth of short ghost stories. Among the authors who dabbled in short ghost stories were some who were closely associated with supernatural literature. M. R. James, Ramsey Campbell, revived in literary classics. O. Henry, Oscar Wilde are acknowledged for disapproval of the traditional frights of supernatural horror fiction.

The great versatility afforded by the short tale genre contributes to the appeal of ghost stories. This genre has been utilized by authors to examine a variety of human emotions and actions, including duty, honor, love, retaliation, avarice, and jealousy. The Victorian ghost story flourished during an

era focused on literary realism and national concerns about uncontrollable forces. These stories provided evidence that the home was not always a safe haven, but a place where powerful social pressures and private secrets could create tension.

Victorian ghost stories often highlighted the blurred lines between public and private life, exposing hidden aspects of domestic life that found a wide audience in magazines and fiction collections. By the middle of the 20th century, these tales usually connected fear to folklore, discomfort, intuitive and illogical knowledge, and the imagined closeness of servants to otherworldly occurrences. In an industrial age intent on rationalization and categorization, servants, often with rural backgrounds and limited education, were seen as outsiders clinging to outdated belief systems deemed superstitious.

Nevertheless, ghost stories were immensely popular among readers of all classes. These tales most often took place within the confines of the home, perhaps because many of their most ardent creators during the Victorian era were women. The alien culture, ancient rural beliefs, folklore, superstitions, and oral traditions underpinning ghost stories resonated deeply, making them a beloved genre.

1.8 Effect of Fantasy

Previous studies have shown conflicting results about the conditions under which kids apply what they've learned about solving difficulties from imaginary stories to actual problems. Two studies looked at how well 3- to 5-year-old kids used what they learned from imaginary stories with characters whose fanciful talents varied in a methodical way. In all trials, after hearing tales of a character resolving physical puzzles, participants tried to resolve comparable real-world issues. Youngsters were more inclined to apply problem-solving strategies from stories where characters were shown to be capable of breaking actual physical laws.

The characters' fantastical abilities varied depending on whether they were described as real, pretend or pretend, and living in a world where many physical laws could be broken. In addition to having different skills, each character employed practical methods to finish the task. Once more, youngsters who learned about characters who could break actual laws had higher transfer. Children can learn how to tackle physical difficulties through imaginative stories with superhuman abilities combined with grounded problem-solving techniques.

There is so much in the world of fiction these days that there are more and more writers using their imaginations. Many have begun to urge their children to read fantasy literature more after they realized that romance plays a similar role as a sea in a child's intellectual growth. Some parents have even gone so far as to create a tiny home fantasy book library for their kids. Certain critics have made claims about how kids learn. A few passages emphasized how fantasy serves as a child's mental development road map. One study demonstrated the benefits of parents encouraging their kids to develop an interest in fiction, which has several benefits for later development of child's mind.

1.9 Bengali Literature: On to Science Fiction

Given that most studies of Bengali literature focus on Tagore, who had serious doubts about modern science, the revelation that it existed as early as the 1880s may even be rather shocking. However, at least, some Indian writing from the 19th century indicated that the effects of the industrial revolution were felt in urban India just as strongly as they were in Europe and the United States. In the 1910s and 1920s, Satyajit Ray, a highly accomplished writer in his own right and his solitary father Sukumar Ray produced some of the best and most enduring writing in this genre. However, the authors who first created the genre in the 1880s were not as well-known. The first science fiction book written in Bengali is actually titled "True Science Fiction," in reference to Asimov's assertion that "true science fiction could not realistically exist until people understood the rationalism of science and began to use it with respect in their stories." This was Hemallal Dutta's "The Mystery," *Rahasya*, which was published in two parts in the pictorial magazine *Bigyan Darpan*, published by Jogendra Sadhu, in 1882. The narrative centered on Nagendra, the main character, visiting a friend's estate, which was fully mechanized and had technology deified. The story describes many advancements such as machine cleaned suits, automated doorbells, and burglar alarms. The tone of the narrative is one of amazement at how quickly human lives are becoming more and more automated. Though it's a little difficult to comprehend, people in Calcutta in the 1880s were writing about electrified doorbells and burglar alarms.

Sukumar Ray, a character renowned for his intellectual audacity, even in children's books, was a major contributor to the genre's growth. Like Lewis Carroll's "Alice" books, Ray's works are full of linguistic games and mind-bending puzzles. He most likely took inspiration for "The Diary of Heshoram Husshiar" from British authors such as Arthur Conan Doyle and, more significantly, H.G. Wells. Sukumar Ray (1887-1923) may have been influenced by Arthur Conan Doyle's "The

Lost World" when he penned "The Diary of Heshoram Hushiar." This work is a satire on the scientific genre, as Ray pokes fun at scientists' tendency to use long-winded Latin names for things. He seems to toy with the idea that the names humans assign to things are arbitrary, yet somehow connected to their nature. For instance, the first creature Heshoram encounters in his journey through the Bandakush Mountains is a "gomratharium" (with "gomra" meaning irritable in Bangla), characterized by a long-suffering face and an extremely cross expression.

As the company progresses, they encounter another peculiar animal, not found in any natural science textbook. Its howls, resembling a blend of kites and owls, lead Heshoram to dub it the "Chillanosaurus" (with "chillano" meaning to shout). This excerpt captures is only a glimpse of "The Diary of Heshoram Hushiar" which stands as a unique piece of literature, unlike anything else written even in Bangla. Experimental modernist writers like James Joyce were also engaged in cross-linguistic wordplay in Europe throughout the 1920s, as seen by their works "Gomratharium" and "Chillanosaurus." By doing this, Ray was demonstrating his confidence in his use of Bangla and his expectation that his audience would be multilingual enough to understand Latinized English terms like "tyrannosaurus" and "aquarium." In his brief stories, Satyajit, Sukumar's son, was likewise fairly playful with the language. His well-known "Professor Shanku" (or "Shonku") tales are replete with oddball technology names.

Satyajit Ray introduced Professor Shanku in 1961, with the first science fiction story featuring this eccentric hero titled "Byomjatrir Diary" ("The Diary of the Space Traveller"), published in the magazine Sandesh. Over the years, the amazing world of Shanku's travels, inventions, and experiences has been revealed through the thirty-eight complete and two unfinished diaries (the final one published in 1992). These stories transcend mere science fiction, embracing elements of travelogue, fantasy, adventure, and romance. Professor Shanku's unique sense of humor endears him to readers, while his impressive list of inventions adds to his charm. His inventions include devices, machines, and medications, such as the Anhilin, Miracural, Omniscope, Snuffgun, Mangorange, Camerapid, and Linguagraph, all of which have a serving function for humans.

There's a pleasant self-critical quality to Professor Shanku, the hero of Satyajit Ray, demonstrated his early attempts to build a rocket for space travel. His first rocket crash-landed in his neighbor Abinashbabu's radish patch, who, unimpressed by science, urged Shanku to launch it during Diwali for the neighborhood children's entertainment. In retaliation, Shanku devised a small pill

reminiscent of the Brahmastra from the Mahabharata, which induced nightmares. After testing it on himself, he noted half of his beard had turned grey from the effects of his dreams.

In Shanku's world, which mirrors the real and human world, even his preparations for space travel include plans to take his cat Newton along. To ensure Newton's comfort during the journey, Shanku invents a fish-pill, successfully tested by tempting Newton with a piece of fish. With this, all that remains is to craft a suitable suit and helmet for his feline companion.

Children's literature in Bengali is truly a gold mine. Several well-known Bengali writers, best recognized for their adult-oriented writings, have also produced children's books. Authors like Tagore, Annadashankar Ray, Ashapura Debi, Buddhadeb Bose, Rajshekhar Bose, Bimal Mitra, Premendra Mitra, Narayan Gangopadhyay, and many more wrote fantastic short stories, novels, plays, fantasies, satire, humor, science fiction, and poetry. Sukumar Ray was instrumental in giving legitimacy to established writers' ventures into children's literature. These acclaimed authors created lively, enjoyable, and thought-provoking books for kids and teens. Early readers of their children's literature would naturally progress to explore the authors' adult works with the adeptness and enthusiasm of seasoned readers. Importantly, Bengali authors writing for children meticulously avoided patronizing their young audience, treating them with respect and intellectual curiosity.

The children's anthologies released during the September-October period, coinciding with the Pooja season, were highly sought-after not only by children but also by adults in the family. Such was the universal appeal and quality of Bengali children's literature that it captivated readers of all ages, becoming a cherished tradition in Bengali households. The abundance of well-written Bengali translations of foreign classics was another intriguing feature of Bengali children's literature. Literary works of Lewis Carroll, Robert Louis Stevenson, Conan Doyle, H.G. Wells and Jules Verne impressed their young readers by their creation. Over many decades, Bimal Mitra's remarkable translation of Rawlings' "The Yearling" remains ingrained in people's memories.

Bengalis are (or used to be) bookish people and not for nothing. Bengali children's literature was fully equipped to hook them early. Sirshendu Mukhopadhyay is another famous writer for children and adolescents because he is extra-ordinary skillful to write or create literature for children and adolescents. There is various creations in his teenage- literature. He has established various characters, personalities, situations and mystical world which is mingled with real world. He

established the world which is, in superficial level, perceived by the eyes of a child and adolescent but actually the world conveys some messages for the adults similarly and transcends the adult immediately to that mysterious world. Through creation for teenagers, he draws a picture which is apparently the picture of a mysterious or absurd world but actually that is the picture of real world or situation which is created by adults, politicians and other intellectual personalities. Thus, adults are also bound to think about that and children and adolescents get some messages from his novel, of the real world. He creates mysterious characters which are just the shadow of human characters. He searched the characteristics of human being that is a typical characteristic which is hidden beyond the shadow as revealed by Sirshendu Mukhopadhyay. Sometimes he presents his mysterious world through the science-fantasy. The ghosts lose their horrifying- nature in his novels and stories. They are the source of laughter even. These types of ghosts give the importance to the will of children while ghosts are known as violent, harmful, horror-eliciting spirits, they represented in his novels as helpful and good-natured spirit. The world which is strictly ruled by intellectual adults, where the demand and will of children is negligible, he brought in that world these ghosts to fulfil he child's demand, to understand the psyche of the teenager and child.

In some novels with science-fantasy, he presented a futuristic world in which science is very advanced but humanity opposes that thing. Out of conventional / traditional creation for teenagers and children he arranged the world of fantasy for children which is mingled of adventure, detective, science-fantasy, mysterious world and sense of myth. In short, he is a pioneer writer in this kind of literature.

1.10 Bengali Children Literature and Mystical journey

Repertoire of children's literature of Sirshendu Mukhopadhyay, Sukumar Roy, Lila Majumdar are mostly allegorical and though primarily aimed at children and adolescents, they have multi-layered connotations, very much like the works of Daniel Defoe, Jonathan Swift, Mark Twain, Lewis Carroll or Charles Dickens in English. At one level their narratives seem to be simple innocent tales of basic emotions often establishing the conquering of evil power by eternal goodness. In other word, the universal truth that, good always prevails over bad. But at a deeper level there are elements of fantasy, allegory, satirical statements regarding socio-political systems which are to be decoded by mature readers. Several psychological interpretive works have been done throughout the world since decades. Bengali, a recent classic example in this tradition is "The Mysterious World of Sukumar Ray" by Krishnarup Chakraborty which deciphers the various levels of

Sukumar Ray's literary creation. Sirshendu Mukhopadhyay, in the majority of his novels uses primary process thinking in a unique manner. He fuses past and present, modern and post-modern, urban and rural, natural and super-natural, science and mysticism, ghosts and rationalism in such a strange, smooth technique that everything becomes real comes real. For example, one of his novels "Kunja Pukurer Kando" (The Happenings of Kunja Pukur), is a political allegory represented in the form of children's novel. Same is the case in a cinematic version of another important novel by the same author, "Patalghar" (The Underground Chamber, 2003) where various crises of the present world interfere with the purity of the children's environment. in Sandip Ray's film, "Gupi-Bagha Phire Elo" (The Return of Goopy and Bagha, 1991) and Sunil Gangopadhyay's novel "Jojo Rahashya" (The Mystery of Jojo) where in the lonely island in the Indo-Bangladesh border, a cruel magician makes little boys slave much like Brahmananda in "GoshaiBaganer Bhut". This regression to the Slavdom indirectly points to the brainwashing and propaganda techniques, active all over the world in any form, whatsoever. In ultimate analysis, it has been proved time and again that so called literature of children can be as well directed towards the adult readers. Other words, there, is no 'water-tight compartment'. Sirshendu Mukhopadhyay's children's novels, obviously including the Garden of the Gosai's are a representative contemporary example of this genre and it has the effect of bibliotherapy.

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Chapter 2

Decoding Consumer Minds: Insights into Buying Behaviour

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2.1 Consumer behaviour: An Introduction

Over the past few years, online retailing in India has grown significantly. India is still in its early stages of development compared to the other nations that are at the top of online selling. Online Stores and Online Shopping is one of the oldest words or phrases used to describe what we all do on a daily basis is undoubtedly 'shopping'. Any type of online sale is considered to be online shopping (Celine, 2013). Online purchasing is currently a new communication channel that is quickly growing and competing with existing channels (Kim & Peterson, 2017). The complexity of global development in all areas of life and the need for marketers to give their work a purpose makes the domain of consumer decision making processes crucial (Jones Christensen et al., 2015).

Solomon (1988) defined consumer behaviour as "the study of the processes involved when an individual chooses, purchases, uses, or disposes of items, services, ideas, or experiences to satisfy needs and desires." Customers are rapidly turning away from crowded shops and towards one-click internet buying, claim Vijay and Balaji (2009). 150 Internet users were surveyed to see why some prefer to purchase online while others do not. The findings indicated that while Indian consumers are encouraged to shop online due to convenience and time saving factor, they are not encouraged due to security and privacy concerns.

2.2 Types of Consumer behaviour

There are four main type of consumer behaviour.

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1. Complex buying behaviour: When consumers purchase an expensive, occasionally purchased goods, they exhibit this kind of behaviour. They play a significant role in the research that consumers do before making a high-value investment. Consider purchasing a home or a vehicle; these are examples of complex purchasing behaviours.
2. Dissonance-reducing buying behaviour: Despite being heavily involved in the purchasing process; the consumer finds it challenging to distinguish different brands. Dissonance can happen when a customer fears they will regret their decision.
Consider purchasing a lawnmower, choosing one will be dependent on cost and convenience, but once you've made the purchase, you'll want to make sure you picked the appropriate one.
3. Habitual buying behaviour: Consumers who make habitual purchases show relatively little interest in the product or brand category. Consider going grocery shopping: you visit the store and purchase the bread of your choice. You don't have a strong brand loyalty; you just act in a repetitive pattern.
4. Variety-seeking behaviour: In this instance, a customer buys a different product because of desire for variety rather than dissatisfaction with the prior one. like when you experiment with different scents of shower gel.

Marketers feel that certain aspects of customer behaviour need to be looked at which actually influence the patterns of consumer purchases, such as purchasing habits, an analysis of shifting societal dynamics, and other issues.

Additionally, the terminology "consumer buyer behaviour" has been popularly defined as follows: In addition to trying to learn more about customers' buying behaviors, businesses also use advertising and promotion to influence consumers' decisions. But in doing so, they also have to consider other external factors, such the country's overall economic state, politics, technology, and ethnic cultures, all of which are not under the company's or the customer's control (Lancaster and Williams, 2002). In light of the aforementioned consideration, it seems conclusive that studying and determining the demands of consumers can help businesses much in the long run by improving their understanding of consumer purchasing behaviour. It is crucial to remember, though, that even with great efforts to discover and comprehend consumers' buying habits, it is extremely difficult

to identify the exact factors that influence a consumer's decision to select one good or service over another (Kotler, 2005).

This is due to the fact that consumers occasionally base their purchases on emotional ideas that they themselves may not be fully aware of. Consumer buying behaviour is itself a complicated, dynamic topic and as a result, different scholars have defined the concept using various approaches.

2.3 Processes involved in Consumer Buying Behaviour

The procedures and decisions made by people or groups when choosing, acquiring, utilizing, and discarding goods or services are all included in consumer buying behaviour. There are multiple stages to this complex behaviour, which are influenced by a range of internal and external influences. The following are the main mechanisms influencing consumer purchasing behaviour:

1. Identification of Problems

The moment a customer recognizes a need or issue, the purchasing process starts. Advertising and word-of-mouth are examples of external stimuli that can cause this recognition, as well as internal ones like hunger and thirst. The consumer is motivated to look for a solution by the difference between the desired and current states.

2. Information Gathering

The customer looks for knowledge after realizing the need in order to make an informed choice.

This lookup could be:

Internal: Recalling prior encounters or product knowledge.

External: Looking for information from a range of sources, including family, friends, internet reviews, ads, and professional judgment. The significance of the purchase, the product's intricacy, and the consumer's familiarity with the product category all influence how far they search.

