

## CHAPTER 40

### PSYCHOLOGY

#### Doctoral Theses

01. AGARWAL (Shilpi)  
**Exploring Silent Treatment in Interpersonal Context: A Study of Its Meaning and Behavior.**  
Supervisor: Dr. Nidhi Prakash  
Th 27752

#### *Abstract*

This research sought to investigate the meaning and behaviours associated with silent treatment from the perspective of the users in the interpersonal context of dyadic relationships within the cultural context of India. Designed as an exploratory study, this research used semi-structured interviews for data collection. The research questions were tailored for self-proclaimed users of silent treatment, spanning both males and females within 20-30 years of age group. Thematic analysis revealed three pivotal dimensions of meaning of silent treatment for the participants. First, it encapsulated the motives and reasons of using silent treatment, encompassing both situational and personal factors, elucidating the `why` and `when` aspects of its application. Second, it explored the `whom`,` deciphering the dynamics between the users and the recipients. Lastly, it delved into the intricate behaviours associated with this phenomenon, unravelling the `how` behind its usage. Additionally, two factors indirectly contributed to the meaning of silent treatment: its psychological impact on the participants and their choice to end it. These factors shaped its connotation and participant's value judgments, influencing their decision to continue using silent treatment in future. Detailed discussions about the interrelationships of these dimensions and factors added depth to the analysis, enriching the overall understanding of this phenomenon. Contrary to Western notions, silent treatment in this context, often served a positive and functional role, managing emotional outbursts, especially with parents and elder siblings. This study breaks new ground by explaining the use of silent treatment within the complex framework of power dynamics between interactants, within the cultural context of India, providing a valuable foundation for future research in this domain.

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1. Introduction 2. Review of Literature 3. Methodology 4. Research Outcomes and Interpretation 5. Discussion 6. Conclusion. References. Appendix.

02. BHATTACHARYA (Geeti)  
**The Archetype of Time.**  
Supervisor: Prof. Eric Soreng  
Th 27753

*Abstract*

Time-cause and consequence, begetter and begotten, beginning and end—wherein all is undivided and latent; un-lived, living and yet to live, is the aim of research. Thesis on time is a qualitative and mythological research belonging to the school of Carl Jung. This archetypal study covers the quaternary essence of time as Ego-Time, Aeonic Time, *illud tempus*, and Non-Time to experience the notion of non-time as themes of rhythm, periodicity, cyclic and linearity of time. Myths on the quaternary aspects of time have been gathered, subjected to analysis and reflected from Jungian perspective. The purpose of the research is to discover the archetypal and qualitative dimension of Time in human life.

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1. Introduction 2. Review of Relevant Literatures 3. Method 4. Corpus of Research: Interpretations and Reflections 5. Consummation of Research: Research Findings 6. Call for Research: Limitations and Suggestions for Further Research 7. Citations in Research: References.

03. HAOKIP (S. Grace Tinnunnem)  
**Parenting Values in Kuki Families.**  
 Supervisor: Dr. Suruchi Bhatia  
Th 27904

*Abstract*

Parenting values are the fundamental qualities and principles that parents wish to see in their children. As the primary caregivers, parents play a major role in the value development of their young ones. The present study aimed at understanding the parenting values in Kuki families in the context of increasing internal migration of the Kukis from their native hometowns in Manipur to various Indian cities. This was done by adopting a mixed methods research design. For the quantitative study, the Goals and Values in Adulthood Questionnaire (GVAQ) by Suizzo (2007) was administered to 405 Kuki parents residing in their native hometowns and those who were non-native residents in Indian cities. Data was analysed using t-test and ANOVA in SPSS (version 22). For the qualitative study, 51 Kuki parents belonging to three groups were interviewed for the study: older generation parents, younger generation/present-day Native parents and Non-native parents. Interview data was transcribed and subjected to thematic analysis. Significant differences in Kuki parents' goals and values were found for Family's residence, Parent's level of education and Mother's level of education. Further, six themes each emerged from the three groups of interviewees catering to the broader domain of vocation, character, faith, social networks, parent-child relationships and culture. The results of this study offer valuable insights into parenting values among the Kukis. They can play a crucial and pivotal role in raising awareness about the psychological profile of this group, assist in counselling, and serve as a resource for support groups.

