



Chhatrapati Shahu Ji Maharaj  
University, Kanpur

**Answer Script Details**  
**Barcode** 5586397

**Roll No.** 24039000085  
**Total Mark** 51/75.00

**Exam** MASTER OF ARTS\_ODD EXAM-DEC-24  
**Subject** A090701T - HIGHER MENTAL PROCESSES

**Question wise Mark Summary**

**Q.No Mark Q.No Mark Q.No Mark Q.No Mark**

1A 3/5

1B 4/5

1C 3/5

1D 3/5

1E 4/5

1F 3.5/5

1G 3.5/5

1H 3/5

1I 3/5

2 11/15

3 0/15

4 0/15

5 0/15

6 10/15

7 0/15

8 0/15

9 0/15

# Chhatrapati Shahu Ji Maharaj University Kanpur, Uttar Pradesh

Date of Exam: 23/12/24 Shift: 1 Room No: 24  
 Paper Code: A090701T Subject: HIGHER MENTAL PROCESSES Year: I

Name of Candidate: AREEBA AFTAB

Roll No: 24039000085

Signature of Candidate: *Areeba Aftab*  
 Signature of Invigilator: *[Signature]*  
 COE Facsimile: *[Signature]*

## PART-II

MARKS OBTAINED										
Q.	1	2	3	4	5	6	7	8	9	10
(a)										
(b)										
(c)										
(d)										
(e)										
(f)										
(g)										
(h)										
(i)										
(j)										
Total										
Total Marks in Figures									Max. Marks	
Total Marks in Words										



A090701T

Paper Code

Signature of Evaluator

Course: MA PSYCHOLOGY

Session: 24-25 Year/Semester: I

Subject Name: HIGHER MENTAL PROCESSES

Medium: English  Hindi

Paper Code: A090701T

Exam Date: 23122024

Name of Candidate: AREEBA AFTAB

Father's Name: AFTAB AHMAD

संस्थान का कोड  
College Code

KNO4 -

A	A	0	0
E	B	1	1
F	D	2	2
H	J	3	3
K	K	4	4
L	L	5	5
R	M	6	6
S	7	7	7
U	T	8	8
U	9	9	9
W			

परीक्षा केंद्र का कोड  
Exam Centre Code

KNO4 -

A	A	0	0
E	B	1	1
F	D	2	2
H	J	3	3
K	K	4	4
L	L	5	5
R	M	6	6
S	7	7	7
U	T	8	8
U	9	9	9
W			

परीक्षा का प्रकार  
Type of Exam

Regular Examinee  
 Ex-Student  
 Private  
 Back Paper Exam

ANSWER BOOKLET NO.

5586397

A090701T

Paper Code



संयोजन संख्या  
Enrollment Number: CSJMA24000129861

परीक्षार्थी संयोजन संख्या  
Candidate's Roll Number

परीक्षा का कोड  
Paper Code

24039000085

0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

A090701T

0	0	0	0	0	0	N
B	1	1	1	1	1	P
C	2	2	2	2	2	R
E	3	3	3	3	3	
F	4	4	4	4	4	
G	5	5	5	5	5	
Z	6	6	6	6	6	
W	7	7	7	7	7	
W	8	8	8	8	8	
9	9	9	9	9	9	

*Areeba Aftab*  
Signature of Candidate

*[Signature]*  
Signature of Invigilator

C S Facsimile

*[Signature]*  
COE Facsimile

नोट- 1. परीक्षार्थी को निर्दिष्ट किया जाता है कि आवरण पत्र के कुछ भाग पर अधिक सही निर्देशों को सावधानी पूर्वक पढ़ें।  
 2. सीटों में भरी जाने वाली प्रतियोगिता आदी तालिका से शुद्ध को जांचें। 3. सीटों को खाली या गलत क्रम में भरा जाये।

### INSTRUCTION TO THE CANDIDATE FOR FILLING PART-I

1. Read the instructions carefully given on the answer script and admit card.
2. Write Date of Exam, Shift, Paper Code & Name of Subject Correctly.
3. Write Name & Roll No. Correctly.
4. Write Semester & Branch Correctly.

### INSTRUCTION TO THE CANDIDATE FOR FILLING PART-II

1. Use blue or black ball point pen for writing alphabets & numerals in  boxes.
2. Carefully study the example before you start marking.
3. As shown in the example below, blacken the circles completely.



Make no Stray marks on this sheet.

