

## Very Short Answer Questions

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**Q. 1. Define environmental psychology.**

**Ans.** Environmental psychology deals with issues pertaining to human environmental interaction.

**Q. 2. What is ecology?**

**Ans.** Ecology is the study of relationships between living beings and their environment.

**Q. 3. What do you understand by the term environment?**

**Ans.** The word 'environment' refers to all that is around us, literally everything that surrounds us including the physical, social, work and cultural environment.

**Q. 4. Differentiate between natural and built environment.**

**Ans.** Natural environment is part of nature untouched by human hand while environment created by human beings is called built environment. Cities, offices, bridges, roads, dams are examples of built environment.

**Q. 5. Explain minimalist perspective of human-environment relationship.**

*[CBSE (AI) 2014]*

**Ans.** Minimalistic perspective assumes that physical environment has little or negligible influence on human behavior, health and well-being.

**Q. 6. Explain instrumental perspective of human-environment relationship.**

*[CBSE Delhi 2014, 2015]*

**Ans.** According to Stokols, Instrumental perspective assumes that physical environment exists for the comfort and well-being of human beings.

**Q. 7. What is the spiritual perspective of human-environment relationship?**

*[CBSE (AI) 2014]*

**Ans.** Spiritual perspective refers to the environment as something to be respected or valued rather than exploited.

**Q. 8. Explain the term crowding.**  
2016]

[CBSE Delhi

**OR**

**State the features of experiencing crowding.**  
2013]

[CBSE (AI)

**Ans.** Crowding is the person's reaction to the presence of a large number of persons within a particular area or space. When this number goes beyond a certain level, it becomes an environmental stressor and causes stress to individuals in that situation.

The experience of crowding causes

a feeling of discomfort,

loss or decrease in privacy,

negative view of the space around the person and

feeling of loss of control over social interaction.

For example, 15 people squeezing on 4 seats in a railway compartment experience crowding but the same 15 people in a marriage party do not experience crowding.

**Q. 9. What is density?**

**Ans.** Density is the number of persons within the available space. For example, if there are fifteen persons trying to squeeze into four seats in a railway compartment, each person is likely to experience crowding while the same fifteen persons in a large hall do not experience crowding.

**Q. 10. What is crowding tolerance?**

[CBSE Delhi 2011]

**Ans.** Crowding tolerance refers to the ability to mentally deal with a high density or crowded environment. For example, individuals growing up in a large family that lives in a small house develop more crowding tolerance than people who are used to only a few persons around them.

**Q. 11. What is competition tolerance?**

**Ans.** Competition tolerance is the ability in a situation in which individuals have to compete with others for even basic resources including physical space.

**Q. 12. What is personal space?**

*[CBSE (AI) 2011]*

**Ans.** Personal space is the comfortable physical space one generally likes to maintain around oneself. Personal space can vary between people, between situations and between cultures.

**Q. 13. What is aggression?**

*[CBSE (AI) 2012]*

**Ans.** Aggression refers to behaviour that is intended to cause harm to others. It is demonstrated through harsh words or criticism or hostile feelings against others. For example, a bully slaps a new student in school to snatch his chocolate.

**Q. 14. What is poverty?**

**Ans.** Poverty is a condition in which there is a lack of necessities of life such as food, clothing and shelter in the context of unequal distribution of wealth in society.

**Q. 15. Differentiate between poverty and deprivation.**

**Ans.** Poverty refers to an actual shortage of resources necessary for living. Deprivation is a state of perceiving or thinking that one has got less than what one should have got. The situation of the poor is worsened if they also experience deprivation, in reality usually the poor also feel deprived.

**Q. 16. What is discrimination?**

**Ans.** Discrimination refers to behaviour due to prejudice, which makes a distinction between rich and the poor, favouring the rich and advantaged over the poor and the disadvantaged. Distinction is seen in matters of interaction, education and employment.