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1. Introduction 2. Methods 3. Results 4. Discussion and Conclusion. References. Appendix.

04. JOHRI (Akshay)  
**Exploring Positive Mental Health of Young Adults in Urban India.**  
 Supervisor: Prof. Pooja V. Anand  
Th 27755

*Abstract*

This study explores key factors that contribute to positive mental health in urban India, focusing on the influence of self-efficacy, resilience, and life satisfaction. Positive mental health is essential for overall well-being and societal productivity, yet its predictors in the Indian context remain underexplored. This study addresses this gap by investigating how these factors contribute to positive mental health across various demographic groups. A sample of 566 individuals was surveyed using validated scales to measure self-efficacy, resilience, life satisfaction, and positive mental health. Data was analyzed using regression analysis to determine the predictive power of the independent variables on positive mental health. A MANOVA was employed to explore differences in positive mental health across demographic groups such as age, caste, and gender. The findings indicate that self-efficacy, resilience, and life satisfaction predict 48% of the variance in positive mental health, highlighting their significant roles in determining positive mental health. MANOVA results found significant demographic group differences, with individuals from higher caste groups reporting higher levels of positive mental health and its determinants. Gender differences emerged in life satisfaction, with women reporting higher satisfaction levels than men. No age differences were observed between young adults and adults. This study highlights the importance of enhancing self-efficacy, resilience, and life satisfaction to promote positive mental health. It also highlights the need for targeted mental health interventions that consider the socio-cultural context of demographic factors. The research provides insights into the factors that foster positive mental health in urban India and suggests practical implications for mental health policies and programs. In conclusion, this thesis identifies key predictors of positive mental health and emphasizes the necessity for inclusive and culturally sensitive mental health initiatives to improve well-being in urban India. Keywords: positive mental health, self-efficacy, resilience, life satisfaction, demographic factors, young adults, urban India

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1. Introduction 2. Review of Literature 3. Methodology 4. Results 5. Discussion 6. Conclusion. References. Appendix.

05. KHURANA (Radhika)  
**Development of Lie Telling and Lie Detecting Behavior Of Children.**  
 Supervisor: Prof. Nandita Babu  
Th 27756

*Abstract*

Lie behavior is conceptualized as both lie telling and lie detecting in children. The present research aimed to study the development of lie behavior of children through two studies. Study 1 investigated the development of lie telling and lie detecting behavior in terms of three types of lies: antisocial, prosocial, and boastful. It also examined the relationship between theory of mind (ToM) and lie behavior. The study included children of ages 5, 6, 7, and 8-years old. In each age group, 56 children (28 males and 28 females) were included (n = 224). To assess lie telling and lie detecting behavior, children were administered 12 video-based

vignettes. First- and second-order ToM tasks and verbal ability tasks were also administered. The results indicated a significant effect of age, types of lies, and their interaction on lie telling behavior, whereas only age had a significant effect on lie detecting behavior. First-order ToM was significantly related to all types of lie telling and detecting behavior in 5- and 6-year-old children. The same results were found for second-order ToM in 7- and 8-year-old children, except for antisocial and boastful lies. The study 2 explored parenting practices around lie behavior from the perspective of mothers and children. Eight children (n = 8) and their mothers (n = 8) were interviewed. The data was analyzed using thematic analysis (Braun & Clarke, 2006) approach. From mothers' perspective, two major themes emerged: 'Conceptualization of Lies' and 'Parenting Strategies'. The themes focused on both domain-general and domain-specific parenting practices. From children's perspective, four major themes emerged: 'Disciplinary Techniques of Family Members', 'Behavior around Lies and Truths', 'Parental Promises and Their Fulfillment', and 'Sibling Relationship.' Lastly, limitations and implications for future research were discussed.

### *Contents*

1. Introduction and Review of Literature 2. Study 1: Development of Antisocial, Prosocial and Boastful Lies in Children 3. Study 2: Exploring Parenting Practices Around Lie Behavior 4. Discussion and Conclusion. References. Appendices.

