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# DEVELOPING EMOTIONAL COMPETENCE

**B.P.C.S.-185**

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**C.B.C.S. (Choice Based Credit System) Syllabus of**

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# QUESTION PAPER

December – 2023

(Solved)

## DEVELOPING EMOTIONAL COMPETENCE B.P.C.S.-185

**Time: 2 Hours ]**

**[ Maximum Marks : 50**

**Note:** Attempt any **five** questions. Attempt at least **two** questions from each section. All questions carry equal marks.

### SECTION – A

**Q. 1. Explain the concept of emotional intelligence. Highlight its historical development.**

**Ans. Ref.:** See Chapter-2, Page No. 30, Q. No. 2 and Page No. 36, Q. No. 2.

**Q. 2. Describe the social awareness and social skills as components of emotional competence.**

**Ans. Ref.:** See Chapter-3, Page No. 55, 'Social Awareness' and 'Social Skills'.

**Q. 3. Describe the skills required for developing emotional awareness in oneself.**

**Ans. Ref.:** See Chapter-3, Page No. 62, Q. No. 8.

**Q. 4. Write short notes on the following:**

**(a) Components of emotions**

**Ans. Ref.:** See Chapter No. 1, Page No. 7, Q. No. 1.

**(b) Types of Emotions**

**Ans. Ref.:** See Chapter-1, Page No. 2, 'Types of Emotion'.

### SECTION – B

**Q. 5. Explain the role of self-control in managing emotions.**

**Ans. Ref.:** See Chapter-4, Page No. 91, Q. No. 5.

**Q. 6. Explain the meaning and importance of assertiveness as an emotional competence.**

**Ans. Ref.:** See Chapter-4, Page No. 82, 'Meaning and Importance of Assertiveness'.

**Q. 7. Differentiate between self-concept, self-esteem and self-regard. Describe strategies to develop self-regard.**

**Ans. Ref.:** See Chapter-5, Page No. 109, Q. No. 2, Page No. 111, Q. No. 1 and Page No. 128, Q. No. 16.

**Q. 8. Write short notes on the following:**

**(a) Universality of emotional expression**

**Ans. Ref.:** See Chapter-3, Page No. 56, 'Universality of Emotional Expression'.

**(b) Sub-components of self-motivation**

**Ans. Ref.:** See Chapter-3, Page No. 59, Q. No. 4.



# QUESTION PAPER

June – 2023

(Solved)

## DEVELOPING EMOTIONAL COMPETENCE B.P.C.S.-185

**Time: 2 Hours ]**

**[ Maximum Marks : 50**

**Note:** Attempt any **five** questions. Attempt at least **two** questions from each section. All questions carry equal marks.

### SECTION – A

**Q. 1. What is emotion? Describe the functions of emotions.**

**Ans. Ref.:** See Chapter-1, Page No. 5, Q. No. 1 and Page No. 1, 'Functions of Emotions'.

**Q. 2. Explain emotional intelligence and describe its benefits.**

**Ans. Ref.:** See Chapter-2, Page No. 30, Q. No. 2 and Page No. 39, Q. No. 5.

**Q. 3. Explain self-awareness and social awareness.**

**Ans. Ref.:** See Chapter-3, Page No. 54, 'Self-awareness' and Page No. 55, 'Social Awareness'.

**Q. 4. Write short notes on the following:**

**(a) Relationship between IQ and EQ**

**Ans. Ref.:** See Chapter-2, Page No. 38, Q. No. 4.

**(b) Relationship between emotions, thought and behaviour**

**Ans. Ref.:** See Chapter-1, Page No. 9, Q. No. 3.

### SECTION – B

**Q. 5. Explain the sub-components of self-regulation and self-motivation.**

**Ans. Ref.:** See Chapter-3, Page No. 54, 'Self-Regulation' and 'Self-motivation'.

**Q. 6. What are the skills involved in developing emotional awareness in others?**

**Ans. Ref.:** See Chapter-3, Page No. 63, Q. No. 9.

**Q. 7. Describe the interpersonal strategies for developing emotional competence.**

**Ans. Ref.:** See Chapter-6, Page No. 134, 'Strategies Related to Intrapersonal Aspect'.

**Q. 8. Write short notes on the following:**

**(a) Strategies to develop self-control**

**Ans. Ref.:** See Chapter-4, Page No. 81, 'Strategies to Develop Self-control'.

**(b) Maslow's hierarchy of needs**

**Ans. Ref.:** See Chapter-5, Page No. 113, Q. No. 3.



# Sample Preview of The Chapter

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# DEVELOPING EMOTIONAL COMPETENCE

