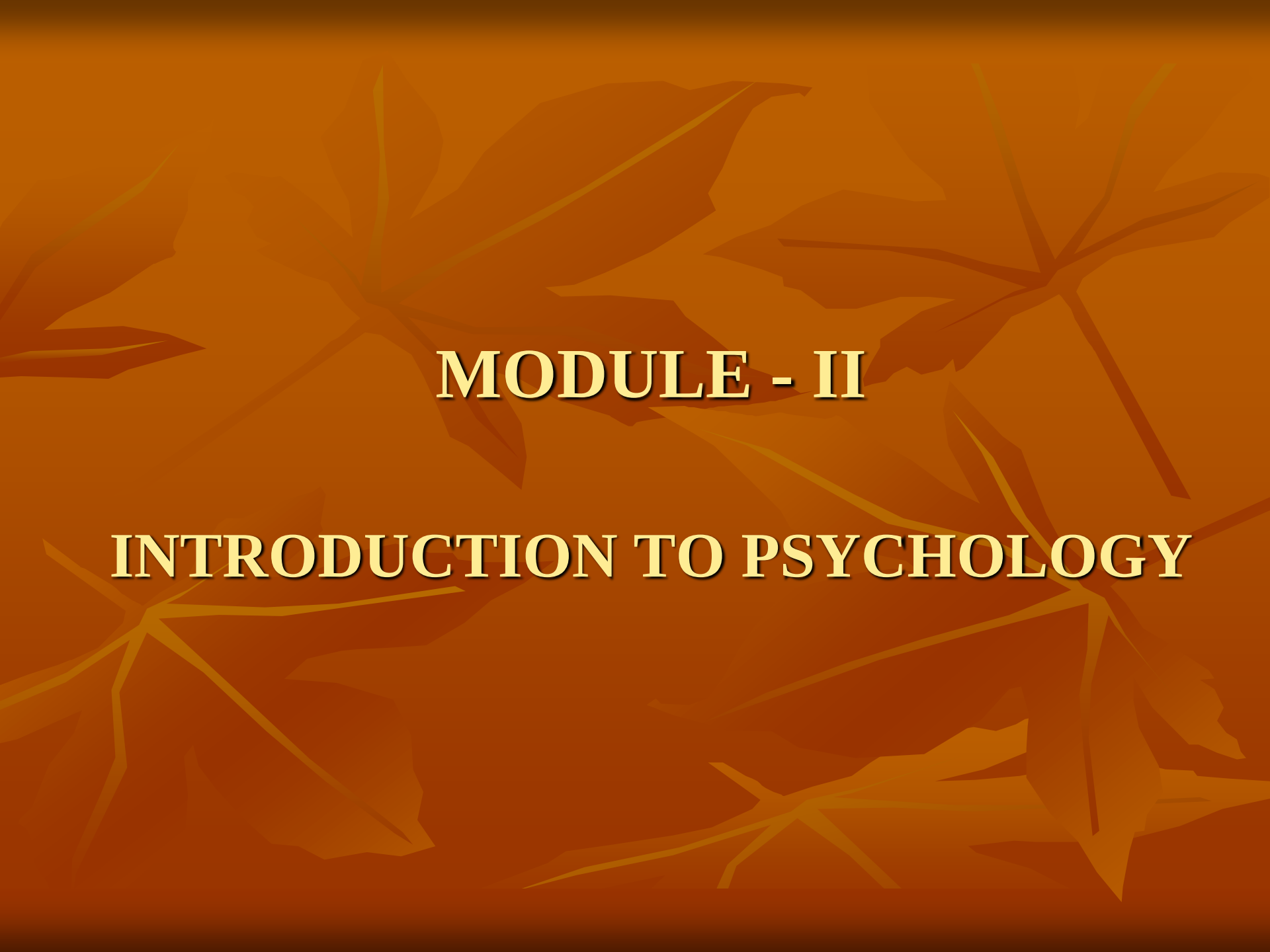
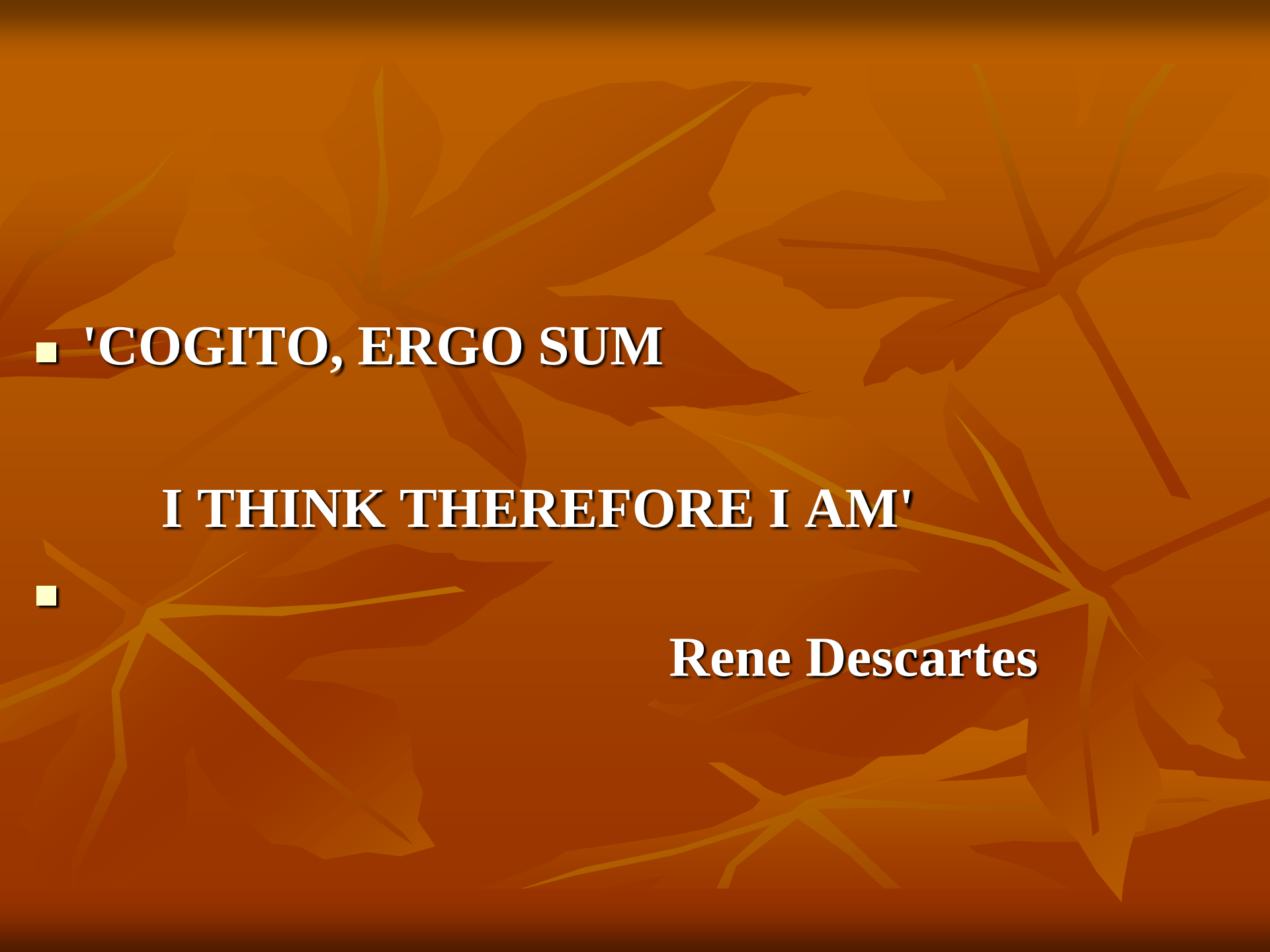


The background of the slide is a solid orange color with a pattern of stylized, darker orange leaves. The leaves are scattered across the frame, with some showing prominent veins. The overall aesthetic is warm and organic.

MODULE - II

INTRODUCTION TO PSYCHOLOGY

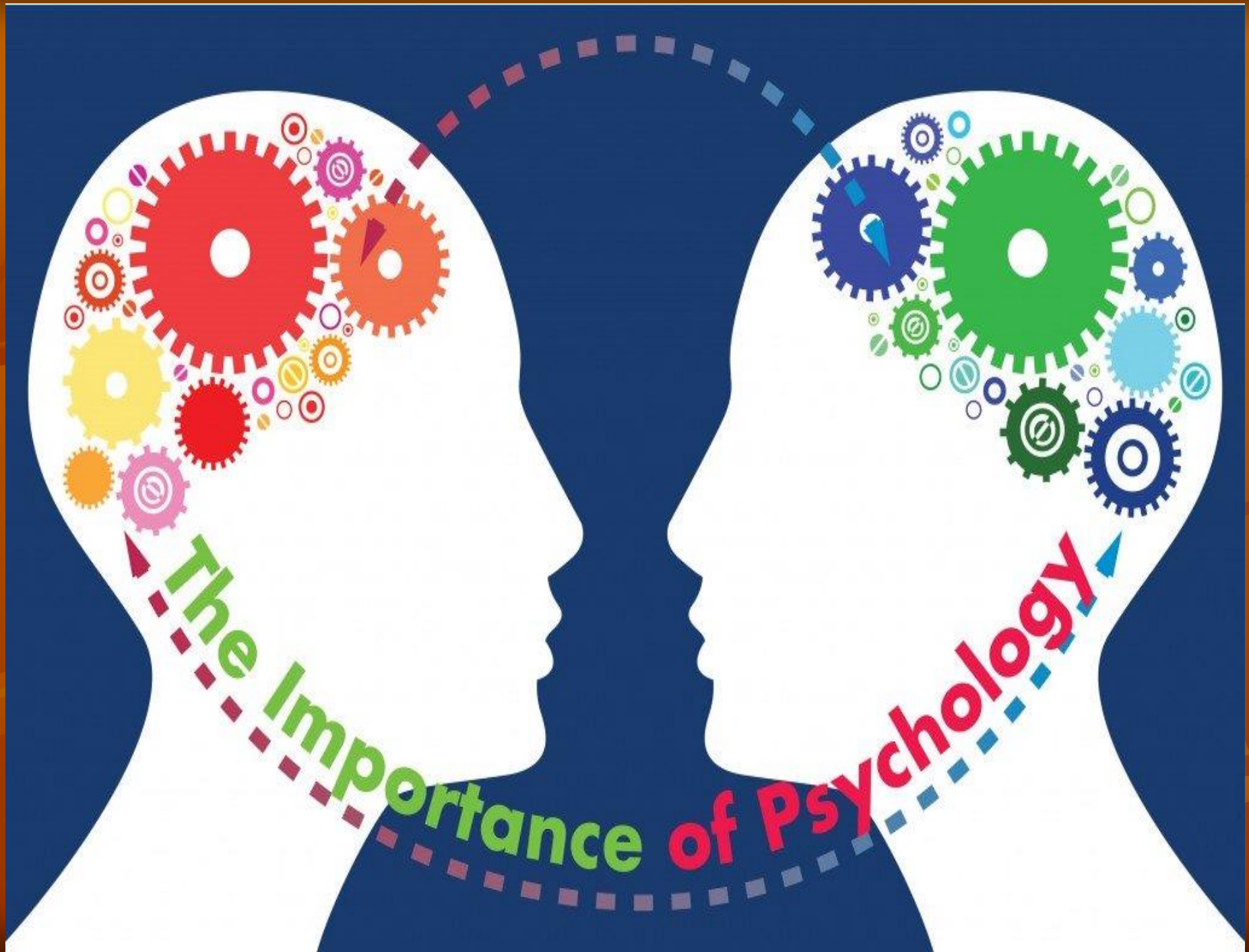


■ 'COGITO, ERGO SUM

I THINK THEREFORE I AM'