**Q. 17. State the frustration-aggression theory.**

**Ans.** People in frustrated situations show more aggression than those who are not frustrated. In an experiment children are frustrated by preventing them from getting attractive toys that are visible through a screen. These children are found to be more destructive than those children who are allowed to access the toys.

**Q. 18. What is Citizenship?**

**Ans.** A citizen is a participatory member of a political community. Citizenship is gained by meeting legal requirements of national, state or local government. A nation grants certain rights and privileges to its citizens. In return, citizens are expected to obey their country's laws and defend it against its enemies. It thus involves active involvement in various social, political and cultural activities.

## Short Answer Questions – I

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**Q. 1. State some of the psychological features of environmental design of Built Environment.**

**Ans.** Human beings have shown creativity in the built environment as shown in:

- i. The creativity of the human mind as expressed in the work of architects, town planners and civil engineers.
- ii. The sense of human control as shown in building of dams to regulate the natural flow of rivers.
- iii. The work of architects as shown in the distance maintained between houses in the colony, location of rooms within a home, the arrangement of work-desks in a school or seats in an office.

**Q. 2. Describe the various perspectives of dealing with the environment.**

**Ans.** The various perspectives of dealing with the environment according to Stokols are:

- i. **Minimalistic perspective** assumes that physical environment has minimal or negligible influence on human behavior, health and well-being.
- ii. **Instrumental perspective** assumes that physical environment exists for their comfort and well-being.
- iii. **Spiritual perspective** refers to environment as something to be respected or valued rather than exploited.

**Q. 3. How does spiritual perspective explain human-environment relationship?**

*[CBSE (AI) 2012]*

**Ans.** Spiritual perspective refers to environment as something to be respected or valued rather than exploited. It implies that human beings will exist and will be happy only as long as the environment is kept healthy and natural.

**Q. 4. What are the environmental effects on human behaviour?**

**Ans.** The environmental effects on human behaviour are

- i. **Environmental influences on perception:** It has been observed that people living in circular huts show less error in Muller-Lyer illusion than people living in houses with angular walls.
- ii. **Environmental influences on emotions:** Living in the heart of nature has a positive effect on emotions while people suffering from natural disasters might show Post Traumatic Stress Disorder (PTSD).
- iii. **Ecological influences on occupation, living style and attitudes:** Members of an agricultural society develop an attitude of cooperativeness, and consider group interests

more important than individual wishes, are closer to nature and are dependent on natural events. Members of industrialised society are less close and less dependent on nature, value independent thinking develop an attitude of competitiveness and have personal control.

**Q. 5. Why is the concept of personal space important for human beings?**

[CBSE Delhi 2015]

**Ans.**

- i. It explains many of the negative effects of crowding as an environmental stressor.
- ii. It tells us about our social relations. For example, we are most likely to sit beside a friend in a library.
- iii. It gives us some idea about how physical space can be modified in order to reduce stress or discomfort in social situations or to make social interaction more enjoyable and fruitful.

**Q. 6. Explain the concept of Non-violence as given by Mahatma Gandhi.**

**Ans.** The religion of non-violence is not meant for the rishis or saints. It is meant for the common people as well. Non-violence is the law of our species as violence is the law of the brute. Non-violence does not require any outside or outward training. It simply requires the will not to kill even in retaliation and the courage to face death without revenge.

With satya (truth) combined with ahimsa (non-violence), you can bring the world under your feet. Satyagrah in its essence is nothing but the introduction of truth and gentleness in the political, i.e., national life. By its very nature, non-violence cannot seize power, nor can that be its goal. However, non-violence can do more; it can effectively control and guide power without capturing the machinery of government.

**Q. 7. Describe the behaviours associated with mental health.**

**Ans.** The behaviours associated with mental health are:

- i. **Cognitions:** People seek a doctor's help while others do not especially when the mental health of a person is in question. A physically sound person may not have positive mental health.
- ii. **Behaviour:** Our life-styles greatly influence our health. reverting to smoking, alcohol and drug abuse, unsafe sexual behaviour due to stress result in diseases. Various psychological techniques are being used today to alternate stress and thus modify behaviour.
- iii. **Social and cultural factors:** Social and cultural norms associated with roles and gender etc. greatly influence our health behaviour. For example, in Indian society medical advice for a female is delayed because of various reasons.