## Concept of Emotion

### INTRODUCTION

Human life thrives on feeling emotions, which add richness to our experiences. From the happiness of achievement to the sadness of loss, emotions guide our journey. Understanding emotions can be tough. What exactly are they, and how do they influence our thoughts and lives? In this chapter, we explore ideas backed by real evidence. We aim to grasp emotions in a way that goes beyond just one subject, helping us see human experiences in a broader light.

### CHAPTER AT A GLANCE

#### NATURE AND CHARACTERISTICS OF EMOTIONS

Emotions are complex feelings we experience in response to things happening around us. These can be happy moments like enjoying good food or sad times like losing a game. Imagine waiting for something eagerly and then being told to wait longer or feeling nervous before giving a presentation. Emotions are like a chain reaction starting from a trigger, causing changes in our body, thoughts and behaviour. They can vary in intensity from feeling content to being excited or upset. Emotions help us react to situations, like defending ourselves or forming relationships. However, they can sometimes lead to negative outcomes like feeling frozen on stage or being overly aggressive. Understanding and managing our emotions is crucial for adapting to different situations.

Emotions are not the same as feelings, even though we often use these terms interchangeably. Feelings are our personal experiences of emotions after our bodies react, like feeling scared after seeing a snake.

Another related concept is mood, which is less intense and can last for longer periods, affecting our actions over time. Moods don't always have a specific cause, unlike emotions which are usually tied to something happening in the moment. Understanding emotions, feelings, and moods helps us navigate our daily lives and relationships more effectively.

#### Functions of Emotions

Emotions matter, informing us and serving purposes in human experience. They persist due to their functional roles, each associated with specific utilities, shaping our interactions and responses.

**Intrapersonal Functions:** Emotions play crucial roles in guiding behaviour and decision-making for survival and functioning as humans. They signal when to engage or withdraw from danger, foster self-care through self-respect, and enhance cognitive abilities. Happiness fuels creativity and broadens focus, facilitating idea generation. Even mild sadness promotes realistic thinking and thorough information processing, improving judgment. These functions, as highlighted by research, demonstrate the diverse and beneficial impacts of emotions on our lives, shaping our responses to the world around us and contributing to our overall well-being.

**Interpersonal Functions:** Emotions help us communicate with others. When we show happiness with a smile, it invites people to come closer. If we express sadness, others might show care and understanding. This emotional expression is like a language that helps us manage relationships. Even long ago, Darwin noticed how emotions helped humans survive by showing aggression or fear to others. So, emotions aren't just about how we feel;



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they also help us connect with people and keep us safe by letting others know how we're feeling or if there's danger nearby.

**Social and Cultural Functions:** Emotions play a big role in how societies and cultures work. Trust, for example, helps keep groups together, like glue. When groups stick together, they form societies with their own unique cultures. Cultures have rules about how to show emotions, like when it's okay to be angry but not okay to show sadness in some places. For example, in some cultures, men are told to only show strong emotions like anger, while in others, softer emotions might be seen as weak. Even workplaces have certain rules about which emotions are okay to show while working.

**COMPONENTS OF EMOTIONS**

Emotions can be broken down into *five* parts:

**Affective:** This is how we consciously feel inside. It's about recognizing our emotions and understanding what they mean to us.

**Cognitive:** This involves thinking about our emotions and trying to understand why we feel a certain way. It's different from actually feeling the emotion itself.

**Physiologic:** These are the bodily reactions that happen when we feel emotions, like sweating when we're anxious.

**Motivational:** Emotions can push us to act in certain ways, either moving towards something or away from it. For example, feeling angry might make us want to attack while feeling scared might make us want to run away.

**Expressive:** This is how we show our emotions to others, like smiling when we're happy or crying when we're sad.

**Let's look at an example:** Jhanvi's boss yells at her for making mistakes in a report. She feels her palms get sweaty and her heart race (physiological). She starts thinking about losing her job or feeling humiliated (cognitive). Her face turns red and tears fill her eyes (expressive). She feels shame and anxiety (affective), making her want to leave the office to compose herself (motivational).

