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MANASWINI

KNOW YOURSELF BETTER



EDITORS

President

Radhika Dahiya

M A psychology , final year

Creative lead

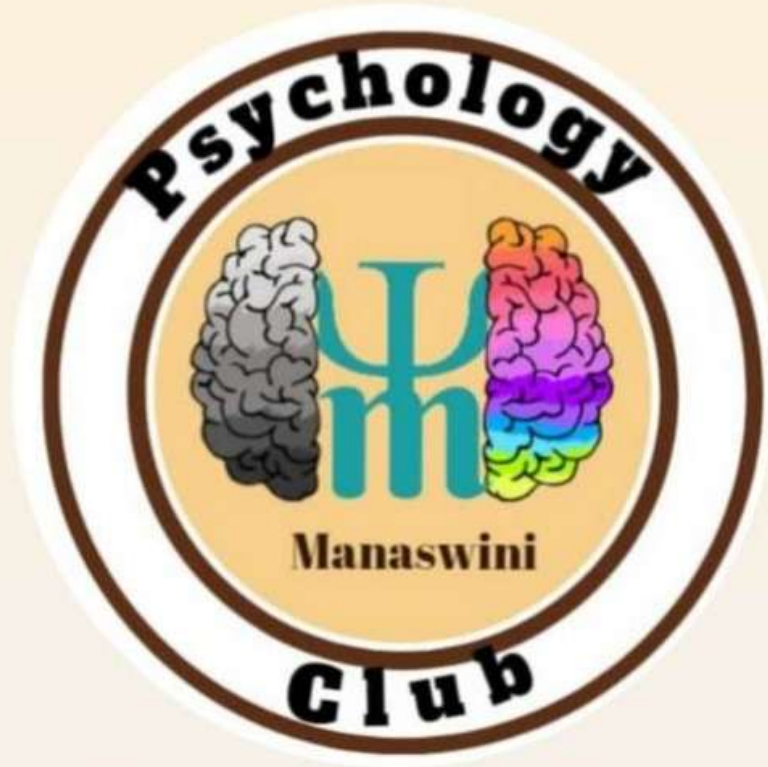
Kavita kumari,

B A psychology 3rd year

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LOGO



एहसास कराकर मानसिक शक्ति
का, ऐसी दुनिया बनाना है ।
तनाव गुस्सा डिप्रेशन से मुक्ति
का, सबको राह दिखाना है ।
खुद से वादा है मनस्विनी का,
मानवता को जिंदा रखना ।
खूबसूरत हो जीवन सबका अब,
इस भाव का दीप जलाना है ।

मनस्विनी स्लोगन
" मनस्विनी दवा नहीं विश्वास है "

- DR. RAM PRASAD SONKAR



MANAGER'S NOTE

Manaswini, is a very essential step taken by our department of Psychology and I therefore appreciate them for their visions and efforts. To all the Professors, team members and participants who have been instrumental in bringing Manaswini to life, I convey my best wishes and blessings. Mental well being translates to holistic well-being and it also helps optimize our true potentials, hence, taking care of it is crucial. Every initiative that works towards it deserves support. I am quite delighted that finally our college has set forth into this journey with Manaswini being the vital force behind. I hope, may all Manaswini's visions come to fruit and it is successful in achieving all it's goals.

- Mrs. Uma Bhattacharya



PRINCIPAL'S NOTE

I would like to extend my heartiest congratulations to our entire department of Psychology, especially our inspiring faculty and dear students, for having ventured into this much needed journey. In these times of rapid changes, initiatives that nurture mental well-being are essential in every arena (both academic as well as non-academic) and I am glad that our college finally has Manaswini to take care of this important responsibility. I wish all the very best to the entire team of Manaswini including the Professors, Core members and all the participants, for all their ventures.

- *Dr. Rachna Srivastava*

INTRODUCTION TO FACULTY



Mental health has now become a universal priority. The present era is full of uncertainties and adversities of all sorts. This has led to an exponential rise in mental health issues across the globe. The spread is so wide and deep that it has enveloped all age groups into it. Problems like maladjustment, anxiety, depression, suicidal ideation, and suicidal tendencies are much more prevalent, even in children, than ever before. People are suffering from identity crises, intergroup conflicts, and a lack of social and emotional skills, which has badly hampered their ability to solve problems and live the happy life they long for. This has put a great responsibility on the shoulders of psychology students.

The students of psychology, Vasant Kanya Mahavidyalaya have taken this onus and have made a very sincere effort in sensitizing, screening, and alleviating mental health issues within and outside the college premises through the extension activities. The department has set up a club and is publishing an e-magazine 'Manaswini'. The magazine gives wonderful coverage of state-of-the-art topics in a very interesting manner. I congratulate the students for their earnest endeavour and wish them all success for the future.

Dr. Shubhra Sinha

HOD and Associate Prof.



"Change your thoughts and you will change the world." Manaswini aims to foster this vision by catering to the present day need of spreading awareness about mental health.

Dr. Anjulata Singh

Associate Prof.



Manaswini serves as a platform where students come together to cultivate their inquisitive minds and delve into the intricacies of human psychology.

Dr. Khushboo Ashokkumar Mishra

Associate Prof.



Manaswini's objective is to illuminate knowledge and fostering a culture of critical thinking and lifelong learning among students.

Dr. Shashi Prabha Kashyap-

Associate Prof.



"उस कामयाबी से हार अच्छी है, जिसमें संघर्ष ना हो " "रहो चुनौतियों औकात में, नहीं चाहिए कामयाबी खैरात में".

Dr. Ram Prasad Sonkar

Associate Prof.



Deepak Kumar Gond

Laboratory Assistant



Sakshi Gupta

Laboratory Assistant



Sakshee Singh

Laboratory Assistant

Introduction to core team



President

I had always envisioned of having a safe space, the one where I can contribute but also the one that contributes to my well being. Thus, manaswini has become an essential part of my being and my drive to contribute. As the president, I aim to step out of my comfort and privilege to fulfill the primary objective this club, that is, to create a sense of community and inclusion in the field of mental health. I feel fortunate to have the opportunity to lead this astonishing initiative and to set the stepping stones towards achieving our collective goals.

- Radhika Dahiya

M.A , final year Psychology hons.



Founder

Academia is a prism of knowledge for erudites. The true sense of this knowledge blooms only when applied.

"Manaswini" is curated to form a creative group of people, who work with the dream of learning and spreading the awareness through the implications.

The farthest vision of Manaswini is to see people be aware of the prime knowledge of their own "MIND" and enjoy the peace in it.

- Dishari Biswas

Batch 2020-23



Vice - President

Manaswini, is our treasured ideation and its manifestation in practicality empowers us both on individual and collective level. I am exuberant and looking forward to all our ventures with thrill and dedication. We are here with you in all your times of highs and especially lows. I promise mine as well as my team's perseverance and efforts for the cause of attaining and maintaining mental well-being of all. For all our efforts, we need strength and your support, collaboration and love is our strength.

Let's be with one another, in this journey called mindful life!

- Priyanka Roy

B A , 3rd year Psychology honors.



Treasurer & Creative lead

Experimenting and expanding my knowledge and field of learning, I joined Manaswini as its treasure and creative lead .My relationship with manaswini is symbolic where both help each other grow . For me, Manaswini is a place where knowledge is translated into actions. As its member i want to help and nurture curious minds passionate about psychology, providing them with a space where they can deeply explore this fascinating field.

- Kavita Kumari

B A , 3rd year Psychology honors.



Treasurer

**Anushka Priya Ba 2nd Year
Psychology hons.**



Secretary

**Manvi Tyagi , psychology
hons. ,MA final year**



Secretary

**Tanushka Gupta, 3rd year,
psychology hons.**



Student's representative

**Astha Singh. 3rd year,
Psychology.**



Student's representative

**Kashika pandey 2nd year
psychology Hons.**

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Steering committee
Aakriti Kapoor.
 Batch 2020-23

DESIGNING TEAM



**Ritika
 Chaudhary**
 2nd year,
 psychology



Shivani Tripathi
 BA 2nd year
 Psychology hons



Diksha Tripathi
 BA 3rd year
 Psychology hons

ORGANIZING TEAM



B.A Hons. psychology
 3rd year
Kumkum Vashishtha



Kajal choudhary
 3rd year
Psychology hons



Drishti Banaula
 2nd year
Psychology hons

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INTRODUCTION TO MANASWINI

BON VOYAGE: MANASWINI

From the depths of mind, arose the drive to try understanding “mind” better and harness its potential in an optimized fashion. To serve to the above causes, Manaswini was born.

Manaswini is a brain child of students of Psychology department (primarily our ex-student Dishari Biswas) Of Vasant Kanya Mahavidyalaya, an esteemed institution standing with vigour and pride in Kamaccha, Varanasi with affiliation to the colossal Banaras Hindu University. Under the torch bearings by the prolific professors, students of Psychology department dreamt of Manaswini and brought it to life.

Our association was endowed with a name by our due respected HOD ma'am , Dr. Shubhra Sinha and it started to be known as Manaswini. Manaswini finds it's root in Sanskrit and literally means

With the sheer force of 175 students led by our inspiring faculty members, we venture forth into this voyage with the hope to sail across the ocean of mind and explore its dimensions via collective enthusiasm. Our ultimate motto is to work towards spreading awareness about mental health issues and ways to deal with it, to foster a peaceful mind ~ Manaswini.

“ONE WITH A PEACEFUL MIND”

The name itself suggests for the goals, we aim to achieve.

MANASWINI ENVISIONS:

1. Diving deep into the realms of “Why we think and behave, the way we do? And introspecting into the causations, in order to find meaning to actions beyond the limitations of syllabus. Tools of implementations are as follows:

- * Research discussion, Case study and debate.
- * Regular quiz session, Exhibition.
- * Discussions on current issues and cumulative search for solutions.

2. Inclusion and engagement of non-Psychology students:

- * Spreading awareness about identification, acknowledgement of problems arising due to mismanagement of mental health.
- * Campaigning about importance of counsellor/Psychologist and encouraging to seek help.

*Organizing a monthly mental health camp where we would invite our professors or counsellors to deliver counselling to students who need it.

* Creating a Psychological first aid which would help to aid in case of breakdowns and making it available for all.

3. External awareness creation

* Target areas: Schools, NGOs, Orphanages, Old age homes and underprivileged areas.

* Holding awareness rallies on special days

* Organizing meet-ups and seminar on important days and inviting the masters of the field to enlighten us with their knowledge.

* Setting up stalls to administer basic psychological testing like General intelligence test, Personality assessment and anxiety scale, to the masses.

4. Lecture Collaboration

- * In order to unravel the underlying interconnectedness between Psychology and other fields, we would approach professors from within and outside our college and organize our lectures. This would help students have a holistic view about Psychology.
- * Attending and organizing workshops.
- * Under guidance of Professors, we could attend to field works as well.

5. Conductance of weekly sessions

- * We conduct sessions every week which are conducted primarily by our senior students where we would analyse about movies, texts, cases, research papers in Psychology. Participation in the session's conductance would be tern by tern and it would provide a platform for a more comprehensive study of Psychology, giving each student the opportunity to explore their own capabilities.
- * Conducting role play of client and therapist by our students and this would help student's in expanding practical realizations of the field and help explore domains of therapy, ethics, rapport building, confidentiality, technicalities, etc.

Till now, we have all the above vision and we are assured we will be successful in bringing all these visions to fulfilment. We hope to play our part well but all that we need is your valuable support, collaboration and guidance.

“We are always here to listen to you.”