3. Assessment of Available Options

The consumer gathers information and then evaluates numerous brands or items according to features, quality, price, and reputation. This assessment procedure may entail:

Multi-Attribute Models: Utilizing a combination of evaluations based on several attributes to assess each alternative and arrive at a conclusion.

Heuristics: Using short cuts or basic rules of thumb to evaluate possibilities rapidly.

Depending on the context of the purchase and their individual tastes, consumers rank qualities differently.

4. Purchase Selection

The consumer chooses which brand or product to purchase at this point. Several things may have an impact on this choice, including:

Intention to Buy: Established after weighing the available options.

Situational Factors: Things like availability, special offers, and the atmosphere of the store.

Social Influences: Social conventions and advice from friends and family.

Perceived Risk: Anxiety over the purchase's possible unfavorable effects.

5. Behaviour Following a Purchase

The customer assesses their level of satisfaction with the choice after making the transaction.

This assessment results in one of two outcomes:

Satisfaction: When a product meets or above expectations, it generates goodwill and encourages repeat business.

Dissatisfaction: If the goods does not live up to expectations, there may be returns, complaints, or unfavourable reviews.

Recognizing the multi-stage decision-making process people go through while making purchases is essential to understanding consumer buying behaviour. Marketers can better adjust their strategies to suit consumer wants, influence their decisions, and cultivate long-term loyalty by understanding these stages and the impacting elements.

2.4 Factors affecting Consumer Behaviour

Buying behaviour: The selection, purchase, and use of goods and services by consumers to satisfy their requirements is referred to as their "buying behaviour." Numerous processes are involved in consumer behaviour. Numerous factors, characteristics, and attributes influence a consumer's decision-making process, buying habits, purchasing behaviour, brands he chooses to buy, and where he purchases. Every single one of these factors has an impact on the purchasing choice. The customer searches for the commodities he wants to consume at first, then only chooses those that appear to offer the most usefulness. The consumer estimates how much money he has available to spend after choosing his goods. After assessing the current commodity pricing, the consumer selects the commodities he wants to purchase. Consumer purchases are influenced by a variety of other factors in the interim, including social, cultural, economic, personal, and psychological ones. Buying behaviour refers to the choices and behaviours that consumers and potential customers make when making purchases and using products. The procedures that customers go through before completing an offline or online purchase of a good or service are referred to as consumer purchasing behaviour. It is the study of how various customers, groups, or organizations select, pay for, use, and discard ideas, goods, and services to satisfy their needs and preferences. It has to deal with the ways in which consumers act in the marketplace and the underlying causes of those actions. This strategy could entail engaging in online forums, conducting research using search engines, and doing a number of other things. Businesses gain from comprehending this process because it makes it easier for them to match their marketing campaigns with those that have historically been successful in persuading consumers to make purchases.

Consumer purchase behaviour is the process through which customers choose, acquire, and use goods and services to meet their requirements. Customers utilize a variety of behaviors. Various factors, specifics, and traits influence the person in terms of who they are and the consumer in terms of their decision-making processes, buying habits, and the brands or stores they prefer to shop at. Each and every one of these factors influences the choice to buy. The consumer first searches for the goods he intends to buy, and he only selects those that seem to be more beneficial. After selecting his purchases, the consumer makes an estimate of his available funds. The consumer then assesses the pricing of the available goods to decide which commodities he should buy. Other aspects, such as social, cultural, economic, individual, and psychological ones, also have an impact on consumer purchases.

Buying behaviour is impacted in several ways. The process of choosing, paying for, and using products and services to meet needs is known as consumer behaviour. Numerous approaches are used in the consumer behaviour. The buyer first looks for products he intends to consume before selecting only those that appear to offer greater utility. After selecting his goods, the consumer calculates the amount of money he has to spend. Next, the customer determines which commodities he should purchase by evaluating the current commodity pricing. Consumer purchases are also influenced by a wide range of other factors, including marketing, interpersonal, social, cultural, psychological, and personal ones. The emphasis on product delivery has been shown to be substantial and has an impact on consumers' views when they purchase online.

Product value was found to be a factor influencing attitudes and intentions to shop utilizing print and online catalogues. Product attributes, distribution, online transactions, and communication all play a significant role in influencing consumer decisions to buy. Customers' loyalty to a website has been shown to be significantly impacted by the quality of the product.

Park & Kim (2003) have found that the participants' shopping orientations were significantly related to their online searches for product information and purchases of clothing. It was discovered that the quality of the service information has a substantial impact on customers' loyalty to a website. Using a sample of 435 respondents, Clemes et al. (2014), conducted an empirical analysis of the adoption of online shopping in Beijing, China. They found that the empirical study highlighted a number of factors, including those related to websites, as having a major impact on Chinese consumers' decisions to adopt online shopping.

2.5 Consumer Purchasing Behaviour: Affecting Factors

A wide range of factors or situations have an impact on consumer behaviour, which are:

1. Psychological factors
2. Personal factors
3. Social factors
4. Individual variables
5. Marketing aspects

1. Psychological factors: Psychological factors are those that explain a person's personality and the driving forces behind his behaviour when pursuing fulfilment. Consumer purchase decisions are influenced by the psychological aspect as well. The phrase "internal factor" is another moniker for it. Consumer decision-making is significantly influenced by the environment. The choices of other consumers frequently have an impact on people's purchase decisions. According to Raji and Zainal (2016), the "other consumer" could be a friend, relative, co-worker, etc. Customers may be passionate about recently introduced goods due to the environment. Psychology and the environment are related. Many companies promote this feature. The psychological component is made up of four parts: motivation, perception, learning, and memory.

- Perception: This is how a person interprets their world using their five senses.
- Motivation: Motivation Need Theory

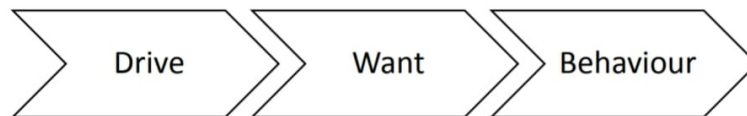


Figure 1: Behaviour Towards Needs

In 1943, the larger psychology community was impacted by Abraham Maslow's hierarchy of needs, which postulates that people behave in ways that fulfill and satisfy their needs based on a system of five priorities of increasing importance: physiological survival, safety, love, esteem, and self-actualization. Maslow's theory was applied in business and marketing classes to clarify why consumer-tailored marketing messages were essential to a product's success. Marketing strategies should emphasize purchases that express significance and urgency by appealing to consumers in a way that aligns with their level of need. A manufactured need that they control can be the basis of successful campaigns and ads created by marketers that understand the motivation-need theory of customer behaviour. Modern luxury automobile makers are a prime example; they convince consumers that spending money on an expensive luxury car is appropriate since it fulfills the need to ensure the physiological safety of oneself and one's family, prioritizing security and safety features over aesthetics.

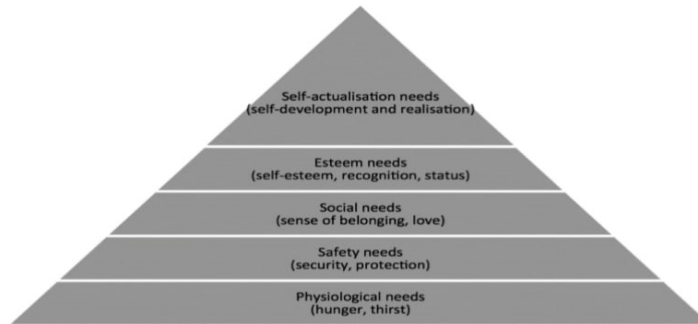


Figure 2: Maslow's Hierarchy of Needs (Adapted from Maslow, 1970)

- **Decision making:** The buying decision process refers to the decision-making process consumers use before, during, and following a purchase of a good or service. Nobel laureate Herbert A. Simon believes that making economic decisions is an exercise in futility. Simon claimed (in 1947 and 1957) that drawing a conclusion from a detailed examination would be very challenging. Simon also pointed out that people's ability to digest information is limited. Assuming that every participant in the economy is perfectly rational is ludicrous. Being rational is a challenge because customers are also influenced by non-rational and emotional reasons.
- **Past Experience:** This causes us to interpret subsequent experience in light of knowledge we already have. Psychologists refer to this as the law of primacy. Sometimes, sights, sounds, or smells from our past will cause us to react inappropriately. For example, the smell of baking bread may cause you to think of a village bakery from twenty years ago, but it could have actually been an aerosol spray that was used next to the supermarket's bread counter.

Here's an example of cognitive mapping in relation to how customers judge a product's quality. With the input selector, the user chooses which clues to provide and assigns values to them. The merchant name, price, and brand name are frequently used as quality indicators. Price and quality, as well as brand name and quality, have strong positive relationships in the opinions

of the majority of consumers; store names are less significant but nevertheless carry considerable weight.

2. Personal factors: Personal characteristics include things like age, gender, financial situation, occupation, family background, culture, and location. An older person will likely shop in a different way than a younger one, selecting physical stores over online sellers, for example. These have both direct and indirect personal components. While some of these have an indirect effect, others have a direct impact on consumer purchasing behaviour. The individual component should be emphasised by businesses, which normally applies to both general and specialty products.

- **Age:** One of the significant personal characteristics influencing a person's purchasing behaviour is their age. At various points in their life cycles, people purchase various goods. Their preferences, tastes, and other characteristics also alter as their life cycles vary.
- **Occupation:** A person's career or line of work affects his purchasing decisions. Depending on the type of profession, there are significant differences in lifestyles, purchasing considerations, and decisions. For instance, it is simple to distinguish between a doctor's purchase and those of a lawyer, teacher, clerk, businessman, landlord, etc. Therefore, the marketing managers must develop several marketing tactics that are tailored to the purchasing intentions of various occupational groups.
- **Lifestyle:** The term "lifestyle" refers to a person's behaviour pattern or way of life as shown by his or her interests, activities, and opinions, which represent the "whole person" interacting with the environment. To fit the lifestyles of their target audiences, marketing managers must create various marketing techniques.
- **Personal income:** An individual's purchasing behaviour is determined by his own income. Both discretionary and disposable income make up a person's gross personal income. After taxes and other items that must be deducted from gross income are subtracted, the amount of actual income (i.e. money balance) that is left over is referred to as the person's disposable personal income. A rise in disposable income causes an increase in spending on a variety of things. On the other hand, a

decrease in disposable income causes a reduction in spending on a variety of things. After paying for the necessities of life, discretionary personal income is the sum that is left over. With this money, you can buy necessities, luxury items, and things for the home. The level of living of a person improves as discretionary income rises due to increased spending on items like shopping, luxuries, etc.

- 3. Social factors:** A person's friends, family, neighbourhood, workplace, or place of study can all have an impact on them socially. Groups they are a part of, such their local church or hobby club, can also have an impact. There may also be information about social class, living conditions, and education. A consumer can look for footwear that looks similar to their friends' footwear if they attend a school where a particular style of trainers is fashionable.

"Two or more people who interact to achieve individual or shared goals," is how Kotler described a group. Kotler added, "Membership groups are those to which a person belongs and to which they have direct impact. In contrast, reference groups work as direct or indirect points of comparison or reference (face-to-face encounters) in the development of a person's attitudes or behaviours. According to Kotler et al. (2017), "people are frequently influenced by reference groups to which they do not belong. A group, in the words of Kotler, is "two or more persons who interact to achieve individual or shared goals." Kotler added, "Groups that have a direct impact on a person's circle of influence and affinity member associations. In contrast to direct (face-to-face) interaction, reference groups nevertheless function as indirect sources of contact that influence a person's attitudes or behaviours through comparison or reference behaviour. Reference groups frequently induce people to believe something they do not have (Kotler et al., 2017). Kotler and Keller state that "some of these are core groups, such as family, friends, neighbours, co-workers, etc., with which the person interacts rather frequently and informally. Additionally, individuals participate in secondary organisations like trade unions, professional associations, and religious institutions, which tend to be more formal and need less continual commitment. (Kotler & Keller, 2016).

- **Family:** In the buyer's life, there are two types of families: nuclear families and joint families. Joint families have a larger family size and give emphasis to group

decision-making over individual decision-making, whereas nuclear families are smaller and give individuals greater freedom to make decisions. Particularly in the Indian market, family members can have a significant impact on consumer behaviour. The family's purchasing habits form the foundation for the individuals' tastes, preferences, and lifestyles.

- There are two approaches to detect the impact of a family member's purchasing decisions:
 - a) Influence of the family on a person's personality, traits, attitudes, and evaluation criteria.
 - b) the sway it has over the decision-making process involved in buying goods and services. In India, the family leader may determine the purchase either by himself or in conjunction with his wife. Therefore, marketers should research how the husband, wife, and kids affect the purchase of goods and services, as well as their relative influence.

An individual often has two families.

Oriental family: This is the family that a person is born into. The affects of parents and a person's upbringing strongly influence their purchasing patterns. For example, a person from an orthodox Tamil or Gujarati vegetarian family may not eat meat or eggs, even if she may be aware of their nutritional benefits.

Family of procreation: This is the family that a person is born into. The affects of parents and a person's upbringing strongly influence their purchasing patterns. For example, a person from an orthodox Tamil or Gujarati vegetarian family may not eat meat or eggs, even if she may be aware of their nutritional benefits. From a marketing perspective, more so than the number of families, the number of households determines the amount of demand for many products. Therefore, consumer behaviour has a considerably greater impact on the relevance of families to marketing than do consumer demand levels.

- **Reference group:** A group is made up of two or more individuals who follow the same set of norms and whose interactions influence one another's behaviour. A reference group is a collection of acquaintances that a person maintains. It is a group of people who, either directly or indirectly, have a significant impact on a person's views, values, and actions. Reference

groups can be categorised into a wide range of categories, none of which need be exhaustive (i.e., not overlapping).

- **Roles and status:** One takes part in numerous groups, including clubs, organisations, and family. In terms of role and rank, one might describe their place within each group. The tasks that an individual is anticipated to complete make up a role. A status is attached to each role. Products are chosen by consumers in order to express their social rank and role. The potential for status symbols in products and brands must be understood by marketers.
- 4. Individual variables:** A person's friends, family, neighbourhood, workplace, or place of study can all have an impact on them socially. Groups they are a part of, such their local church or hobby club, can also have an impact. There may also be information about social class, living conditions, and education. A consumer can look for footwear that looks similar to their friends' footwear if they attend a school where a particular style of trainers is fashionable. "Two or more people who interact to achieve individual or shared goals," is how Kotler described a group. Kotler added, "Membership groups are those to which a person belongs and to which they have direct impact. In contrast, reference groups work as direct or indirect points of comparison or reference (face-to-face encounters) in the development of a person's attitudes or behaviours. According to Kotler et al. (2017), "people are frequently influenced by reference groups to which they do not belong. A group, in the words of Kotler, is "two or more persons who interact to achieve individual or shared goals." Kotler added, "Groups that have a direct impact on a person's circle of influence and affinity member associations. Consumer behaviour is influenced by individual characteristics as well. When it comes to tastes, morals, priorities, and values, every buyer has specific preferences. They are affected by their own ideas and ideals as well as the greater culture. Individuals interpret and perceive advertising stimuli differently based on their own needs, desires, experiences, and expectations. It is advantageous for marketers to investigate the distinctive attributes that set individuals apart because consumers do not act as passive recipients of marketing messages. They consist of traits, learning and knowledge, and expectations. With regard to consumer traits, physiological and psychological traits have a direct influence on need and desire, and these variances have an impact on how stimuli are processed.
- 5. Marketing factors:** Each element of the market mix—product, pricing, promotion, and place—has the potential to have an effect at various stages of the purchasing process.

- Product: The uniqueness, appearance, and packaging of a product may have an impact on a consumer's decision to buy it.
- Pricing: Pricing policy does have an impact on consumer purchasing decisions. Marketers must consider the price sensitivity of their target clients when determining prices.
- Promotion: Distribution networks and locations have an impact on consumers' purchase decisions. The optimum location and distribution strategy are sought for by marketers.
- Location: Distribution networks and locales have an impact on consumers' purchase decisions. The optimum location and distribution strategy are sought for by marketers.