These components work together to help us understand and express our emotions in different situations.

**TYPES OF EMOTIONS**

Emotions are categorized into primary and secondary types, each with its own characteristics and significance. Primary emotions, such as fear, surprise, sadness, disgust, anger, anticipation, joy, and trust, are considered fundamental and universal across cultures. These emotions are innate, automatic, and essential for human survival. Robert Plutchik's colour wheel model illustrates these primary emotions, showing how they vary in intensity and can manifest as different layers of the same core emotion.

Secondary emotions, on the other hand, arise from combinations and layers of primary emotions and may vary across cultures. Plutchik's Emotion Wheel depicts secondary emotions like aggressiveness, optimism, interest, serenity, love, acceptance, ecstasy, and more. These emotions often result from the blending of primary emotions and may have cultural nuances.

The colour families in Plutchik's model represent similar emotions, with darker shades indicating greater intensity. Spaces between emotions signify combined emotions resulting from the merging of primary emotions. For instance, contempt can arise from a combination of anger and disgust, while optimism may result from the fusion of serenity and interest.

Moreover, some emotions exist as opposites, such as joy and sadness or trust and disgust. The wheel demonstrates that different emotion words can express various intensities within the same emotional family. Emotions at the centre of the wheel, like rage, ecstasy, and terror, represent the highest intensity, while those towards the outer edges, like anger and annoyance, are less intense.

Emotions are dynamic and can transition or evolve. For example, anger towards a family member may evolve into sadness, even if the external situation remains unchanged. Understanding and labeling emotions can be practiced through exercises, aiding in emotional awareness and regulation. Plutchik's model provides a comprehensive framework for comprehending the complexity and nuances of human emotions.

## RELATIONSHIP BETWEEN EMOTIONS, THINKING, AND BEHAVIOUR

Emotions play a crucial role in shaping how we perceive and interact with the world around us. We can think back to a time when we were feeling happy and content. During this period, our outlook on life was likely positive. You might have noticed the beauty in small things, felt grateful for what you had, and looked forward to future experiences with optimism. Our interactions with others might have been warm and friendly, as our positive emotions influenced our behaviour.

Now, we can recall a time when we were upset and angry about something. During this phase, your view of the world might have been clouded by negative emotions. You might have perceived people or situations in a more critical or hostile light. Our interactions with others may have been tense or confrontational, as our anger influenced our behaviour.

The way we interpret events and our reactions to them is called appraisal. It's like putting a label on how we feel about something. For example, if someone cuts in line in front of you, you might appraise the situation as unfair and feel angry. On the other hand, if someone compliments you on your work, you might appraise it as recognition and feel happy.

Different appraisals lead to different emotions. For instance, feeling slighted or demeaned can lead to anger, while experiencing a loss can lead to sadness. Changing how we appraise situations can help us manage our emotions better. For example, if someone criticizes you, instead of feeling hurt, you might appraise it as constructive feedback and feel motivated to improve.

It's important to recognise that emotions don't just affect our thoughts and feelings; they also influence our behaviour. However, whether we act on our emotions depends on various factors like the situation, cultural norms, gender, and past experiences. For instance, people from Western cultures may express anger more openly, while those from Eastern cultures may suppress it to maintain relationships. Similarly, men and women may experience emotions but express them differently due to societal expectations.

## ACTIVITIES

**Q. 1. Step 1: Identify a situation in which you felt an intense emotion. Where were you, what happened, who said or did what?**

**Ans.** During a school presentation in front of the entire class and teachers in the classroom, I made a mistake and stumbled over the words, causing embarrassment. The mistake was noticed by my classmates and teachers. It evoked intense emotions such as embarrassment, anxiety, or even fear of judgement from others.