■

Rene Descartes



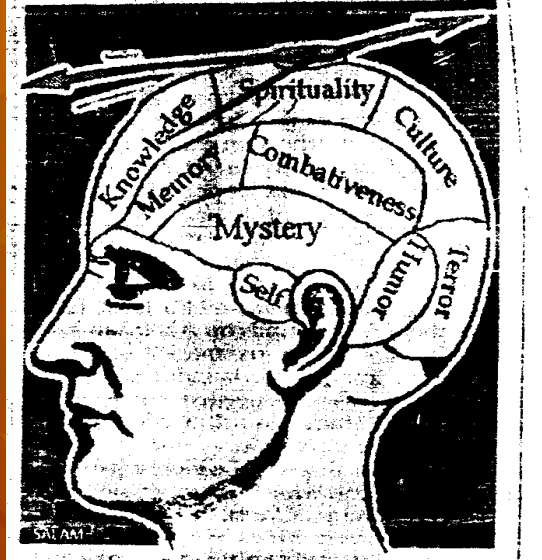
The Importance of Psychology

Psychology

- The term **psychology** comes from the Greek roots psyche meaning soul or mind and logos meaning word or study

What is Psychology?

- Psychology is the science of human behavior and mental processes.
- Behavior is anything we do
 - overt actions and reactions
- Mental processes are our internal experiences
thoughts, feelings, memories...
 - Psychology deals with how human beings think, feel and act.
 - It provides information about issues that concern every one of us.



MIND

COGNITIVE

AFFECTIVE

CONATIVE

INTELLECT

EMOTIONAL

ACTION/BEHAVIOUR

Definition

- Psychology is defined as the systematic, scientific study of behaviour and mental processes.
- Psychology is the science which aims to give us better understanding and control of behaviour of the persons as a whole.

Willam McDougall

Evolution of Psychology

- The first school of psychological thought called Structuralism was created by Wundt.
- The first psychological laboratory was developed in 1879 by Wilhelm Wundt.
- This school focused only on immediate conscious experience and thought.

- Functionalism is the second perspective to emerge, founded by William James.
- They studied how and why the mind functions.
- This perspective broadened the scope of psychology and applied psychology to practical settings.
- This perspective still focused on consciousness, overt behavior and mental processes.
- Individual Differences

HISTORY OF PSYCHOLOGY

PERSONALITIES OF PSYCHOLOGY



BF Skinner



**Sigmund
Freud**



**Ivan
Pavlov**

**Wilhelm Wundt
Father of
Psychology**





Goals of Psychology

- a) Observation
- b) Description
- c) Understanding
- d) Explanation
- e) Prediction
- f) Control of human behavior and mental processes

Psychology in Everyday Life



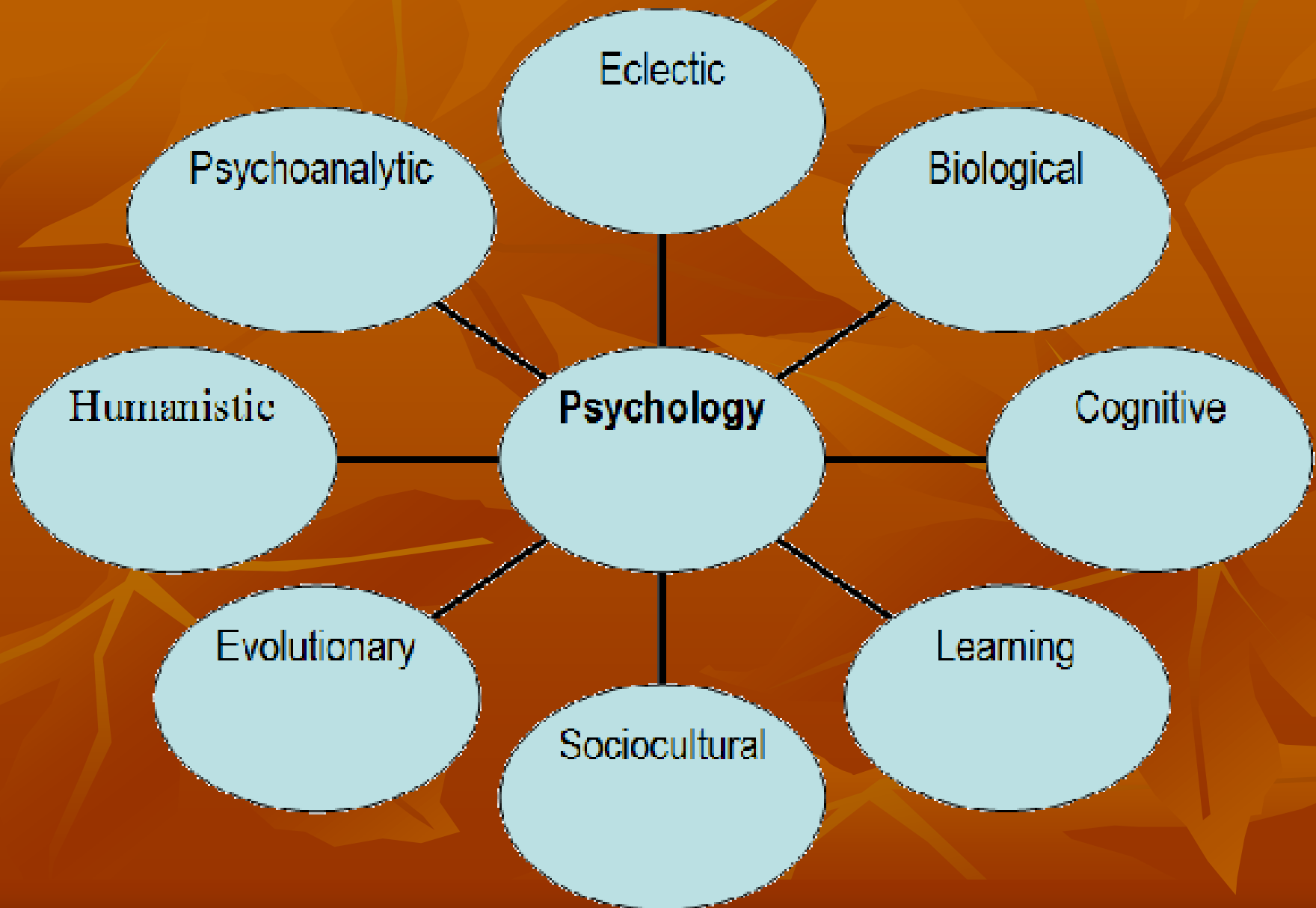
IMPROVE COMMUNICATION

BUILD SELF-CONFIDENCE

BUILD BETTER
RELATIONSHIPS

ENRICH YOUR CAREER

Perspectives in Psychology





Scope of Psychology

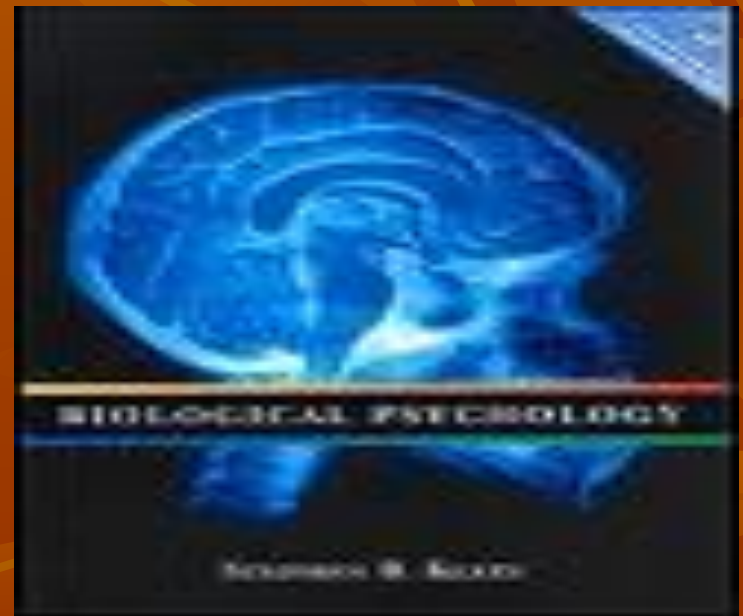
- Clinical psychology
- Physiological psychology
- Cognitive psychology
- Developmental psychology
- Educational and School psychology
- Organizational psychology
- Forensic psychology
- Health psychology
- Sport psychology
- Behavioural psychology

Clinical Psychology

- A branch of psychology concerned with the **study, diagnosis, and treatment of abnormal behavior**. It is the oldest as well as the most well known branch of psychology.
- Clinical psychologists are trained to **diagnose and treat problems ranging from the every day crises of life such as grief due to the death of a loved one, to more extreme conditions**.

Biological Psychology

- The biological approach believes us to be as a consequence of our genetics and physiology.



Developmental Psychology

- Developmental psychology, also known as Human Development, is the scientific study of progressive psychological changes that occur in human beings as they age.



