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PSYCHOLOGY: UNDERSTANDING SELF AND OTHERS

We often experience moods of anger and joy. We do have remarkable ability to learn and memorize poems, stories and events. We often notice powerful effect of leaders on the behaviour of followers. While interacting in groups we often experience conflict and cooperation. At times some of us suffer from depression, hyper-anxiety, etc. All of us remain curious to know about the causes of these happenings and try to make sense in our own ways. Our understanding is often based on beliefs and personal experiences which may not be true. The knowledge gathered in this way cannot be used to formulate theories or to solve problems faced by people in their lives. We need dependable and relatively accurate understanding of the principles describing the working of human mind and behaviour. Psychology is the subject that provides insights into various aspects of human behaviour. In this lesson you will learn about the nature of psychology, activities of psychologists and different branches of psychology.



OBJECTIVES

After studying this lesson, you will be able to:

- explain the need for the study of psychology and nature of psychology;
- describe what psychologists do;
- state briefly the development of psychology as a discipline;
- state the relationship of psychology with other allied disciplines; and
- describe the changing face of psychology and different fields of psychology.



1.1 NEED FOR THE STUDY OF PSYCHOLOGY

People hold a variety of expectations from the study of psychology. Many of them are because of ignorance but some are also true. Psychology promises to help us in understanding how various mental functions operate and how people behave in different conditions. Its principles and theories are used in many situations. Psychology is relevant to solving teaching-learning problems in schools, problems in socializing children at home, motivating people in organizations and helping people to solve their emotional problems in personal lives. In addition, there are numerous human phenomena which require psychological theories and techniques. Selection of people for various jobs, assessing abilities and aptitudes of people, providing training for developing skills, setting goals and motivating people to achieve them and improving the style of life for better health are some of the very popular applications of psychology. In brief, understanding the growth and development of a person or functioning of a group are important areas of psychological applications.

Thus it is clear that the study of psychology is needed to understand ourselves better in terms of the potentialities that we possess and shaping them in desired directions. Such an effort is also done at the level of groups and organizations which represent human collectivities. In other words, a proper study and understanding of psychology can help us understand ourselves and others better and enhance the quality of life.

1.2 NATURE OF PSYCHOLOGY

How human beings receive information from environment and perceive objects?

How people, learn and remember experiences?

How do people think, reason and solve problems?

How do they differ in various psychological characteristics like intelligence, personality and interest?

How do people cope with various problems in life?

A moment's reflection will make it clear that in all the above questions brain, mind or mental activities and behaviour are involved. Any observable action is an outcome of a coordination of brain, mind and behaviour. Brain has a physical structure whereas mind is considered a functional correlate of brain. Psychology tries to understand the laws and principles characterizing the linkages across them in a scientific manner.

**Notes**

In our everyday life we behave in different ways and use the term 'behaviour' to refer to the verbal and physiological responses and actions.

Interest in psychological issues has a long past. However, attempts to formalize the understanding of psychological phenomena in modern sense started only during 19th century. It was influenced by the developments in the disciplines of philosophy as well as natural sciences. Today psychology is considered as a science as well as a profession contributing to the improvement in quality of life. It focuses primarily on the study of various aspects of mental and behavioural functioning. Psychologists use scientific methods to understand the causes of behavioural phenomena and develop principles and theories about them. They attempt to understand various questions related to human behaviour.

In the course of its growth, in this century, psychology has expanded in many directions and has encompassed almost all areas of human life. Thus we can say that psychology is a scientific study of mind, brain and behaviour.

1.3 WHAT PSYCHOLOGISTS DO?

Many of us carry the impression that psychologists can read the face of a person and tell one's mental make up, may cure people suffering from mental abnormalities, can guess what is one's future, and can change one's mind instantaneously, like a magician. As we will see later, there is no magic in the hands of psychologists. A psychologist uses certain procedures and tools to collect information and tries to draw inferences and conclusions about the probable causes of behaviour. Psychologists share twin goals:

- (1) understanding and explaining the complexities of behaviour, and
- (2) contributing to the improvement of the quality of human life.