### 5. DO NOT WRITE OR MARK ON THE BAR CODE.

### IN ORDER TO AVOID UFM ( UNFAIR MEANS ) :

1. The Roll No. and Answer Book no. found elsewhere or any other symbol found in the answer book will be treated as unfair means.
2. Any tempering of Bar Code and Booklet no shall be treated as Unfair Means.
3. Do Not bring the materials like slip of paper/mobile/digital diaries/ study material/ revision notes in examination hall. Possession of the mobiles/ digital diaries/electronic/digital/ watch and any other electronic gadget except memory less scientific calculator shall be considered as UFM case.
4. Do not keep or paste currency note in answer script it shall be consider as UFM.

### अनुचित साधन से बचने हेतु :

1. उत्तर पुस्तिका के निर्दिष्ट स्थान को अंकवर्क अनुक्रमिक एवं उत्तरपुस्तिका का क्रमिक कडी और न लिखे तथा कोई भी चिह्न न बनाने क्योंकि यह अनुचित साधन प्रयोग की परिधि में आता है।
2. उत्तर पुस्तिका में बारकोड अथवा उत्तर पुस्तिका संख्या पुर छेद प्राप्त करने पर अनुचित साधन प्रयोग माना जायेगा।
3. परीक्षा कक्ष में निम्न वस्तुएं साथ न लायें, जैसे लिखे हुए कागज के टुकड़े, मोबाइल, डिजिटल डायरी, डिजिटल वॉच, कडी, पुराना चंद्रशेखर वस्तुएं जो अनुचित साधन के अन्तर्गत आती है। मोबाइल संचालित इलेक्ट्रॉन में डी डेथोरी लेस साइंटिफिक कैल्कुलेटर ले जाने की अनुमति नहीं है।
4. उत्तर पुस्तिकाओं में सफेद न रलें न ही उत्तर पुस्तिका में चिपकावें। ऐसा करना अनुचित साधन प्रयोग की परिधि में आता है।

### उत्तरपुस्तिकाओं को भिन्न दिशा में

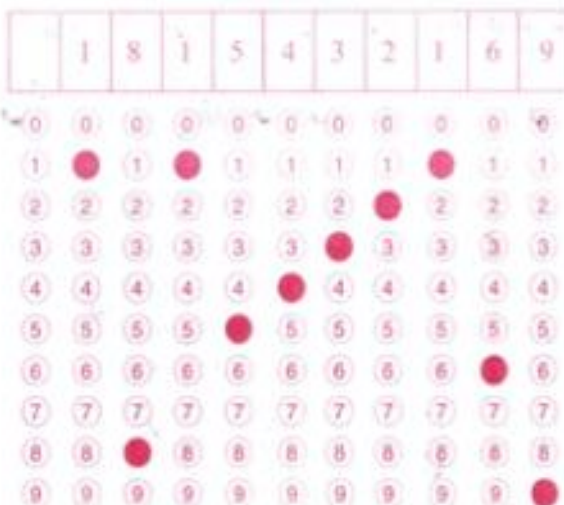
1. प्रश्न पत्र एवं उत्तर पुस्तिका पर दिने गरी निर्देशों को ध्यान से पढ़ें।
2. उत्तर पुस्तिका के दूसरी तरफ कुछ न लिखें।
3. उत्तर पुस्तिका के पृष्ठों पर दोनो तरफ लिखें।
4. प्रश्न पत्र पर अपने अनुक्रमिक को अतिरिक्त कुछ न लिखें।
5. प्रश्न पत्र को एक एवं प्रश्न पत्र ID को ध्यान से पुरतक लिखें।
6. अपनी विधि स्पष्ट लिखें।
7. उत्तर पुस्तिका के पृष्ठों की संख्या देखें। अगर उत्तर पुस्तिका में पृष्ठ ( 1-24 ) से कम है या फटे हुए है, तो परीक्षा शुरू होने के पूर्व दूसरी उत्तर पुस्तिका ले लें।
8. प्रश्नपत्र को देख, यदि प्रश्नपत्र के विषय कोड, विषय का नाम तथा प्रश्न में कोई त्रुटि है तो उसको परीक्षा शुरू होने के 30 मिनट के अन्दर उत्तर पुस्तिका को सहायक सुचित करें, उसके बाद विभागीय अधिकारी द्वारा कोई कार्य नहीं की जायेगी।
9. प्रश्नों के उत्तर लिखने के लिये पेन्सिल या प्रयोजन न करें।
10. की पंखों या अतिरिक्त दाग नहीं लिख जायेगा।

### INSTRUCTION TO THE CANDIDATE

1. Read the instructions carefully given on the Question Paper, Admit Card & Answer Script.
2. Do not write anything on back side of the cover page.
3. Write on both sides of pages of answer book.
4. Do not write anything on question paper except Roll Number.
5. Write Paper Code & Question Paper Id carefully.
6. CHECK the number of pages ( 1-24 ) or any other kind of damage in your answer script, if found than change the answer script immediately before the commencement of examination.
7. CHECK the Question Paper for any kind of discrepancy e.g. Subject Code, Subject Name, and Question of the Question Paper during first THIRTY MINUTES of the commencement of the exam, so that it can be corrected in TIME. After that no corrections shall be entertained by the university.
8. Do not use pencil for answering the question.
9. Write status correctly e.g. those appearing in carry over papers should fill in status as Carry Over. Those appearing as Ex- Students should fill in status as ex.
10. No supplementary answer book & graph paper will be provided.