**Q. 8. How does television viewing affect human behaviour?**

[CBSE (AI) 2013]

**Ans.** Television provides a large amount of infotainment in an attractive form. Children spend huge amounts of time watching them. They have effect on children's ability to concentrate on one target, their creativity and ability to understand, and also their social interactions. There are excellent programmes that emphasise positive interpersonal attitudes and provide factual information, teaching children how to design and construct certain objects.

On the other hand, television viewing reduces children's habit of reading and writing, and also their outdoor activities such as playing. The programmes also interfere with their ability to concentrate on one target. Also watching violence on television is linked to great aggressiveness in the viewers.

**Q. 9. What do understand by Human Rights?**

**Ans.** Human Rights refer to the basic rights and freedoms to which all humans are entitled. These include civil and political rights such as right to life and liberty, freedom of expression and equality before the law; and social, cultural and economic rights, including the right to participate in culture, the right to food, the right to work and the right to education. These rights empower people under difficult circumstances. The awareness about human rights is important to live life as a citizen in a democratic set up.

**Q. 10. How is peace promoted in our society?**

**Ans.**

- i. **Peace Education:** Just as man learns to fight and go to war, he can also learn to live peacefully.
- ii. **Development of International relations:** We need to promote conducive international relations so as to eliminate prejudice and stereotypes, which are rootcauses of hostility, war and violence. This can be achieved by creating opportunities for people of different parts of the world to come in contact with each other.
- iii. **Social and Economic Welfare:** Social and economic inequalities constitute the greatest single enemy of permanent peace. In most of the places where war and conflict is taking place poverty is very common. Therefore, it is important that steps be taken to bridge the gap between the haves and have nots.

## Short Answer Questions – II

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**Q. 1. Explain the interpersonal physical distance.**

[CBSE Delhi 2014]

**Ans.** Depending on the situation there are the following four kinds of interpersonal physical distance:

- i. **Intimate distance (upto 18 inches):** The distance you maintain when you are talking privately to someone, or interacting with a very close friend or relative.
- ii. **Personal distance (18 inches to 4 feet):** The distance you maintain when you are interacting one-to-one with a close friend, relative or even with someone not very close to you in a work setting or other social situation.
- iii. **Social distance (4 to 10 feet):** The distance you maintain when the interaction is formal, and not close.
- iv. **Public distance (10 feet to infinity):** The distance you maintain in a formal setting, when there are a large number of persons. For example, the distance of an audience from a public speaker, or a teacher in a classroom.

**Q. 2. What is the difference between deprivation and social disadvantage?**

**Ans.** Deprivation refers to a state in which a person feels that s/he has lost something valuable and is not getting something what s/he deserves. Social disadvantage is a condition in which some sections of society are not allowed to enjoy the same privileges as the rest of the society.

**Q. 3. What measures can be taken for poverty alleviation?**

**Ans.** Reduction of poverty and its negative consequences can be attained by:

- i. Breaking the poverty cycle and helping the poor to attain self-sufficiency by providing financial relief, medical and other facilities.
- ii. Preventing the poor from taking the blame for poverty and hence regain a sense of hope, control and identity.
- iii. Providing educational and employment opportunities.
- iv. Taking measures to improve not only physical health but also mental health.
- v. Making the poor more powerful, capable of living independently and not depending on help given by others.

**Q. 4. Differentiate between instrumental aggression and hostile aggression.**

[CBSE Delhi 2011]

**Ans.** Instrumental aggression is an act of aggression meant to obtain a certain goal or object. For example a bully slaps a new student in school to snatch his chocolate. Hostile aggression is expression of anger causing harm but not to obtain anything from

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

**Q. 5. State the strategies for reducing aggression and violence.**

*[CBSE Delhi 2015; (AI) 2011, 2015]*

**Ans.** The following are the various ways of reducing aggression and violence:

- i. Parents and teachers should not encourage or reward aggression in any form.
- ii. Opportunities to observe or imitate aggressive models should be reduced drastically.
- iii. Imparting social justice and equality in society may help in reducing frustration and hence frustration.
- iv. A positive attitude towards peace should be inculcated.