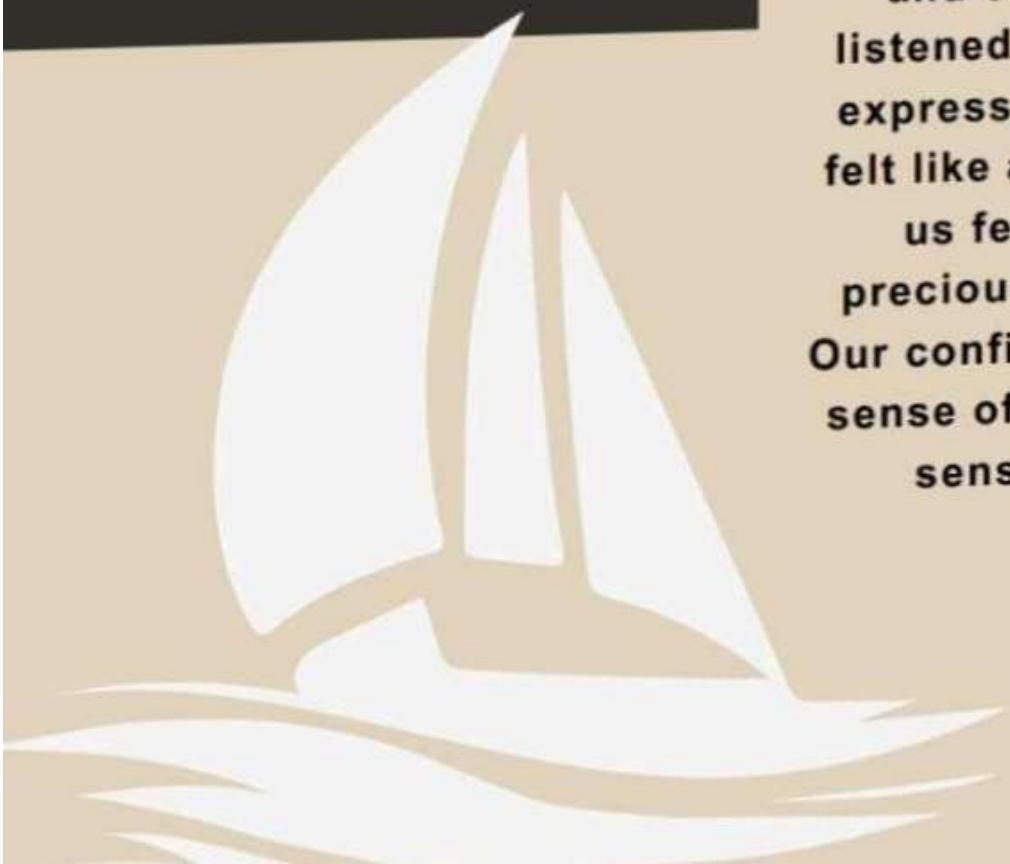
*Thank you. Take care and be happy.
Always!*

**OUR PSYCHE
JOURNAL:
MANASWINI
SESSIONS**

Our Voyage till now.

Manaswini claimed to its official onset on 6th of July, 2023, a momentous day etched in the hearts of every curator and implementor of our association. It was our very first practical association and it marked the very beginning of our journey which we hope continues beyond the present batches and has a legacy of its own and continues to thrive on its own and becomes testimonial to the changing times.

Till the present day we had four sessions with whooping, active participation by the members of Manaswini (in particular, students of Psychology Department from all the undergrad and postgrad programmes). Each of the session was conducted by different core members of Manaswini, where we learned extensively and creatively about certain important aspects of life in general and Psychology in specific. A safe space was born, where we could speak our minds and emotions out and were listened to, in the depths of our express and was understood. It felt like a family and each one of us felt deeply valued as a precious member of the family. Our confidence got boosted and a sense of value was added to our sense of self. Upliftment permeated!!



SESSION

1. SESSION 1 : UNBIASED LISTENING OVER BIASED HEARING

Our very first session was conducted by the President and Vice President of the core committee of Manaswini, where we officially introduced our association and declared about its beginning. The goals, visions and future plans of Manaswini was laid out in front of all the members and each one was made to feel affiliated to it as a significant member by individual introduction and discussion each one's percept about the whole. Everyone shared their feelings and emotions associated with our togetherness. We cheered to our selves and called for a "Bon Voyage – Successful Journey ahead".

Then we learnt about the importance of listening being unbiased, in our lives and specially as future psychology professionals and how active listening is distinct from hearing and its importance.

We discussed about what listening meant for each one of us and made a cloud with our collected words in correlation to listening.

We also discussed about unbiased approach to one another and the essential tools of empathy, understanding, acceptance and tolerance. "We understood that every opinion is a vision loaded with personal history-based biases which compelled us to realize in introspection that all judgement is a confession of personal history" and hence to be empathetic to the pasts of others and self and strive to liberate ourselves from it by non-association because to truly live we have to live in the Now.



2. SESSION 2: RELIVED CHILDHOOD

This session was conducted by the President of our core team. It also had a healthy participation by our members and we experienced the curation of a home like warmth in this session. We discussed how we all are experiencing our present lives as a percept downloaded in our childhood. Our childhood not only dictates our past but also our present and hence our future.

We shared about our positive trails of childhood and our collective discussion revealed the common denominations in our ideas of happiness, peace, joy and satisfaction as kids like watching cartoon being carefree, surprise holiday in school on rainy days, bike rides behind father, drinking juice in leisure made by mother post a hectic summer day at school, doing homework under guide of parents, our birthday parties with school friends, school bus memories, distributing toffees and taking our best friend along or fight over desk space in class, scolding by teachers for having lunch in class, and so much more.

We also conversed about negative trails of our childhood which still dominate us being part of our personality as etched traumas. Some of our members talked about their childhood painful experiences and how it affects them till day. A family feeling coaxed the child within us and the child in us felt soothed by Manaswini. We learned about acceptance, forgiveness and ways to heal by loving ourselves in the now and the past child self, in retrospect



We laughed and cried but what's most important is that, we were together throughout with one another.

3. SESSION 3: WE PAINTED THE INNER CHILD'S PERCEPT-

Art therapy it felt like! Our third session was one the most creatively charged joyous one. We again had an amazing response by the members in participation. It was conducted by the Vice President of the core committee.

All the members were instructed to paint an expression of their childhood experience and represent their theme of memory in colours and paint. Everyone was instructed about the tools required in the past session. As everyone entered, we played all the songs related to our childhood specially ones that brought the nostalgia back. Before we began painting, we sang together and danced in merry.

As brushes stroked the canvases, we could feel the blow of our past and it drenched us in joy and sorrow compelling all ours overwhelm to splash as unique art pieces cued with our past and projection of it.



We could see each other metaphorically so well in depth of their past's colour. A mutual feeling of understanding emerged as we clicked pictures together to further our curation of past in fondness and love.

4. SESSION 4: POSITIVE IN EMOTIONS AND IN BEING

We swunged in positive energy! It was another happening session conducted partly by our Vice president and partly by our worthy Treasurer, were we discussed in depth about positive emotion and their impact on our dealing with life and its aspects.

We made an emotion wheel, where we jotted down various shades of positive and negative emotion and learned, how one intense emotion is an additive chunk of various cumulative sub emotions.

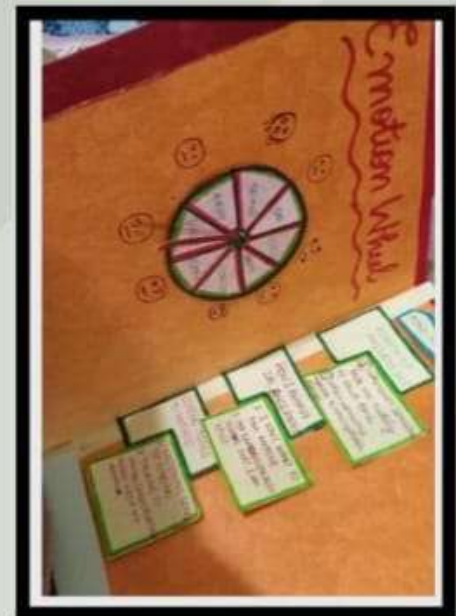
We also discussed about ways of problem solving of emotional issues, where we learnt the process of breaking down a bigger problem into smaller units and dealing with each one separately. We realized that most of the negative emotions are just underlying insecurities and fear in play. So, our focus of dealing with the problems shifted from being extrinsic to being intrinsic.

For example, the emotion of jealousy comes from the emotion of insecurity and self-doubt and just realization help us deal with the root issue in order to resolve the main problem.

We also listed the various synonyms to each emotion and made a box of emotion identification. Often, we get confused between different similar emotions and hence obtaining clarity becomes the first step to dealing with the emotions rightly. So, via this session we tried to attain that clarity to some extent.

We also played a game via which we could prove that emotion get shared in a collective sense. If in a room full of people, someone starts to get angry and express that, it is most probable that the overall sentiment of the crowd gets influenced by the same emotion (exceptions are always there though).

In all, we learnt the basic dynamics of emotions and acquired the fundamental information about the tool of separating emotions from our thoughts.




Our reality's experience is formed when we emote the thought that occurs post our percept of the experience and hence the process of attaching emotions is a crucial stage in our experience of life.

Till now, we have travelled through the above journey in togetherness and mutual sharing of knowledge and understanding. As future Psychologist, Manaswini renders an excellent stage for our acquire of tools to better our skills as a human in general and as a Professional in specific. We not only are learning colossally but also are unlearning (biases and judgements) and relearning (listening skills and acceptance of subjectivity).

Over all we are evolving and that too in collaboration and not in competition!

In these tumultuous times we need to be empathetic and co-operative more than anything else and if anything gives us the opportunity to nurture the ability to love within us, then we should foster it at every cost.



Manaswini deserves this foster and I hope you all will shower your love and collaboration. Your support is very important in helping us bring many more such sessions to life.

And we will definitely do.
Thank you. Keep smiling through thick and thin because we are in it, together!