### INSTRUCTION TO THE CANDIDATE FOR FILLING PART-IV

1. Use blue or black ball point pen for writing alphabets & numerals in  Boxes.
2. Use blue or black ball point pen for filling the circles.



Note- If your Roll No. is of 10 digits. Please leave first three columns .



## Section A

A) The constituent ~~strat~~ structure of language refers to the components of linguistic representation which aid individuals in processing, analyzing and producing speech. These components include the building blocks of spoken and written language which are the ~~phonemes~~, morphemes, lexicon, syntax, semantics, ~~phonetics~~, and so on.

These components help us identify, process, analyze, and produce coherent words and sentences which help us communicate effectively in daily life. The aforementioned components are as follows:

- i) Phonemes : The smallest unit of speech sound, phonemes are speech sounds which distinguish from <sup>one</sup> another. In the word "cat," phonemes are the " sound /k/, /æ/, t, all of which are distinct sounds interacting with each other.
- ii) Morphemes : Phonemes combine together to form morphemes which is the smallest unit of meaning. The word "cat" is a morpheme as all phonemes <sup>are</sup> collectively ~~or~~ indicating an animal.
- iii) Lexicon : Lexicon is the mental dictionary of words, hence, it contains a range of morphemes. When we speak or read a word, our mental lexicon



gets activated to find the meaning of that word to convey our message effectively.

- iv) **Syntax** : It refers to the grammatical structure of a sentence or paragraph. The combination and arrangement of words and phrases in a meaningful order is covered by syntactical rules.
- v) **Semantics** : The study of meaning in a language, it goes beyond the literal word to understand what the word or sentence means in abstract — the emotional undertones, the deep meaning of words, etc.
- vi) **Pragmatics** : Language production and comprehension in social situations is covered by pragmatics as it includes understanding language in different contexts. Speaker's intent, tone of voice, sarcasm, etc. are covered by pragmatics.

These constituent structures aid in effecting effective communication.



- B) Logical reasoning is a specific type of reasoning which is based on structured principles of logic. It helps individuals process information, analyze problems and draw conclusions in an effective manner based on rationality and factual content. The utility of good logical reasoning in daily life is as follows:
- i) Well-informed decisions: Logical reasoning helps in assessing a decision's pros and cons, feasibility, and effectiveness, which contribute towards well-informed decisions.
  - ii) Gathering relevant information: Logical reasoning takes into account all the aspects of a situation before drawing conclusions and making decisions. Relevant information and data regarding the problem is gathered and analyzed to ensure that all important facts are considered.
  - iii) Effective Problem-Solving: Good logical reasoning cultivates the ability of effective problem-solving which can reduce distress in daily life.



D) Creative problem-solving combines problem-solving with creativity. Problem-solving refers to finding effective solutions to resolve a problem whereas creativity is a multifaceted phenomenon which involves generating new ideas, producing original work and finding innovative solutions to a problem.

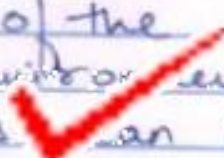
Creative problem-solving encompasses using divergent thinking to generate a number of innovative solutions for a single problem. This helps to find different approaches for a single problem and can help in expanding the number of solutions for a crisis instead of relying simply on a single solution.

Creative individuals indulge in experimentation and exploration to test unconventional methods. They can use these techniques for scientific innovation to address specific challenges and goals. Problem-solving includes preparation, production, judgement, incubation, implementation and evaluation.


Individuals gather relevant data for the problem, produce several solutions and then judge each solution to check feasibility. During incubation, all analyzing is left aside to give some time to think of new solutions. These are usually called



"aha" moments. They help find creative solutions to a problem.

E) Speaking in context refers to producing speech and communicating, keeping the context or nature of the situation in focus. Contextual cues, environmental factors and varying situations  an impact the meaning of words or sentences.

For example, the word "bank" is understood differently in financial and river contexts. Hence, prior knowledge and experience of different contexts or ability to sense change in meaning helps avoid miscommunication in speech and conversations.