**Q. 6. How does mass media influence us?**

**Ans.** Media transmits information in print and electronic form through radio, television, movies, magazines, newspapers and internet. It is used for

- i. Advertising, marketing and propaganda, improving public relations and political communication.
- ii. Enrichment and education
- iii. Entertainment through musical and sports programmes. Recently entertainment is also provided through video and computer games.
- iv. Journalism and transmission of news in an interesting manner.

The use of media is becoming a powerful tool for social change, education, promotion of business and attitude change. It is changing the way people get motivated, experience emotions, enjoy life and participate in social activities.



## Long Answer Questions

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**Q. 1. What is Pollution? Highlight some of its impacts.**

**Ans.** Environmental pollution is in the form of air, water or soil pollution which is caused by the smoke from vehicles or from the waste or garbage from industries and households.

**The various effects are:**

- i. Effects on our nervous system.
- ii. Emotional effects: It produces discomfort, decreased work efficiency, lowered interest in the job and increase in the anxiety level.
- iii. Presence of dust particles may produce suffocation, respiratory disorders and problems in focussing of attention.
- iv. People in industrial areas report greater tension and anxiety than in rural areas.
- v. The presence of sulphur-dioxide in the air decreases the ability to concentrate on a task lowering performance efficiency.
- vi. Pollution caused by leaks of dangerous chemical substances cause harm. For example, Bhopal gas tragedy in 1984 caused disturbances in memory, attention and alertness.
- vii. Tobacco intake can cause lung cancer to smokers or passive smokers and other serious psychological effects such as increase the aggression level in individuals.
- viii. Polluting substances in water and soil are hazardous for physical health and may even cause mental retardation by affecting brain development.
- ix. Non-biodegradable garbage or industrial waste such as tin, plastics affects us in a negative manner. It should be burned by special techniques and smoke should not be allowed to escape into the air.

**Q. 2. How humans influence environment?**

**Ans. Human beings influence environment by the following ways:**

- i. They have started building houses by changing natural environment for shelter.
- ii. Use of appliances such as refrigerators and ACs generate gases that pollute air which might cause deadly diseases such as cancer.
- iii. Smoking, burning of plastics and metal articles have disastrous polluting effects.
- iv. Deforestation disrupt the carbon and water cycle which affect the pattern of rainfall and increase soil erosion.
- v. Industrial wastes have negative physical and psychological consequences
- vi. Noise pollution, crowding and natural disasters are examples of environmental stressors that create stress in human beings.

**Q. 3. What are the effects of noise on human behaviour?**

*[CBSE (AI) 2016]*

**Ans.** Any annoying or irritating sound or exposure to noise can create unpleasant mood, hearing loss, negative effects on mental activity due to lack of concentration. The effects of noise on human behaviour are:

- i. **Simple task:** When the task being performed is a simple mental task such as addition of numbers, noise does not affect overall performance whether it is loud or soft. In such situations, people adapt or 'get used' to noise.
- ii. **Interesting task:** If the task being performed is very interesting, the presence of noise does not affect performance.
- iii. **Predictability of noise:** When the noise comes at intervals and in an unpredictable way, it is experienced more disturbing than if the noise is continuously present.
- iv. **Difficulty of task:** When the task being performed is difficult, or requires full concentration, then intense, unpredictable, and uncontrollable noise reduces the level of task performance.
- v. **Controllability of noise:** When tolerating or switching off the noise is within the control of the person, the number of errors in task performance decreases.
- vi. **Intensity of noise:** Above a certain level noise can lead to annoyance or even sleep disturbances.
- vii. **Emotional effects of loud noise:** Noise above a certain level causes annoyance, and can also lead to sleep disturbance.