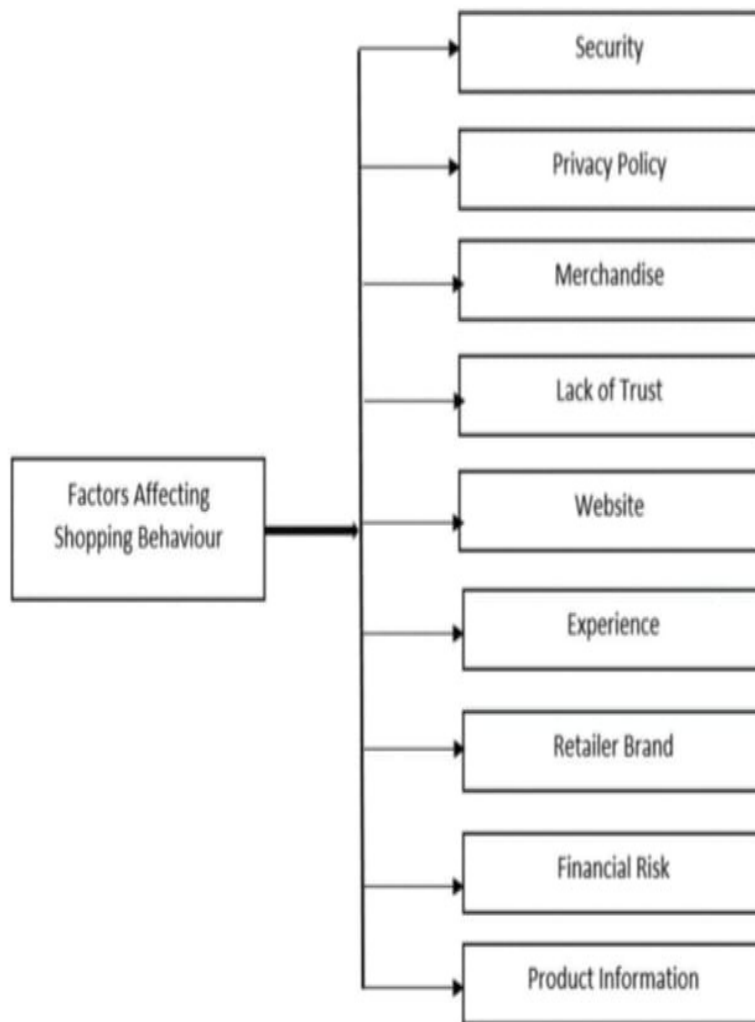


Figure 3: Factors Affecting Consumers Behaviour

2.6 Stages of Consumer Buying Process

There are six steps in the consumer buying decision-making process (for difficult choices). Only one stage of the procedure involves the actual purchase. Not all decisions result in a buy. Depending on the intricacy, not every consumer decision will involve all 6 steps.

1. **Problem solving:** The discrepancy between the intended state and the actual condition (consciousness of need), inadequate product selection. For example, in the Hunger-Food dyad, your need for food is sparked by hunger.
2. **Information search:** If you need additional information, do an external search. Word of mouth sayings among family and friends helps us to search our desired products easily. A buyer has evoked set of potential options after a successful information search. To induce the feeling of being hungry, one might think about Chinese, Indian, Burger King, Japanese sushi etc.
3. **Evaluation of alternatives:** It's necessary to set evaluation standards and qualities that buyers want or don't want. Rank or weight potential choices or perform a resume search. It's possible to determine that you want to eat anything spicy, Indian food is ranked top, etc.
4. **Purchase decision:** Pick a buying option, such as a product, package, retailer, or mode of purchase, etc.
5. **Purchase:** Product availability, the interval between 4 and 5, and the decision itself could all be different.
6. **Post-purchase evaluation-outcome:** It is either feeling satisfied or unsatisfied. The question that crops up is that, has your choice been the right one? Cognitive dissonance is seen in this evaluative stage. Warranties, customer service, and other measures may help to reduce this. You can feel like you wanted a Chinese supper instead after eating an Indian one.

Online shopping is a part of electronic commerce and allows users to order goods or services directly from a seller online. Michael Aldrich was the first to propose the idea of online shopping in 1979. India's chances for online marketing are improving due to a rise in internet literacy. General merchants have started to make their products available on online shopping websites as e-commerce has grown in popularity in an effort to increase their market share. The Internet has

emerged as the most efficient information channel for sharing ideas and swiftly learning about the outside world in the information and technological age of today.

Since the beginning of the World Wide Web, businesses have tried to promote their products to customers who are active online. While lounging in front of the internet, consumers can shop from the convenience of their own homes. Online retailers offer a huge selection of goods for consumers to buy, and virtually anything can be sold by businesses that sell their goods online. Numerous items, such as books, clothes, toys, hardware, software, and health insurance, are available for purchase through online retailers by customers. Although online shopping is the topic of this article, it is generally accepted that this is the method by which goods or instructional materials are purchased online using devices that are linked to the internet. While lounging in front of the internet, consumers can shop from the convenience of their own homes. Online retailers offer a huge selection of goods for consumers to buy, and virtually anything can be sold by businesses that sell their goods online. Numerous items, such as books, clothes, toys, hardware, software, and health insurance, are available for purchase through online retailers by customers. Although online shopping is the topic of this article, it is generally accepted that this is the method by which goods or instructional materials are purchased online using devices that are linked to the internet. Our way of life has undergone a radical change because to the internet. We can also assert that the development of the internet has made online shopping an essential component of our life. Everyone uses the internet; thus, development is constantly going on to gain a bigger share of the market. To execute electronic transactions, businesses can use EDI (Electronic Data Interchange).

Although the concept of e-Commerce did not become familiar to the typical Internet user until the 1990s, several significant businesses started using EDI as early as 1960. One of the earliest industries to embrace EDI and recognise its benefits was the railway industry. Other transportation-related businesses did the same. Michael Aldrich, though, was an E-commerce hero in that year. Aldrich and his wife were perusing a shop when the incident occurred in 1979. Out of nowhere he emerged. A type of marketing known as "digital marketing" advertises products and services using the internet and other online-based digital platforms and media, including desktop and mobile computers. The way brands and businesses use technology to market themselves was altered by its development in the 1990s and 2000s. The use of search engine optimisation (SEO), search engine marketing (SEM), content marketing, influencer marketing, content automation, campaign

marketing, data-driven marketing, e-mail marketing, and social media marketing has become more prevalent in digital marketing campaigns as digital platforms have become more integrated into marketing plans and daily life. marketing using e-commerce and social media Digital marketing includes non-Internet platforms that distribute digital media, including television, mobile phones (SMS and MMS), callback, and on-hold mobile ring tones. The extension of digital marketing to sources that are not online distinguishes it from online marketing. It is impossible to separate the development of technology from that of digital marketing.

Identification of the numerous variables influencing online shopping is the goal of this study article. The ability for consumers to make direct purchases while at home while using online shopping is a growing trend. Before the advent of laptops and faster internet, customers used to purchase online by visiting websites while seated in front of desktop computers. This was time-consuming and did not provide connectivity throughout the entire day. Modern smartphones are a vital component of internet connectivity. Now, consumers may connect with internet shopping sites from anywhere—at work, when travelling, or even from their homes. It is merely due to the convenience of ordering anytime he has free time via the internet. Internet usage was limited to desktop or laptop computers, which are fixed to a specific location, before the introduction of smart phones. One must therefore sit in front of these in order to utilise the internet. Anyone can readily access the internet on smartphones and tablets thanks to technological advancements, making it more convenient to browse the internet wherever they are and whenever they want. Additionally, individuals find that online buying takes up less time. Numerous businesses also launch their products through online stores due to the ubiquity and simplicity of the internet on smartphones.

Traditional retail has some drawbacks, such as set hours for customers to spend in stores and the need to browse through several stores to find a particular product. However, many other options are available with just one click when shopping online. Also prohibited are late-night product purchases made after business hours. However, consumers have access to online purchasing around-the-clock. Additionally, a person can use the time while travelling to shop.

2.7 Influence of Social media on online shopping

Online shopping, often known as e-retail or e-shopping, is a type of electronic commerce that enables customers to place direct orders for goods or services from sellers using a computer browser and the Internet. Since the last two decades, the internet has grown quickly, and has become a global platform. Most young people these days use social media. They spend the majority of their time on social networking, thus it's interesting to learn how social media has affected their purchasing habits because most students and young people buy their necessities online. Social media is a type of internet communication that focuses on user-generated content, community participation, and content sharing. Among the various forms of social media are websites and programmes devoted to forums, social networking, social bookmarking, etc. Social media includes platforms like Facebook, Google Plus, Twitter, Instagram, WhatsApp, and others. As social websites and applications expand, social media is increasingly a part of everyday life online. digital economy powered by information technology is also emerging. Some new technology also have been developed and used for web developing, those lead to firms can promote and enhance images of product and services through web site. Therefore, detailed product information and improved service attracts more people changed their consumer behaviour from the traditional mode to more rely on the internet shopping.

2.8 Emergence of Online shopping in India

In India, internet usage is expanding at a very fast rate, which offers a growing opportunity for online commerce. The fastest-growing online buyer community has caused India's traditional marketers to reconsider, and as a result of changes in consumer behaviour, they have transformed into E-marketers. However, in order to further expand their marketing strategies to turn potential customers into active ones while retaining current online customers, e-marketers must first understand the elements influencing online Indian buying behaviour and the relationships between these factors. The bulk of online shoppers today are young people, and they are increasingly using the internet to make purchases. The numbers are growing daily as a result of the quick development of websites that provide goods and services online. Because online shoppers are still hesitant about it, particularly in terms of assurances and security, the amount spent on goods per transaction may be minimal. Online shopping is becoming more popular today. As mentioned, the bulk of online

shoppers are young people. Youth believed that online shopping was simple, convenient, and had easy access to more products and information seven days a week. Today's youth have developed into savvy internet consumers that utilise common sense and just go ahead and enjoy their online purchasing experience. The perception of performance and meeting expectations are key factors in young customers' satisfaction. Online retailers typically allow customers to utilise "search" functions to locate particular models, brands, or products. To conduct a transaction online, a consumer needs to have access to the Internet and a legitimate form of payment, such as a credit card, a debit card, or a service like PayPal. For physical goods (like clothing or paperback books), the e-tailor mails the items to the buyer; for digital goods (such software or digital audio songs), the e-tailor typically sends the file over the Internet. Alibaba, Amazon.com, Flipkart, and Nykaa are the biggest companies involved in online commerce.

Online transactions are growing quickly since the Internet has evolved into a new avenue of distribution. A need to understand how customers view online shopping has arisen as a result of this. Important considerations included cost, trustworthiness, and convenience. The majority of the students said that cost was the most crucial consideration. The way people traditionally shop has changed as a result of the internet. No longer are a customer's options limited by hours or geography. As a result, he is able to buy the goods or services at almost any time and place. The internet is a very recent medium for communication and information exchange that is now part of daily life. Because there are more and more people using the internet, more people are now making purchases online. The reason for the quick growth is customer behaviour. The internet is seen as a mass medium that offers customers unique purchasing qualities. In comparison to the traditional method of buying, there are some features that make it more convenient for the consumer, like the flexibility to explore and buy things whenever they want, visualise their needs with them, and talk about them with other customers. When a consumer decides to shop online, they go through the online shopping process. The internet has evolved into a brand-new distribution medium, and its effectiveness is being assessed. E-commerce is now well known. Along with looking for products and getting information about them, shopping online has emerged as one of the main motivations for using the internet. As a result, as the internet expands, businesses also utilise it to share information, sell products, get input from clients, and run customer satisfaction surveys. Customers utilise the Internet to evaluate costs, product characteristics, and the availability of after-sale services from various retailers in addition to making online purchases.

The internet has developed into one of the most potent communication technologies with an impact on the social, economic, and global spheres. In particular, the marketing and advertising industries are starting to recognise the internet's potential as a hub for business and commerce operations (Bujnowska-Fedak, 2015). According to them, the ability to buy and sell goods over the internet is known as online shopping. It serves as a distribution channel and a platform for online interactions between buyers and sellers (Bujnowska-Fedak, 2015). Products can be transferred from retailers to customers via online or digital distribution channels. This can also be done on a business-to-business basis by transferring goods from producers and wholesalers to retailers.

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Chapter 3

Social Psychology: Social Interaction and Influence

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3.1 Introduction

Social psychology, as we know is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the presence of others, as well as by social situations and interactions. It explores various aspects of human behavior within social contexts, such as attitudes, social perception, conformity, prejudice, group dynamics, and interpersonal relationships. Social psychology delves into the intricate workings of our thoughts, emotions, and actions within social contexts. It scrutinizes how our behaviors, beliefs, and perceptions are influenced by the presence of others or the social environments we find ourselves in. This field explores the dynamic interplay between individuals and their surroundings, unraveling the reasons behind why people react, think, or feel in certain ways when interacting with others. One of its pivotal aspects lies in how people define themselves and those around them within specific situations. These perceptions significantly shape our behavior, altering our responses or actions based on the context and the people involved. Social psychology, as a scientific pursuit, aims to unravel the complexities of individual behaviors, feelings, and thoughts within the social milieu. It strives to uncover the underlying mechanisms that govern social behavior, shedding light on the intricate tapestry of human interaction, perception, and understanding.

Barron and Byrne in 2007 describe social psychology as it is the scientific field that seeks to understand the nature and cause of individual behavior and thought in social situations.

Social Psychology and its scientific nature

Social psychology is indeed a science. It might not involve test tubes or microscopes, but it adheres to the fundamental principles of scientific inquiry. Science is more than specific fields like physics or chemistry; it's a systematic approach characterized by values like accuracy, objectivity, skepticism, and open-mindedness.

In social psychology, these principles are applied rigorously. Researchers collect data through various methods, analyze it meticulously, and draw conclusions based on evidence. Importantly, they strive to minimize biases in data collection and interpretation. The scientific process requires continuous testing and verification of hypotheses, accepting only conclusions supported by repeated experiments or observations.

Empiricism is crucial—it's about basing conclusions on human experience and observation. Objectivity demands researchers to remain impartial, while parsimony encourages simpler explanations over needlessly complex ones.

In essence, social psychology embodies the essence of science by relying on empirical evidence, striving for objectivity, favoring simpler explanations, and embracing the continuous evolution of knowledge through rigorous testing and openness to change.

Brief history of Social Psychology

The history of social psychology is a fascinating journey that began with early theories and experiments exploring crowd behavior, social facilitation, and leadership styles. It originated as an experimental science in the late 19th century and rapidly expanded, particularly during and after World War II, when many European social psychologists moved to the USA.

During the war, research focused on combating moral warfare strategies, leading to landmark studies like Milgram's obedience experiments and Festinger's work on cognitive dissonance. The subsequent decades saw a shift in focus to various modern research topics such as stereotyping, prejudice, aggression, altruism, and interpersonal relations, highlighting the field's evolution.

As social psychology evolved, it branched out into various sub-disciplines that incorporate different perspectives and methodologies to deepen our understanding of human social behavior. These include evolutionary social psychology, which explores how evolutionary processes have shaped social behaviors; neuroscience perspectives, which investigate the biological underpinnings of social cognition and behavior; studies on implicit processes, which examine subconscious influences on attitudes and behavior; and cross-cultural research, which explores how social phenomena vary across different cultures, enhancing the breadth and depth of the field's insights.

However, the historical context also reveals the field's initial limitations. In its early days, social psychology was largely driven by white, upper-middle-class American researchers, primarily addressing American social issues. Over time, there has been a transformation, with social constructivism and feminism playing vital roles in diversifying perspectives and addressing broader societal concerns.

The history of social psychology serves as a reminder of the influence of socio-political contexts on scientific development. For instance, in India, social psychologists have grappled with biases stemming from political or religious preferences. While science and religion follow different epistemological paths, social psychology seeks objectivity by separating from such biases.

Despite challenges, social psychologists worldwide have contributed to understanding societal issues like poverty, discrimination, gender disparities, and religious tensions, shedding light on the complexities of human behavior and societal dynamics.

3.2 Interpersonal Attraction

Interpersonal attraction is a fascinating aspect of human interaction, where individuals are either drawn to or repelled from each other. This attraction plays a pivotal role in initiating communication and connections among people. It's influenced by various factors, both internal and external. Our innate need for affiliation drives us towards forming connections with others. Alongside this need, emotions significantly impact interpersonal attraction. Positive emotions often foster smoother attraction, while negative emotions can deter someone from forming a connection. External factors also shape interpersonal-attraction. Similarity among individuals, physical proximity, & reciprocal responses all contribute to this dynamic. As attraction grows, relationships begin to take shape. These relationships typically fall into two primary categories: family and friends within our social circle. Family acts as the cornerstone for relationship building, where various attachment styles are formed. These attachment styles, unique to each individual, stem from interactions within the family. Interestingly, these styles can extend beyond family to relationships with spouses, friends, and others in our lives. In essence, interpersonal attraction acts as the initial catalyst for connections among individuals, influenced by internal factors like emotions and the need for affiliation, as well as external factors like proximity and similarity.

These connections often form the foundation for various types of relationships we develop throughout our lives.

3.2.2 Determinants of Interpersonal Attraction

- Internal determinants of Interpersonal attraction

1. Need for Affiliation

The need for affiliation is a fundamental aspect of human existence, driving our desire to belong and connect with others. This inclination stems from our innate urge to form bonds within groups, ensuring protection, reproduction, and overall well-being. This need varies among individuals, manifesting as a personality trait influencing how one seeks and maintains relationships. For those with a high need for affiliation, sociability and a longing for interaction are more pronounced. However, others may have a more implicit desire for affiliation, seeking limited yet meaningful connections. Experiencing exclusion or neglect triggers distressing feelings, emphasizing the importance of inclusion within social circles. Being excluded can significantly impact an individual or group, leading to heightened sensitivity to social cues and affecting cognitive functioning. In specific contexts, such as natural disasters, the need for affiliation becomes evident as people come together to help one another. This behavior not only allows for social comparison but also provides an avenue for individuals to express their thoughts and emotions, fostering a sense of comfort and connection amidst challenging situations.