**Situation:** During a school presentation in front of the entire class and teachers.

**Location:** Classroom

**What happened:** While giving the presentation, I made a mistake and stumbled over the words, causing embarrassment.

**Who said or did what:** I was speaking, and the mistake was noticed by my classmates and teachers.

**Step 2: What sensations or changes did you notice in your body? In which parts of your body did they occur?**

**Ans.** In this situation of giving a presentation and making a mistake, I noticed various physical sensations or changes in my body. Some of these could include:

**Increased heart rate:** I felt the heart pounding or racing faster than usual in the chest area.

**Sweating:** Noticed perspiration on the palms, forehead, or underarms due to nervousness.

**Shaking or trembling:** I felt my hands or legs shake slightly due to anxiety.

**Tightness in the chest or throat:** Sensation of constriction or pressure in the chest or throat area due to stress.

**Butterflies in the stomach:** I felt nervousness or "butterflies" in the stomach area.

**Flushing or blushing:** I noticed the face becoming warm or reddening due to embarrassment.

These sensations are common physiological responses to stress or intense emotions and can vary from person-to-person.

**Step 3: What thoughts went through your mind? How did you explain what was happening to yourself? Did you make any predictions about what would happen next or in the future?**

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**Ans.** In this scenario of making a mistake during a presentation, I experienced a range of thoughts going through my mind:

**Self-criticism:** Thoughts like “I messed up,” “I can’t believe I made that mistake,” or “Everyone thinks I’m incompetent.”

**Worry about judgement:** Concerns about what others might think or say about the mistake, such as “They’re all laughing at me,” or “My teacher is disappointed in me.”

**Negative predictions:** Fear of future consequences, such as “I’ll never be able to face my classmates again,” or “This mistake will affect my grades.”

I tried to explain what was happening to me by rationalizing the mistake as a temporary lapse in concentration or nerves. I also reassured myself that everyone makes mistakes and that it’s not the end of the world.

However, these thoughts were not overshadowed by feelings of embarrassment, shame, or anxiety, making it challenging to see the situation objectively or make positive predictions.

**Step 4: What was the name of the feeling that you experienced? Was there more than one feeling? List all of them here.**

**Ans.** In this situation of making a mistake during a presentation, I experienced multiple emotions simultaneously. Some of the feelings I felt include:

**Embarrassment:** Feeling self-conscious or ashamed due to the mistake made in front of others.

**Anxiety:** Experiencing worry or nervousness about how the mistake will be perceived by classmates and teachers.

**Frustration:** Feeling annoyed or irritated with oneself for making the mistake.

**Insecurity:** Doubting my abilities or feeling unsure of myself due to the error.

**Disappointment:** Feeling let down or disappointed in oneself for not performing as expected.

These emotions can overlap and intensify one another, making the situation feel even more challenging to navigate emotionally.

**Step 5: If someone were to observe you in this situation, how would they describe your facial expressions and body movements?**

**Ans.** If someone were to observe me in this situation of making a mistake during a presentation,

I might describe my facial expressions and body movements as follows:

**Facial Expressions**

**Flushed or reddened cheeks:** Due to embarrassment or nervousness.

**Furrowed brow:** Indicating concentration or concern.

**Downcast eyes:** Avoid direct eye contact due to feelings of embarrassment or shame.

**Fidgeting or nervous gestures:** Such as tapping fingers, playing with hair, or shifting weight from one foot to another.

**Tight-lipped smile or grimace:** Attempting to hide discomfort or anxiety.

**Body Movements**

**Tense posture:** Shoulders may be hunched or rigid due to stress or anxiety.

**Restlessness:** Pacing back and forth or shifting weight from one foot to another.

**Clenched fists or wringing hands:** Indicating nervousness or tension.

**Shaky or unsteady movements:** Legs or hands may tremble slightly due to anxiety.

**Avoidance behaviours:** Trying to distance oneself from the situation or other people, such as standing apart from the audience or turning away slightly.

Overall, these facial expressions and body movements may convey the individual’s inner turmoil and discomfort in response to the mistake made during the presentation.

**Step 6: What did you do or say in response?**

**Ans.** In response to making a mistake during the presentation, I took the following actions:

**Tried to correct the mistake:** I attempted to correct the mistake or clarify any misunderstandings to mitigate the impact.

**Continued with the presentation:** Despite the mistake, I tried to carry on with the presentation as best as I could, focusing on delivering the remaining content.

**Reflected on the experience:** After the presentation, I took time to reflect on what went wrong, considering what I could learn from the experience and how to improve in the future.

**Q. 2. Refer to Step 4 in Activity 1. Using the colour wheel in Fig. given on Page No. 21, try and see if you can find your emotion in the wheel.**