**Q. 4. Give the effects of crowding on human behaviour.**

**OR**

**Explain the major consequences of crowding.**  
2015]

[CBSE (AI)

**Ans.**

- i. Crowding and high density may lead to abnormal behavior and aggression. For example, rats in a highly populated enclosed space show aggressive behaviour such as biting the tails of other rats.
- ii. Crowding leads to lowered performance on different tasks that involve cognitive processes and has adverse effects on memory and emotional state.
- iii. Children growing up in very crowded households show lower academic performance and experience greater conflict with their parents.
- iv. The nature of social interaction determines the degree to which an individual will react to crowding. For example, if the interaction is a party, the presence of large number of people does not cause stress.
- v. In cultures that emphasize the importance of the group or collectivity over the individual, the presence of large number of people is not considered undesirable while in cultures where individualism is given more importance, crowding is experienced as stressful.

**Q. 5. What are the effects of natural disasters?**

**Ans. The effects of natural disasters such as tsunamis, floods, cyclones and volcanic eruptions are:**

- i. They leave people poverty-stricken, homeless, without any resources, usually with a loss of everything they owned.
- ii. The sudden loss of all their belongingness as well as their dear ones leaves people shocked and stunned.

**This causes a disorder called Post Traumatic Stress Disorder (PTSD). The features of PTSD are:**

- i. People become disoriented by denying to themselves that something terrible has happened.
- ii. Physical reactions such as difficulty in sleeping, change in the eating pattern, increased heart-beat and blood pressure and getting startled easily is found among the victims.
- iii. Emotional reactions such as grief and fear, irritability, anger, helplessness, depression, sometimes absolute lack of emotion, guilt feelings for having survived while someone else in the family died, blaming oneself, and lack of interest in even routine activities.
- iv. Cognitive reactions such as worry, difficulty in concentration, reduced span of attention, confusion, loss of memory, unwanted vivid memories or nightmares of the event.
- v. Social reactions, such as withdrawal from others, getting into conflict with others, having frequent arguments with even loved ones and feeling rejected or left out

**Intensity of reaction in PTSD is affected by:**

- i. Severity of the disorder and loss incurred both in terms of property and life.
- ii. Individual's general coping ability.
- iii. Stressful experiences before the disaster. For example people who have experienced stress before may find it more difficult to deal with yet another difficult and stressful situation.

**Q. 6. What are the measures taken to avoid devastating consequences of traumatic events?**

**Ans.** The measures taken to avoid devastating consequences of traumatic events are

- i. **Warnings:** When some natural disaster such as a flood is likely or cyclones or high tide is predicted, fishermen are asked not to venture into the sea.
- ii. **Safety measures:** Tips are given beforehand. For example, what to do when there is an earthquake.
- iii. **Treatment of psychological disorders**

- a. This involves providing material relief in the form of food, clothing, medical help, shelter and financial help.
- b. The next step involves counselling by encouraging the victims to talk about their experiences and emotional state. This can be done by providing psychiatric help to those showing extreme stress reactions.
- c. Rehabilitation in the form of employment and a gradual return to normal routine should be undertaken.
- d. Last but not the least, follow-up of the victims and survivors is needed to ensure that they have indeed recovered sufficiently from their traumatic experience.

**Q. 7. Suggest the ways to promote pro-environmental behaviour. [CBSE (AI) 2015]**

**OR**

**How can the environment be protected from pollution? Suggest some strategies.**

**OR**

**State promotive actions to protect environment from pollution. [CBSE (AI) 2014]**

**Ans. Ways to promote pro-environmental behavior are:**

- i. Reducing air pollution by keeping vehicles in good condition, or changing to nonfuel driven vehicles, stopping the practice of smoking.
- ii. Reducing noise pollution by discouraging needless honking on the road, making rules regarding noisy music at certain hours.
- iii. Managing disposal of garbage by encouraging separation of biodegradable waste or composting of kitchen waste. Special attention to be paid to the management of industrial and hospital waste.
- iv. Planting trees and ensuring their care.
- v. Saying 'no' to plastics in order to reduce toxic wastes that pollute water, air and soil.
- vi. Reducing non-biodegradable packaging of consumer goods.