F) Gestures are forms of non-verbal communication which help us communicate without using verbal language. For instance, facial expressions, hand signs, handshakes, hugs, and hugs are all  gestures that aid in communication. Facial expressions can convey deep meaning. A frown can indicate displeasure whereas a smile can convey positive feeling. A hit conveys aggression



while a hug conveys affection. Gestures are helpful as:

- i) They enhance already existing verbal communication. For eg: pointing helps understand a direction better than words.
- ii) They can replace verbal language in case of impairment: Individuals who have speech and hearing impairments use Sign Language to communicate with others.
- iii) Facilitate learning. ✓ Teachers use gestures to stress upon key concepts while students use gestures for better learning. Hence, it facilitates learning.
- iv) Social Benefits: Gestures help communicate in foreign lands where we are unaware of the spoken language.
- v) Language Development in children: ~~Research~~ Babies and young children use gestures like facial expressions, pointing, waving, nodding, etc. to express needs. This helps in language development. Research states that children who use gestures frequently have better verbal skills in the future.



- G) Word recognition refers to the process of identifying words and then interpreting their meaning. This helps in understanding spoken and written language. There are <sup>two</sup> different methods of word recognition in cognitive science. They are as follows:
- i) Direct-Access hypothesis: This framework states that when a person looks at a word, the printed letter automatically leads to lexical access, i.e., visual processing is enough to understand meaning and recognize word. Phonological processing is not required.
  - ii) Indirect Access hypothesis: This framework includes an intermediary step of phonological processing. When we see a word, we first convert the visual content into speech sounds which then activates the mental lexicon to recognize and understand the word and its meaning.
  - iii) Dual-encoding hypothesis - It states that both visual processing and phonological processing can lead to word recognition simultaneously. Both processes activate simultaneously and aid in recognition and interpretation.

In direct access, the person usually has a vast knowledge of words so immediate






comp comprehension happens as they recognize the word quickly due to prior knowledge. In indirect access, the person usually has little knowledge so they first convert it into phonological sounds and then access its meaning as research states that phonological processing indeed helps better in word recognition and understanding.

- H) Language comprehension refers to processing, analyzing and interpreting words, phrases, and sentences in a ~~low~~ language. It includes the following key components:
- i) Phonological processing - Spoken or written words are converted into sounds which helps to distinguish phonemes.
  - ii) Lexical Access: Phonological processing is followed by access to mental lexicon or mental reserve of word meanings.
  - iii) Syntactic Structure: The grammatical structure of the entire phrase or sentence is then understood to combine meanings of words for overall understanding.
  - iv) Semantic processing: The overall meaning of words is understood and the sentence as a whole makes sense.



v) Contextual Integration: The context in which the phrase was spoken is analysed to understand emotional undertones of the literal sentence.

\* ~~Thereafter~~ Thereafter, pragmatics is applied to take into account the social rules governing this phrase/sentence. Working Memory  increment, inference-making and discourse analysis are the final steps. Inferences are drawn about details that are unstated. Eg: "She didn't bring an umbrella, so she is wet," — one can infer that it rained. In discourse analysis, one makes meaning of whole stories and conversations.

(I) Reading is another process where we visually process words, sentences, and paragraphs to understand the given text. Reading involves visual processing where we visually analyse the text by taking into account, the spelling, ~~pointed to~~  letters, relating the word in ~~our~~  lexicon, etc. Followed are eye movements wherein we shift our eyes rapidly from one line to another (saccades) and fixate momentarily on words and phrases to grasp them. Then semantic processing occurs wherein we make meaning of the whole sentence by combini-



ng word meanings. We comprehend the context, situational factors, and environmental factors at play and completely understand what the written text is trying to convey.



### Section - B

Q2) Bilingualism refers to the ability to use two different languages proficiently. An individual can be equally proficient in both languages (balanced bilingualism) or have varying proficiency, where one language is dominant.

Bilingual individuals sometimes use both languages in the same phrase, switching between each other rapidly. This phenomenon is called 'Code-switching'. In expert speakers, this usually happens subconsciously without notice.

For example: "I'll call you later,  $\frac{0}{315} \frac{22}{8} ?$  (Hindi)


(Hindi translation: Is that okay?)



This is code-switching, jumping from ~~one~~ one language to another in the same sentence or paragraph.