2. Exploring Affect as a Fundamental Human System

Affect refers to a person's emotional state, encompassing both positive and negative feelings or moods. This emotional state not only influences how someone thinks and feels but also impacts their connections with others. Affect has two key aspects: intensity, which measures its strength, and direction, indicating whether the emotion is positive or negative. Considered a fundamental aspect of human behavior, affect holds evolutionary significance by aiding our survival. It helps us steer away from negative experiences while reinforcing positive ones. Ability to distinguish between positive & negative emotions is crucial in understanding how we respond to hostility or attraction in social settings. Therefore, affect plays a pivotal role as an internal factor that influences how we connect with others, serving as a significant determinants of interpersonal attraction.

3. **Affect & attraction**

Affect plays a significant role in how we perceive and evaluate others in terms of interpersonal attraction. Generally, positive emotions lead to positive evaluations of people, while negative emotions tend to result in negative evaluations of others. This direct impact of emotions on attraction is quite straightforward. There's an intriguing phenomenon known as the associated effect. This occurs when someone is present during a situation where your emotional state is heightened, whether due to the circumstances or another individual. For instance, when you're feeling positive, you might positively evaluate a stranger, even though you don't know them, while in a negative emotional state, you might negatively evaluate a close friend. Think of it like a type of classical-conditioning. Imagine you meet someone while you're having a great time at a party. You might start to associate that person with fun and happiness because you met them in that positive environment. On the other hand, if you meet someone during a stressful situation, you might unintentionally link them to that stress. So, our perceptions of people can be influenced by the emotions we experience when we're around them.

- External determinants of Interpersonal attraction:

1. Proximity: When people are physically close or near each other, it tends to increase the likelihood of interaction. Frequent interaction, in turn, helps develop attraction due to increased exposure to one another.
2. Physical Attractiveness: Studies consistently show that physical appearance strongly influences interpersonal attraction. Good looks indeed play a significant role in how attracted we feel to someone.
3. Matching Phenomenon: While physical attractiveness matters, it's not the sole determinant. The matching phenomenon highlights that individuals often choose partners who match them in attractiveness and other traits. Research indicates that couples who are similar in physical attractiveness tend to experience higher levels of interpersonal attraction. However, in cases where there's a disparity in physical attractiveness, the less attractive partner might compensate with other qualities such as status, intelligence, or power to balance the relationship. (Cicerello, Sheehan, 1995)

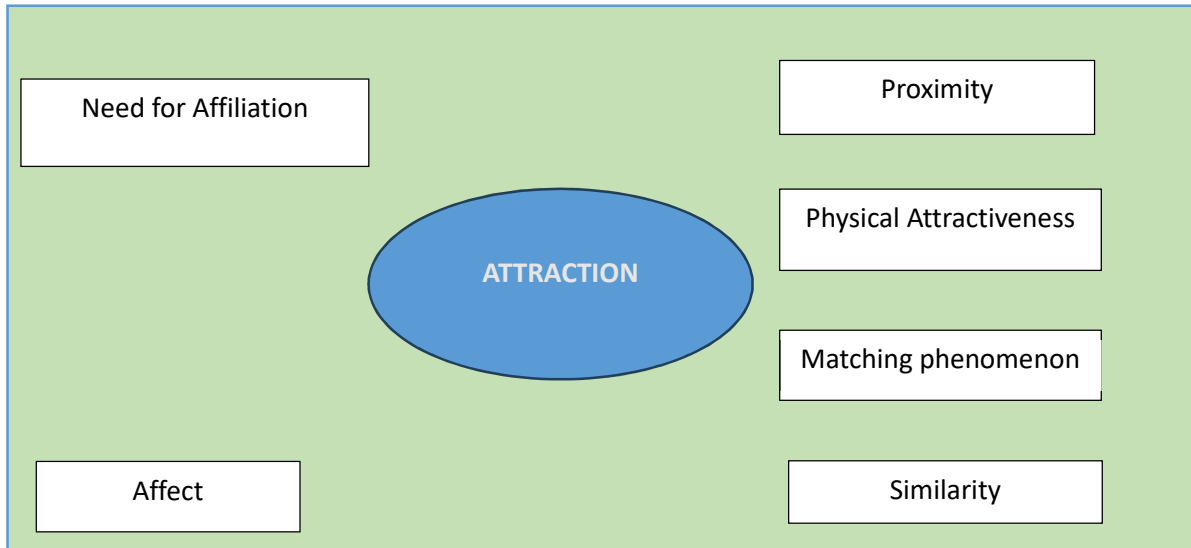


Fig. 1: Determinants of Interpersonal attraction

4. **Physical Attractiveness Stereotype:** Studies have found that beautiful individuals are often perceived more positively. They're seen as happier, sexually warmer, outgoing, intelligent, and successful. Interestingly, in certain cultures that prioritize collectivism, traits like honesty and concern for others are associated with attractiveness. This observation gives rise to the notion that "what is beautiful is good," a stereotype strongly linked to interpersonal attraction.
5. **Similarity vs. Complementarity:** While the saying "Opposites Attract" is commonly heard, research suggests that similarity in attraction prevails. Studies show that people tend to be drawn to others who share commonalities rather than stark differences. This aligns with the idea that similarities in personalities, values, and interests foster greater attraction, as opposed to seeking complementary traits.
6. **Liking Those Who Like Us:** Initial attraction can be influenced by proximity and attractiveness, but long-term attraction is often shaped by similarities. Additionally, mutual liking is a significant factor in interpersonal attraction. When someone expresses liking or affection toward another person, it strongly predicts reciprocal feelings, contributing to the development of mutual attraction.

3.3 Close Relationship: Family & Friends

3.3.1 Family: where relationships and attachment styles take root and begin to develop

Family as the Initial Social Unit: The family serves as an individual's first encounter with social interaction. Despite being the primary unit, differences—both in quantity and quality—often exist between family members and the individual. These initial interactions, especially with caregivers like the mother, lay the groundwork for the individual's perception of the world and significantly influence future interpersonal behaviors.

1. Attachment Style:

Attachment style is like the blueprint for how we relate to others in relationships, based on our early experiences with caregivers. It's about how secure or insecure we feel in relationships.

Types:

1. **Secure Attachment:** People with this style feel good about themselves and trust others. They're comfortable getting close to people and rely on them.
2. **Fearful-Avoidant Attachment:** This comes from inconsistent or negative experiences. These folks are cautious about getting close and might avoid emotional connections.
3. **Preoccupied Attachment:** People with this style worry a lot about relationships. They seek a lot of reassurance and closeness from others.
4. **Dismissing Attachment:** These individuals downplay the importance of relationships and might shy away from emotional closeness.

Basically, it's about how our early experiences shape how we connect with others throughout our lives.

The four main attachment styles are outcomes of how individuals perceive themselves and others, typically formed during infancy and continuing into adulthood. However, life experiences can influence and potentially alter these attachment styles throughout one's life.

While the primary caregiver, often the mother, plays a crucial role, it's important to note that everyone within the family dynamic contributes to a child's development. Each family member brings their unique experiences, personality traits, and attitudes, impacting the child through their interactions. It's not solely the immediate caregiver but the collective interactions within the family that shape a child's perceptions and behaviors.

The relationships among siblings also hold significance in this dynamic. Various family compositions—such as being an only child or having two siblings of different genders—can lead to diverse experiences when interacting with individuals outside the home. However, it's interesting to note that the relationships between siblings are often influenced by the interpersonal dynamics between the parents and their level of marital satisfaction. This family environment greatly impacts how siblings interact and relate to one another, further shaping their overall experiences and social interactions.

3.3.2 Beyond the family: Friendship that play a crucial role in shaping our social bonds and support systems

Relationships and attachment styles primarily begin within families but extend beyond to include close friendships. Close friendships are characterized by spending a significant amount of time together, engaging in various activities, sharing personal thoughts and feelings, and offering mutual emotional-support. Having Peers has become an important social aspect, and not having them is sometimes viewed as a lacking social qualification, often leading to the label of being a "loner."

Friendships are essential in our lives as they provide both practical and emotional support. Typically, individuals tend to form close friendships with those who elicit positive feelings in them.

There are gender differences observed in friendships. For instance, among females, conversations often revolve more around shared interests compared to males. In terms of romantic relationships, males may often be drawn to females with the expectation of potential sexual interactions, and if that expectation isn't met, they might end the relationship. On the other hand, females often seek a protective role from males and may terminate a relationship if it doesn't fulfill their expectations in terms of emotional support or security.

3.4 Pro-social Behaviour & Altruism

Pro-Social Behaviour: Pro Social behavior covers the broad range of action intended to benefit one or more people other than one-self. For example, helping, comforting, sharing and cooperation.

Altruism is another term, it is used to refer to a subset of the following behaviors like self-sacrificial, helping in the absence of obvious external rewards. Altruism is a motivational concept and it is a motivation to increase another person's welfare.

Altruism is the motivation to act that reflect an unselfish concern for the welfare of others. Helping is the pro-social behavior that may be altruistically a selfishly motivated.

Walster and Piliavin (1972) it is when the behavior may be costly / dangerous to the helper and when the helper doesn't expect to receive material or social reward for the action. Costly means that when a person Knowingly and willingly gives up a great proportion of his or her time or resource that person will be seen as motivated by altruism.

If a person helps in order to get the praise or money of others that person is not perceived to be behaving altruistically. If someone works only for the self-reward of feeling good, there is this agreement about weather or reason is the motivation or not whether the person receive extrinsic reward or not, is irrelevant It is only one's expectation about being rewarded for helping actions that are relevant judgement of altruism

A fire step decision model' for prosocial behavior in emergency situation has been proposed by Latane and in darley (1970). They stated that an emergency that person A must do the following-

- Notice that something is happening
- Interpret the situation or event as an emergency.
- Decide that it is his/her responsibility to act.
- Beside what form of assistance to give
- Implementation of the act

3.4.1 Factors or determinants of Prosocial behavior

Prosocial behavior refers to actions that benefit others or society as a whole. These actions can be influenced by various factors, categorized into situational and dispositional variables.

Situational Variables:

- **Ambiguity of Need:** People may be more likely to help when the need is clear rather than ambiguous.
- **Severity of Need:** The urgency or seriousness of a situation can impact whether someone offers help.
- **Physical Appearance of Victim:** Sometimes, people are more inclined to assist if the victim appears relatable or sympathetic.
- **Number of Bystanders:** The presence of others might lead to diffusion of responsibility, where individuals are less likely to help in a crowd.
- **Location:** The environment or setting can influence the likelihood of someone offering assistance.
- **Similarity to the Victim:** People might be more willing to help those they perceive as similar to themselves.
- **Cost of Helping:** This involves assessing the personal or social costs of providing aid.

Dispositional Variables:

- **Risk-taking and Courage:** Willingness to take risks and display courage can affect the likelihood of helping others.
- **Self-Esteem and Confidence:** People with higher self-esteem and confidence may feel more capable and motivated to offer assistance.
- **Decision Making and Intelligence:** Cognitive abilities and decision-making skills can influence how individuals assess situations and decide to help.
- **Physical Fitness:** One's physical capabilities might influence their ability to help in certain situations.

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- **Sense of Responsibility:** Individuals with a strong sense of duty or responsibility towards others are more likely to engage in prosocial behavior.
- **Age, Gender, and Social Desirability:** These factors can influence how individuals perceive and respond to situations requiring help.
- **Moral Reasoning and Values:** Personal ethics, values, and moral beliefs play a role in determining whether someone engages in prosocial behavior.
- **Dissimilarity and Submissiveness:** Differences in characteristics or submissiveness can impact how individuals perceive and respond to the needs of others.
- **Need for Social Approval:** Desire for social acceptance or approval can influence the decision to help.
- **Leadership and Sensitivity:** Leadership qualities and sensitivity towards others are traits that might influence one's likelihood of engaging in prosocial behavior.

3.4.2 Differences between Pro-social behavior and Altruism

Aspect	Pro-Social Behavior	Altruism
Definition	Broad range of actions intended to benefit others or society; includes various acts of kindness, cooperation, etc.	Selfless actions performed solely for the well-being of others without any gain.
Nature of Acts	Can include acts with varying degrees of selflessness; some	Completely selfless acts with no expectation of personal gain, recognition, or reward

	may involve personal satisfaction or benefit.	
Intentions	Intended to benefit others, but personal gain or social recognition might be present to some extent.	Motivated solely by a genuine concern for others' welfare without any self-interest
Scope	Encompasses a wide range of behaviors, including both selfless and partially self-interested actions.	Specifically refers to selfless acts that prioritize others' welfare above one's own.

3.5 Social Influence

Social influence refers to how individuals are influenced or impacted by others in their thoughts, actions, attitudes, beliefs, or behaviors. It's like being nudged or guided by people around us, affecting the way we think or act. Think about it as the sway or impact friends, colleagues, or even family members have on us. For instance, at work, colleagues might shape how we approach tasks or decisions, while friends could strongly influence our choices in our daily activities like what we do for fun, what we wear, or even how we think about certain things. In simpler terms, it's like being subtly guided or changed by the people we interact with, whether consciously or unconsciously, making us adopt their ideas, behaviors, or ways of seeing things.

3.5.1 Conformity

Conformity is like following the crowd or adjusting our thoughts and behaviors to fit in with what's considered normal or expected in a group or society. When we feel connected or attracted to a group, it's called cohesiveness. The stronger this attraction is, the more likely we are to adopt the group's beliefs or behaviors. For example, in a new college group project, if our classmates have strong conservative views about education policies and we feel connected to them, we might find ourselves agreeing with their ideas over time simply because we're working closely with them.

Group size also plays a role. Generally, we're more likely to go along with a larger group's opinions or actions. But interestingly, conformity tends to peak with smaller groups (around three

members) before plateauing. This might happen because when everyone in a big group agrees, we might suspect they're teaming up to influence us, making us more cautious about just following along.

There are two types of norms that influence conformity:

- **Descriptive Norms:** These show what most people do in a situation. For instance, seeing others extinguish cigarettes before entering a bus can influence our behavior.
- **Injunctive Norms:** They specify what's approved or disapproved in a situation. For example, signs indicating 'No Smoking' in public places.

Conformity often happens because we want to be liked or accepted by others and also because we believe others might be right. After conforming, our mind might justify this behavior to maintain social harmony.

3.5.2 Compliance

Compliance is like convincing or getting someone to do something you want them to do. Social psychologists have studied this process, especially common in professions where success relies on persuading others to say YES, like salespeople, advertisers, or political lobbyists.

There are key principles these professionals use to influence compliance:

1. **Friendship/Liking:** We're more likely to agree to requests from friends or people we like, rather than from strangers or those we don't connect with personally. We tend to be more open to their suggestions.
2. **Commitment/Consistency:** Once we commit to a certain viewpoint or action, we tend to stick to it. For instance, if we've expressed an opinion in a meeting before, we're more likely to support that opinion later on, even if circumstances change.

3. **Scarcity:** We tend to place higher value on things that seem rare or limited. When something becomes less available, we often perceive it as more valuable and are more inclined to secure it.
4. **Reciprocity:** We're more willing to do something for someone who has previously done us a favor or shown us kindness. This creates a sense of obligation to reciprocate their gesture.
5. **Social Validation:** We tend to follow what others similar to us are doing or thinking. If we believe others like us are acting in a certain way, we might imitate them to ensure we're making the right decision.
6. **Authority:** We're inclined to comply with requests from figures of authority or those who exude authority, whether due to their position or appearance.

Techniques used in compliance

- a. **Foot -in the Door:** This technique starts with when someone asks us to do small things and then follows up with a larger one. Once someone agrees to the initial small request, it becomes harder for them to refuse the larger request because they want to stay consistent with their previous response. For instance, if you agree to sign a petition, you might feel more inclined to donate money later, as you've already committed to the cause.
- b. **Lowball:** Auto dealers sometimes use this by initially offering an appealing deal to customers. After the customer accepts, the deal might change due to some "mistake" or external reason. Even though customers should logically refuse the less attractive offer, they often agree because they already feel committed to buying the car. They might feel psychologically tied to the initial decision, making it harder to back out.
- c. **Bait-and-Switch:** In this tactic, customers are lured into a shop with offers for certain items, which are then shown as unavailable or of low quality. This prompts customers to buy a more expensive alternative available in the shop. Changing one's mind after entering the store and initially committing to a purchase seems

like a hassle. Therefore, rather than changing their decision, people often opt to pay more rather than reversing their initial commitment.