ARTICLES

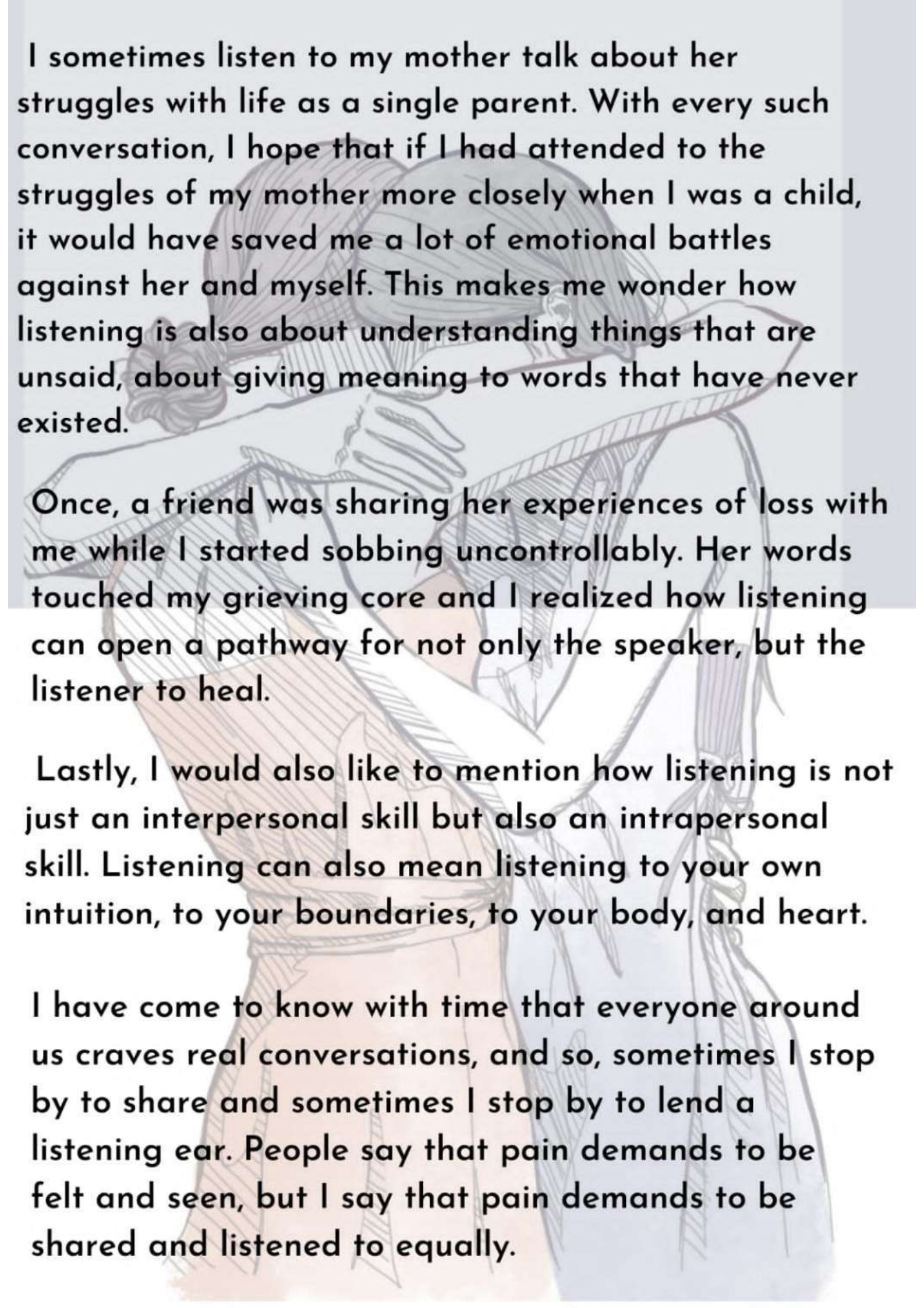
LISTENING

Where stories are
made and unmade
-Radhika Dahiya

After holding spaces for conversations with different people I have learnt that listening is so much more than just hearing. It's about acknowledging, accepting, being compassionate, kind, understanding, giving voice to the silenced emotions of other people, keeping our own biases aside, and giving meaning to words that are being spoken. While for the person who is sharing, listening can be a space to simultaneously learn new things about oneself, a space to receive genuine warmth, affection, and attention, a space to heal, a space to attend to the unattended wounds of the past.

A friend of mine once said, "there's a different kind of comfort I feel in the silence we share after I have talked to you." Thus, I realized that listening is adaptive and constantly in a state of change from person to person. It's not always a problem-solving endeavor but a process of growing together. Sometimes a person would want you to stay silent while the other would want you to reassure them.





I sometimes listen to my mother talk about her struggles with life as a single parent. With every such conversation, I hope that if I had attended to the struggles of my mother more closely when I was a child, it would have saved me a lot of emotional battles against her and myself. This makes me wonder how listening is also about understanding things that are unsaid, about giving meaning to words that have never existed.

Once, a friend was sharing her experiences of loss with me while I started sobbing uncontrollably. Her words touched my grieving core and I realized how listening can open a pathway for not only the speaker, but the listener to heal.

Lastly, I would also like to mention how listening is not just an interpersonal skill but also an intrapersonal skill. Listening can also mean listening to your own intuition, to your boundaries, to your body, and heart.

I have come to know with time that everyone around us craves real conversations, and so, sometimes I stop by to share and sometimes I stop by to lend a listening ear. People say that pain demands to be felt and seen, but I say that pain demands to be shared and listened to equally.

WHY DO PEOPLE LIKE HORROR MOVIES?

-Anushka Priya

Ever since I was a child, I have found myself being surrounded by people who enjoyed watching horror movies .

It was one of their favourite pastimes and their love for it exceeded the terror they experienced throughout its course and the sleepless nights that usually followed it.

So I was always curious about what it is that makes people seek out such fear-inducing movies?

The motivations behind doing so could be multiple and varying.

For some people it's the love for stimulation that is provided by these horror movies. On encountering a threatening situation our body gives the stress responses like fight-flight or freeze-fawn.

It releases a number of hormones like Adrenaline and Endorphins to prepare the body for action.

The energy boost and pain reduction resulting from these hormones makes us feel good and this in turn triggers our brain to release the "happy hormone" Dopamine (which helps us think, focus, plan and plays a vital role in determining how we feel). Many people continue watching horror movies to maintain the stimulation caused by such hormones.

Fear in general is something that makes us want to escape the situation (threat) from which it emerges.

Thus after feeling the thrill from these movies, we analyze our surroundings and thus, the initial reaction to fear is then combined with the assurance of safety.

Our brain recognises that the threat is not real and calms our nervous system. This is also the reason why we often see people screaming during a jump scare scene and then laughing minutes later.

Every individual tends to possess a different tolerance or preference for the adrenaline rush. The urge to feel stronger emotions can lead one to enjoy the feeling of getting scared while watching a horror movie.



tAAre zameen Par

Ein
Stern
auf
Erden



Dyslexia and parenting through the lens of Taare Zameen Par

BY ASTHA SINGH

Have you people ever gotten confused between "b" and "d"?? As a kid, I was awful at differentiating the two. The same happens with Ishaan Avasthi but due to a learning disability. He suffers from "dyslexia", he hasn't been diagnosed yet, but he fails to read(dyslexia), write (dysgraphia), and even calculate(dyscalculia).

Dyslexia is a learning disability that makes reading and language-related tasks harder. Dyslexia is uncommon overall but widespread enough to be well-known.

The movie revolves around the narrative of how it is very important to not just be a parent to your child but to be a guardian".

Ishan lacked the academic validation that his older brother had. It made Ishan's parents try their best to make him a competitor in the world full of competitions where a child like him would not last. This never implied that they never loved or cared for Ishan but the sole fact was the society would not accept him the way he was. For people at that time it was difficult to accept that a child is suffering from a disability, the first thought was always that the child is willingly refusing to study. Thus, learning disabilities are always associated with stigmas and preconceived notions about the unwillingness of a child.

Ishan was best at painting and DIY craft works but his parents never appreciated him for that. Parents often set standards for their children they themselves have not thought about much. Parents forget that the child's work or progress is in question and not the child himself.

But then comes Nikumbh (Aamir Khan) to the rescue. The movie also highlights how the teachers were so shy about their art work, emphasizing how no one ever truly learns to accept one's own flaws.



*My spelling is wobbly.
It's good spelling but it wobbles
and the letters get in
the wrong places.*



Nikumbh shows how necessary co-curricular activities are for a kid's overall development and how a child can go beyond his disabilities with the right conditioning and social support.

The lessons given by this movie are top notch and they never fail to amaze me. The movie's focus on dyslexia provided the world with a much needed perspective in the right direction.



Psychology behind Advertising

BY KAVITA KUMARI

When you go outside, one thing which surely catches your attention is Advertisements. Advertisements are all around us, whether we realize it or not. We find them on televisions, magazines, social media, billboards etc. But what's intriguing is how advertising works, and why do we respond to it the way we do? Advertisement in its core is a psychological phenomenon. One of the most interesting concepts in it is the phenomena of Persuasion. Persuasion is an art of utilizing one's interest and desire to convince people to buy products and services. It creates an emotional appeal among the audience.

Cialdini understood this concept and has given six principles of persuasion. The first one includes Reciprocity.

It's a principle of giving and receiving. When you give something to a person, they desire to or feel obligated to give something in return.

The best example is Amazon prime free trial, once the customer is convinced of the benefits and gets addicted they don't want to return to the regular plan. Second one is the Principle of Social proof. Advertisers know that we often look up to others to guide our behavior. Thus, they show us that others are also using the same product. For example customer review or the celebrity endorsement to trap the customers. "Limited stock, Hurry up!", catches your eyes, doesn't it? Principle of scarcity is the reason we feel so. We place more value on things that are rare or hard to get, so advertisements create a sense of urgency by emphasizing limited quantities or time limited.

Fourth principle is Authority. Individuals who are brilliant, authoritative and expert in their field effortlessly influence people more.

For example, Dentist selling a particular brand of toothpaste or Gigi Hadid telling you to buy a custom product etc. Do you like coffee? Wait! I like it too, try Nescafe for good coffee . Principle of liking is used very frequently by the advertisers which is based on the assumption that one is more likely to purchase something when he/she likes it or can relate to the product creating a sense of belongingness . Last principle is of commitment ,Dr.Cialdini says that people are not likely to back out of a deal. When people agree on something verbally or in writing, they strive for consistency in their commitment .The perfect example is Share a coke campaign by Coca cola , where they let you personalize your name or relationship - Har rishta bola meri naam ki coca-cola created a huge customer base.

FREE
Shipping

Hence, advertisement is a complex field but by understanding how these techniques work, we can become more aware of the ways in which we are being influenced and make informed decisions in buying a product . So next time before buying anything ask yourself , Are you caught by Ads?



Psychology and self

:- by Priyanka Roy

Amidst the chaos in the external world due to ongoing Pandemic and the plethora of intense emotions in my internal world due to the physical loss of my dearest one, I found myself asking a question quite vigorously. That question was “Who am I and what is the point of life when our end is destined?”. From that day my quest for truth started.

From Rene Descartes (a prominent western philosopher) stating “I doubt therefore I think and I think therefore I am” to Mandukya Upanishad stating “I am that which observes the mind and all its states (dream, awake, unconscious)”, I realized how with each answer my questions got more complicated. My further question was “Am I my mind or the one who observes it?”. My delve into this question, made me realize how western ideas are in contradiction with Indian ideas (Vedantic perspective). West deliberates that we are what we think, to which my very own analysis always had a clash. From my experience of meditation where at times I could attain thoughtlessness, I ascertained that I was very much existing even when I was not thinking.



Vedantic perspective states that we are the one who are observing what our mind is experiencing. Hence, a cartesian difference between my mind and myself cropped up to me. It made me feel so liberated as I was relieved that my thoughts and my mental states which are ever changing do not define my entirety. I am the one who sees it all but becomes none of it. Fixed identities and labels limit our potential to observe so many more experiences. So, just realize how powerful you are to observe and understand experiences but still remain unaffected by it due to non-identification with it.

Hence, I am that screen of consciousness upon which the activities of mind find relevance when p Now, a pertinent question arose, “What is consciousness?” and “What Mind consists of?”. Because of these questions, I was determined to pursue a discipline which not only aims to find answers to these questions but also practically uses the knowledge to cater to the cause of service of helping others like me, make more sense to themselves and their life. With gathered meaning to one’s sense of self, emerges the zeal to experience life more in harmony with one’s mind and training the mind to attain to its highest potentials. When we understand ourselves better and our relationship with our mind, carving the best of our life gets easier.

After lots of research and introspecting, the discipline which closely seemed to deliver to my expectations was Psychology. This discipline is the only one that ties the past, present and future in a pattern that adds more essence to our interpretation of time. Using the knowledge of minds in the past, understanding the patterns of mind in the now and ultimately predicting the future of our civilization.