The academic psychologists pursuing basic research are interested in the first goal. They try to test hypotheses about the diverse aspects of behaviour and mental processes. They develop principles, laws and theories using various methods such as observation and experimentation. They make efforts to describe, explain, predict and control behavioural phenomena. In contrast, the second goal is addressed by applied psychologists who are practitioners. They try to use psychological knowledge in solving various human problems. They are engaged in activities like counselling, therapy, personnel selection, career guidance, consultancy in organizational behaviour (e.g., team building, decision making, leadership training), consumer surveys, and psychological assessment and training in various skills (e.g. communication, self presentation). Psychologists are now seen working not only in academic institutions doing research and teaching but also in institutions like hospitals, schools, industries, sports-complexes, military establishments, community centres and so on.

**Notes****INTEXT QUESTIONS 1.1**

Choose the correct alternative:

1. Psychology is most appropriately defined as the:
 - a. Study of mind.
 - b. Scientific study of unconscious mental processes.
 - c. Science of brain, mind and behaviour.
 - d. Science of behaviour and knowledge.
2. Which one of the following is not used by psychologists?
 - a. interview
 - b. reading lines of one's palm
 - c. experiment
 - d. observation

1.4 DEVELOPMENT OF PSYCHOLOGY AS A DISCIPLINE

Understanding human nature has proved to be a major concern of human beings since time immemorial. The Indian thinkers had developed elaborate theories about consciousness, self, mind, mental activities since Vedic and Upanishadic period. The Indian thought systems like Vedant, Samkhya, Yoga, Buddhism, Jainism, Sufism, etc. have generated voluminous literature relevant to psychological processes. Let us know that the scholars and teachers in Ancient India like Charaka the famous physician of first century AD, Vatsyana and Kautilya all provided the theoretical foundations to apply the Psychological principles. But there is a need to understand the concept in Indian context because social and cultural setting has its own influence on the development of Psychology.

In the western world psychology took the shape of a scientific discipline towards the end of 19th century. It is generally held that Wilhelm Wundt established the first psychological laboratory at Leipzig University in Germany in 1879. He was a pioneer and attracted a large number of students from different parts of the world who started expanding the discipline. Gradually the study of psychology was organized around certain schools of thought. The main schools are as follows:



Notes

Structuralism : Developed by Edward Tichener , it focused on the study of consciousness and its components, i.e., sensations, images and affects.

Functionalism : Developed by William James it focused on consciousness, memory, learning and emotions as related to survival, growth and adaptation of living beings.

Behaviorism : Developed by J.B. Watson it focused on the objective study of observable behaviour.

Gestalt : Developed by Wolfgang Kohler, Kurt Koffka and their mentor Max Wertheimer this school focused on a holistic view and consciousness. Perception was the main area of study.

Psychoanalysis : Developed by Sigmund Freud it gave importance to unconscious processes, conflicts, anxiety and disorders.

The era of schools provided great opportunity for the diversification of psychology. However, it was felt that none of them could explain psychological processes in totality. As a result, there grew use of concepts from different schools of thought and use of scientific method.

Recent movements include emphasis on information theory and computational models which characterized cognitive revolution. The neural processes and role of cultural processes in shaping psychological functions are now being studied vigorously.

In modern India psychology started at Calcutta University in 1916. Dr. N. N. Sengupta was the first Head of the Department. Sri Girindra Shekhar Bose succeeded Dr. Sengupta. The Indian Psychological Association was founded in 1924 and *Indian Journal of Psychology* was started in 1925. The Lumbini Park Mental Hospital at Calcutta was founded in 1940. Gradually psychology departments were opened in various universities like Patna, Lucknow and Mysore. During seventies psychology became more popular in various areas and institutions. Its presence is widely felt in education, industry, health, defence and other related domains of life.

1.5 MAJOR PSYCHOLOGICAL PERSPECTIVES

Unlike physical objects and animals, human beings are self-conscious and can, therefore, subject themselves to their own study. This capacity to reflect about oneself makes the study of human behaviour and related processes quite complex. The complexity of studying human behaviour is further increased due to multiple causes involved in it. For example, let us see the case of someone who complains that a colleague of his/her is not working or performing upto the mark. This behaviour can occur due to many factors independently or jointly. It may be due



Notes

to lack of ability or lack of motivation or lack of supportive climate at the work place or some problem at home. Any one of these factors or their combination may result in poor performance. This is true for most of the behavioural phenomena.