- d. **Door in the Face:** Here, the requester starts with a big request that they expect to be turned down. Then, they follow up with a smaller, more reasonable request. When people refuse the big request, they feel more obliged to agree to the smaller one, seeing it as a compromise. For example, asking for a huge favor first and then asking for a smaller favor that was actually desired from the start.
- e. **Foot in the Mouth:** This technique taps into the feeling of obligation or consideration people have in relationships, even if they're minor or casual. People often feel inclined to help or be considerate simply because they perceive some kind of relationship. For instance, when friends help each other or when people feel a sense of similarity and believe they should assist each other.
- f. **That's-Not-All Technique:** Here, after making an initial request or offer, before the other person responds, a small bonus or incentive is added to sweeten the deal. For instance, a car dealer might offer additional features or incentives on the vehicle to encourage the customer to agree. People receiving this extra something view it as a concession and feel a sense of obligation to reciprocate by agreeing to the deal.

3.5.3 Obedience

Obedience happens when people follow commands or orders from others. It's less common than conformity or compliance because those in authority usually prefer influencing through request rather than orders. Think of business executives giving orders, military officers commanding, or parents guiding their children.

Destructive obedience, the kind that leads to harmful actions, often occurs for a few reasons:

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1. **Transfer of Responsibility:** People sometimes obey harsh commands and justify it by saying, “I was just following orders.” This shifts the blame away from them, making it easier to comply.
2. **Authority’s Symbols:** Visible signs of authority like uniforms, titles, or symbols make it harder for people to resist. These reminders of who’s in charge can be influential.
3. **Gradual Intensification:** Sometimes, authority figures start with mild requests and gradually increase the demands, pushing for behaviors that might be objectionable or dangerous. For instance, police might first question or threaten individuals, then escalate to more extreme actions.
4. **Speed of Events:** In situations involving destructive obedience, events happen fast, leaving little time for reflection. People are ordered to obey, and they do so almost automatically because things happen quickly.

Resisting this influence can be challenging, but some strategies might help:

1. **Personal Responsibility:** Reminding individuals that they’re accountable for their actions, not just the authority figure, can reduce blind obedience.
2. **Disobedient Models:** Exposing individuals to people who resist authority’s commands can significantly reduce blind obedience. Seeing others defy authority helps individuals question the appropriateness of blind submission.
3. **Questioning Authority’s Expertise and Motives:** Asking whether authority figures truly know better or have selfless motives can help individuals lean towards independence rather than submission.
4. **Awareness of Authority’s Power:** Simply knowing about the power of authority figures to command blind obedience can itself be helpful in resisting such influence.

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Borderline Personality Disorder

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4.1 Borderline Personality Disorder: An Introduction

The general characteristics, coping mechanisms, and social interaction styles of an individual are formed during childhood and typically solidify into well-defined patterns by late adolescence or early adulthood. These patterns make up the person's personality, which is made up of their distinct qualities and behaviours.

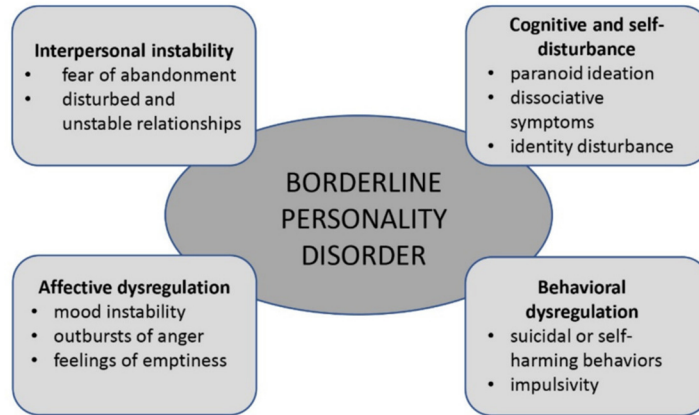
In order to diagnose a personality disorder, a person's persistent pattern of behaviour needs to be both pervasive and rigid, as well as stable and long-lasting, according to the general DSM-V-TR criteria. It must also show up in at least two of the following domains: cognition, effectivity, interpersonal functioning, or impulse control; it must produce either clinically substantial distress or functional impairment.

The mental illness known as Borderline Personality Disorder (BPD) makes it difficult for a person to control their emotions. Loss of emotional control causes impulsivity and muddles one's self-perception, both of which are detrimental to sustaining connections with other people. Early adulthood is typically when borderline personality disorder first manifests. In early adulthood, BPD symptoms progressively worsen; however, as people age, they may gradually improve.

A borderline personality disorder is linked to a severe fear of instability or abandonment. Even while the affected person wants to build enduring, meaningful relationships, others may be turned off by their excessive anger, impulsivity, and frequent mood swings.

The idea of the '*borderline*' was initially identified almost 60 years ago. Stern (1938) was the first to characterize borderline patients, followed by Knight (1953). The intrapsychic characteristics of these patients were referred to by Kernberg (1967) as "borderline personality organization," with symptoms that are less severe than those of psychotic disorder and more severe than those of

neurotic disorders. The word "borderline" refers to the condition that existed between neurotic and psychotic diseases.



An unstable sense of self, the adoption of crude, immature defense mechanisms, and transient gaps in the ability to discriminate between reality and fantasy (defective reality testing) were the hallmarks of borderline personality disorder. Kernberg claims that borderline personality encompasses an amalgamation of other chronic personality disorders, including schizoid, narcissistic, and antisocial types.

BPD is defined by the DSM as having unfavorable moods and sentiments, impulsive conduct, unstable interpersonal interactions, psychotic-like beliefs, and social maladaptations. Gunderson and Singer first proposed this definition of BPD in 1975. Afterwards, other studies were conducted to confirm these symptoms in order to differentiate BPD individuals from other mental health conditions (Gunderson and Kolb 1978; Spitzer et al. 1979). Hence, for use in DSM-III, a final set of eight criteria was approved (American Psychiatric Association 1980). The BPD diagnostic criteria were initially published in this official diagnostic handbook.

4.2 Signs and symptoms

Patients with borderline personality disorder (BPD) frequently exhibit the following symptoms:

- A pattern of intense and erratic interactions with friends, family, and other loved ones; a warped and erratic sense of identity.

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- Compulsive and frequently harmful activities, including spending sprees, risky sexual conduct, substance misuse, reckless driving, and binge eating. However, these behaviours may also be signs of a mood disorder if they take place when the person's mood is elevated.
- Repetitive cutting behaviour is one type of self-harming behaviour, also known as self-mutilation.
- Suicidal ideas and threats are recurrent in patients with borderline personality disorder.
- They frequently experience significant and very varied mood swings that can last anywhere from a few hours to several days.
- They frequently experience persistent sensations of emptiness and intense anger management problems.
- People with borderline personality disorder (BPD) may experience dissociative experiences, such as feeling detached from oneself, seeing oneself from outside the body, or experiencing sensations of unreality.

Due to their propensity for rash or impulsive behaviour and their ability to change quickly depending on the situation, people with borderline personality disorder tend to see things in extremes, either as completely excellent or completely negative. As a result, their ideals and interests are relatively unstable.

Not every person suffering from borderline personality disorder exhibits all of these signs. The severity, frequency, and duration of symptoms depend on the patient and the extent of their illness.

According to studies, social, environmental, and genetic factors all have a significant role in the development of borderline personality disorder. These elements could consist of:

Family history: Due to common genetic characteristics, individuals who have a first-degree relative (parent, sibling, or other close family) who has the illness may be more susceptible to developing borderline personality disorder themselves.

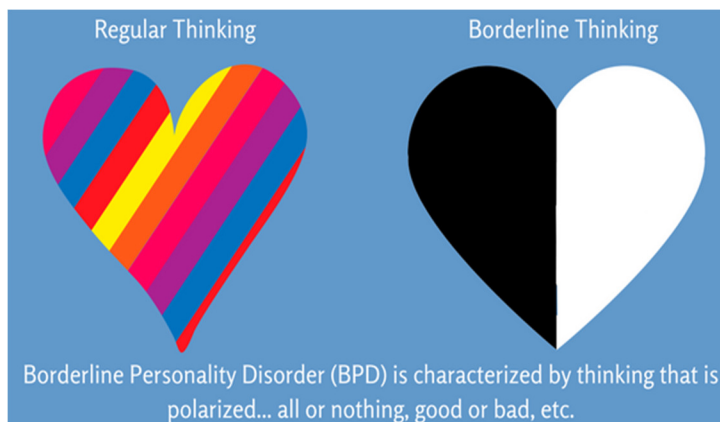
Brain structure and function: Studies suggest that the brain regions responsible for impulse control and emotion regulation may be altered both structurally and functionally in individuals with borderline personality disorder. However, whether these alterations caused the disease or contributed to it is unclear from the explanations, though.

Environmental, cultural, and social factors: Patients with BPD are more likely to have unstable, invalidating relationships or conflicts as a result of traumatic childhood life events such as abuse, abandonment, or hardship.

4.3 Diagnostic Criteria for BPD

A general pattern of instability in relationships with others, emotions, self-image, and obvious impulsivity that starts by early adulthood and shows itself in a variety of situations is indicated by at least five of the following:

1. Manic attempts to prevent actual or perceived desertion.
2. A pattern of erratic and intense relationships with others is evident; these relationships alternate between extremes of idealization and depreciation.
3. Identity disturbance, such as a noticeably and continuously erratic sense of self or self-image.
4. Impulsive behaviour that can be harmful to oneself in at least two areas (e.g., spending, sex, drug misuse, careless driving, binge eating).
5. Recurrent acts of self-mutilation and suicidal behaviour (such as constant cutting).
6. Affective instability brought on by a pronounced reactivity of mood (such as severe episodic dysphoria, irritability, or anxiety that often lasts for a few hours but never for several days).
7. A persistent sense of emptiness is experienced.
8. Excessive and inappropriate anger or trouble managing anger (e.g., frequent outbursts, persistent rage, repeated physical altercations).
9. Severe signs of dissociation.



4.4 History of Treatment

Although its symptoms have been seen as a problem for the mental health industry for many years, borderline personality disorder was only officially recognized as an illness in the 1970s. The phrase "borderline state" has not attained any official standing in the psychiatric nomenclature, according to Knight (1953/1989), and it only suggests that a person is seriously unwell but not overtly psychotic. These patients are linked to schizophrenia spectrum diseases due to their brief psychotic episodes, quickly changing mental states, and lack of responsiveness to treatment. But the same BPD individuals may also present as higher-functioning neurotic patients.

Looking back, several of Freud's patients would likely be classified as borderline by today's standards, but imaginative and skilled analysts and therapists have always been able to successfully work with these kinds of issues. However, in the therapy of many patients with borderline difficulties, the classical technique associated with American psychoanalysis in the 1950s and 1960s proved to be unsuccessful, and at times damaging as well.

4.5 Factors responsible for Developing BPD

- Studies indicate that a hereditary component is crucial to the onset of borderline personality disorder. Particularly heritable personality traits include affective instability and impulsivity.
- The biological substrate of BPD is also present. Individuals diagnosed with borderline personality disorder (BPD) exhibit reduced serotonin function, which inhibits behavioural reactions. Their poor serotonergic activity may be the cause of their self-mutilation and impulsive-aggressive behaviour, as it fails to inhibit impulsive behaviour.
- There is reduced activity in BPD in certain brain regions, such as the orbital prefrontal and medial prefrontal cortex, which typically function to limit violent behaviour by activating serotonin. Along, with similar abnormalities in noradrenergic neurotransmitter modulation found in chronic stress disorders like PTSD, patients with BPD may also have these abnormalities. Their heightened sensitivity to environmental changes may primarily be the cause of their hyper responsive noradrenergic system.

- Another significant contributing aspect to Borderline Personality Disorder is psychosocial causation. According to studies, those who suffer from this illness typically have a long list of adverse or traumatic childhood experiences, including abuse, neglect, family loss, and separation.
- According to Paris (1999), individuals with high levels of affective instability and impulsivity are at risk of developing borderline personality disorder, but only when certain psychological elements such as trauma, loss, and parental failure are present.
- When a person who is psychologically unstable experiences certain risk factors, they may feel dysphoric and prone to acting out impulsively as a coping mechanism for their dysphoria. These findings suggest that impulsive behaviour and dysphoria are mutually reinforcing.

4.6 General Considerations for Therapy

Treatment is primarily needed for those with BPD who have trouble maintaining relationships, have impaired coping mechanisms, or have other linked issues such as depression, anxiety, and substance misuse. Furthermore, there are several BPD patient types for whom the label "borderline" may be appropriate, and as treatment advances, the significance of certain problems change. Because of this, several psychotherapy modalities are required for various people, or the same patient may require many therapies over time.

Making ensuring the patient is not in danger of harming themselves or others is the top aim of the transcending therapy method.

- According to Gunderson's (2001) recommendation, the kind of treatment a person receives should be tailored to the particular challenges they are facing.
- Self-mutilation behaviour and suicidal ideas need to be closely monitored.
- To make sure that the substance use isn't getting in the way of the psychotherapy process, it might be advisable to employ supplementary therapies including particular substance misuse therapies and psychiatric medications for anxiety, depression, psychotic episodes, and mood instability.
- The therapist also needs to continuously be aware of the behaviours and symptoms that could compromise the validity and continuity of the actual treatment.

- Creating more adaptable thought and behaviour patterns to replace damaging and unhelpful ways of being is the second main long-term objective. In order to accomplish these overarching objectives, the doctor needs to involve the patients in a productive therapy process.

Establishing an alliance for all therapies is crucial, regardless of the therapist's approach—cognitive-behavioural therapy or psychoanalytic/psychodynamic.

Bach (1998) observed that a significant number of these patients had lost trust in other people, including their wives and caretakers, as well as in the world's ability to provide predictable and controllable circumstances.

- Building a strong connection between the patient and the therapist is crucial because the patient's interaction with the therapist may be impacted by the wildly inconsistent interpersonal attitudes and behaviours linked to BPD.

4.6.1 Psychodynamic Psychotherapies and Psychoanalysis: General Description

The psychodynamic or psychoanalytic approach focuses on recurring patterns of thoughts, emotions, and behaviours that are occasionally aware of themselves and other times not.

Psychoanalytic philosophy is the foundation of psychodynamic psychotherapy. Because psychoanalysis requires four or more sessions each week, it is seen as a more intense type of treatment.

According to Gabbard (2000), one of the key components of psychodynamic psychotherapy is its expressive, insight-oriented approach to helping patients open up about their unconscious conflicts, thoughts, or emotions through interpretation. While some people with BPD may find it too intrusive, others may be able to tolerate discussing unconscious motivations in the early stages of treatment. As a result, it could be easier to establish an alliance and give the patient a sense of being heard and understood by using encouraging and sympathetic communications.

4.6.2 Use of Theoretical Models in Treating BPD

Clinicians employ a variety of theoretical frameworks to explain the genesis of character pathology. Self-psychology concepts and techniques may have some relevance to BPD because the disorder is frequently associated with disturbances of identity and the self. Specifically, object relations theory describes a treatment model that is based on changing pathological images of self and others and replacing them with more helpful and benign internal models and characters. According to Heinz Kohut (1984), the paradigm centers on how a person's beliefs about what other people expect of them play a part in the development and upkeep of their sense of self and self-worth.

Some patients rely significantly on other people for validation; in order to stay stable, these individuals need a lot of continuous validation and affirmation. Because of this, they are unable to control their sense of self internally and always want to be flawless in order to receive enough attention. This might show up in therapy as a "mirror transference," in which the patient feels pressured to behave in a particular way in order to win the therapist's respect and approval. In order to help the patient feel free from the weight of depending on others to maintain their sense of self-worth, the patient and therapist may collaborate in this situation.

4.6.3 Psychoanalytically Informed Supportive Psychotherapy in BPD

A fundamental tenet of several research involving people diagnosed with BPD is that patients' troubling behaviours and thought patterns are an attempt to manage an extremely brittle sense of self. The purpose of this treatment is to assist the patient in reassembling their disjointed inner world. According to this concept, the patient will be able to internalize and recognize a brand-new, constructive object-object relationship—that is, their relationship with the therapist. In order to treat the patient, the therapist must comprehend their unique problems and mental representations of other people. In order to build a collection of satisfying shared experiences, the therapist must select therapies that the patient can tolerate the best.

of order to keep the environment of this therapy favourable and enable the patient to continue using the treatment effectively, the therapist typically employs a moment-to-moment approach. This method also necessitates the therapist's continued warmth and affection for the patient, even during their worst moments.

In order to address these disjunctions, special focus is paid to assisting patients in identifying their oscillations in their sense of self. The patient gradually learns to cherish every aspect of herself or himself when they see how much the therapist acknowledges and embraces every aspect of their psychological environment.