Psychology empowers us to take full control over the faculty of our mind to chart our experiences of life exactly the way we want it to be. Destiny dissolves and “we design reality instead of getting designed by it”. I feel elated to be this powerful but I am yet to study more of psychological tools and empowering ideals from my civilizational past (Sanatani Dharma: Advaita, Vedanta, Sankhya, etc.) in my discipline. Inclusion of Psychological perspectives from eastern philosophies and application of the colossal wealth of knowledge is yet to happen. I pioneer for the cause of the same and am very hopeful that in upcoming times the potentiality of our discipline will exponentially grow, giving solutions to the biggest of the problems with focus on the tiniest of the details.

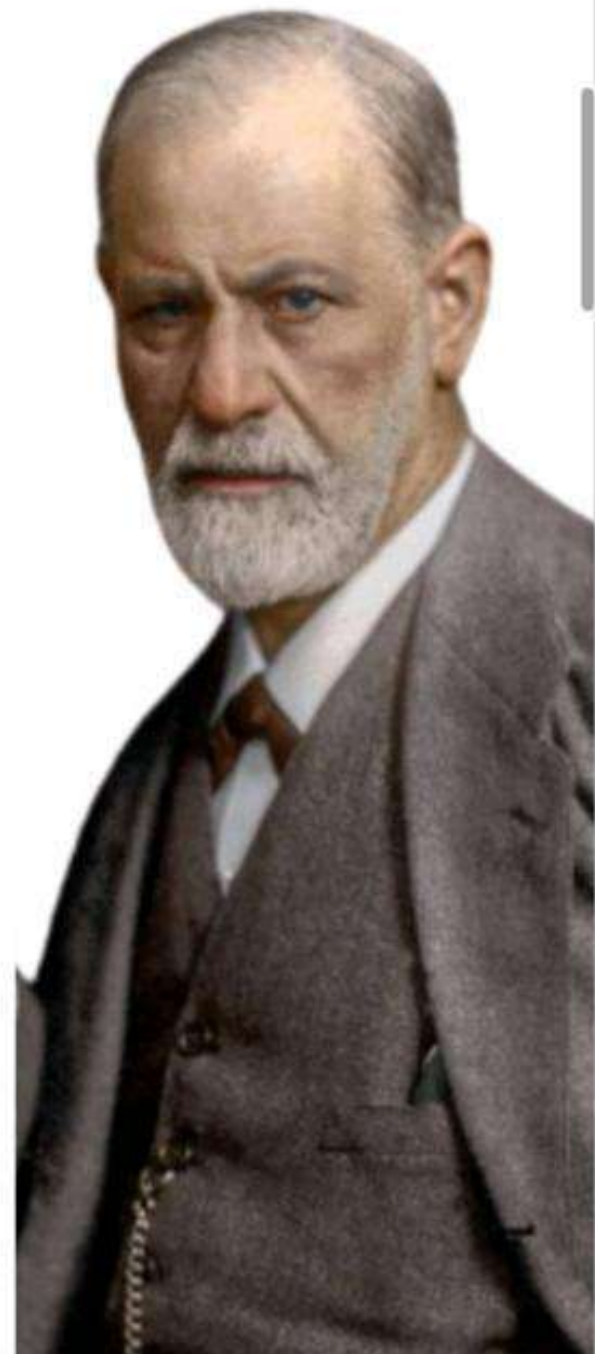


THE RELEVANCE OF PSYCHODYNAMICS APPROACH A CONTRARY OPINION

-Aakriti Kapoor

Sigmund Freud's Psychodynamic approach is one of the oldest and certainly, the most controversial schools of thought in Psychology.

While the more modern approaches claim it to be unscientific, the predominant textbooks often provide a more partial understanding of Freud's work, the media's depictions are more or less limited to his ideas on sex and aggression, but I still do hold a valued opinion regarding Freud along with of course, the criticisms and questions.



Based on Psychoanalysis- Freud's original work, Psychodynamic is a broader approach, it has been modified by Neo-Freudians including Carl Jung, Alfred Adler, Karen Horney, and Freud himself.

Psychoanalysis is a week or even years-long talk therapy, that aims to explore the unconscious mind- the source of maladaptive behaviors and thought processes.

The goal is to bring insights, which is when the therapeutic process is terminated.

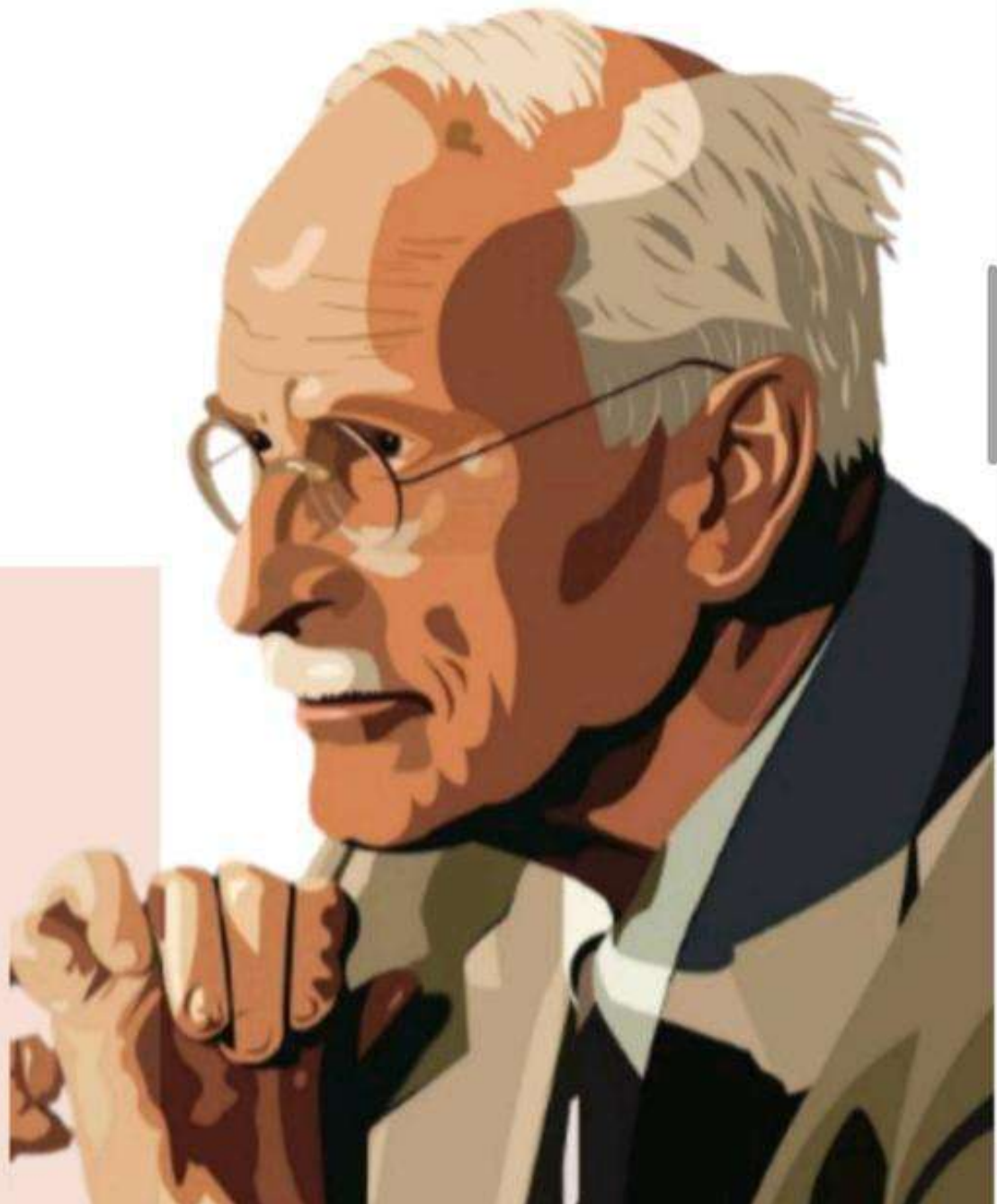
Some of its constructs have been proven to be evidence-based, however, many are not so easy to be researched, like myriad other psychological attributes.

The anecdotal evidence of the clinical population benefiting from it, and the other theoretical approaches using concepts that were originally developed by Freud themselves speak for the fact that the Psychodynamic approach should not be disregarded as pseudoscience.



Since I don't intend to make this a one-sided article, it is only fair to also add that the Psychodynamic approach is a time-consuming and expensive process, and many of its constructs can't be directly investigated.

However, considering that it has been proven to be effective in anxiety disorders, depression, dissociative disorders, and somatoform disorders, more resources should be invested for a better analysis.





Reduce stress



Better sleep quality



Improve memory



Boost motivation



Manage



Lessen

IMPACT OF MUSIC ON MENTAL HEALTH

By- Sakshi Singh

"MUSIC CAN HEAL THE WOUNDS WHICH MEDICINE CAN'T TOUCH." MUSIC HAS THE POWER TO EVOKE VARIOUS EMOTIONS. IT IS A VALUABLE TOOL IN MANAGING MENTAL HEALTH CONDITIONS LIKE DEPRESSION, ANXIETY, AND STRESS. LISTENING TO POSITIVE MUSIC CAN TRIGGER THE RELEASE OF DOPAMINE, A NEUROTRANSMITTER ASSOCIATED WITH PLEASURE WHICH IMPROVES MOOD. ENGAGING WITH MUSIC CAN ACT AS A FORM OF DISTRACTION FROM NEGATIVE THOUGHTS. AS WE ALL KNOW THAT MUSIC IS A FORM OF SELF EXPRESSION, ALLOWING INDIVIDUALS TO COMMUNICATE EMOTIONS THAT THEY MIGHT STRUGGLE TO CONVEY. A STUDY SHOWS YOUNG MUSICIANS WHO PLAY AN INSTRUMENT, PRACTICE FREQUENTLY AND REGULARLY PERFORM IN AN ORCHESTRA HAVE INCREASED MEMORY AND ATTENTION SKILLS. CERTAIN GENRES OF MUSIC SUCH AS CLASSICAL CAN PROMOTE A SENSE OF TRANQUILITY AND HELP IN MEDITATION OR RELAXATION PRACTICES. MUSIC HAS BEEN USED EFFECTIVELY IN THERAPEUTIC SETTINGS TO HELP INDIVIDUALS IN GETTING OUT OF TRAUMA AND EMOTIONAL HEALING. ENGAGING IN MUSIC CAN INCREASE THE BRAIN'S PRODUCTION OF OXYTOCIN, A HORMONE ASSOCIATED WITH BONDING AND TRUST AND THUS IT HELPS IN STRENGTHENING SOCIAL CONNECTIONS. MUSIC CAN REDUCE FEELINGS OF LONELINESS AND ISOLATION, ESPECIALLY IN INDIVIDUALS WHO HAVE DIFFICULTY IN CONNECTING WITH OTHERS. LISTENING TO MUSIC BEFORE BEDTIME CAN IMPROVE SLEEP QUALITY AND AID INDIVIDUALS WITH INSOMNIA OR OTHER SLEEP DISORDERS CONTRIBUTING TO BETTER MENTAL HEALTH.