The advantages and disadvantages of Bilingualism are as follows:

### i) Advantages

- i) Social Benefits : Bilingual individuals are able to connect with more individuals from  different places, as compared to monolingual people which helps in finding a larger number of social support systems and intergration with different cultures, leading to enhanced adaptability.
- ii) Delay in Cognitive Decline : Studies have found that bilingual people are at a lower risk of neurodegenerative diseases than monolinguals due to their enhanced cognitive reserve.
- iii) Executive Control System : Research has found that people who are bilingual have better control over their brain's executive system leading to enhanced efficiency in task-management and problem-solving activities as they mitigate between two languages.



- iv) Increased metalinguistic awareness: Individuals with bilingualism have more inclination to learn additional languages due to enhanced cognitive capacities and better understanding of grammar rules, structure and syntax than monolinguals.
- v) Creativity: Research has found that bilingualism fosters divergent thinking which in turn enhances creativity in people.

### Disadvantages

- i) Loss of Language: If not practised regularly, sometimes there is a possibility to lose fluency in a language over time (attrition).
- ii) Higher cognitive load: Switching between two languages requires higher cognitive capacity and this can ~~be~~ cause mental fatigue in demanding situations or tasks.
- iii) Identity Conflict: Sometimes, individuals are not accepted in a specific culture because they also speak another language which can cause identity conflict.  
Eg: An Asian American student who has been brought up with Asian values in his house might face discrimination in



their homeland due to their American accent of speech, etc.

- iv) **Small Vocabulary**: Bilingual people often possess smaller vocabulary in both languages compared to monolinguals.
- v) **Recall difficulties**: Sometimes there may be overlap between languages and a person might face difficulty recalling a word in one language. They might recall it in the second language instead causing language interference.

### Section - C

- 6.) **Important factors influencing creativity are:**
- i) **Personality traits**: Personality traits like Openness to Experience, ~~is~~ intrinsic motivation and tolerance for <sup>ambiguity</sup> ~~creativity~~ can foster creativity. Individuals high on openness to experience explore new ideas, and unconventional methods leading to creative discoveries.
- ii) **Self-Efficacy**: Confidence in one's abilities is essential for creativity as creativity required sustained efforts and time so a person must believe in themselves.



- iii) Intelligence: Though normal intelligence does not relate with creativity, fluid intelligence (the ability to think logically and solve problems in novel situations) fosters creativity.
- iv) Emotional intelligence: Research has found that people high on emotional intelligence are more creative as they use both positive and negative emotions productively. Positive emotions enhance creative tendencies while negative emotions are also used constructively (sublimation).
- v) Physical setting: Research states that stimulating environments (colourful decor, open-spaces, natural lighting) instill creativity more than monotonous and sterile spaces.
- vi) Support System: Social support systems like family, friends, colleagues, etc. are essential as their support can foster creativity. Encouragement and for novelty and risk-taking can enhance creativity.
- vii) Culture: Cultures that believe in and encourage novelty, risk-taking, and innovation are more likely to have creative individuals than cultures which value conformity and tradition.



### viii) Cognitive Processes

- a) Divergent thinking - Allows to create multiple solutions for a problem, fostering originality and novelty.
- b) Convergent thinking - Focuses on finding the most effective solution out of all, fostering analytical skills which are also necessary for reviewing and verifying creative works.

### ix) Emotional States

- a) Positive moods are found to enhance cognitive flexibility and attention, leading to divergent thinking.
- b) Negative moods are found to enhance more focused approach, analytical and problem-solving skills.

x) Prior Knowledge: Prior knowledge and experiences help create and find links and correlations between seemingly unrelated phenomena.

xi) Insight: Sudden bursts of ideas or creative breakthroughs that occur suddenly, called "Aha!" moments also enhance creativity.



Paper Code

A090701T



16

## Section A

c) Parallel transmission refers to the process when sound waves and phonemes letters of words are processed phonologically and visually at the same time.

There is parallel transmission of linguistic input. Sound waves of speech activate phonological processing which visual processing of text activates the mental lexicon to derive meaning of the word or sentence at the same time. This process says both processes occur simultaneously.

X



Paper Code

--	--	--	--	--	--	--	--	--	--



17

X



Paper Code

--	--	--	--	--	--	--	--	--	--



18

Do Not Write anything in this Portion

X



Paper Code

--	--	--	--	--	--	--	--	--	--



19

X



Paper Code

--	--	--	--	--	--	--	--	--	--



20

X

Do Not write anything in this column



Paper Code

--	--	--	--	--	--	--	--	--	--



21

X



Paper Code

--	--	--	--	--	--	--	--	--	--



22

Do Not Write anything in this Portion

X



Paper Code

--	--	--	--	--	--	--	--	--	--



23

X



Paper Code

--	--	--	--	--	--	--	--	--	--



24

X

X

X

Do Not Write anything in this area