4.6.4 Cognitive-Behavioural Therapies

Observable behaviours and consciously available thoughts are the main foci of cognitive-behaviour therapy. Thinking is predicated on one's relatively stable schemas, which comprise ingrained presumptions about how the world works and how one ought to react to it. The person's unique set of schemas then becomes the basis for their perceptions and responses, which become programmed. Long-lasting maladaptive schemas in the case of personality disorders led to distorted, self-perpetuating cognitive-interpersonal cycles. Cognitive-behaviour therapy aims to recognize and alter harmful thought and behaviour patterns. Comparing cognitive behaviour therapy to psychodynamic psychotherapy and psychoanalysis, the former are typically longer-lasting, while the latter are more goal- and skill-oriented. Due to the fact that certain cognitive-behavioural therapies need 20 sessions or less, and research suggests that BPD patients need at least a year of intensive treatment before showing any discernible improvement.

4.6.5 Dialectical Behaviour Therapy

Marsha Linehan created dialectical behaviour therapy (DBT), which is primarily used to treat BPD patients who make suicidal gestures or attempts. For BPD, cognitive-behavioural treatment is currently the most used type. DBT is a manualized therapy that blends behavioural, cognitive, and supportive modalities. Reducing life-threatening behaviours, identifying behaviours that obstruct the course of treatment, and changing behaviours that lower the patient's quality of life are the objectives of therapy. Dialectics is the name given by Linehan (1993a) to a therapeutic strategy

that aims to achieve a process of synthesis by bringing opposites together. The idea is that the patient must receive treatment in a setting that both embraces their current circumstances and works to support them in changing ("radical acceptance").

Eight fundamental presumptions form the basis of DBT therapy planning.

1) Patients are doing their hardest; 2) Patients wish for better health; 3) Patients must be more driven and persistent in their efforts to improve; 4) Patients may not be solely to blame for their problems, but they still need to find solutions; 5) The lives of suicidal borderline people are intolerably miserable in the present; 6) Patients must acquire new behaviour in all pertinent situations; 7) Therapy cannot fail for patients; 8) Support is also required for therapists who work with borderline clients.

Patients enrolled in a DBT program must attend weekly group skills training sessions in addition to weekly individual therapy for a minimum of one year.

4.7 Conclusion

The American Psychiatric Association's "Practice Guideline for the Treatment of Patients With Borderline Personality Disorder" was recently adopted, formally highlighting the urgent need for the mental health field to address borderline personality issues head-on. Different from other diseases, BPD poses a unique set of complex and challenging issues that require specific consideration while developing treatment strategies. As we come to the end of this chapter, it can be said that there are more and more therapies available, as well as therapists that are ready to help patients with BPD live better lives. Furthermore, a growing body of empirical research and clinical experience have demonstrated that most of these patients can recover rather well given enough time and care.

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Chapter 5

Geriatric Mental Health

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5.1 Concept of aging

Aging is a natural and gradual process that occurs in living organisms over time. Aging refers to **progressive physiological changes** that takes it towards **senescence**. Senescence involves a decline in physiological functions and an organism's capacity to adapt to environmental and metabolic stress. **WHO** defines healthy ageing as “the process of developing and maintaining the functional ability that enables wellbeing in older age”. **Healthy aging** is a concept that emphasizes maintaining well-being as we grow older.

Four Pillars of Healthy Aging:

- Physical Health
- Social Health
- Emotional Health
- Cognitive Health

5.1.1 Factors Influencing Healthy Aging:

- **Exercise:** Regular physical activity boosts overall health and confers protection against development of chronic diseases.
- **Diet:** A balanced diet with essential nutrients supports healthy aging.
- **Sleep:** Quality sleep is crucial for physical and mental well-being.
- **Mental Health:** Address stress, anxiety, and depression to promote healthy aging.

- **Cognitive Engagement:** Stay mentally active through learning, puzzles, and creative pursuits.
- **Social Connections:** Maintain social ties and engage in social activities.
- **Avoid Harmful Habits:** Limit alcohol, avoid smoking, and management of stress.

Successful aging:

This refers to the process of growing older while maintaining a superior quality of life. It is based on three factors- a) no disability or disease, b) high cognitive and physical abilities, meaningful socio-emotional interaction with others (Rowe and Kahn, 1998).

Productive Aging:

Productive aging is an approach that draws attention to the positive aspects of aging. It recognizes how individuals can leave permanent impression on their own lives, their neighbouring, community, and society. Let's delve into this concept further:

- I. **A Life-Span Perspective:** Productive aging considers the patterns of socio-biological and cognitive changes that occur from the beginning of work to the end. It views aging as an ever evolving process, acknowledging that the environment can modify this process. Thus, it encompasses people of all age groups, not just older ones. The aging process involves both loss and gain, such as physical stamina decreasing while wisdom tends to increase. Understanding these variety of change helps design workplaces where all workers can thrive.
- II. **Plasticity and Adaptability:** The aging process is characterized by the potential to change in response to experiences namingly plasticity. Regular exercise affects physical functioning, and the brain exhibits neuroplasticity, adapting with experience over time. Productive aging recognizes that specific activities can affect the capacity for various abilities.
- III. **Multi-Dimensional Aging:** Aging involves three basic dimensions: cognitive biological, and social-emotional. Each such interacts with the others and is influenced by the environment. Planning a suitable working situation that channelises productive aging requires considering all three dimensions.

- IV. **Contextual Influences:** Changes as workers age do not occur in isolation. Contextual settings—such as families, friendships, community, workplace, and society—play vital roles in productive aging. For instance, the manner of work and its construct are influenced by these contexts.

In summary, productive aging promotes a holistic view of aging, recognizing the potential for growth, adaptation, and meaningful contributions across the lifespan.

5.1.2 Ageism

The term **ageism** was first coined by gerontologist **Robert N. Butler** in **1969** for describing discrimination against elderly people. Let's explore the history of ageism:



Ageism refers to prejudice or discrimination against people based on their age, has significant implications for both physical and mental health. This not only has its own negative implications in mental and physical health of the individual but also reflects in perceived change in 'subjective age' because of the related cues and information (Stephan, Sutin, & Terraciano, 2015). Here are **some examples of ageism**:

- **Stereotypes and Language:**
 - **Assuming incompetence:** Believing that older adults are incapable of learning new skills or adapting to change.
 - **Age-related slurs:** Using derogatory terms like “old fogey” or “senile.”
- **Workplace Discrimination:**
 - **Passing over for promotions:** Employers favouring younger employees over older ones due to age.
 - **Forced retirement:** Imposing mandatory retirement ages without considering individual abilities.
- **Media and Advertising:**
 - **Portraying older adults as frail or dependent:** Reinforcing stereotypes through media representation.
 - **Excluding older models:** Fashion and beauty industries often focus on youth, neglecting older demographics.
- **Healthcare Bias:**

- **Underestimating pain or symptoms:** Assuming that older patients experience less pain or discomfort.
- **Age-based rationing:** Allocating medical resources based on age rather than need.
- **Social Exclusion:**
 - **Isolating older adults:** Ignoring their opinions or excluding them from social events.
 - **Age-based jokes:** Making fun of someone solely because of their age.

Combating ageism involves promoting understanding, empathy, and respect for people of all ages.

5.2 Aging in men and women:

The **aging** is a natural phenomenon that occurs throughout the entire adult life span of an organism. Ageing is a process that harbours cumulative changes in organisms or objects in due course of time. Ageing process in human encompasses multidimensional changes on psycho-physiological, and socio-cultural levels.

As soon as a baby gets born, its body starts to age. This is a dynamic process that runs throughout its life and defines various aspects of its life.

Cardiovascular System:

- Blood vessels and arteries tend to stiffen, causing the heart to work harder.
- Heart muscles adapt to the increased workload.
- Resting heart rate remains relatively stable, but it doesn't increase as much during physical activities.
- These changes increase the risk of high blood pressure and other cardiovascular issues.

Bones, Joints and Muscles:

- Bones tend to shrink in mass and density, making them more susceptible to fractures.
- Muscles gradually lose strength, endurance, and flexibility, affecting coordination and balance.

Skin Changes:

- Wrinkles and changes in skin elasticity occur due to collagen loss.
- Collagen, a protein found in skin and connective tissues, affects how young you look.

Hearing:

- **Hearing loss** is common as people age (known as **presbycusis**).

Teeth and Gums:

- Dental health may decline, leading to tooth sensitivity, gum issues, and tooth loss.

Reproductive System of Women:

- Menopause occurs when menstrual periods stop permanently.
- The time before menopause is called perimenopause.
- Changing hormone levels play a significant role in these aging changes.

Hormonal Changes in Men:

- Testosterone levels decline gradually, starting around age 30.
- By the time men reach their 70s, testosterone levels may be half of what they were in their 20s.

Thus ageing is a dynamic process that can be regarded as a complex cyto-chemical process leading to its ultimate destiny that is death. In its due course it gets influenced by variety of factor like genetic makeup of an individual, environmental impacts and interactions in between the two.

5.3 Psycho-Social Changes During Late Adulthood:

During **late adulthood**, individuals experience significant **psychosocial changes**. Let's delve into some key aspects:

5.3.1 Erikson's Psychosocial Stage - Integrity vs. Despair:

- As people age and enter retirement years, life's pace tends to slow down, allowing time for reflection. They may ask themselves, "Is it okay to have been me?" If they perceive their life as successful, they experience **integrity**. This involves looking back with satisfaction, peace, and gratitude for what they've given and received.
- **Integrity** also involves defending the dignity of their lifestyle against threats. It's an acknowledgment that individual lives are part of a larger historical context.
- However, if someone feels unproductive or unfulfilled, they may develop **despair**, leading to depression and hopelessness.

5.3.2 Withdrawal and Isolation:

A once-popular theory suggested that during later half of adulthood, the individual withdraws itself from the society and vice versa. The older an individual grows the more seems to be the degree of indifference towards life.

5.3.3 Age-Associated Changes in Decision-Making:

Age-related changes of motivation, cognition, and emotion, along with shifts in life circumstances, health status, and social roles, influence decision-making.

Late life is a transition period for older adults, and these transitions can significantly impact their well-being. As people age, certain life changes take place that may culminate in **mental health**.

Retirement:

- Retirement is often the **first major issue** faced by older adults.
- Its impact on physical, social and mental health differ from person to person, on the basis of their reaction to the same and the reason for retiring.
- Approximately **one third of retirees'** experience difficulties in maintaining an healthy life afterwards.

Relocation:

- Older adults may relocate several times during old age due to various reasons:

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- Moving to a new place
 - Downsizing the burden
 - Relocating for residing along with children.
 - Transitioning to a safer facility
- **Physical and mental status**, as well as thoughtful and adequate preparation, play crucial roles in relocation adjustment.
- Those who adapt poorly to relocation are more likely to face seclusion and depression.
- Women tend to respond better than men.

Bereavement:

- The loss of a loved one significantly affects an elderly person's life.
- However persistent bereavement can be psychologically paralyzing.
- The death of a spouse affects men and women differently:
- Following two years after the death of a wife, the mortality rate in men tends to increase, especially if the wife's death was unexpected.
 - For women who lose a husband as per available data however generally do not indicate an increase in mortality rate.



Normal grief includes some sleep disturbance and anxiety, which usually resolve within months without medication.

Pathologic grief is prolonged and overwhelming, characterized by symptoms typical of major depressive disorder.

5.4 Terminal Illness in aged people:

A **terminal illness** is a progressive, physically and psychologically handicapping medical condition that typically culminates in gruesome death sooner or later so that who all are living with it faces gross reduction in the quality of life.

- 1. Advanced-stage cancers**
- 2. Moribund heart and circulatory conditions**
- 3. Grossly impairing dementia**
- 4. End stage respiratory diseases**
- 5. Permanent damage due to stroke**
- 6. Chronic kidney disease**

Cancer is a condition where cells undergo excessive proliferation disobeying the normal molecular signalling process that regulates it. These cancerous cells can **outgrow and invade** the surrounding healthy tissue. When dealing with a terminal illness, it's essential for seniors, their caregivers, and loved ones to have open dialogue with doctors and each other. Honest conversations and reliable information can help take up the challenges and make the appropriate decisions regarding end-of-life care. At its most basic, cancer is a disease of the **genes** in our body's cells. Genes control how our cells function, but changes to these genes can cause cells to **malfunction**, leading them to grow and divide when they shouldn't or preventing them from dying when they should. In short cancer impacts a suffer not only in terms of physical disablement but also psychological breakdown in terms of anxiety, depression and ultimately lowering of quality of life.

Dementia refers to global decline in cognitive process in a clear sensorium. **Dementia** is always associated with memory loss, follows a predictable pattern in its advanced stages. As the disease progresses, individuals gradually lose essential functions that sustain life. It significantly interferes with daily life. While it's not a specific disease itself, several underlying conditions can cause dementia. Dementia is unfortunately common among the elderly. As of 2017, approximately **44 million individuals worldwide** were living with dementia. Dementia goes beyond merely

repeating the same stories. As the condition progresses, individuals lose their ability to live independently, struggling with daily activities like feeding, dressing, and grooming. In later stages, they may not recognize family members and may exhibit dysfunctional behavior, making caregiving challenging for family and friends

Symptoms of Dementia:

1. Cognitive Changes:

- **Memory loss:** Often noticed by family members or close friends.
- **Communication difficulties:** Struggling to find the right words.
- **Spatial and visual challenges:** Such as getting lost while driving.
- **Reasoning and problem-solving issues.**
- **Trouble with complex tasks.**
- **Disorientation and confusion.**

2. Psychological Changes:

- Personality shifts.
- Depression.
- Anxiety.
- Agitation.
- Inappropriate behavior.
- Hallucinations (seeing things that aren't there).

3. Causes of Dementia: Damage to Brain Cells (Primary cause of Dementia)

Risk Factors:

- **Advanced age,** as seen in Alzheimer's disease.
- **Family history.**
- **Blood vessel damage in the brain.**

- **Accumulation of protein clumps in the brain.**
- **Genetic disorders** (e.g., Huntington's disease).
- **Neurological conditions** (e.g., Lewy body dementia, Parkinson's disease).
- **Dementia pugilistica** (e.g., in boxers).
- **Metabolic disorders** (e.g., thyroid problems).
- **Certain medications**, vitamin deficiencies, and heavy metal poisoning.
- **Alcohol abuse.**
- **Brain tumors.**

4. Complications of Dementia: Over time, dementia may lead to:

- Loss of appetite.
- Malnutrition.
- Weight loss.
- Pneumonia.
- Inability to perform daily tasks without assistance.
- Reduced self-care abilities (e.g., bathing, dressing).

Dementia is a condition that significantly impacts mental abilities. It affects memory, thinking, reasoning, and behavior. Late-stage dementia is indeed a **terminal illness**, and it can lead to death. Factors such as immobility due to being bedbound increase the risk of complications, including blood clots in the lungs. It's essential to approach dementia with compassion and provide supportive care during this challenging journey.

5.5 Death Anxiety in Old Age:

Death anxiety is a form of **anxiety disorder** mimicking panic attack. It can lead to overwhelming feelings of anxiety about a person's own death or the impending way of dying. While some anxiety about death is normal, for some individuals, thinking about their own mortality can cause intense fear and worry. Here are some key points about death anxiety:

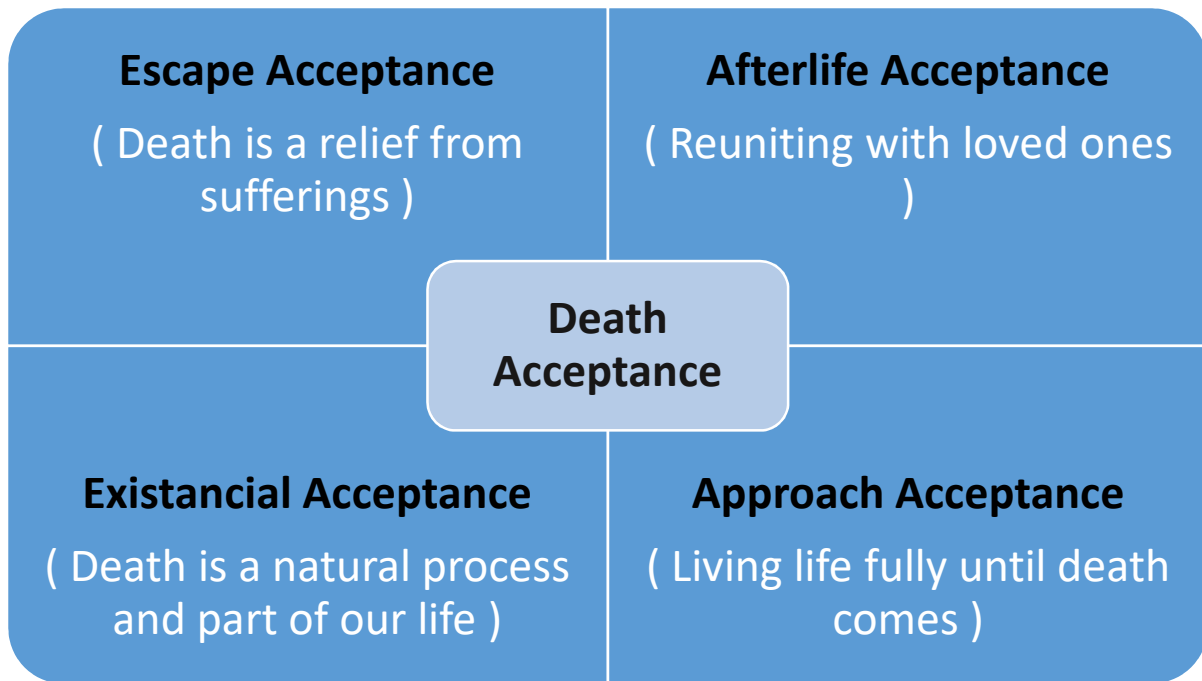
Signs and symptoms:

- Immediate fear or worry when thinking about current life troubles that may lead to death.
- Panic attacks that can cause palpitations, chest tightness, trembling of whole body, sweating and a feeling of impending doom.
- Phobic avoidance of thoughts about death.
- Experiencing somatic symptoms when contemplating death.
- Generalised feelings of mixed anxiety-depression.