THE RHYTHM OF MUSIC CAN INFLUENCE THE PACE OF PHYSICAL ACTIVITIES MAKING IT A MOTIVATING FACTOR IN EXERCISE ROUTINES WHICH ARE BENEFICIAL FOR MENTAL HEALTH. MUSIC BASED INTERVENTIONS HAVE SHOWN POSITIVE RESULTS IN REDUCING SYMPTOMS OF POST TRAUMATIC STRESS (PTSD) AND SUPPORTING TRAUMA RECOVERY. FOR INDIVIDUALS WITH ALZHEIMER'S OR DEMENTIA, MUSIC CAN STIMULATE MEMORIES AND COGNITIVE FUNCTION. MUSIC CAN ACTIVATE VARIOUS BRAIN REGIONS INVOLVED IN MEMORY , EMOTION AND ATTENTION LEADING TO IMPROVED COGNITIVE FUNCTION. MUSIC THERAPY HAS BEEN SUCCESSFULLY UTILIZED IN REHABILITATION SETTINGS RECOVERING INDIVIDUALS FROM STROKES IN BRAIN INJURIES TO REGAIN SPEECH AND MOTOR SKILLS A NEW STUDY COMPARES MUSIC THERAPY WITH STANDARD THERAPY. RESEARCHERS SPLIT 79 PATIENTS WITH A MAJOR DEPRESSION DIAGNOSIS INTO A TREATMENT GROUP AND CONTROL GROUP. ALL PATIENTS RECEIVED PSYCHOTHERAPY, COUNSELING, AND MEDICATION IF NEEDED. ONLY PATIENTS IN THE TREATMENT GROUP RECEIVED MUSIC THERAPY FROM TRAINED MUSIC THERAPISTS WHO ENCOURAGED PATIENTS TO PLAY MUSIC ON A DRUM, PERCUSSION INSTRUMENT, AND A Mallet INSTRUMENT. THEY FOUND THAT OVER THE COURSE OF THE STUDY, PATIENTS WHO RECEIVED MUSIC THERAPY HAD SIGNIFICANTLY FEWER ANXIETY SYMPTOMS COMPARED TO THOSE WHO DID NOT. SO ENCOURAGING MUSIC EDUCATION IN SCHOOLS AND COLLEGES CAN POSITIVELY IMPACT THE MENTAL HEALTH OF STUDENTS, PROVIDING THEM WITH VALUABLE OUTLETS FOR EMOTIONAL EXPRESSION AND STRESS RELIEF.

Impact of negative and positive childhood experiences

- by Satya Shrivasti

What kind of effects do one's childhood have on one's adulthood? Does harm from childhood trauma stay for a lifetime? The author of "You can heal your life," Louise Hay, claims that our issues stem from traumatic events we experienced as children. To be more precise, the unhelpful ideas we internalized as kids became a reality as adults. The effects of having experienced negative experiences as a child may take many forms. Trauma can come in many forms, including but not limited to direct physical or sexual assault, witnessing or experiencing a horrific event, a life-threatening illness requiring extensive medical treatment, domestic violence, bullying, and relocation due to a natural disaster or any other emergency. Because of their lack of experience and emotional as well as cognitive development, children have a far more difficult time making sense of these kinds of events than adults do which makes them blame themselves for not being able to understand what led to the unfortunate events that happened.



The damaging effect of adverse child experiences can harm the child's sense of stability, self-esteem, confidence and leaves wounds that impact their adulthood. These can lead to further difficulty in expressing and accepting their emotions and maintaining other interpersonal relationships. Thus, it becomes essential to provide a therapeutic environment for these children to help them navigate their emotional landscape. With therapy or other support, many individuals with a history of childhood trauma can build meaningful relationships in adulthood.

Positive childhood experiences are equally as essential as negative ones. According to a study published in JAMA Paediatrics by researchers at the Johns Hopkins Bloomberg School of Public Health in Baltimore, Maryland, they may even help counteract the consequences of unfavorable events. Research findings show that for individuals who experienced several negative childhood experiences, those who also had positive experiences, such as caring, warm, and nurturing relationships with friends and a sense of belonging in school and the community, fared much better.



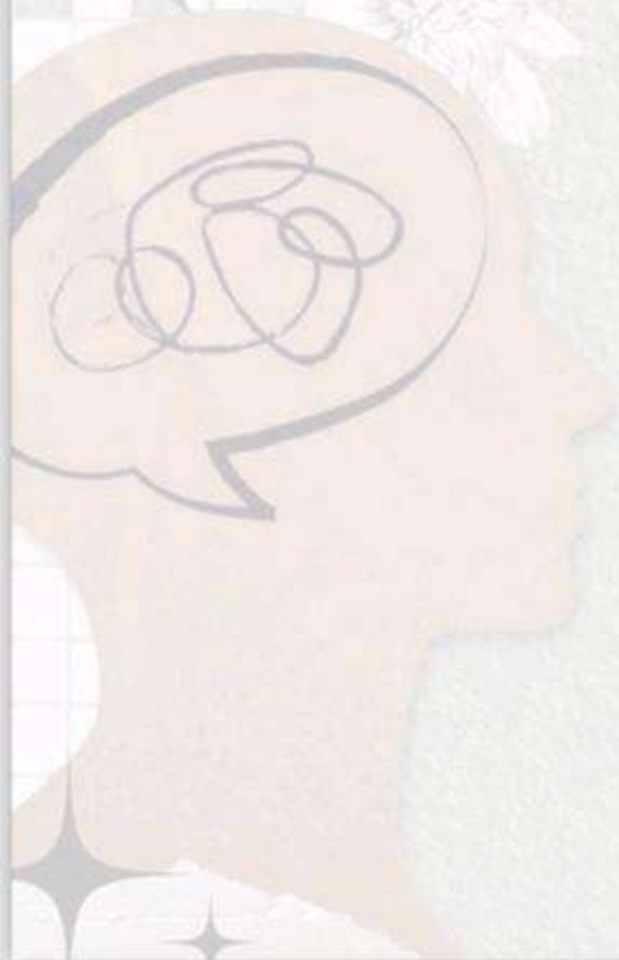
These results add to the body of knowledge on coping with adversity, expanding the scope to include positive relationship experiences to deal with trauma and negative experiences in childhood.

Enclosure of a jump from biology to psychology

- Sapna Kumari

As we all know about how we spent our lockdown days - one year of complete isolation at home, attending online sessions of Class 12, reduced syllabus but still a havoc of studies, and the most critical period of adolescence. We were blamefully termed as the "Lockdown Batch, batch which passed without exams, etc." In Spite of this, there was another phase i.e., end of school life and stepping ahead towards university. Believe me, it was very hard to prepare. Although the syllabus was reduced, it was only for the 12th board and not for entrance purposes. I had to prepare for the entrance as well as the Boards anyway. Biology was one of my favorite subjects. Science was the source of inquisitive questions arising in my mind. I was attached to it since I was in 2nd Standard, with Environmental Studies making it interesting. So, I decided to either pursue Medical or Biology in the future. Unfortunately, even though I cracked the medical entrance, I didn't get my desired college and I had to face rejections. Such a heartbreaking experience it was! A proverb says that "When all doors are closed, almighty paves a way for you". Finally, yes, you can call it a miracle! In my gloomy days, I came for counseling and got psychology as my Honors Subject. On 31st December, 2021 I accepted it as my destination and decided to move forward. I met Dr. Khushboo Ma'am as my counselor, her motivating talks and the way in which she interacted was a scintillating experience. I entered the field with her guidance . Talking about my most favorite teacher Dr Shashi Ma'am, she is a reflection of a helping hand. She continued psychology even after having an interest in MBA. She always used to praise, guide and motivate me in my endeavors. Later, talking about my Psychology department, it is the best department in the University. Everyone praises its discipline, teachers and its schedules.

My interaction with Dr Shubhra Ma'am, the Head of Department of Psychology was minimal, as she mostly took classes for 2nd & 3rd year of Graduation & Research Scholars. These are stepping stones to my jump to Psychology by which I easily carried on my passion. No matter what I lost, all that matters now is how much I achieved i.e., Psychology which is very much related to scientific studies, biology, interpretation, etc. Seriously, I can't explain how much I am obsessed with this discipline! Finally, I am here writing my article for my Psychology Club Magazine 'Manaswini', a stage to show our talents and gain something memorable from it. "Everything happens for a reason. Moments make memories and memories make you happy" Viva la Psychology!!



AN IN DEPTH ANALYSIS ON CLASSICAL CONDITIONING

- Baria Ahsan



Classical conditioning is a fundamental concept in psychology, introduced by Ivan Pavlov, that explains how associations between stimuli and responses can shape behavior. It involves pairing a neutral stimulus with an unconditioned stimulus to evoke a conditioned response. Here are some views on classical conditioning with examples:

Association and Learning: Classical conditioning is based on the idea that organisms can learn to associate stimuli with specific outcomes. For example, when a dog hears the sound of a bell (neutral stimulus) before receiving food (unconditioned stimulus), it eventually starts to salivate (conditioned response) upon hearing the bell alone, as it has associated the bell with food.

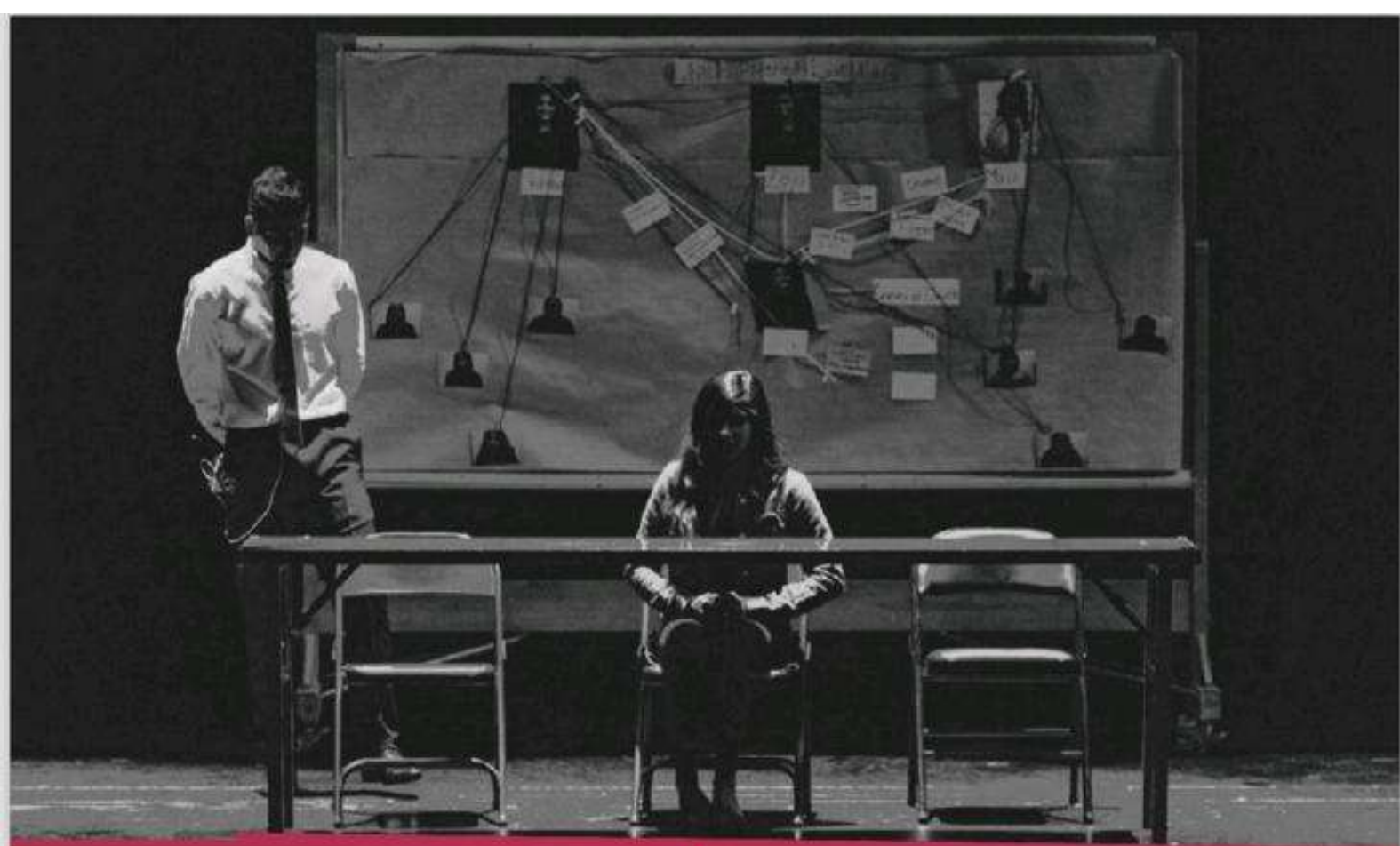
Emotional Conditioning: Classical conditioning also plays a role in emotional responses. Consider a person who experienced a car accident (unconditioned stimulus) at an intersection. Afterward, they may feel anxious and fearful (conditioned response) whenever approaching that intersection, even though there is no real danger present. The intersection has become a conditioned stimulus eliciting the emotional response.