Cognitive Psychology

- Focus on our information processes of perception, attention, language, memory, and thinking, and how they influence our thoughts, feelings and behaviors.



Educational Psychology

- **Educational Psychology is the branch of psychology which deals with the three most important aspects of education namely, the learner, the learning, and the teacher.**
- **Teaching Learning materials (TLM)**
- **Specific Learning Disability (SLD)**
- **Attention Deficit Hyperactive Disorder (ADHD)**



Organizational Psychology

- A branch of psychology that studies the psychology in action at the workplace, including productivity, job satisfaction, and decision-making.
- **Health Psychology**
 - The branch of psychology that explores the relationship of psychological factors and physical illnesses or disease e.g. Health psychologists are interested in how the long-term stress (a psychological factor) can affect physical health.



Forensic Psychology

- The branch of psychology that investigates **legal issues** and psychological variables involved in criminal behavior.

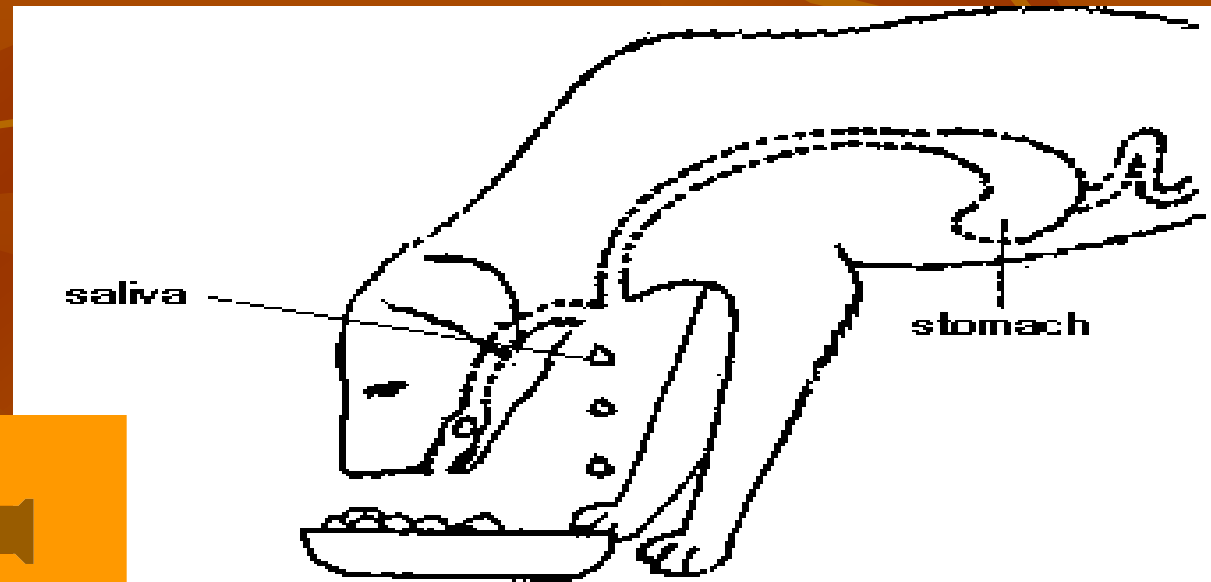


Sports Psychology

- The branch of psychology, that studies the psychological variables that have an impact upon the **sportspersons'** performance.

Behavioral Psychology

- Behavioral Psychology is basically interested in how our behavior results from the stimuli both in the environment and within ourselves.



Positive Psychology

in 21st century
Moving from

What's Wrong

to

What's Strong

- Previous focus on pathology; disease model (*what's going wrong*).
- PP aims to improve quality of life (*what's going right*).

Few things in the world are more powerful
than a *positive push*:

A smile,

*A word of Optimism and
Hope*

Keep your face to the sunshine
and you cannot see a shadow

GOALS OF POSITIVE PSYCHOLOGY

- The goal of PP is not just to decrease misery,
but *increase well being* ;

Not just repairing the worst,
but *building the best* ;

Not just healing pathology,
but *making lives of people fulfilling.*

5 INGREDIENTS TO A Flourishing Life

P

Positive Emotions

-experience happiness, joy, hope, love gratitude, etc.

E

Engagement

-use your strengths to meet challenges; be in the moment.

R

Relationships

-connect with others; love and be loved.

M

Meaning

-connect to meaning; find your purpose.

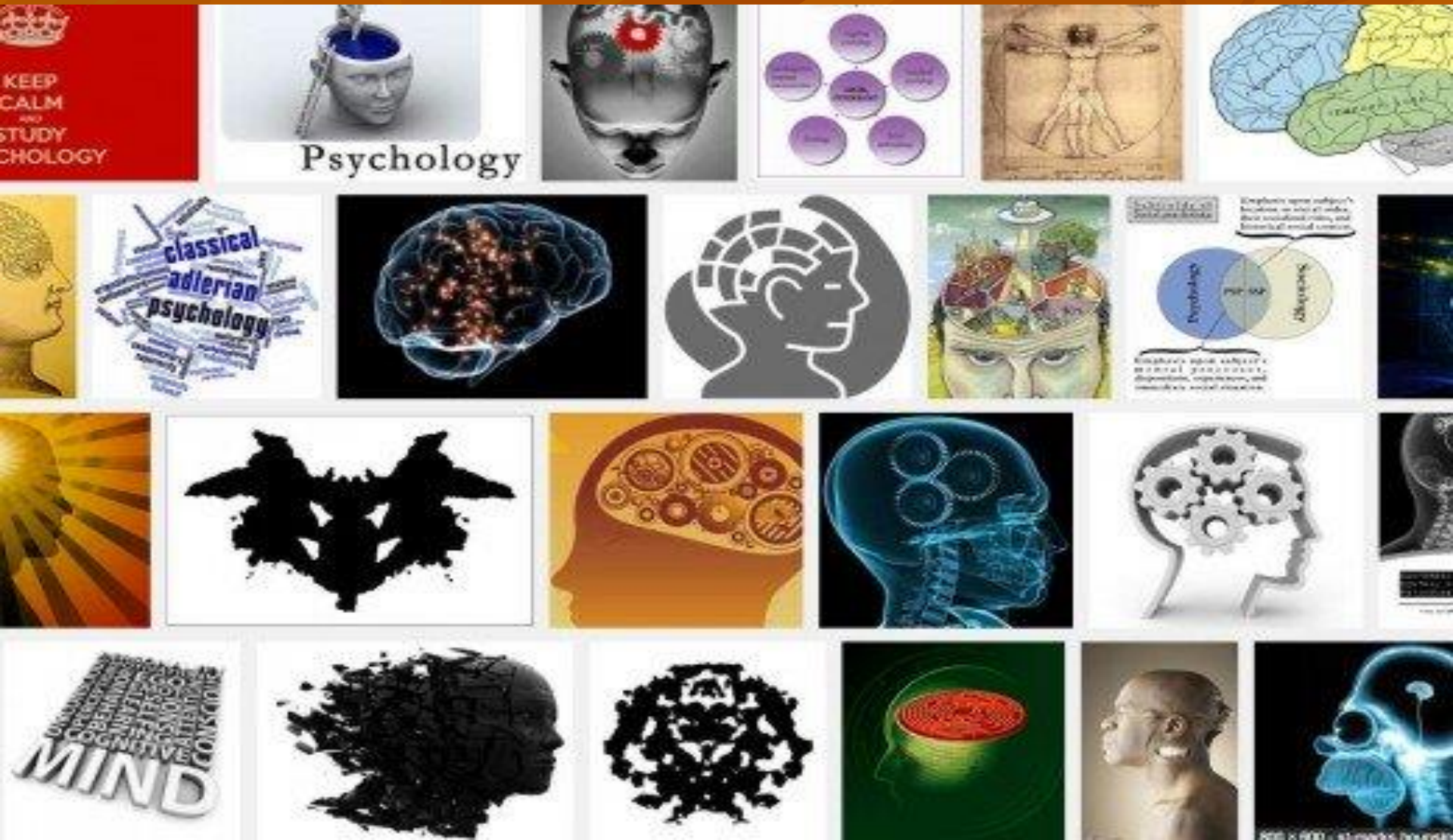
A

Accomplishment

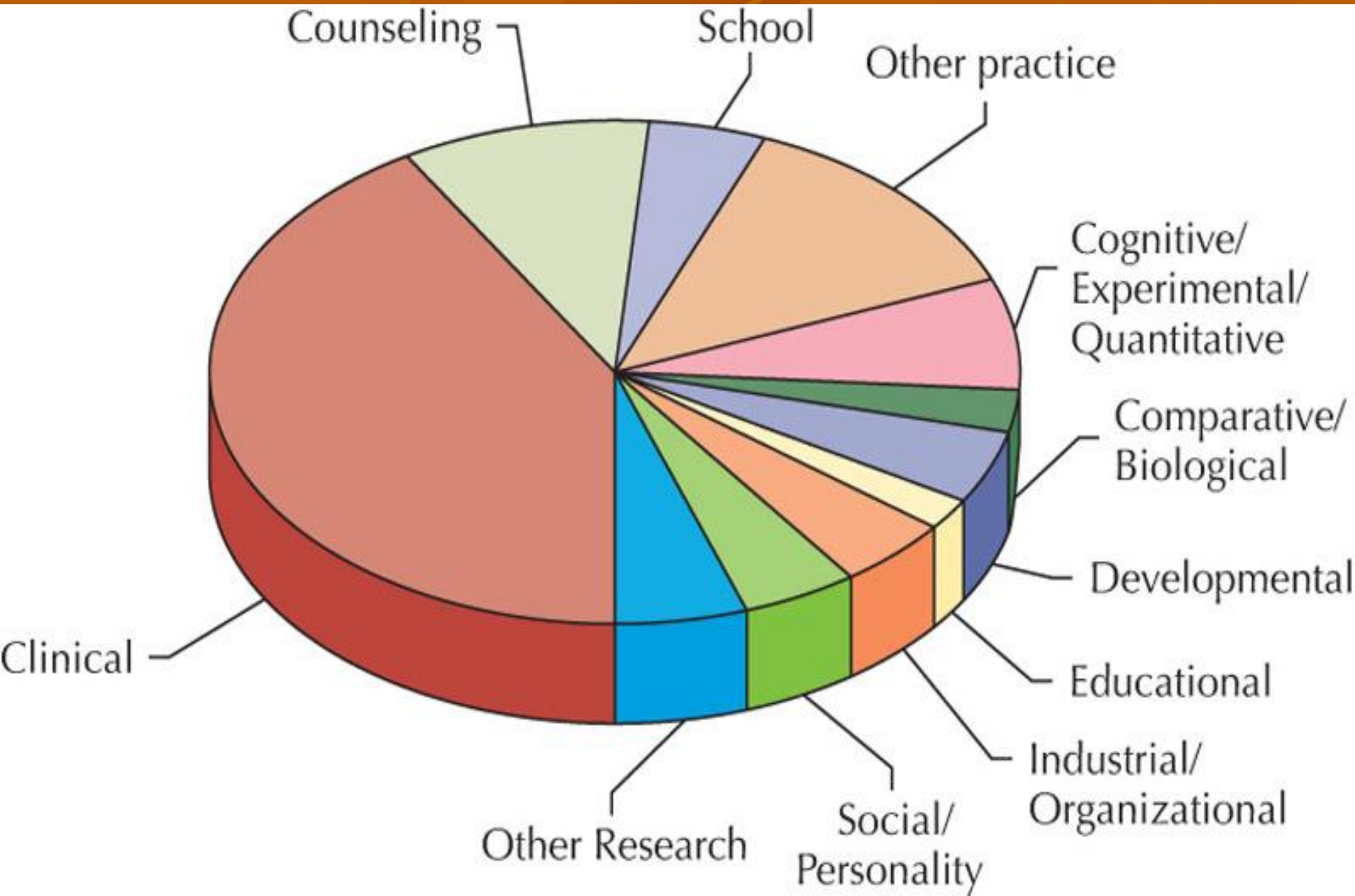
-pursue and accomplish goals; strive for greatness.