Overcoming Death Anxiety:

- Recognize that some worrying about death is normal.
- Seek professional help if anxiety interferes with daily life.
- Engage in activities that provide meaning and purpose.
- Build social connections and maintain relationships.
- Consider therapy or counselling to address underlying fears.

Wong and Tomer (2011) has suggested that accepting death anxiety as a paradoxical reality is valuable as it enhances resilience, meaning of life, and flourishing. Positive attitude and meaning centered acceptance about death can contribute to well-being (Neimeyer, 2005).



5.6 Meaning of Geriatric Psychology:

Geriatric psychology emerged in 1978 when interest in late-life mental health grew due to an overburdened aging population in the US.

Geriatric psychology refers to a specialized field within psychology that focuses on the mental, physical and social well-being of individuals in the advanced stages of life. These dedicated psychologists focus on various aspects of cognitive function that decline with aging, including memory, learning capacity and coordination.

Geriatric psychiatry deals with mental health issues specifically in people aged 65 years and older. It shares common ground with other specialties from medicine.

5.7 Common Psychiatric Illnesses among Senior Citizens:

Geriatric psychologists tackle a range of issues affecting older adults:

- **Loneliness:** Addressing emotional responses to social isolation. Loneliness is a significant concern for people of all ages, especially older individuals. Quality social connections are crucial for mental and physical well-being, yet loneliness remains a neglected determinant

of health. Social isolation and loneliness significantly affect physical health, mental well-being, quality of life, and longevity.

- **Depression:** Providing support and treatment for mood disorders. Depression is a serious mood disorder that can significantly impact the way one feels, acts, and thinks. While feeling down occasionally is normal, persistent feelings of sadness lasting for weeks or months may indicate depression. In fact, most older adults report satisfaction with their lives despite facing more health issues than younger individuals. However, if someone experienced depression earlier in life, they might be more susceptible to it as a senior.
- **Dementia and Alzheimer's Disease:** Studying cognitive decline and memory impairments. Dementia is a condition that affects cognitive functioning, including thinking, memory, and reasoning. It can significantly interfere with a person's daily life and activities. While most types of dementia cannot be cured, treatments aim to reduce symptoms and slow progression. Occupational therapy can make the home environment safer for dementia patients.
- **Parkinson's Disease:** It's characterised by the triad of bradykinesia, tremor and rigidity. It typically develops around age 60 or older. The initial symptoms of Parkinson's disease may be subtle. They usually affect unilateral side of the body and eventually engulf the other with predominant asymmetry. Parkinson's disease may be accompanied by cognitive difficulties, depression, and emotional changes. These issues can be treated and managed.

5.8 Geriatric Counselling Techniques:

Geriatric counselling employs various techniques to consider the unique needs of elderly people. Let's explore some of these approaches:

5.8.1 Psychoeducation Geriatric Counselling

- This type of counseling focuses on **educating elderly people** about mental health issues, such as **low mood, loss of interests** and **memory loss**.
- It helps individuals understand these conditions and learn effective strategies for managing them.

- **Benefits:** Older adults gain insights into their condition and learn coping skills.

5.8.2 Supportive Psychotherapy Geriatric Counselling:

- Contrary to the name, the term “geriatric” here refers to the nature of the problem being addressed, not the age group.
- **Techniques:**
 - **Cognitive Restructuring:** Involves changing thought patterns to reduce negative emotions and improve quality of life.
 - **Behavioral Interventions:** Focuses on modifying behaviors and habits.
 - **Emotional Support:** Provides a safe space for expressing feelings and concerns.
 - **Validation:** Acknowledges and validates the older adult’s experiences.
 - **Reminiscence Therapy:** Encourages recalling positive memories and life events.

5.8.3 Cognitive-Behavioural Geriatric Counselling:

- **Cognitive-behavioural therapy (CBT)** is adapted for older adults.
- It helps identify and challenge negative thought patterns, manage stress, and improve coping skills.
- **Benefits:** Enhances mental health and resilience.

5.9 Need for Geriatric Care:

Geriatric care is crucial because it caters to the unique needs of senior citizens, allowing them to maintain their independence and overall well-being.

- **Chronic Disease Management:** As people age, they often grapple with multiple health conditions. Geriatric care focuses on managing chronic diseases effectively, ensuring better quality of life for older adults (WHO).
- **Medication Management:** Seniors may take several medications simultaneously, which can lead to interactions or adverse effects. Geriatric Care is needed to prevent any complication.
- **Lifestyle Support:** Aging involves life transitions such as retirement, relocation, and loss of loved ones. Geriatric care provides emotional support and well-being.

- **Preventive Care:** Regular screenings and check-ups are essential for early detection of health issues.

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Life skills education and psychology: Empowering individuals for a resilient future

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Introduction:

In the constantly changing world of the twenty-first century, the expectations placed on humans have grown in complexity and variety. Traditional education systems, with their primary emphasis on academic accomplishment, frequently fall short of preparing students for the diverse obstacles they will face in their personal, social, and professional lives. The need for a more comprehensive approach to education has never been more obvious. Life skills education, which incorporates essential psychological concepts, emerges as a critical component in overcoming this gap.

Life skills include a wide range of cognitive, emotional, and social competencies that are required for efficient everyday functioning and general well-being. The World Health Organization (WHO) defines these abilities as critical thinking, decision-making, communication, interpersonal skills, self-awareness, empathy, stress management, and emotional regulation. Life skills education improves academic achievement while also promoting resilience, emotional intelligence, and social harmony. Psychological theories offer a solid foundation for understanding and developing life skills. Cognitive-behavioural theory, social learning theory, and emotional intelligence theory all provide insights into how these abilities may be developed and deployed in real-world settings. For example, cognitive-behavioural theory highlights the relevance of mental processes in determining behaviour and emotional reactions, emphasizing the necessity for good problem-solving and decision-making abilities. Social learning theory emphasizes the importance of observational learning and modelling in developing interpersonal skills, whereas emotional intelligence theory focuses on the capacity to control one's own emotions and comprehend the emotions of others. The incorporation of life skills education into school curricula is critical for

developing a generation capable of managing the difficulties of contemporary life. Beyond academic knowledge, students must acquire resilience—the ability to recover from adversity—as well as effective coping methods to manage stress and sustain mental health. Furthermore, life skills education may help people cope with mental health difficulties including anxiety, depression, and drug misuse by teaching them how to control their emotions, set realistic objectives, and form supportive connections.

Life skills comprise psychosocial talents and interpersonal skills that assist people in making decisions, solving issues, thinking critically, communicating effectively, developing good relationships, empathizing with others, and dealing with life's stress and strain healthily and productively. Essentially, there are two types of abilities: "thinking skills" and "social skills." While cognitive skills pertain to the individual, social skills encompass interpersonal abilities. Assertive behaviour and good negotiation require a combination of these two sorts of talents.

This article investigates the relationship between life skills education and psychology, specifically how psychological concepts might influence and improve the teaching of life skills. It explores how life skills affect mental health and well-being, the difficulty of incorporating these abilities into educational institutions, and future research and practice directions. Understanding and practising life skills education can help individuals lead robust and meaningful lives, more prepared to confront the uncertainties and challenges of today's world.

What are life skills?

Life skills are a broad range of cognitive, emotional, and social qualities that allow people to successfully negotiate the demands and obstacles of daily life. These qualities are necessary for personal growth, social engagement, and professional success. The World Health Organization (WHO) defines life skills as "adaptive and positive behaviours that enable individuals to deal effectively with the demands and challenges of everyday life."

Life skills enable youngsters to make educated decisions, control their emotions, and communicate successfully (Singh and Menon, 2015). UNICEF (2012) defines life skills as psychosocial and interpersonal abilities that enable informed decision-making, effective communication, coping, and self-management, leading to a healthy and productive life. Life skills are the habits, attitudes,

and behaviors that shape how we act or respond in different situations. Life skills are a diverse and unstructured mix of abilities and attitudes that cannot be easily defined or categorized.

UNICEF defines life skills as “a behaviour changes or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills”.

They include –

- Critical thinking is the capacity to assess information and experiences objectively and logically, resulting in informed judgments and problem solutions.
- Decision-choosing: The process of choosing decisions by finding alternatives and weighing potential outcomes.
- Effective communication is the capacity to communicate oneself effectively and confidently, as well as to actively listen to and comprehend others.
- Interpersonal Skills: Skills that enable good and effective relationships with others, such as teamwork, conflict resolution, and empathy.
- Self-awareness refers to understanding one's own feelings, strengths, flaws, values, and ambitions.
- Empathy is the ability to comprehend and share the sentiments of others, which promotes compassion and helpful relationships.
- Stress Management: Techniques and tactics for dealing with stress while maintaining mental and emotional equilibrium.
- Emotional regulation is the capacity to control and respond to emotional experiences healthily and productively.

What is life skills education?

Life skills education is an organized program or curriculum that teaches these vital skills to individuals, typically in an educational context. This type of education goes beyond typical academic courses and focuses on an individual's whole development. Life skills education seeks

to provide students with practical tools and techniques for dealing with varied life events effectively, hence boosting general well-being and resilience.

Important aspects of life skills education include:

- **Curriculum Design** a well-structured curriculum that incorporates life skills training alongside traditional academic courses. This might involve offering separate life skills programs or incorporating life skills into disciplines such as language arts, social studies, and health education.
- **Interactive Learning** using approaches such as role-playing, group discussions, experiential learning activities, and real-world simulations to educate and practice life skills.
- **Teacher training** is a professional development program that provides educators with the information and abilities they need to effectively teach life skills. This includes continual assistance and tools for instructors to incorporate life skills education into their classrooms.
- **Assessment and Evaluation:** Tools and methods for assessing students' progress in learning and implementing life skills. Students, instructors, and parents provide feedback that helps to enhance and optimize the curriculum.

Components of the skills

The Ten core Life Skills as laid down by WHO are:

1. Self-awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem Solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress

10. Coping with emotion

Self-awareness entails recognizing 'self' and understanding our own strengths and flaws, desires and dislikes. Self-awareness can help us identify when we are worried or under strain. It is frequently a necessity for good communication and interpersonal relationships, as well as generating empathy for others.

Empathy is the ability to imagine what another person's life is like. To have a healthy connection with our loved ones and society as a whole, we must comprehend and care about other people's needs, desires, and emotions. Without empathy, we will only be communicating with others in one direction.

Critical thinking is the capacity to assess information and experiences objectively. Critical thinking enables us to identify and evaluate the elements that impact attitudes and conduct.

Creative thinking is an innovative method of perceiving or doing things that develops new ideas, shifts perspectives, imagines something new and builds on previous ideas.

Decision-making enables us to make proper decisions about our lives. It can educate individuals on how to actively make decisions and what consequences they are likely to have.

Problem-solving enables us to cope productively with challenges in our lives.

Interpersonal relationship skills help us to establish a rapport with the people whom we interact with. This includes being able to make and keep friendly relationships, maintain good relations with family members, and also being able to end relationships constructively.

Effective communication is being able to convey ourselves vocally and nonverbally to successfully transmit our thoughts to others.

Coping with stress is recognizing the sources of stress in our lives, understanding how they influence us, and taking steps to regulate our stress levels, such as altering our surroundings or lifestyle and learning how to relax.

Coping with emotions include recognizing emotions in ourselves and others, being aware of how emotions impact behaviour, and being able to respond to emotions properly.

Need for life skill training

The life skills approach is intended to strengthen attempts to positively develop or alter behaviour relevant to healthy societal functioning. This emphasis on behaviour transformation sets life skills apart from other systems. The life skills approach emphasizes a balance of three components: knowledge, attitudes, and skills for optimal behaviour development and change. This skill component includes interpersonal and psychosocial abilities such as assertiveness, negotiation, decision-making, empathy development, value clarity, stress management, and coping skills. Whereas information acquisition techniques may focus primarily on the knowledge component, the life skills approach considers and balances all three components, namely knowledge, attitudes, and skills. Practical experience has shown that changing conduct is far more difficult and needs more extensive techniques than changing knowledge and attitude. The life skills method aims to promote healthy, social behaviour while also preventing or reducing risk behaviours, as well as influencing knowledge and attitudinal components.

Life Skills: A Life Course Approach

(a) Critical thinking abilities.

Critical thinking refers to the capacity to think clearly and rationally. It involves the ability to think reflectively and independently. Someone with critical thinking skills can perform the following -

- Understand logical connections between ideas.
- Construct and evaluate arguments.
- Detect inconsistencies and common mistakes in reasoning.
- Solve problems systematically.
- Identify the relevance and importance of ideas.

- Reflect on the justification of one's own beliefs and values.

Information accumulation is not the goal of critical thinking. A person who is well-memorized and knowledgeable about a lot of information may not be effective at critical thinking. A critical thinker may draw conclusions from what he knows, apply knowledge to solve issues and look for pertinent information sources to keep oneself informed. Argumentativeness or criticism of others is not synonymous with critical thinking. Critical thinking abilities are useful in identifying fallacies and flawed reasoning, but they are also crucial in cooperative reasoning and productive endeavours. We may enhance our arguments, advance our theories, and gain new information by using critical thinking.

Critical thinking is also defined as intellectually engaged, competent, and responsible thinking that promotes sound judgment since it necessitates the use of assumptions, knowledge, competency, and the capacity to question one's own reasoning. Critical thinking necessitates the use of self-correction and monitoring to assess both rationality and reflexivity. When utilizing critical thinking, people assess the quality of their thoughts. Critical thinking involves active discussion, initiative, reasoning, visualizing and understanding complicated options, and making decisions.

Critical thinkers demonstrate particular attributes. Critical thinkers tend to:

- (1) Be capable of taking a position or changing a position as evidence dictates
- (2) Remain relevant to the point
- (3) Seek information as well as precision in information
- (4) Be open-minded
- (5) Take the entire situation into account
- (6) Keep the original problem in mind
- (7) Search for reasons
- (8) Deal with the components of a complex problem in an orderly manner
- (9) Seek a clear statement of the problem

- (10) Look for options
- (11) Exhibit sensitivity to others' feelings and depth of knowledge
- (12) Use credible sources

When used correctly and typically unprompted, critical thinkers make use of these abilities. They typically have a tendency to analyze the results of their mental processes and to think critically.

(b) Decisions making skills

Making decisions involves deciding between two or more options. The process of making decisions may be divided into the following steps:

- Objectives must first be established
- Objectives must be classified and placed in order of importance
- Alternative actions must be developed
- The alternative must be evaluated against all the objectives
- The alternative that can achieve all the objectives is the tentative decision
- The tentative decision is evaluated for more possible consequences
- The decision is implemented.

(c) Interpersonal/ communication skills

The life skills we employ on a daily basis to engage and converse with others, both privately and publicly, are known as interpersonal skills. Strong interpersonal skills are typically developed via effort, and this leads to greater success. Face-to-face communication, or interpersonal communication, is the process by which individuals transmit meaning, information, and emotions through spoken and nonverbal cues. In interpersonal

communication, non-verbal cues like tone of voice, body language, gestures, and facial expressions are equally as important as the words that are actually stated. The majority of us regularly communicate with others in some capacity. Our interpersonal abilities are determined by the quality of our communication with others. Interpersonal communication is a key life skill and can be used to:

- Give and collect information.
- Influence the attitudes and behaviour of others.
- Form contacts and maintain relationships.
- Make sense of the world and our experiences in it.
- Express personal needs and understand the needs of others.
- Give and receive emotional support.
- Make decisions and solve problems.
- Anticipate and predict behaviour.
- Regulate power.