Phobias and Fears: Classical conditioning can contribute to the development of phobias. For instance, if a child gets trapped in an elevator (unconditioned stimulus) and experiences fear and panic, they might develop a fear of elevators (conditioned response) in the future. The elevator becomes a conditioned stimulus for their fear.

Advertising and Marketing: Advertisers often use classical conditioning to influence consumer behavior. By pairing their products with attractive images or music (neutral stimulus), they aim to evoke positive emotions and feelings. Over time, consumers may develop a positive attitude towards the product (conditioned response).

Taste Aversion: Classical conditioning can lead to taste aversions, where a person avoids a specific food due to a negative experience. For example, if someone eats a meal and then becomes ill (unconditioned stimulus), they may associate the taste of that meal (conditioned stimulus) with the sickness and subsequently avoid that food.

In conclusion, classical conditioning is a powerful mechanism in psychology that helps us understand how associations between stimuli and responses can shape behavior, emotions, and learning. It has broad applications in various fields, including education, therapy, marketing, and understanding phobias and behavioral disorders.



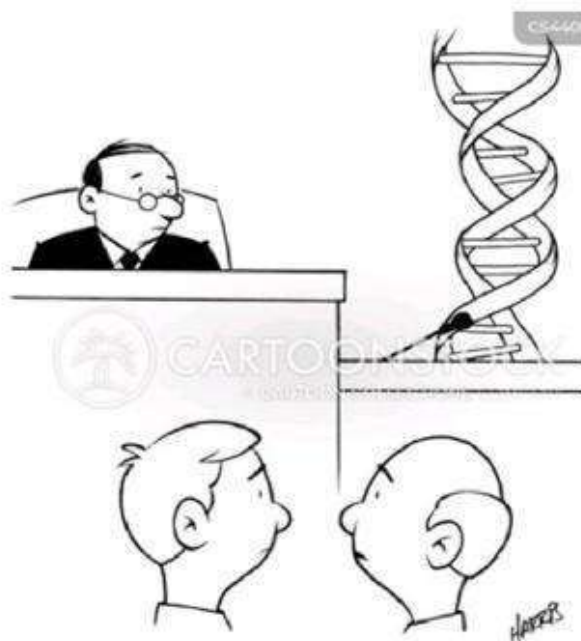
UNRAVELING THE PARADOX: A JOURNEY THROUGH A CRIMINAL'S MIND

ASHI JASUJA

Whenever we hear about crimes and criminals, we can't help but wonder: How can someone commit such inhuman acts? What drives them to lack empathy and show a devilish disregard for others? The reality is that criminals are the products of a multitude of factors, creating a complex tapestry of deviant behavior. What seems inhumane and wrong to us may be justified in their minds.

The question that looms is, what factors shape them into becoming criminals? Is it a result of nature, nurture, or a complex interplay of both? Understanding the complexities of the criminal mind requires a holistic approach, considering biological, psychological, and environmental influences. By studying the intricacies of criminal behavior, we aim to develop effective preventive measures, intervention strategies, and rehabilitation programs, fostering a safer and more just society. Biological factors lay a foundation for criminal tendencies.

Genetic factors and brain abnormalities may make individuals more prone to aggression, impulsivity, and a reduced ability to empathize with others. Additionally, Early childhood experiences play a pivotal role. Adverse events such as neglect, abuse, or exposure to violence can profoundly impact emotional and psychological development, leading to maladaptive coping strategies and a higher risk of engaging in criminal behavior later in life. The family environment also plays a crucial role in shaping a child's behavior. Growing up with criminal role models, substance abuse, or criminality can normalize deviant behavior and increase the likelihood of criminal activities. Socioeconomic factors also contribute. Poverty, limited access to resources, and lack of educational opportunities can drive some individuals to see crime as a means of survival or escape from challenging circumstances. Peer influence can be a powerful force. Associating with delinquent peers or being part of a criminal subculture may lead to the adoption of criminal values and behaviors. Further, Psychological disorders such as antisocial personality disorder or conduct disorder can be linked to a disregard for societal norms, lack of empathy, and an increased propensity for criminal actions. Also, Cognitive processes, distorted thinking patterns, cognitive biases, and impaired decision-making can lead individuals to justify or rationalize criminal acts, reinforcing the cycle of misconduct. Lastly, Substance abuse can impair judgment and self-control, leading to criminal actions committed under the influence.



In conclusion, the journey through a criminal's mind remains a multifaceted and challenging topic. Criminal behavior is not solely the result of one factor but an interplay of various elements. By gaining a comprehensive understanding of these factors, we can strive towards addressing the complex issue of crime and fostering a safer, more just society.

"Don't worry, this is our star witness..."

MY BIG FAT GREEK WEDDING - A SHORT PSYCHOLOGICAL ANALYSIS

- *Mawri Tyagi*

The film delves into issues such as cultural identity, family dynamics, and the intricacies of relationships. Toula Portokalos, a Greek-American lady, falls in love with and marries a non-Greek guy, Ian Miller.

Toula suffers with poor self-esteem at the start of the film and feels confined by her conventional Greek family's expectations. She is insecure about herself and her attractiveness, which affects her life choices. She begins to accept her individualism and acquire self-confidence as the novel unfolds, as seen by her physical metamorphosis and pursuit of a job.

Toula's family has a large influence on her identity. They have strong ideas and expectations about her life, which puts pressure and duty on her. Her change is spurred in part by her desire to break away from social expectations and pursue her own pleasure.

Toula demonstrates determination throughout the film in dealing with the hardships of her relationship and cultural divides. She learns to adjust to new conditions, demonstrating psychological flexibility, which is necessary for personal development.

Ian confronts various problems in attempting to assimilate into the tight-knit Greek society as a non-Greek in a Greek household. His ability to connect with Toula's family and comprehend their cultural customs is critical to their relationship's success. Ian is open-minded about Toula's cultural background, which is essential for a healthy intercultural partnership.

He demonstrates a desire to embrace her customs and adapt to her family's ways, despite some amusing confrontations along the road.

The Portokalos family represents a collectivist society in which family relationships are strong and individual identity is frequently determined by the collective. They are proud of their Greek ancestry and have a strong feeling of cultural identity. This cultural identity influences their perspectives on relationships and customs, both of which become key topics in the film.

The movie depicts the interaction between individual and cultural identity, highlighting the need of striking a balance between recognizing one's background and accepting one's own aspirations and choices.



Dream world

:-by TanushKa Gupta



Dreams are imaginary sequences that contain a series of images, sensations, and emotions that we encounter during our sleep time. They can vary from being enjoyable and pleasant to tedious or even terrifying. As per neuroscience and psychology, the brain's activity and working is aided by dreaming. Dreams that are frightening or disturbing are referred to as nightmares. We may have a feeling of being disassociated with the reality while we are in a dream, and a small percentage of us are able to manage the situations in the dream, we refer to these as lucid dreams. Dreaming is a prevalent characteristic in humans.

I often dream vividly during my sleep. Sometimes I dream of getting an award in a big auditorium where thousands of people are there and they all are clapping while in some dreams I find myself falling from the top of a very tall building.

Just a few days ago, I had a dream in which I was lying on my bed while a few people were around me. It felt like I was conscious and so I was trying to speak to them but I realized that I was not able to open my mouth. I was not able to say a single word and even my limbs stopped working. I was so confused and disturbed by what was happening to me and it left me blank for a few minutes.

After regaining my consciousness, I thanked God and felt a sense of relief. However, this left me intrigued and with a lot of questions in my mind. After researching about it, I became familiar with the concept of Sleep paralysis. Sleep paralysis refers to a feeling of being conscious but unable to move. It occurs when a person passes between stages of wakefulness and sleep. During these transitions, you may be unable to move or speak for a few seconds up to a few minutes. Some people may also feel pressure or a sense of choking.



Thus, each time I dream, I become more curious about the psychology behind these experiences and about the dynamic nature of this phenomena.





APPLICATION OF PSYCHOLOGY IN THE FIELD OF EDUCATION

By-Rakhi Tomar

I THINK PSYCHOLOGY PLAYS A HUGE AND A VERY IMPORTANT ROLE IN THE FIELD OF EDUCATION. THE USES OF PSYCHOLOGY IN THIS FIELD ARE DIVERSE AND I WILL THROW LIGHT UPON SOME OF THEM IN THE FOLLOWING ARTICLE.

UNDERSTANDING HOW STUDENTS LEARN AND WHAT MOTIVATES THEM CAN HELP TEACHERS CREATE A BETTER LEARNING ENVIRONMENT. FOR EXAMPLE, TEACHERS CAN USE POSITIVE REINFORCEMENT TO ENCOURAGE GOOD BEHAVIOR AND ACADEMIC ACHIEVEMENT. ADDITIONALLY, TEACHERS CAN USE DIFFERENT TEACHING METHODS TO ACCOMMODATE DIFFERENTLY LEARNING STYLES. PSYCHOLOGY CAN ALSO HELP TEACHERS UNDERSTAND HOW TO MANAGE CLASSROOM BEHAVIOR. BY UNDERSTANDING WHY STUDENTS MIGHT ACT OUT, TEACHERS CAN FIND WAYS TO PREVENT NEGATIVE BEHAVIOR AND CREATE A MORE POSITIVE LEARNING ENVIRONMENT. ADDITIONALLY, PSYCHOLOGY CAN HELP TEACHERS UNDERSTAND THE IMPACT OF STRESS AND ANXIETY ON STUDENTS AND FIND WAYS TO SUPPORT THEM. PSYCHOLOGY CAN ALSO HELP TEACHERS IDENTIFY AND ADDRESS LEARNING DISABILITIES AND MENTAL HEALTH ISSUES IN STUDENTS. BY RECOGNIZING THE SIGNS OF THESE ISSUES, TEACHERS CAN PROVIDE STUDENTS WITH THE SUPPORT THEY NEED TO SUCCEED. ADDITIONALLY, PSYCHOLOGY CAN HELP TEACHERS UNDERSTAND HOW TO DESIGN ASSESSMENTS THAT ACCURATELY MEASURE STUDENT LEARNING. PSYCHOLOGY CAN HELP TEACHERS UNDERSTAND HOW TO EFFECTIVELY COMMUNICATE WITH STUDENTS AND BUILD POSITIVE RELATIONSHIPS WITH THEM. THIS CAN LEAD TO A MORE SUPPORTIVE AND ENGAGING LEARNING ENVIRONMENT. ADDITIONALLY, PSYCHOLOGY CAN HELP TEACHERS UNDERSTAND HOW TO DESIGN A CURRICULUM THAT IS BOTH CHALLENGING AND ACCESSIBLE TO ALL STUDENTS.