Psychology of Well-being

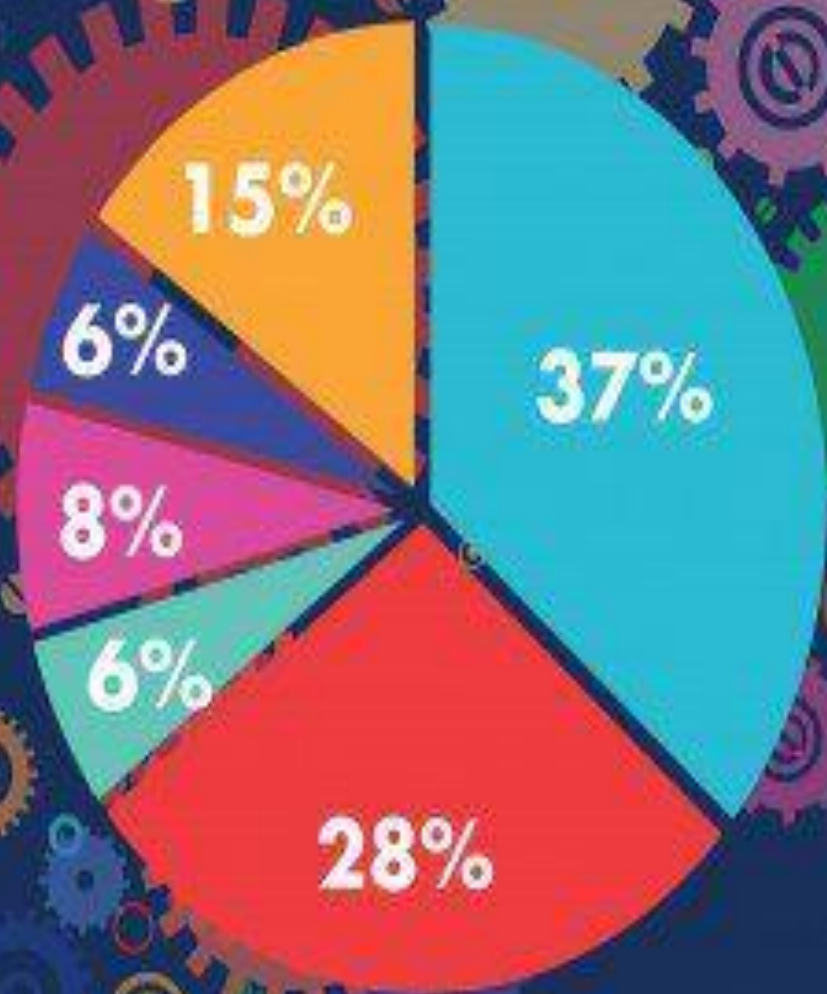
Overview of Psychology Field



APPLICATIONS OF PSYCHOLOGY



Places You'll Find Psychologists

- 
- Universities, Colleges, and Other Post-Secondary Schools
 - Hospitals and Clinics
 - Business and Consulting
 - Government, Military, and Criminal Justice System
 - Primary and Secondary Schools and School Districts
 - Other



Application of Psychology with Special Reference to Family Dynamics

- Psychology can be applied to every aspect of human being.
- Psychology is applied from womb to tomb of a person.
- Psychology helps to know about family dynamics and the cause of dysfunction in the family.
- Principles of psychology helps us in understanding our own selves better and also helps in understanding of others as well as about ourselves in relation to others.
- Therefore, knowledge about psychology is essential in order to resolve family disputes.



5 Simple rules for HAPPY LIFE!

Don't ever give up.

= Never back down.

Don't be too emotional.

= Have faith.

Don't make things complicated.

= Keep it simple.

Don't be a grown up.

= Stay as youthful as Kid.

Don't take things too seriously. = Laught at problems.

A word cloud centered around the word "psychology". The word "psychology" is the largest and is written in a dark red, bold, sans-serif font at the bottom. Above it, various psychology-related terms are arranged in a circular pattern. The words are in different colors and sizes, creating a dynamic visual effect. The colors include shades of blue, green, red, yellow, and purple. The sizes of the words vary, with "social", "cognitive", "media and violence", and "counseling" being among the largest. The words are oriented in different directions, some horizontal, some vertical, and some at an angle. The background is white, which makes the colored words stand out.

psychology

social

cognitive

media and violence

counseling

psychology and law

social cognition

quantitative certificate

industrial-organizational

attitudes

narrative

object recognition

cognitive neuroscience

delinquency

human aggression

media effects

diversity

polysubstance use

stigma

SoTL in psychology

career choice

self-determination theory

spatial cognition

science of education

memory

investigative interviewing

relationships

healthy habits

sleep

police interrogation

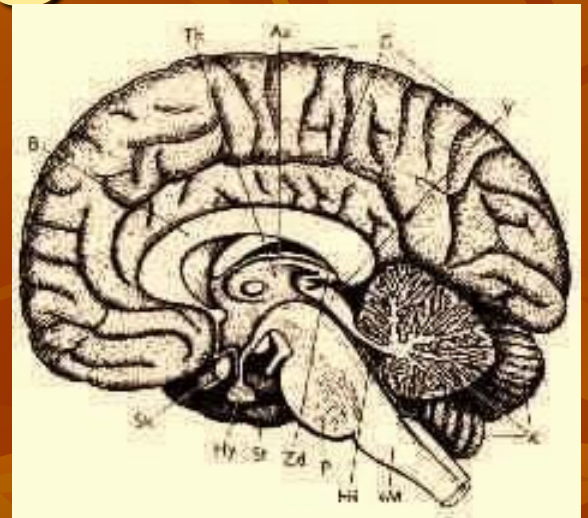
eyewitness

cultural psychology

criminal confessions

forgiveness

USE YOUR BRAIN - Multiple Intelligences



Multiple Intelligence

8 Intelligences

Linguistic intelligence	-	"word smart"
Logical-mathematical intelligence	-	"number/reasoning smart"
Spatial intelligence	-	"picture smart"
Bodily-Kinesthetic intelligence	-	"body smart"
Musical intelligence	-	"music smart"
Interpersonal intelligence	-	"people smart"
Intrapersonal intelligence	-	"self smart"
Naturalist intelligence	-	"nature smart"

Who is intelligent?



Arundhati Roy

Linguistic Intelligence

Skilled with words
“The Word Player”





Prof: Yashpal

**Logical/ Mathematical
Intelligence**

Skilled with numbers &
reasoning

“The Questioner”

Shyam Benegal

Spatial Intelligence

Skilled with pictures &
images

“The Visualizer”



P.T Usha



**Bodily/ Kinesthetic
Intelligence**

Physical skill
“The Mover”

Pt. Bhimsen Joshi

Musical Intelligence

Skilled with melody &
rhythm

“The Music Lover”



Medha Patkar

Interpersonal Intelligence

Skills of social
understanding
“The Socializer”



Helen Keller

Intrapersonal Intelligence

Skills of self-knowledge
“The Individual”



Mr. Kuki

Naturalistic Intelligence
Skills of making
connection to elements
in nature
“The Outdoorsman”



Psychology says:

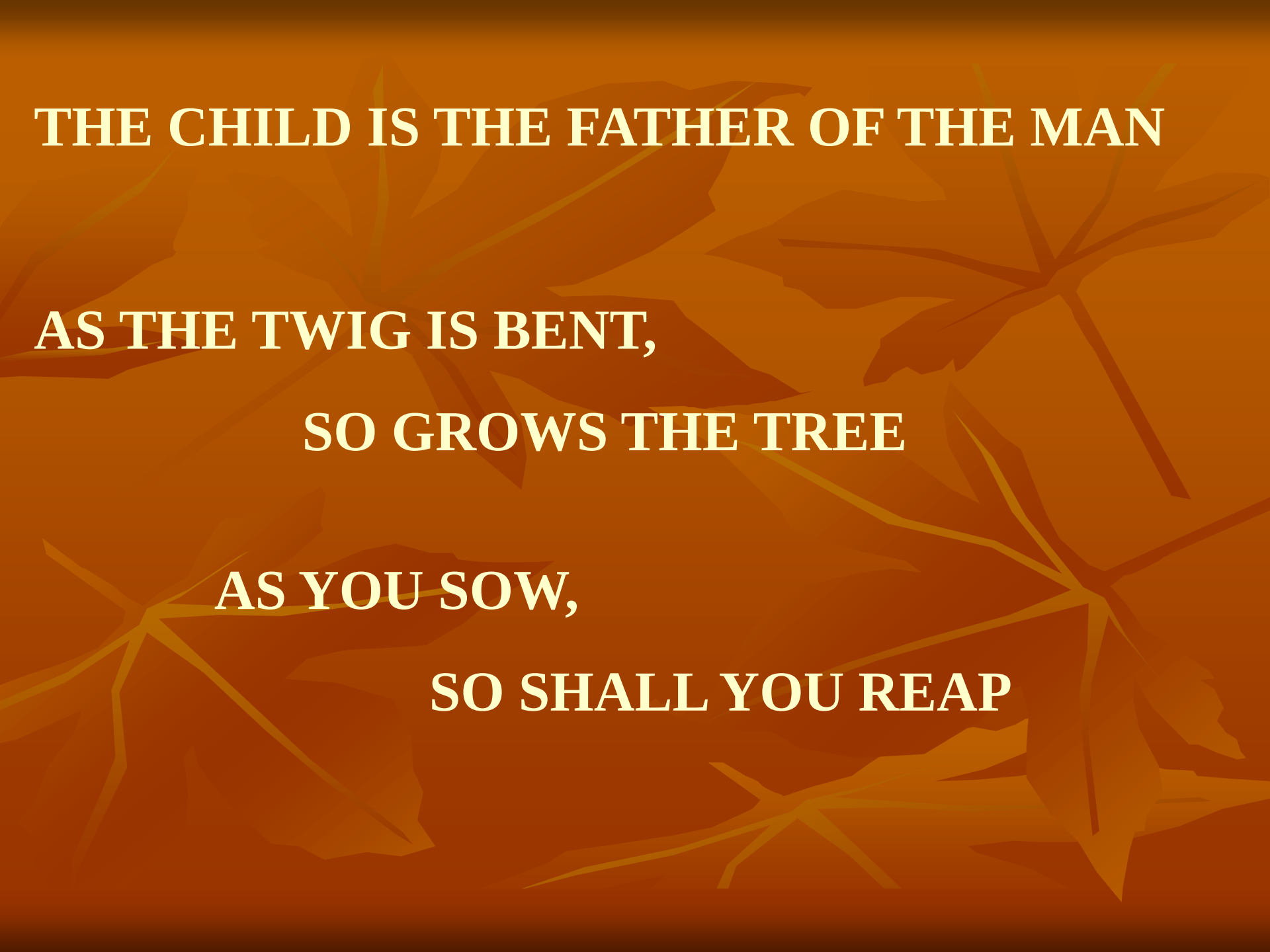


When you focus on problems, you will have more problems. When you focus on possibilities, you will have more opportunities.



CHILD DEVELOPMENT





THE CHILD IS THE FATHER OF THE MAN

AS THE TWIG IS BENT,

SO GROWS THE TREE

AS YOU SOW,

SO SHALL YOU REAP

BASIC CONCEPTS IN CHILD DEVELOPMENT



WHAT IS A CHILD ?



- **A child is NOT a small edition of an adult NOR A miniature adult.**
- **A child is distinct identity, unique individual whose personality is in a state of formation**
- **changeable in its structure and functions**
- **vulnerable to inner tensions and environmental pressures**

CHILD DEVELOPMENT

● WHAT IS CHILD DEVELOPMENT?

- **Child development** refers to the **biological** and **psychological** and **emotional changes** that occur in human beings between birth and the end of **adolescence** then through **adulthood**, as the individual progresses from dependency to increasing **autonomy**.

IMPORTANCE OF CHILD DEVELOPMENT

- The most critical resources for a society's development which are capable of improvement and renewal are its human resources.
- Therefore, growth and development and well-being of children represent an important investment in social capital that all societies must optimize.
- The family has undoubtedly the most fundamental influence, having been referred to as the “bedrock” of child development.

Growth and Development

- The term '*growth*' refers to **quantitative** changes: changes in size and structure.
-
- The term '*development*' refers to both **quantitative** and **qualitative** changes: pubertal changes, development of higher mental functions and socialization.

Definition

- Child development may be defined as ‘a progressive series of orderly and coherent changes’ (Hurlock, 2001).
- The goal of developmental changes is achievement of genetic potentials and self-realization.

Principles and Laws of Growth and Development

- ❖ **Children develop with striking quantitative and qualitative changes.**
- ❖ **Development is progressive, orderly, coherent and forward directional.**
- ❖ **Early development is more critical than later development.**
- ❖ **Development is the product of maturation and learning.**

❖Children develop according to the laws of developmental direction – Cephalocaudal Law.
Proximodistal Law.

❖There are individual differences in development of children.

❖There are critical periods in child development.

❖There are developmental tasks to be reached for every developmental period.

❖Child development has potential hazards.

❖Early childhood happiness has profound effect on child's later adjustment and success in life.

AFFECTION

ACCEPTANCE

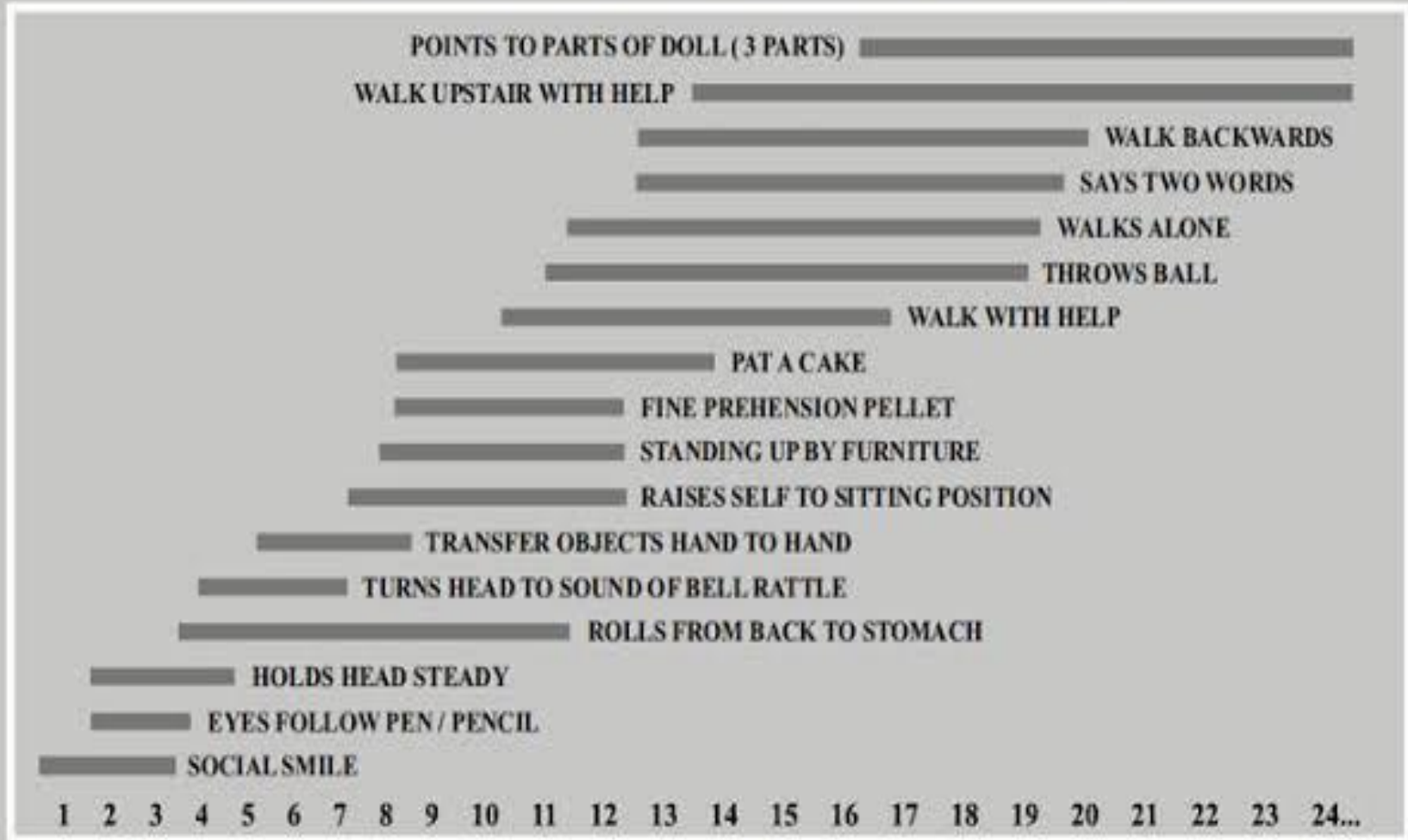
ACHIEVEMENT

3 A's HAPPINESS

Developmental Milestones

- A developmental milestone is a skill or developmental task that a child acquires within a specific time frame
- The time table for these skills to emerge is commonly called as **developmental milestones**.
- Developmental milestones are changes in specific physical and mental abilities that mark the end of one developmental period and the beginning of another.
- Children grow and develop at their own pace
- There is considerable variation in the achievement of milestones, even between children with developmental trajectories within the normal range.

Developmental Milestones Chart



Months

By 6 months:

- Rolls both ways (front to back, back to front)
- Sits without support
- Responds to own name
- Explores toys with hands and mouth
- Looks for partially hidden objects
- Imitates sounds that you make
- Transfers objects from one hand to the other
- Makes "happy" and "sad" noises

By 12 months:

- Scoots or crawls
- Walks with or without support
- Babbles and says "Mama" and "Dada"
- Responds to simple requests
- Pokes and points with index finger
- Uses thumb and index finger to pick up small items
- Has strong preference for primary caregiver
- Imitates gestures like a wave or a kiss

By 18 months:

- Climbs onto and down from furniture assisted
- Points to pictures in a book with index finger
- Stacks items such as blocks
- Knows three body parts
- Uses several words including "no" and "mine"
- Plays with toys by their function (phone, comb, cups)
- Tries to activate a toy (winding, flipping switch, pushing)
- Does things for attention and looks for a reaction

By 24 months:

- Kicks a ball and can walk on tiptoes
- Begins to run
- Uses simple sentences of 2 or more words
- Follows simple directions (e.g., "hand me your book")
- Sorts items by color, shape or size
- Is learning to share and take turns
- Scribbles and may begin to copy vertical lines and circles
- Recites repeated phrases from well-known books

By 36 months:

- Catches a ball against chest
- Undresses and unties shoes
- Names actions in pictures (e.g., running, crying)
- Answers "what" and "where" questions
- Categorizes by group (trucks, animals, foods)
- Completes 4 to 5 piece puzzles
- When looking at books, can tell the difference between words and pictures
- Starts to make friends

By 4 years:

- Steers a tricycle or pedal car around objects
- Colors within lines and can draw a face
- Knows opposites (hot/cold; big/little)
- Asks "when" "why" and "how" questions
- Uses regular past tense ("ed")
- Correctly counts out 10 items (1-1 correspondence)
- Recognizes name in print
- Pretends by role playing

By 5 years:

- Balances on one foot, skips and jumps forward
- Cuts out shapes with scissors
- Understands 13,000 words
- Answers questions about a story
- Compares amounts using words like "more", "less", "same"
- Plays simple board games
- Acts out plays and stories
- Understands rules

Over 5:

- Hops and gallops in a straight line
- Uses mature (tripod) pencil grasp
- Can wait their turn
- Produces all sounds correctly (by 7)
- Correctly uses past and future tenses
- Listens to stories without pictures
- Identifies start and end sounds in words
- Adds and subtracts simple numbers



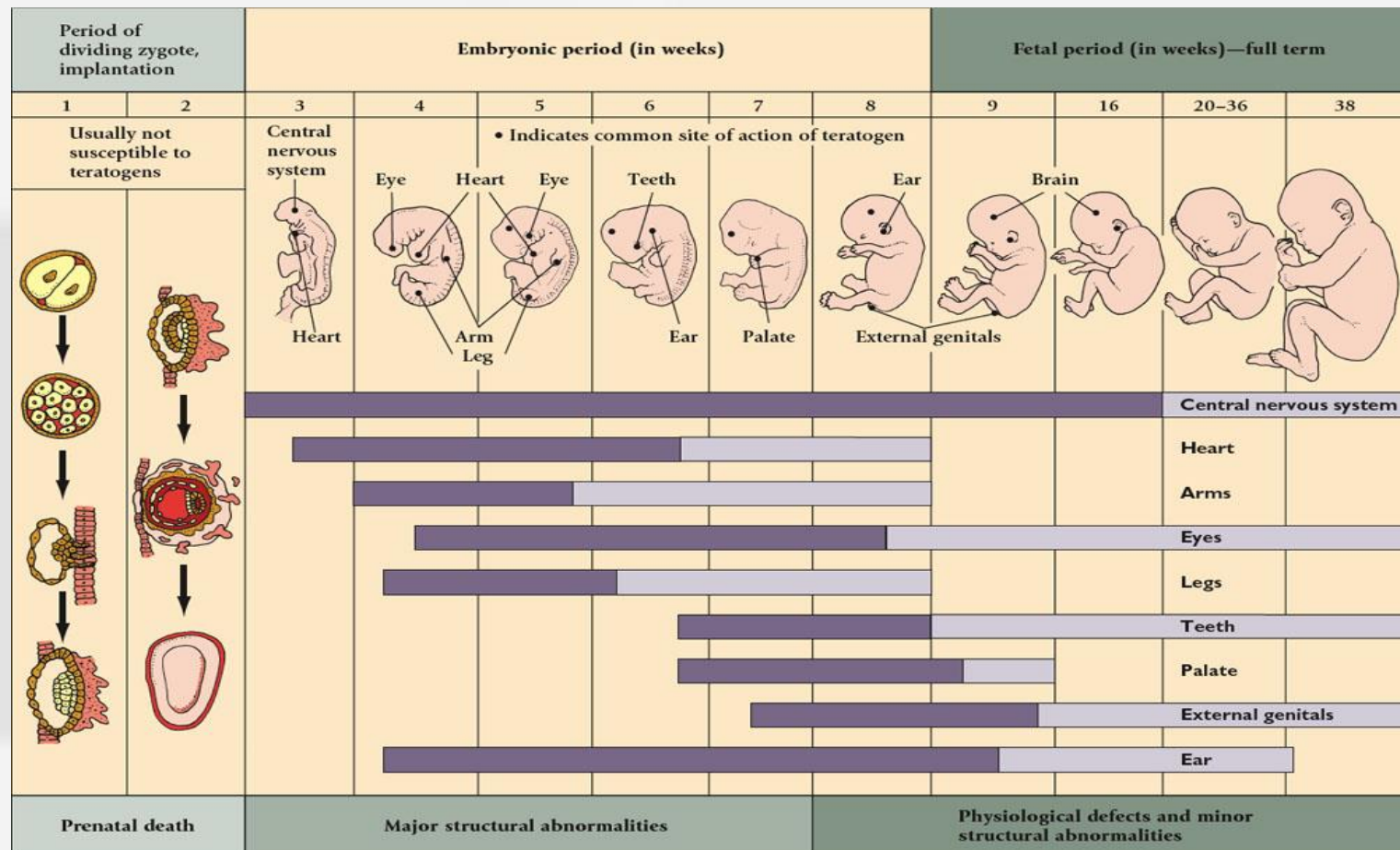
Normal Development

- Normal development of children is influenced by many factors like :
 - Heredity
 - Genetics
 - Environmental factors
 - Family
 - Child rearing
 - Parental personality

Periods of Normal Development

- The major periods of normal development are given below :
- **Prenatal period** : from conception to birth
- **Infancy and toddlerhood**: birth to 2years
- **Early childhood**: 2-6 years
- **Middle childhood**:6-12 years
- **Adolescence**: 12-19 years

Diagrammatic representation of Prenatal Period



© 2007 Thomson Higher Education

- Figure 4.5 The critical periods of prenatal development. Each organ or structure has a critical period when it is most sensitive to damage from teratogens. Dark band indicates the most sensitive periods. Light band indicates the time that each organ or structure is somewhat less sensitive to teratogens, although damage may still occur. ADAPTED FROM MOORE & PERSAUD, 1993.

AREAS OF DEVELOPMENT

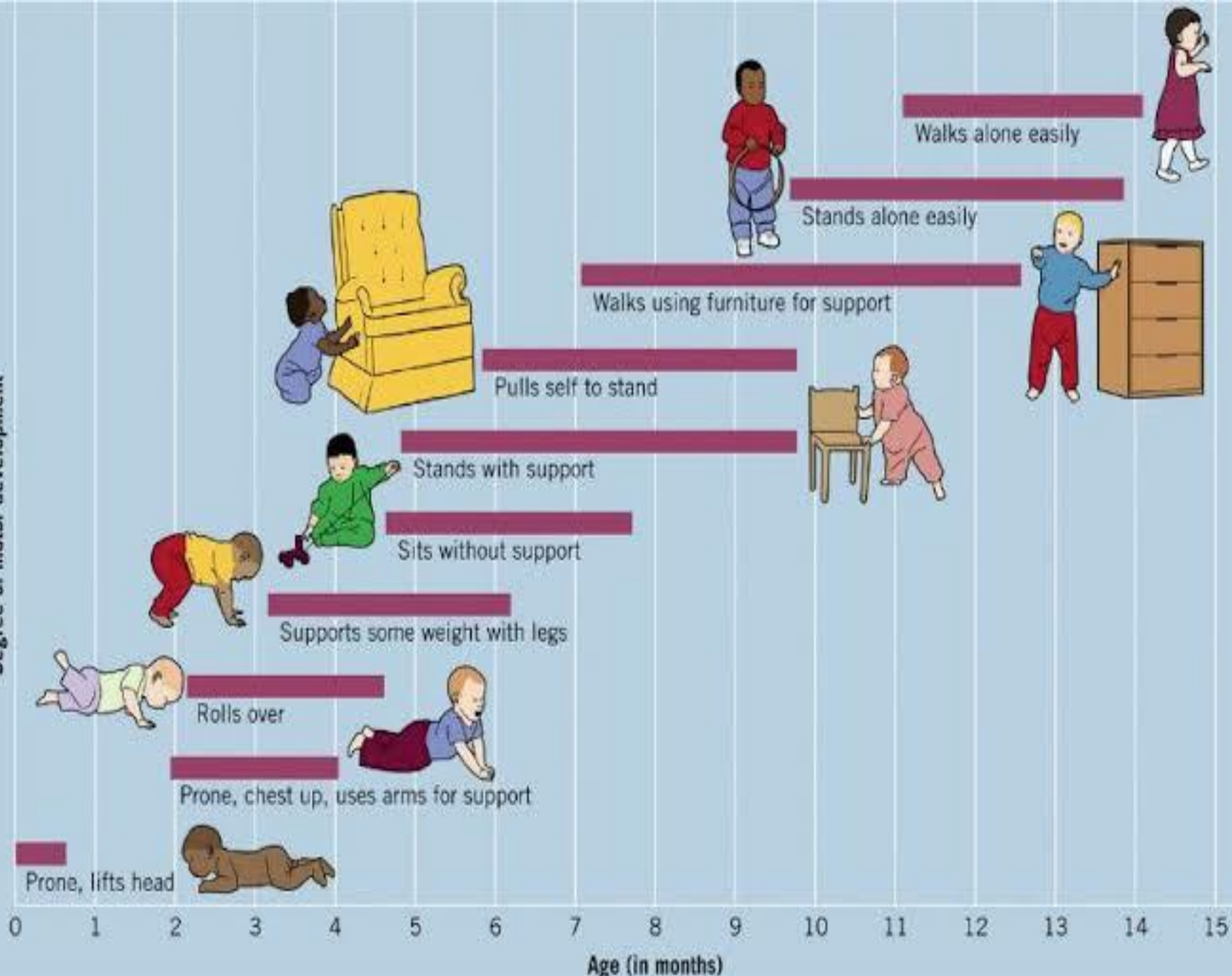
- Child development is broken down into 5 areas PILES
 - Physical Development
 - Intellectual Development
 - Language Development
 - Emotional Development
 - Social Development
- 

Domains of Development

Physical Development

- Physical changes in body size, body proportions, appearance, brain development, perception capacities, physical health.
- Physical Growth Cycles
- Puberty Changes
- Motor Development

Degree of motor development



Perceptual Development

- Sensation
- *Vision*
- *Light Sensitivity*
- *Colour Vision*
- *Hearing*
- *Smell*
- *Taste*
- *Touch*
- *Pain*

Mental Development

- Mental development follows the laws of growth.
- The neuron patterns of the brain are the determining factors.
- The maturation of the central nervous system is related to intellectual development.
- Cognition Involves thought processes and intellectual abilities including attention, memory, problem solving, imagination, creativity, academic and everyday knowledge, metacognition, and language.