**Q. 8. Mention the areas where poverty and deprivation have an adverse effect.**

**Ans. The effects of poverty and deprivation are:**

- i. The poor have low aspirations and low achievement motivation and high need for dependence. They explain their successes in terms of luck or fate rather than anxiety or hard work.
- ii. The poor and deprived have low self-esteem, are high on anxiety and introversion, dwell on the immediate present rather than the future. They prefer smaller immediate rewards rather than larger ones. They live with a sense of hopelessness, powerlessness, feel injustice and experience a loss of identity.
- iii. The poor and deprived exhibit an attitude of resentment towards the rest of the society.

- iv. Intellectual functioning and performance on cognitive tasks is low.
- v. The poor are more likely to suffer from mental illness due to constant worries about basic necessities, feelings of insecurity and inability to get medical facilities. The poor suffer from emotional and adjustment problems due to their experience of a sense of hopelessness and loss of identity as though they do not belong to society.

#### Q. 9. What are the causes of poverty?

Opinions of masses regarding the people suffering from poverty are:

- i. **Poor themselves are responsible** for their poverty. Poor lack the ability and motivation to put in effort and make use of available opportunities.
- ii. The belief system called '**the culture of poverty**' convinces the person that she/he will continue to remain poor and the belief is carried from one generation of the poor to the next.
- iii. **Economic, social and political factors** account for poverty. Because of discrimination, certain sectors of society are denied the opportunities needed for getting even the basic necessities of life. The poor being the socially disadvantaged group experience social injustice, deprivation and exclusion.
- iv. The **geographic region** is a cause of poverty. People living in deserts that have shortage of natural resources or in regions where there is harsh climate such as extreme heat or cold end up being poor.
- v. **Poverty cycle** in which poverty begets poverty explains why poverty continues among the same sections of society. Due to low income and lack of resources, the poor go through low health and nutrition, lack of education and lack of skills. This leads to low employment opportunities, which, in turn, continue their low income condition, and low health and nutrition status. The resulting lowered motivational level only makes the situation worse; the cycle starts and continues again.

#### Q. 10. What are the causes of aggression?

Ans. The following are the causes of aggression:

- i. **Inborn tendency:** Aggression is an inborn tendency which may be meant for selfdefense.
- ii. **Physiological mechanisms:** A general physiological state of arousal or feeling activated might be expressed in the form of aggression.
- iii. **Child-rearing:** Children whose parents use physical punishment may become angry and show resentment and hence more aggressive than children whose parents use other disciplinary techniques.
- iv. **Frustration:** People in frustrated situations show more aggression than those who are not frustrated. In an experiment children are frustrated by preventing them from getting attractive toys that are visible through a screen. These children

are found to be more destructive than those children who are allowed to access the toys.

**Q. 11. Explain the situational factors leading to aggression.**

*[CBSE Delhi 2016; (AI) 2016]*

Some of the situational factors causing aggression are

- i. **Learning:** Individuals exhibit aggression when such behavior is rewarded. For example, hostile aggression allows aggressive person to get what she wants. Also, aggression is learned through reinforcement or by observing others.
- ii. **Observing an aggressive model:** Observing a model especially on television may make a person aggressive.
- iii. **Anger-provoking action by others:** A person who is made to feel angry through insults or threats, physical aggression or dishonesty is likely to show aggression than who is not made to feel angry.
- iv. **Availability of weapons:** Aggression is more likely if weapons such as stick, pistol or knife are easily available.
- v. **Personality factors:** People with low self-esteem and those who feel insecure are more likely to show aggression.
- vi. **Cultural factors:** Individuals are more aggressive in cultures where aggressive behaviour is encouraged and praised rather than discouraged or criticised.