06. LONGCHAR (Sentisungla)  
**The Social Brain of Autism.**  
 Supervisor: Prof. Nandita Babu  
Th 27757

### *Abstract*

The Social Brain of Autism Social brain in autism has a set of brain areas that are dedicated to social cognition. The brain areas are prefrontal cortex, ventromedial prefrontal cortex, fusiform face area and amygdala. These are the area that impacts the cognitive ability, social and emotional recognition. The study had a sample of 120 of both male and female and age range from 8 – 15 years. The study was conducted in the state of Nagaland concentrating on two districts – Kohima and Dimapur. The sample was collected from integrated schools, special schools and home visits. The Seguin Form Board Test scores exhibit unexpected patterns, challenging conventional expectations and underscoring the need for further investigation into cognitive trajectories during childhood and adolescence. The findings reveal significant main effects of age on Vineland Social Maturity Scale scores, suggesting age-related variations in social and adaptive functioning within the Autism Spectrum Disorder (ASD) sample. The findings reveal that ASD children does has social deficits in interaction determined by the ventromedial prefrontal cortex and that such processes vary in age and gender highlighting the importance of recognizing diverse developmental trajectories and social challenges experienced by individuals across different groups. Findings on Children's Color Trail Tests (CCTT-1 and CCTT-2) indicated that younger children show superior accuracy, while older age groups demonstrate nuanced patterns of error, reflecting intricate interplay of cognitive development during childhood and adolescence. Positive correlations were found between intellectual and adaptive functioning which underscore the complex interplay between social and cognitive abilities. The findings for emotional face recognition and processing abilities reveal a nuanced correlations between overall emotional face processing and specific emotional expressions. The findings does reveal that the network system of social brain

impact each order in order of prefrontal cortex, ventromedial prefrontal and amygdala. Keywords: autism, social brain, emotion

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1. Introduction 2. Method of Study 3. Results 4. Discussion. References. Appendices.

07. MEHREEN FATIMA

**Cognitive and Affective Empathy in Typically Developing Children and Children with Autism Spectrum Disorder.**

Supervisor: Prof. Nandita Babu

Th 27754

*Abstract*

Empathy is a multifaceted construct involving both cognitive and affective components. However, few researchers have focused upon systematically examining these different components of empathy in typically developing children and those with autism spectrum disorder (ASD) using appropriate measures. Thus, the present research investigated the development and manifestation of empathy in typically developing children and children with ASD through a series of three studies. Study I aimed to elucidate the developmental trajectory and gender differences in empathy in typically developing children between 4 to 10 years of age (N= 378). An animated video-based Cognitive and Affective Empathy Task (CAET) was designed specifically for this study, which examined how different components of empathy develop across various age groups. The findings highlighted distinct developmental patterns and provided insights into the age- and gender-related changes in empathic abilities among typically developing children. Study II focused on comparing empathic abilities between typically developing children (n=7) and children with ASD (n=7) by employing the same novel CAET task. The results revealed significant differences in scores on both cognitive and affective dimensions of empathy, indicating unique challenges faced by children with ASD in cognitive and affective attunement. Lastly, study III utilized a qualitative approach to shed light on the lived experiences of empathy in children with ASD from their parents' perspectives. The interview data was collected from 5 mothers and 5 fathers of children with ASD who participated in the previous study, which was analysed using Thematic Network Analysis. The four emerging global themes enriched the findings of study II by providing a holistic understanding of empathy in ASD. Collectively, these studies offer a comprehensive examination of empathy in children, highlighting developmental trends, comparative differences, and contextual insights. The overarching findings of the research are discussed along with its implications, limitations, and future directions.

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1. Introduction and Review of Literature 2. Understanding the Development of Cognitive and Affective Empathy in Typically Developing Children 3. Comparison of Cognitive and Affective Empathy in Typically Developing Children and Children with Autism Spectrum Disorder 4. Parents' Understanding of Empathy in Children with Autism Spectrum Disorder 5. Discussion and Conclusion 6. Conducting Academic Research with Children: Researcher's Reflections on the Challenges, Opportunities, and Ways Forward. References. Appendices.