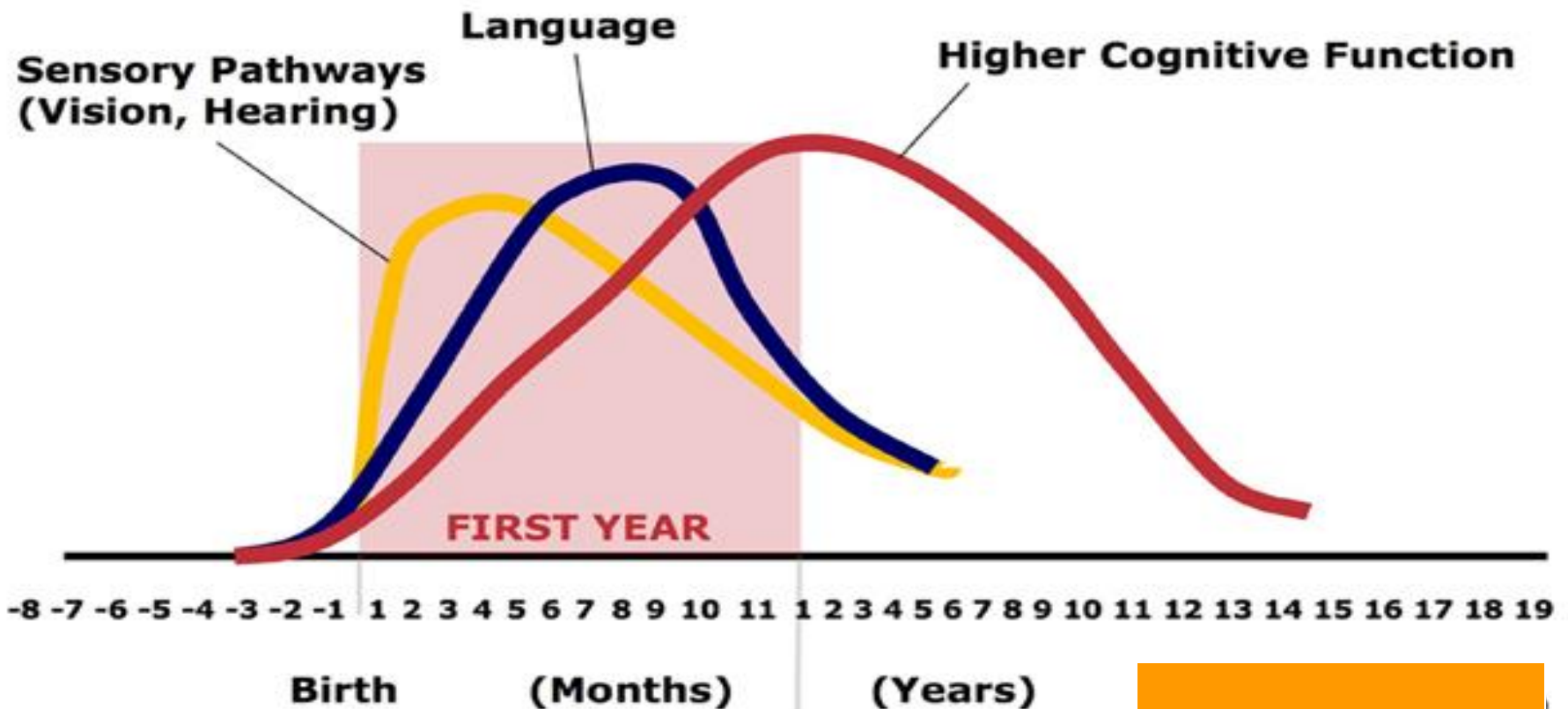
Human Brain



Center on the Developing Child
HARVARD UNIVERSITY

Human Brain Development

Neural Connections for Different Functions Develop Sequentially



Brain

Babies have 100 billion neurons at birth
Brain is the seat of intelligence.

Brain - two hemispheres

Left brain vs Right brain

Left brain dominated – higher mental functions.

Excel in vocabulary and language

Logical and analytical thinking

Excel at mathematics

Good at academics and formal learning

**Convergent thinkers - use systematic approach,
rules – scientific.**

Right brain dominated – creativity & imaginative.

Excel in perception - patterns, shapes and sizes.

Good at singing, painting, writing poetry.

Academically poor performers.

Divergent thinkers – creative and artistic.

Test of Intellectual Development

COPYING SHAPES

AGE

Imitate vertical/horizontal Lines

2 yrs

Copies Circle

3 yrs

Copies square

4 yrs

Copies Triangle

5 yrs

Copies Diamond

7 yrs

Speech and Language Development

- ***Language*** encompasses every means of communication as writing, speaking, sign language, facial expression, gesture, pantomime, and art.
- ***Speech*** is a form of language in which articulate sounds or words are used to convey meaning. It is the most effective form of communication.
- ***Communication*** means an interchange of thoughts and feelings.

Stages of Language Development

- Crying
- Babbling
- Single words
- Two words
- Multi-word sentences
 - Receptive language: To listen and to understand language
 - Expressive language: To speak and to use language

Emotional Development

- Emotion is the expression of feelings about self, others and things.
- Emotion is the language of a person's mental state of being.
- **Facial expressions** provide important clues about which emotion the child is experiencing.
- Happy, surprise, interest, disgust, distress, sadness and fear are all classified as “basic emotions” .
- Basic emotions are experienced by people world wide.

Emotional and Personality Development

THE SELF

EMOTIONAL
DEVELOPMENT

MORAL
DEVELOPMENT

GENDER

Social Development

- Social development refers to development of social skills and emotional maturity that are needed to forge relationships.
- Socialization is acquisition of beliefs, values and behaviours in accordance with one's culture.
- Socialization has three important functions to promote individual growth, regulate behavior and perpetuate social order.



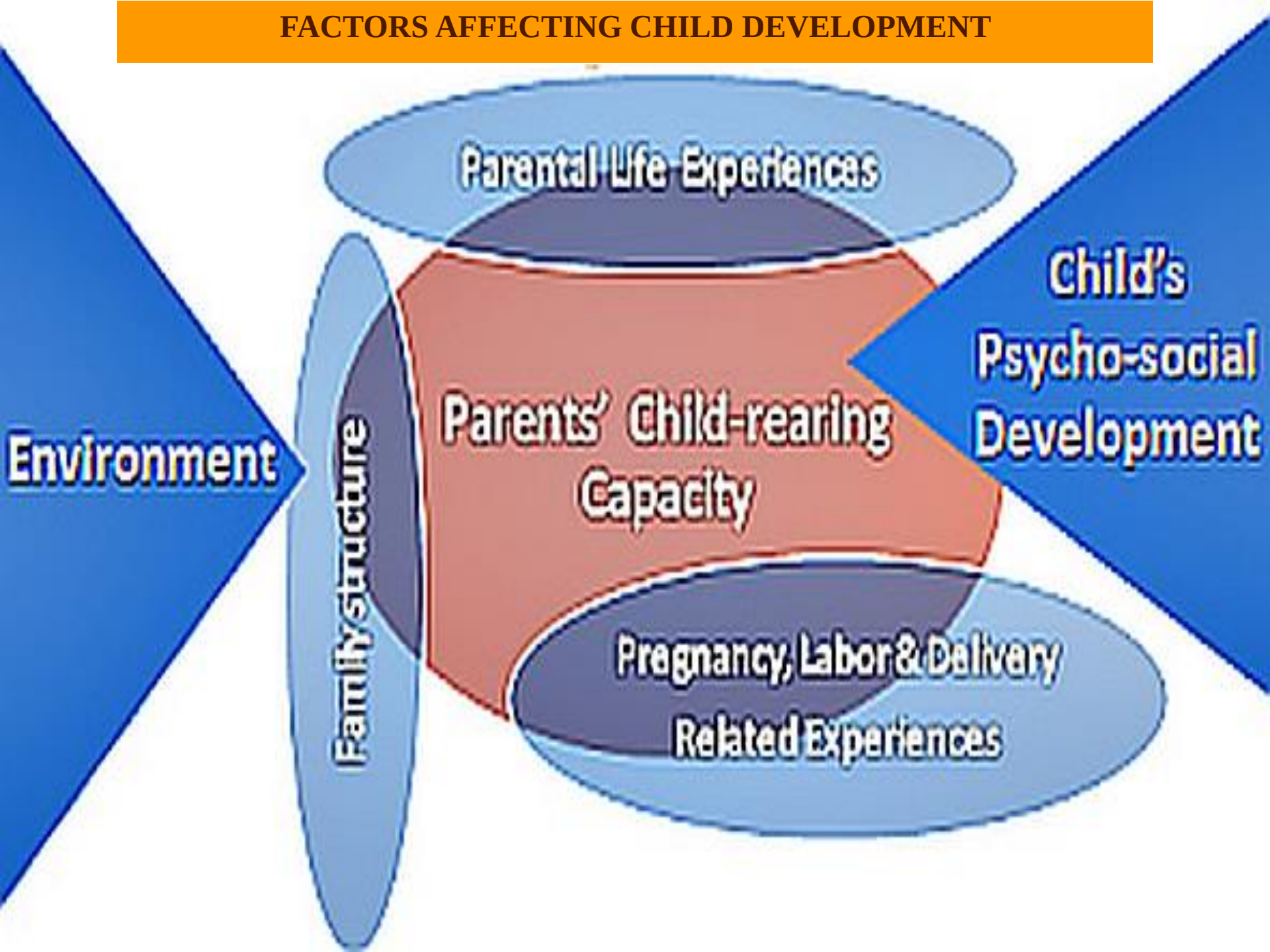
Play Development

- Play means any activity engaged in for the enjoyment it gives without considering the end result.
- Active play – Enjoyment is derived from one's play.
- Passive play - Enjoyment is gained from the activities of others.

Developmental Stages of Play

AGE	TYPE OF PLAY	STAGES OF PLAY
0-2 years	Solitary	Plays alone, limited interaction with other children
2 -3 years	Parallel	Plays alongside others may be the same game but not with others
3-4 years	Associate	Plays the same game as other children, but the game does not involve working or connecting with them.
4-6+ years	Co-operative	Plays together with shared aims of play

FACTORS AFFECTING CHILD DEVELOPMENT





Delayed Development

**Every child is a new incarnate
thought of God,**

An ever-fresh and radiant possibility

Kate Douglas

**Where there is great love for children
There are always miracles.**

Willa Cather

DEVELOPMENTAL DELAYS

REACHING MILESTONES

Developmental delays occur when a child does not reach developmental milestones at the expected time. Developmental delays tend to persist over time.