“Education is what survives when what has been learned has been forgotten.” – B.F Skinner

I HAVE A FRIEND NAMED JANE WHO IS A TEACHER. SHE TEACHES THIRD GRADE AND HAS BEEN USING PSYCHOLOGY IN HER CLASSROOM FOR YEARS. ONE EXAMPLE OF HOW SHE HAS APPLIED PSYCHOLOGY IS BY USING POSITIVE REINFORCEMENT TO ENCOURAGE GOOD BEHAVIOR. SHE CREATED A SYSTEM WHERE STUDENTS EARN POINTS FOR POSITIVE BEHAVIOR, AND THE POINTS CAN BE REDEEMED FOR PRIZES. THIS HAS HELPED CREATE A MORE POSITIVE LEARNING ENVIRONMENT AND HAS ENCOURAGED STUDENTS TO BEHAVE WELL. ANOTHER WAY JANE HAS APPLIED PSYCHOLOGY IS BY USING DIFFERENT TEACHING METHODS TO ACCOMMODATE DIFFERENT LEARNING STYLES. SHE KNOWS THAT SOME STUDENTS LEARN BEST BY HEARING INFORMATION, WHILE OTHERS LEARN BEST BY SEEING IT. BY USING A VARIETY OF TEACHING METHODS, SHE CAN REACH ALL STUDENTS AND HELP THEM SUCCEED. FINALLY, JANE HAS USED PSYCHOLOGY TO IDENTIFY AND ADDRESS LEARNING DISABILITIES AND MENTAL HEALTH ISSUES IN HER STUDENTS. SHE HAS TAKEN COURSES ON HOW TO RECOGNIZE THE SIGNS OF THESE ISSUES AND HOW TO PROVIDE SUPPORT TO STUDENTS. BY DOING THIS, SHE HAS BEEN ABLE TO HELP STUDENTS WHO MIGHT HAVE OTHERWISE FALLEN THROUGH THE CRACKS.

THUS, I CAN CONFIDENTLY CONCLUDE THAT THE USE OF PSYCHOLOGY IN UNDERSTANDING THE FIELD OF EDUCATION FOSTERS AND CREATES A HIGHLY STIMULATING ENVIRONMENT FOR LEARNING AND GROWTH.

**SPEAKING MINDS:
STUDENT OPINIONS**

SPEAKING MINDS

"What does psychology mean to you in one line?"

"Psychology is the study of normal and abnormal functioning." (-Riya Mishra)

"Psychology emphasizes different aspects of human behavior." (-Khushi Sharma)

"Psychology is the study of the human soul and mind." (-Asha Vishwakarma)

"Psychology is used to study differences in human culture and behavior across different geographical regions." (-Akriti Srivastav)

"Psychology is the study of mental illness." (-Vaishnavi Pal)

"Psychology deals with the study of the human brain and its functioning." (-Poonam Kumari)

"The study will give new ways to look at and interpret the world and the people who inhabit it."
(-Rani Singh)

"The study will give a scientific approach in order to deal with complex issues like mental illness." (-Gudiya Gupta)

"Psychology includes the study of conscious and unconscious phenomena, including feelings and thoughts." (-Mishika Tiwari)

"Psychology, scientific discipline that studies mental states, process and behavior in humans and non-humans." (-Amna Khan)

"How do you generally cope with stress?"

"Most often I run back to my song playlist to deal with stress" (- Chanda Yadav)

"I generally over-burden myself with random tasks when I am stressed." (- Richa Sharma)

"I start cleaning, for example, I will start organizing my study table, my cupboard, etc."
(-Gulfasha)

"For me it is watching the moon. The wait for the moon to come up at night keeps my stress away. It is like I keep myself from stressing over things by anticipating the visibility of the moon in the night sky." (- Neha Singh)

"I generally deal with stress by practicing guided meditation." (-Pragati Mishra)

"I prefer dancing while I am stressed." (- Ananya Shukla)

"I deal with stress by talking. When I am stressed I joke a lot about my situation. I talk about, "very out of the blue talk" with my friends and they listen to that." (- Anuja Pandit)

"I practice taking care of myself while I am stressed. It is the act of being gentle physically so that my brain picks up on that energy and is calm so as not to overthink anything." (-Ava Sharma)

"I go back to my diary while I am stressed. I journal, write poetry or letters or anything. I like writing." (- Priyanka Roy)

"I go back to binge watching while I am stressed. So it is like I avoid my stress." (Shivani Rai)

**RECOMMENDATION
DELIGHT: MOVIES
AND BOOKS**



Movie recommendation

Fight club-

gives us a satirical look at depression and schizophrenia

12 angry men-

addresses prejudice, conformity, aggression, group interaction, leadership, persuasion, and other basic areas of social psychology

Dear Zindagi-

Focuses on Therapy, depression, and past trauma

Driving miss daisy-

In addition to addressing the degenerative nature of Alzheimer's disease, this film explores some of the big questions of interest in the field of social psychology: how prejudice develops and how it can be overcome.

Girl, interrupted-

revolves around girls with mental health disorders like borderline personality disorder, obsessive compulsive disorder etc.

A beautiful mind-

The movie explores the stigma behind schizophrenia and accurately portrays the symptoms of the disorder. It also demonstrates how schizophrenia affects an individual's brain and behaviour

The blind side-

The movie explores several psychological themes, including: Prejudice, Aggression, Post-traumatic stress disorder, Vygotsky's theory, Perception

28 days-

Depiction of many psychological disorders with a focus on addictions and how to overcome them

Eternal sunshine of the spotless mind-

explores how and why we remember things, and the impact that these memories have on our lives along with the concepts of love and companionship

Split-

a movie revolving around the theme of dissociative identity disorder



RECOMMENDATION

B

THINKING FAST AND SLOW BY DANIEL KAHNEMAN-

Explores how our mind comes to conclusions and makes decisions

O

GONE GIRL BY GILLIAN FLYNN-

a mind bending psychological thriller that revolves around the sub themes of marriage, relationships and human nature

O

ANIMAL FARM BY GEORGE ORWELL-

a satirical novel that revolves around the themes of fear, power, deception and manipulation.

K

THE PORTRAIT OF A LADY BY HENRY JAMES-

Connected to psychological underpinnings rooting from the protagonist's mind and how it shapes her destiny

S

MAN'S SEARCH FOR MEANING BY VIKTOR FRANKL-

The author uses his own experiences as a prisoner in the Nazi concentration camp to search for meaning.

**BUSTING
MYTHS ABOUT
DISORDERS**



Busting Myths About Disorders



1) **X**Myth: Depression is the same as feeling sad.

✔ **Fact:** Though sadness and depression share some common features but they cannot be considered the same. Sadness is a primary human emotion which is usually temporary and fades away with time. While, Depression is a mental health disorder which may cause severe symptoms that can affect our everyday functioning.

2) **X**Myth: OCD is all about cleanliness.

✔ **Fact:** People with Obsessive-compulsive disorder (OCD) experience repetitive and intense unwanted thoughts, urges that cause debilitating distress and lead them to perform repetitive compulsive behaviors in an attempt to temporarily relieve their anxiety. Thus, "Obsessions" are what characterize OCD and they result in actions – known as compulsions. In this case, the obsessions and compulsions might relate to cleaning or they might not. Some common obsessions include: arranging objects in a particular order, or repeating mantras (mentally or out loud), checking things excessively (such as verifying if the doors are locked or if the gas is off), constantly apologizing or asking for reassurance from others etc.

3) **X**Myth: All people with social anxiety are introverts.

✔ **Fact:** Introversion is a personality trait which is characterized by a preference for the inner life of the mind over the outer world of other people. Whereas social anxiety is a mental health condition where social interactions cause irrational anxiety.

People with social anxiety may actually want to join the crowd but feel nervous about their reception – and potential rejection. Unlike Introversion, Social Anxiety can actually be worked on and treated.

4) **X**Myth: Social Anxiety Is Just a Phase.

✔ **Fact:** Social anxiety involves more than temporary worry or fear of interactions. It might start with just a few symptoms but in time, things can get worse, unless the person seeks professional help. According to statistics provided by the Anxiety and Depression Association of America (ADAA), 36% of people with social anxiety disorder report experiencing symptoms for 10 or more years before seeking help. Thus, Social anxiety is clearly not a phase you can naturally grow out of.

5) **X**Myth: ADHD is the result of bad parenting.

✔ **Fact:** The idea that parents cause ADHD arose from the naive observation that children with ADHD frequently misbehaved, along with the belief that misbehavior was a sign of poor parenting. But neuropsychological research has proved this to be a big misconception. Attention deficit hyperactivity disorder (ADHD) is a brain disorder that can be caused by a number of reasons relating to Brain anatomy and functions, genetics and heredity, significant head injuries, prematurity etc.

**WORLD OF
THERAPIES:
CBT AND
BEHAVIORAL
THERAPY**

Storytelling through therapy

social anxiety

1. CBT - Technique used- Behavioral experiments

Case study-

Sheetal, a 20 years old college student decides to visit a therapist for her anxiety concerns. She experiencing trembling of hands and legs whenever it's her turn to speak to someone. She feels underconfident for not being able to maintain eye contact, specifically with the people of the opposite gender. When exposed to a new social situation, her anxiety reaches the peak that makes her want to escape and remain a burrito in the bed.

The symptoms started when she was a teen back in high school. While consulting her therapist, the therapist asks her to take various tests and based on the test results, he gives her a diagnosis of social anxiety. After a few consulting sessions, the therapist decides to use Cognitive behavioral therapy as the mode of treatment.

In this session, he makes the use of behavioral experiments technique.



Therapist - "Any recent event that you have been avoiding?"

Patient - "Umm, actually yeah, I want to pitch my services as a tuition teacher and I have not registered for it yet because I think I will be rejected due to my excessive "

Therapist - "Hmm. To address this, can we do a role-play exercise? It will help you understand your thought patterns and behaviors."

Patient - "Sure."

Therapist - "Before we begin, let us rate your expectations of the anxiety level and we will compare it at the end of the exercise. On a scale of 100, can you rate how much eye contact you will avoid?"

Patient - " Almost 90 I think."

Therapist - "Hmm..how about stuttering?"

Patient - 40

Therapist - "And what about shaking of hands and legs?"

Patient - "Umm, around 70."



Therapist -

“Let us do the role-play now. Is it okay if I play the role of the hiring person and can you be the service giver? We will exchange dialogues regarding the same.”

Patient - “Sure, that will be great.”



the therapist realizes the catastrophizing thought patterns of thinking, the overgeneralization of situations. After noting the ratings by the patient, to do the role play of one of the situations that the patient was avoiding. The main goal of this behavioral experiment is that some proof of her distorted thinking pattern, so that she can challenge it in the future.,

Therapist - “So, how did you perform? On a scale of 100, what number will you give to the symptoms we rated earlier?”

Patient - “So, how did you perform? On a scale of 100, what number will you give to the symptoms we rated earlier?”

Therapist - “How much will you rate the trembling behavior?”

Patient - “Yeah, it was also way lesser.”