(d) Coping and Self-management skills

It refers to talents that strengthen an individual's internal locus of control, giving them the belief that they can make a difference in the world and effect change. Self-esteem, self-awareness, self-evaluation skills, and the capacity to create objectives are all part of the larger category of self-management abilities. Anger, sadness, and anxiety must all be addressed, and the individual learns how to cope with loss or trauma. Stress and time management are critical, as are positive thinking and relaxation practices.

Everyone experiences stressful events, both positive and unpleasant. Stress is a natural part of all organisms' existence and is essential for survival. Stress may have a harmful impact on both physical and mental health. We all develop defence systems to prevent or alleviate psychological suffering. Coping skills are how we learn to deal with diverse pressures. Each person deals with stress differently. Over time, we all develop coping methods that work for us.

When presented with a stressful circumstance, the first step is to physically distance ourselves from it. This will allow you time away from the stressor to analyze your emotions. Once you've gotten away from the stressor, take a few deep breaths, sit down, and let yourself feel. Feel whatever sensations arise in you; do not repress them.

Self-management is the capacity to control one's own reactions to duties and problems at work and in everyday life. This entails managing time and responding to changing circumstances. It necessitates a reflection on your experiences and their impact on your physical and emotional health. Self-management involves the following abilities. Self-management is a critical ability for every competent manager. Self-management skills include being.

- Analytical
- Calm
- Imaginative
- Resourceful
- Well-organized

Understanding your ideas and behaviour patterns clearly will help you better comprehend others. Improved relationships both personally and professionally are facilitated by this capacity for empathy.

A psychological approach to life skills education

Life skills education is an important part of human development that goes beyond academic learning and includes the competencies required for optimal functioning in everyday life. From a psychological standpoint, life skills education is critical in promoting mental health, resilience,

and social competence. Here's a look at life skills education via several psychological perspectives.

Cognitive Development Perspective

Life skills education benefits cognitive development by improving critical thinking, problem-solving, and decision-making abilities. These cognitive processes are necessary for negotiating the difficulties of everyday living. For example, teaching youngsters how to examine circumstances, consider possible outcomes, and make educated decisions promotes cognitive development and prepares them for real-world issues.

Social Learning Theory

Albert Bandura's social learning theory stresses the value of observing, modelling, and mimicking the behaviours, attitudes, and emotional reactions of others. Life skills education frequently includes interactive and experiential learning, in which students may see and practice new skills in a safe setting. Role-playing activities, group conversations, and joint projects help students integrate and implement social norms and behaviours, which improves their social competence and interpersonal skills.

Developmental psychology

Life skills education is consistent with the concepts of developmental psychology, which studies the changes in human behaviour over time. Developmental psychologists highlight the necessity of early intervention and ongoing assistance throughout the life cycle. Individuals can gain the competencies required to fulfil the demands of each developmental stage, from childhood to maturity, by receiving age-appropriate life skills training. This technique promotes healthy psychological growth and adaptive function.

Resilience and Coping

Resilience is the ability to recover from hardship, and it is a key component of life skills education.

Teaching people coping strategies, stress management approaches and problem-solving abilities boosts their resilience. According to psychological studies, resilient people are better able to cope with life's obstacles and recover from failures. Life skills education therefore helps to provide a solid psychological foundation that supports long-term mental health and well-being.

Self-Efficacy

Self-efficacy, or belief in one's capacity to succeed in certain situations, is another psychological component that life skills education seeks to strengthen. Bandura argues that self-efficacy determines how individuals think, feel, and behave. Life skills programs that offer mastery experiences, social modelling, and positive reinforcement help people develop a strong feeling of self-efficacy. This conviction in their talents encourages individuals to take on new tasks, persevere in the face of adversity, and achieve their objectives.

Health Psychology

Life skills education is essential for encouraging healthy habits and reducing harmful behaviours, according to the field of health psychology. Programs that teach skills like assertiveness, effective communication, and rejection methods can lower the risk of participating in risky behaviours including drug misuse and hazardous sexual practices. Life skills education may also promote good lifestyle decisions, which can improve general physical and mental health. These decisions include appropriate diet, exercise, and routine medical checkups.

Life skills education, viewed through the lens of many psychological theories and ideas, offers a complete framework for human growth. It provides individuals with the tools they need to face life's problems, form good relationships, and preserve psychological well-being. Life skills education promotes a comprehensive approach to development by including cognitive, emotional, social, and behavioural components, equipping students to live satisfying and resilient lives.

Psychological theories underpinning life skills education

Cognitive Development Theory

Jean Piaget's theory of cognitive development offers a comprehensive framework for explaining the nature and development of human intellect. Piaget suggested that children grow through four fundamental phases of cognitive development, each marked by unique ways of thinking and comprehending the world. Stages are:

Sensorimotor Stage (birth to two years): Infants learn about their surroundings through their senses and actions. They acquire object permanence, or the awareness that items exist even when they are not visible.

Preoperational Stage (2 to 7 years): During this period, children still think egocentrically and intuitively, but they also start to utilize language and think symbolically. They have difficulty grasping various viewpoints and ideas, such as conservation (the notion that amount remains constant despite changes in shape).

Concrete Operational Stage (7–11 years): During this stage, children begin to reason logically about concrete experiences. They get a greater awareness of conservation and the ability to do reversible mental processes on tangible items. They can also grasp the idea of reversibility and cause-and-effect interactions.

Formal Operational Stage (12 years and up): Adolescents and adults at this stage learn to think abstractly, rationally, and methodically. They can think about hypothetical scenarios and utilize logical reasoning to solve difficulties.

Application of Cognitive Development Theory in Life Skills Education

According to Jean Piaget's theory of cognitive development, as children go through distinct developmental stages, they build a mental model of the world around them. This notion can be usefully implemented in life skills education to support people's cognitive and personal development. The following are some ways that life skills programs might use Piaget's principles:

- **Exploration and Sensory Activities:** Use toys that arouse the senses and improve motor abilities to promote exploration via play. Building blocks, easy puzzles, and tactile games are examples of activities that might improve coordination and cause-and-effect comprehension.
- **Object Permanence:** To assist kids in understanding object permanence, a crucial developmental milestone, introduce them to games like peek-a-boo.
- **Language & Communication:** Through interactive reading sessions, role-playing, and storytelling, promote the use of language. Both language and communication abilities are developed as a result.
- **Imagination and Play:** Use creative play and symbolic games (such as home or dress-up) to foster creativity and understanding of diverse points of view.
- **Basic Problem Solving:** Introduce easy problem-solving activities and cooperative games to help students improve their logical thinking and social interaction abilities.
- **Cognitive growth develops in phases with varying capacities.** Understanding these stages allows educators to customize life skills instruction to the cognitive capacity of children and adolescents. For example, during the concrete operational stage, children can learn logical ideas and problem-solving abilities, both of which are necessary for effective decision-making.

Social learning theory

Albert Bandura proposed social learning theory, which states that individuals learn from one another through observation, imitation, and modelling. It highlights the significance of watching

and emulating the behaviours, attitudes, and emotional reactions of others. Here are the main components of the theory- observational learning, attention, retention, reproduction, motivation, reciprocal determination and self-efficacy.

Social learning theory offers a thorough framework for comprehending how people pick up new attitudes, beliefs, and actions through social interaction and observation. It draws attention to how cognitive processes play a part in behaviour formation and stresses how environmental and human variables interact to shape behaviour.

Application of social learning theory in life skills education

According to Bandura's theory, it's critical to pay attention to and emulate the attitudes, behaviours, and emotional responses of others. Programs that teach life skills through role-playing and peer education are based on this philosophy. Self-efficacy, or the conviction that one can achieve in particular circumstances, is essential for the growth of life skills including goal-setting, coping mechanisms, and assertiveness.

Theory of Multiple Intelligences

Howard Gardner introduced the Theory of Multiple Intelligences in 1983. This hypothesis contradicts the standard notion of intelligence, which is normally tested via IQ tests and focuses largely on logical and verbal skills. Gardner thinks that intelligence is more diversified and complicated, with numerous unique forms. Here are the primary sorts of intelligence he identified - Linguistic intelligence, Logical-Mathematical intelligence, Musical intelligence, Bodily-Kinesthetic Intelligence, Spatial intelligence, Interpersonal intelligence, Intrapersonal intelligence, and Naturalist intelligence.

Gardner later proposed the presence of additional intelligences, such as existential intelligence (the ability to consider profound concerns about human existence), however these have not received widespread recognition. The Theory of Multiple Intelligences emphasizes that each individual has a unique combination of different intelligences, and educational institutions should adjust teaching approaches to address the various ways people learn and think. This method promotes recognizing

and developing a broader variety of talents and abilities than the usual emphasis on logical and verbal skills.

Application of multiple intelligences theory in life skills education

Life skills education is an important part of human development since it prepares people to face life's obstacles successfully. Integrating Howard Gardner's Multiple Intelligences (MI) Theory into life skills education can result in a more comprehensive and personalised learning experience. This approach acknowledges that kids have diverse intelligences and may learn life skills in a variety of ways. Gardner's theory emphasizes how varied human potential is. Education in life skills may be adapted to utilize many forms of intelligence. For instance, self-reflection exercises improve intrapersonal intelligence, which is crucial for emotional and social abilities, while collaborative activities can build interpersonal intelligence.

Integrating Multiple Intelligences Theory into life skills education allows educators to create a more interesting and successful learning environment. This approach values individual diversity and offers a variety of routes for children to learn important life skills. Finally, this results in a more inclusive and helpful educational environment that prepares kids for the challenges of life.

Behavioural theories

The behavioural learning hypothesis holds that humans learn all of their behaviours through conditioning as they interact with their surroundings. It also states that all human behaviour is a result of external environmental influences. According to this view, a learner is born free of behavioural effects. Others influence their behaviour by positively or negatively reinforcing specific actions. Positive reinforcement is the use of a stimulus to encourage behaviour. In contrast, negative reinforcement involves withholding a stimulus to prevent a behaviour from occurring or eliminating an unpleasant stimulus to reward the correct behaviour. Behavioural theories seek to comprehend and explain how behaviours are taught and impacted by the environment. These theories focus on observable and quantifiable behaviours rather than interior mental processes.

The development of behavioural theories has greatly improved our knowledge of how behaviours are picked up and changed. They have drawn criticism for their limited scope and moral implications, but they also provide useful tools for changing behaviour in a variety of domains.

Application of behavioural theories in life skills education

Behavioural theories give a foundation for creating successful life skills education programs. Educators may teach and reinforce important life skills that enhance personal growth and social competence by concentrating on observable actions and applying conditioning principles.

According to operant conditioning, actions may be moulded through reinforcement and punishment. Positive reinforcement is frequently used in life skills programs to encourage desirable behaviours, such as rewarding students who demonstrate strong communication or conflict resolution skills. Teachers may successfully teach and reinforce the skills required for students to flourish in a variety of areas of their lives, from social interactions and professional growth to personal well-being, by incorporating these behavioural concepts into life skills teaching.

Perspective of Positive Mental Health through Life Skills Education

Promotion of mental health is a significant priority in our current situation. As with any other health condition, it is best to take preventative actions for mental health as well. The last several decades have seen substantial progress in the development of approaches and tactics for improving mental health and social life. Various treatments, including therapy and psychological approaches, are in use. Life skill education merits a high ranking in terms of beneficial intervention. Life skills are the "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). Individuals have the ability to retain mental well-being and exhibit adaptive and good conduct while engaging with people, their culture, and their surroundings. Life skills shape behaviour by translating knowledge, emotions, and beliefs into actionable steps. According to WHO (1997), life skills can improve health behaviours and prevent lifestyle-related disorders. Psychosocial competence is crucial for coping with daily obstacles and promotes overall health, including physical, mental, and social well-being. These topics are especially important for adolescents' mental health.

Life skill education promotes psychosocial competence, behavioural preparation, and mental well-being in young people, enabling prosocial conduct. Individuals may empower themselves and take responsibility for leading an active lifestyle. Life skill education can assist adolescents develop emotional competence, assertive conduct, self-esteem, and psychological competence. Poja Adev and Naval Iqbal's (2003) intervention research found that life skill training substantially increased adolescent self-esteem, emotional adjustment, assertiveness, educational adjustment, and empathy. Significant results have been observed in terms of internal health. The study found that the intervention package improved adolescent self-confidence, self-knowledge, decision-making, friend-choosing, gender awareness, and reproductive health. It also provided a better comprehension of bodily changes. Preeti M. Galagali's (2008) study on tribal adolescents found that life skill education had a substantial impact on their health seeking behaviour as college students. Significant differences were seen in pre- and post-test attitudes and awareness of sex and related mental health issues.

Life skill education is widely acknowledged as a strategy and instrument for promotion in addition to being a preventative measure. It can be used to help patients overcome their physical and mental distress. By strengthening their coping skills, it aids the people in adapting and dealing with such circumstances in a constructive way. An effect assessment of a life skill training program for persistent teenage schizophrenia was done by Murray and Munford (2000).

Positive mental health is a condition of well-being in which people recognize their own potential, deal with everyday challenges, work effectively, and contribute to their community. Life skills education promotes healthy mental health by providing individuals with the necessary abilities to properly regulate their thoughts, emotions, and actions. Life skills education is essential for promoting excellent mental health. Individuals are better prepared to face life's obstacles when they are taught important skills such as emotional regulation, stress management, healthy relationships, problem-solving, self-esteem, and resilience. This comprehensive approach not only improves individual well-being but also helps to build healthier, more resilient communities.

Promoting resilience and coping strategies

Resilience is the ability to recover from adversity, trauma, or major forms of stress. It entails

adjusting successfully in the face of adversity, preserving psychological well-being, and continuing to perform well despite obstacles.

Coping techniques are the unique behavioural and psychological activities that people use to handle stress. These methods can be either adaptive (problem-solving, seeking social support) or maladaptive.

Life skills education is critical in developing resilience and coping techniques because it teaches individuals key skills and equips them with the tools they need to effectively deal with life's obstacles. This education incorporates psychological ideas to encourage a supportive and adaptive mentality. Life skills education, based on psychological concepts, is helpful in fostering resilience and effective coping methods. Life skills education prepares people to face life's obstacles with confidence and resilience by teaching them how to regulate their emotions, manage stress, solve problems, interact with others, and be aware of themselves. Implementing these programs in educational settings and offering psychological support networks guarantees that people are well-prepared to succeed in a complicated and changing environment.

Challenges to Life Skills Education:

1. **Emphasis on Academic accomplishment:** According to Khatoon (2015), India's existing educational system lays a great deal of emphasis on academic accomplishment while paying less attention to overall development.
2. **Changing Values and Lifestyles:** Particularly among young people, quick changes in social, moral, ethical, professional, and familial values have changed lifestyles and contributed to problems including drug addiction and depression (Khera and Khosla, 2012).
3. **Confusion with Value Education:** Life skills instruction and value or character education are frequently conflated in Indian classrooms. Life skills education is given less emphasis than value education (Ramakrishnan, 2010).
4. **Limited Involvement in Real-Life Activities:** Teenagers frequently miss out on school functions and domestic responsibilities, which deprives them of real-world experience (Ranjekar, 2008).

5. Resource Constraints: Poor teaching and learning materials and a dearth of teacher preparation prevent students from receiving a life skills education that is effective (Kitivui, 2013; Kitimo, 2014).
6. Non-Examinable Status: Life skills instruction is usually not subject to examinations, which discourages parents' and schools' interest. This problem is exacerbated by the absence of class periods set aside for life skills instruction (Nileena, 2012).
7. Methods of Education: The emotive domain is frequently overlooked in favour of the intellectual component in life skills education today. It is necessary to move toward teaching strategies that are more participatory and immersive (Okech and Role, 2015).
8. Teacher Capacity and Motivation: In order to include life skills into their teaching methods, teachers need to be both motivated and well-trained. According to Singh and Sharma (2016), this integration should make use of interactive teaching techniques and be in line with larger changes of the educational system.
9. Time Constraints: Because of the intense burden from extracurricular activities and academic courses, schools have limited time to apply life skills education (Behrani, 2016).
10. Evaluation Issues: It can be challenging to evaluate qualitative abilities such as social and emotional characteristics, which makes determining the efficacy of life skills education challenging (Behrani, 2016).

Psychological recommendations for life skills education

1. Life skills education improves the psychological well-being of teenagers. Life skills programs should be implemented in schools to promote healthy psychological and social development among teenagers.
2. Incorporating interactive and suitable activities in courses may make learning life skills more enjoyable and successful in the classroom.
3. Life skills education should be included into teacher training curricula at colleges and universities. This will effectively train instructors to conduct life skills education in schools. Teachers' lack of expertise hinders their ability to teach life skills education effectively.

4. Teachers of life skills education must have a positive mindset. Teachers must prioritize life skills training as a crucial part of the curriculum for children's development. This will increase life skills education.
5. Effective teaching of life skills education demands sufficient resources. To effectively teach life skills, schools must have adequate resources. The Department of Education should promote the creation of additional resources for life skills education, such as audiovisuals and board games, to enhance program effectiveness. This will make education more participatory and enjoyable for the students.

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