Developmental disabilities may require tailored intervention and full-time care; in order to maximize function and opportunity, it's important to establish proper intervention strategies early in life.



- **Global Developmental Delay (GDD)** is a subset of DD defined as significant delay in two or more developmental domains among children below 5 years of age.
- **Prevalence**
 - An estimated 12 – 16% of children have one or more developmental delay. Only 30% are identified before school entrance. Those identified after school entrance miss out on early intervention which can have long term benefit in overall development.

Developmental Disabilities

- A delay may be transient (temporary) or persistent (permanent).
- Persistent developmental delays are also called **Developmental Disabilities** as given below.
- Visual Impairment
- Hearing Impairment
- Language and Speech handicap
- Intellectual disabilities
- Cerebral Palsy
- Autism
- NSSO (2011) 1.8% of population has disability



School of Excellence for Children
with Special Needs

Implications of Developmental Delays

- Functional Limitations in Activities of Daily Living (ADL)
- Adverse effect on Cognitive abilities
- Negative impact on Academic achievement
- Adverse effect on health and sleep
- Increase risk of mortality, morbidity, homeostasis imbalance, proneness to accidents and mental illness.

Early Identification and Early Intervention



Early Identification and Early Intervention

- Early identification of children with developmental delays is essential for developing appropriate intervention strategies in order to ameliorate developmental delays and for prevention of developmental disabilities.



Early Intervention

- *multidisciplinary services provided to children from birth to five years of age*
- *to promote child health and well-being,*
- *enhance emerging competencies,*
- *minimise developmental delays,*
- *remediate existing or emerging disabilities,*
- *prevent functional deterioration,*
- *promote adaptive parenting*
- *overall family functioning.*



Way Forward



FUTURE PERSPECTIVE



Theories of Child Development

- Theories about children's development expanded around the world by 20th century.
- Cardinal theories of child development are :
 - **Sigmund Freud's Psychoanalytical Theory**
 - **Eric Erikson's Psychosocial Theory**
 - **Piaget's Theory of Cognitive Development**

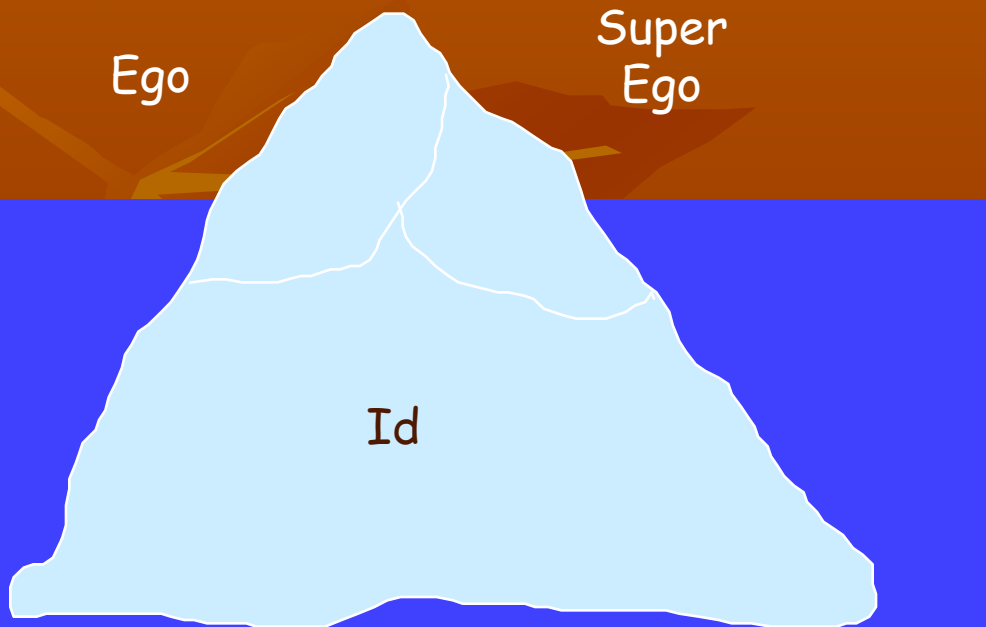
Psychoanalytic Theory of Child Development

- Sigmund Freud postulated psychoanalytic theory of child development.
- Freud proposed that personality is formed during the first few years of life, rooted in unresolved conflicts between pleasure seeking instincts and social restraints.

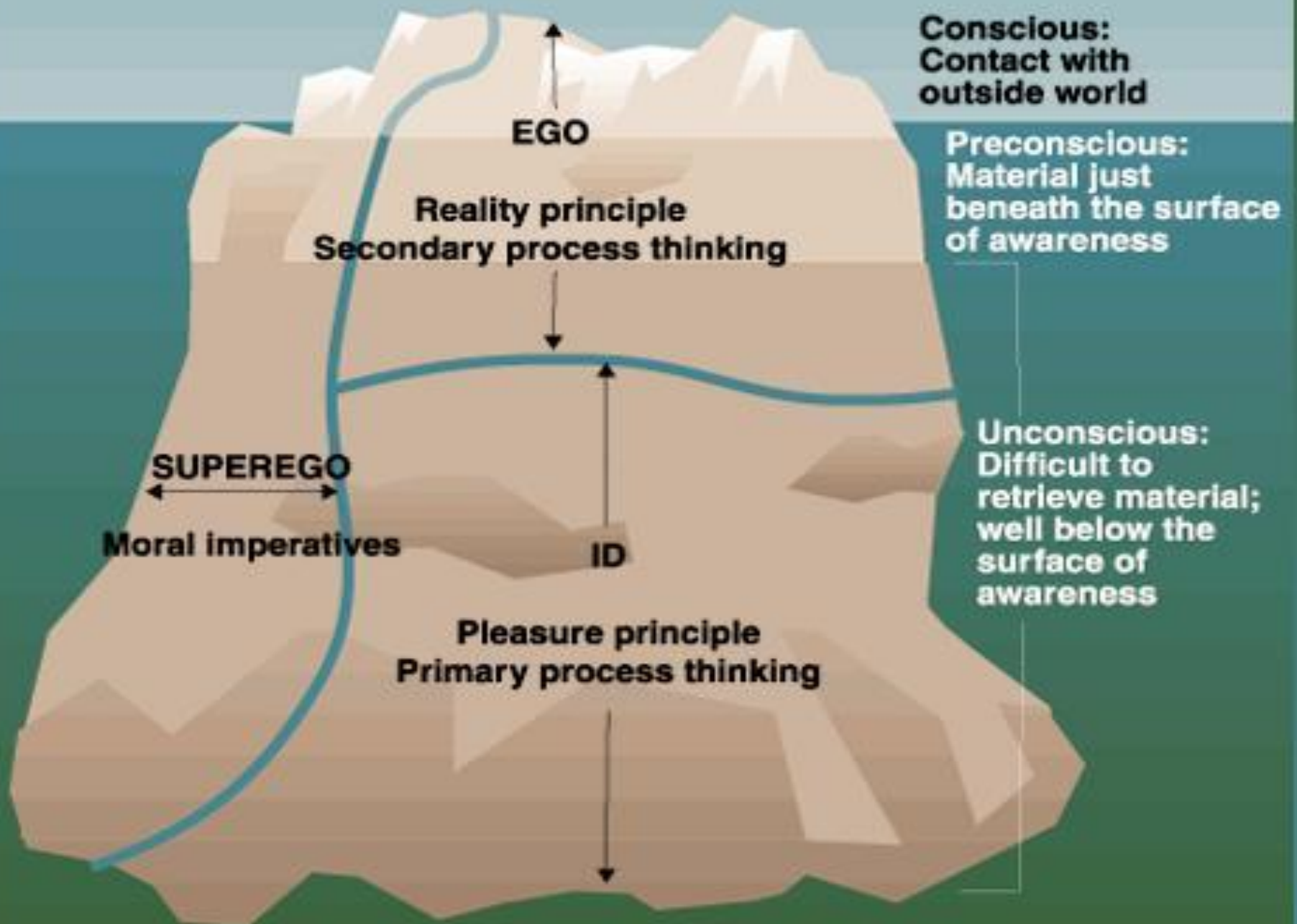
Personality Structure

Id - energy constantly striving to satisfy basic drives
Pleasure Principle

Ego - seeks to gratify the Id in realistic ways
Reality Principle



Super Ego
- voice of conscience
that focuses on how
we *ought* to behave



The Psychosexual Stages of Development

Stage	Age Range	Erogenous zone	Consequences of Fixation
Oral	0-1 years	Mouth	Fixation at this stage may result in passivity, gullibility, immaturity and manipulative personality
Anal	2-3 years	Bowel and bladder elimination	Anal retentive :Obsession with organization or excessive neatness Anal expulsive: Reckless, careless, defiant, disorganized
Phallic	4-6 years	Genitals	Oedipus complex (in boys only according to Freud) Electra complex (in girls only, later developed by Carl Jung)
Latency	7-10 years	Dormant sexual feelings	People do not tend to fixate at this stage, but if they do, they tend to be extremely sexually unfulfilled
Genital	11+ years (	Sexual interests mature	Frigidity, impotence, unsatisfactory relationships

Psychosocial Theory

- Eric Erikson postulated psychosocial theory of child development.
- Erikson's psychosocial theory emphasized development of ego identity through psychosocial stages, each of which provides a crisis for the individual to overcome.
- There are 8 stages of psychosocial development each has unique task.

Erikson's Stages of Psychosocial Development

Stage	Psychosocial Crisis/Task	What Happens at This Stage?
1	Trust vs Mistrust	If needs are dependably met, infants develop a sense of basic trust.
2	Autonomy vs Shame/Doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
3	Initiative vs Guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
4	Industry vs Inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
5	Identity vs Confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
6	Intimacy vs Isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
7	Generativity vs Stagnation	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
8	Integrity vs Despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

Piaget's Theory of Cognitive Development

- Jean Piaget propounded model of cognitive development in children.
- According to Piaget, basic to all intellectual development are certain processes that form the hierarchy of cognitive development.

Piaget's Stages of Cognitive Development

Stage	Age range	What happens at this stage?
Sensorimotor	0-2 years old	Coordination of senses with motor responses, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence is developed.
Preoperational	2-7 years old	Symbolic thinking, use of proper syntax and grammar to express concepts. Imagination and intuition are strong, but complex abstract thoughts are still difficult. Conservation is developed.
Concrete Operational	7-11 years old	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts.
Formal Operational	11 years old and older	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.



Gratitude