Therapist - “ You see? In our head we overgeneralize situations which make us perceive it as a threat. However, how you feel and the signs of discomfort are justified. We will work together on more such exercises”.



Storytelling through therapy

Specific phobia

2. Behavioral therapy- Technique used- Systematic desensitization

Case study-

Mayank is 27 years old and has a fear of dogs since as long as he remembers. He has been chased by stray dogs multiple times during his childhood and adolescence years. Panicking and running out of fear are a few of his conditioned responses while encountering a dog. Moreover, growing up he has also seen his mother being scared of dogs and other animals which resulted in the vicarious learning of the fear.

Now, he wishes to be friendly with dogs and wants to have his own furry friend in the future. Upon reaching the behavioral therapist, and discussing his concerns with him, the therapist suggests systematic desensitization as the mode of treatment.

-Therapist, "Let us first begin with learning deep relaxation of the mind and muscles before any exposure to the dog."

In the first few sessions, the therapist trains the patient to remain in the relaxed state. The training will help the patient to be in a calmer state during the various levels of exposure.

Therapist, "Since it seems that we have practiced sufficient relaxation, now we can work on preparing a hierarchy of your fears. We will proceed with the least feared to the most feared situation."

With the help of the patient, the therapist designs a hierarchy of the fears. It looks like this:



FEAR HIERARCHY

Situation	Fear level
Being chased by a dog	10
Being alone in the room with a dog	9
Feeding a dog some food	8
Holding and petting a dog	7
Holding a puppy	6
Letting the dog lick and sniff.	5
Touching a dog held by someone else.	4
Touching a dog held by a trusted person	3
Being around a dog.	2
Watching dogs virtually	1

After working on each level, the therapist provides homework to the patient to practice before they meet for the next session. This process continues until the patient reaches his desired goal.

INTRIGUING FACTS

INTRIGUING PSYCHOLOGY FACTS

1.The Power of a Smile:
Smiling not only expresses happiness but can also trigger feelings of happiness. The act of smiling releases endorphins, which are natural mood lifters.

2.Mirror Neurons:
Mirror neurons in the brain make us feel empathy. When we see someone experiencing an emotion, our brains simulate that emotion, helping us understand and connect with others.

3.The Zeigarnik Effect:

Unfinished tasks tend to stay in our minds more than completed ones. This effect is why to-do lists can be both helpful and stressful.

4.The Butterfly Effect:

Small acts of kindness and positivity can have a ripple effect on others' moods. When you're in a good mood, the people you interact with are more likely to feel better too.

5. Selective Attention:

Our brains are skilled at selective attention, allowing us to focus on one thing while filtering out distractions. This is why we can tune out background noise to concentrate on a task.

6. Cognitive Dissonance:

People tend to experience discomfort when their beliefs or actions conflict with each other. This discomfort often leads to changes in beliefs or behaviors to resolve the conflict.

7.The Baader-Meinhof Phenomenon:

This phenomenon occurs when you learn about something new, and then suddenly, you start noticing it everywhere. It's a cognitive bias that makes us more attuned to things we've recently encountered.

8. The Illusion of Control:

People tend to overestimate their ability to control events, even when they have little to no control. This illusion can lead to superstitions and irrational behaviors.

9.False Memory Syndrome:

Our memories are not as reliable as we think. False memory syndrome occurs when people vividly remember events that never happened. This phenomenon has important implications for eyewitness testimony.

10.The Halo Effect:

People tend to assume that if someone has one positive trait, they must have other positive traits as well. This cognitive bias can influence our judgments about others.

11.Confirmation Bias:

We have a tendency to seek out information that confirms our existing beliefs and ignore or dismiss information that contradicts them. This bias can reinforce pre existing opinions.



Did you know

??

FUN ACTIVITIES

Riddles ?

1. IN OLD AGE I'M LOST, IN TRAUMA I'M TOSSED. WHAT AM I?
2. I CAN MANIPULATE YOUR THOUGHTS, EMOTIONS, AND BEHAVIORS, YET I'M NOT TANGIBLE. WHAT AM I?
3. I'M THE TENDENCY TO PAY MORE ATTENTION TO INFORMATION THAT CONFIRMS OUR PREEXISTING BELIEFS. WHAT COGNITIVE BIAS AM I?
4. I AM OFTEN REFERRED TO AS THE "CEO OF THE BRAIN" AND PLAY A KEY ROLE IN DECISION-MAKING, PLANNING, AND PERSONALITY. WHAT AM I?
5. I BELIEVE THAT ONE'S CULTURE IS SUPERIOR TO OTHERS AND CAN LEAD TO PREJUDICE AND DISCRIMINATION. WHAT AM I?
6. I'M A NEUROTRANSMITTER THAT REGULATES MOOD, BUT I'M ALSO ASSOCIATED WITH CRAVINGS FOR CHOCOLATE. WHAT AM I?
7. I CAN MAKE A PERSON BELIEVE THEY'VE EXPERIENCED SOMETHING THEY HAVEN'T, WHAT AM I?
8. I'M A CLASSIC EXPERIMENT INVOLVING OBEDIENCE TO AUTHORITY FIGURES. WHAT STUDY AM I?
9. I'M THE IRRATIONAL BELIEF THAT EVENTS ARE CONNECTED EVEN WHEN THERE'S NO LOGICAL REASON TO BELIEVE SO. WHAT AM I?
10. I'M A TYPE OF THERAPY THAT FOCUSES ON CHANGING IRRATIONAL BELIEFS TO IMPROVE EMOTIONAL WELL-BEING. WHAT AM I?

ANSWER KEY:

1. MEMORIES
2. THE SUBCONSCIOUS MIND
3. CONFIRMATION BIAS
4. THE PREFRONTAL CORTEX
5. ETHNOCENTRISM
6. SEROTONIN
7. FALSE MEMORY
8. THE MILGRAM EXPERIMENT
9. MAGICAL THINKING
10. RATIONAL EMOTIVE BEHAVIOR THERAPY (REBT)

CASE STUDY ANALYSIS

CASE STUDY 1 : THE ANXIETY – DRIVEN STUDENT

BACKGROUND

Emily is a 21-year-old college student majoring in psychology. She has always been a high-achiever, maintaining a 4.0 GPA throughout her academic career. However, in the past year, Emily has been struggling with excessive anxiety and stress. She often experiences racing thoughts, palpitations, and difficulty sleeping. Emily's anxiety has started to interfere with her academic performance and daily life.

KEY POINTS FOR ANALYSIS

1. **DIAGNOSIS** : Analyze Emily's symptoms and discuss the possible diagnosis or diagnoses that might apply to her case.
2. **CAUSES** : Explore potential underlying causes or triggers for Emily's anxiety, considering both environmental and psychological factors.
3. **TREATMENT**: Discuss possible treatment options, including therapy approaches (e.g., cognitive-behavioral therapy, exposure therapy) and medications.
4. **PREVENTION**: Suggest strategies for preventing and managing anxiety in a college student like Emily.

CASE STUDY 2 : THE ENIGMATIC SLEEPWALKER

BACKGROUND

Mark, a 28-year-old accountant, has been experiencing episodes of sleepwalking since childhood. His sleepwalking occurs about once a month and often involves him leaving his bed and engaging in unusual activities, like rearranging furniture or attempting to cook. Mark has no memory of these episodes when he wakes up the next morning. Lately, he has become concerned because his sleepwalking is becoming more frequent and disruptive to his life.

KEY POINTS FOR ANALYSIS

1. **DIAGNOSIS** : Analyze Mark's sleepwalking episodes and discuss the potential diagnosis, considering conditions like sleepwalking disorder or other sleep disorders.
2. **CAUSES**: Explore potential causes or triggers for Mark's sleepwalking, including stress, sleep deprivation, or genetic factors.
3. **TREATMENT**: Discuss treatment options for sleepwalking, such as behavior therapy, medication, or lifestyle changes.
4. **SAFETY**: Assess the safety concerns associated with sleepwalking and suggest strategies to prevent injuries during episodes.

MINDFULNESS EXERCISES - mindfulness exercises that you can practice to promote relaxation and presence:

1. BREATHING AWARENESS (2-5 minutes):

- Find a quiet and comfortable place to sit or lie down.
 - Close your eyes if you feel comfortable doing so.
 - Begin to focus your attention on your breath.
- Notice the sensation of your breath as it enters and exits your nostrils or the rise and fall of your chest or abdomen.
- If your mind starts to wander, gently bring your attention back to your breath without judgment.
- Continue this practice for a few minutes, paying full attention to your breath.

2. BODY SCAN (5-10 minutes):

- Sit or lie down in a comfortable position.
 - Close your eyes and take a few deep breaths to relax.
- Starting at the top of your head, bring your attention to each part of your body one at a time.
- As you focus on each area, notice any sensations or tension. If you find tension, imagine your breath flowing into that area, releasing the tension as you exhale.
- Progress slowly down your body, from your head to your toes, paying attention to each body part.
- This exercise helps you become more aware of bodily sensations and can promote relaxation.

3. FIVE SENSES EXERCISE (2-3 minutes):

- Find a comfortable position, either sitting or standing.
 - Take a few deep breaths to center yourself.
- Name five things you can see around you. Pay attention to colors, shapes, and details.
- Name four things you can touch or feel. It could be the texture of your clothing, the warmth of the air, or the surface you're sitting on.
- Identify three things you can hear, whether it's the hum of electronics, the rustling of leaves, or distant voices.
- Name two things you can smell. It could be the scent of food, flowers, or the air itself.
- Finally, focus on one thing you can taste, even if it's just the lingering taste of your last meal or a sip of water.
- This exercise grounds you in the present moment by engaging all your senses.

These mindfulness exercises can be adapted to your available time and preferences. Regular practice can help reduce stress, increase awareness, and improve overall well-being.

ACKNOWLEDGEMENT

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The **President** is the pillar of the community, that is beautifully defined by **Ms. Radhika Dahiya**. She showcased a phenomenal job of session activities. Creative patterns of team leading qualities were observed. She worked thoroughly for the magazine, from planning, to organising, to building and selecting the group members. She also contributed the article- listening along with the fun activities section. She is all encompassing and she brilliantly pulled off the duties of Manaswini, along with her Academic Excellence.

Vice- President, is the functional unit of the prime body in the community. **Ms Priyanka Roy** has shown her power in extremely beautified communication skills and group conduction with the president. She has left a mark of excellence in handling the manaswini on field. She planned some programs and the first idea of taking Manaswini to schools for children welfare was poised by her. She penned the Manaswini activity report and defined manaswini beautifully for the readers.

Creativity is the source of energy that any community needs to survive. **Ms Kavita Kumari** has hard worked on giving a life to the Magazine. She has designed the logo, the cover of magazine, the pages and every other works of excellence you saw throughout. She creatively used colours and intensified the meaning of our purpose vividly. She is disciplined and showcased brilliant leadership skills of running a **creative team** under her guidance. She is also the **treasurer** of the community. Her hard work remains unparalleled.

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- ☀️ **Ms. Shivani Tripathi** - Students opinion, Activities , An in depth analysis on Classical Conditioning, Enclosure of a Jump from Biology to Psychology, My Big Fat Greek Wedding- A short psychological analysis
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Ms Tanushka Gupta: Dream world and student opinions

Ms Aastha Singh: Dyslexia and parenting, student opinions

Ms Anushka Priya: Bursting the myth and why do people like horror movies

Ms Kashika Pandey: Creative team and why people become night owls

Ms Aakriti Kapoor: Relevance of psychodynamic theory and world of therapies section

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DEPARTMENT OF PSYCHOLOGY