Thus, we find that while psychologists do use scientific methods they cannot operate like physical or natural scientists. They have to take into account a large number of factors while studying behaviour. They share the characteristics of physical as well as social sciences.

However, the psychological predictions are complex and have certain limitations because the subject under study is human mind which itself is influenced by various factors. Their accuracy is limited by the stimuli used, type of tools used, environmental conditions and by the nature of psychological processes under study. The dynamic nature of psychological processes make generalizations difficult. Such generalizations are probabilistic in nature. In other words they indicate that under the given conditions the chance is that so and so event may take place.

While studying human behaviour we need to remember the following:

- (i) Changes are observed in individuals due to maturation, learning and ageing.
- (ii) Human behaviour at any moment is a joint function of the personal characteristics and the properties of environment.
- (iii) The measurement of psychological attributes (e.g., personality, intelligence, interest, attitude) is usually indirect and based on inferences.
- (iv) Many aspects of social behaviour are rule-governed and culture specific.
- (v) Human behaviour is usually determined by multiple causes.

The analysis and understanding of psychological phenomena essentially implies some model of human being. These models are rooted in certain cultural and philosophical assumptions. This is one important reason why there exist many approaches or perspectives to understand human behaviour.

Let us study more about these perspectives below:

Biological perspective : It considers human beings as nothing but a biological structure. Treating behaviour in purely physical terms, it looks at the internal physiological structures (e.g., brain, nervous system). Subscribing to a materialistic view it asserts that all behaviour has a physiological basis. In this view the working of nervous system and the role of genetic factors in shaping behaviour become major concerns. It is held that all social and psychological processes are derived from biological processes. This view prefers analysis of complex phenomenon in terms of smaller units. It has revealed the mysteries of brain functioning. The studies on effects of drugs on behaviour, consequences of electrical stimulation of various



Notes

parts of brain, influence of meditation and altered states of consciousness have shown interesting results.

Behavioural Perspective : This perspective stresses on the role of environmental stimuli in determining the way people act. It argues that what we are is largely the result of past learning. Accordingly, the overt or observable behaviour becomes the subject matter of psychology. This approach does not give importance to consciousness and subjective mental states. In this tradition observable behaviour and its relationship with environmental conditions is the main focus of study. Its proponent W.J. Watson and exponent B.F. Skinner believed in the objective study of behaviour. Behaviourism has many variants but all share common interest in learning and use explanations based on observable events.

Psychodynamic Perspective : We are often unaware of the true reasons for our actions. Sigmund Freud, the founder of psycho-analysis, is closely associated with this view. Focusing on motivational questions about behaviour, this perspective examines the role of internal processes. It believes that each behaviour has a cause and that cause is to be found in the mind. It is held that much of our behaviour is governed by the unconscious processes that lie outside the range of our awareness. This view uses the observations of people suffering from mental disorders and considers early childhood experiences as determinants of adult behaviour. According to this view, human being is driven primarily by sexual and aggressive instincts. The neo-Freudians like Horney, Erikson and Erich Fromm have developed psycho-analysis in various forms. Similarly Jung and Adler developed different traditions.

Cognitive Perspective: The main focus of this view is on how people know, understand and think about the world. Much of our behaviour involves mental or cognitive processes such as perceiving, remembering and thinking. They are as important as environmental stimuli in understanding our behaviour. They mediate between environmental stimuli and organism's responses. They function in organized and systematic way. As active organisms, we process information and act upon it. Our cognitions determine the course of our behaviour. We observe the environment and respond on the basis of its interpretation. Our thoughts are both causes as well as results of our overt actions. This perspective has links with the emerging fields of cognitive science and artificial intelligence.

Humanistic Perspective : Often termed as a third force, this perspective views humans as basically good and responsible beings. It is also held that one's behaviour is not simply determined by either past experiences or the current circumstances. People can make choices. The emphasis is on 'free will'. The subjective experiences and interpretations of the people are important in determining the course of their actions. The theories must be useful not only for understanding people but also for



understanding one's own life. In this perspective, self-actualization and spirituality play important role. It tries to see the pattern in life histories of the people. It emphasizes the phenomenal or experiential world of the people. Abraham Maslow and Rogers were the chief proponents of this view.

Indian Perspective: The Indian thought system has discussed the problem of human life from a broader perspective. A human being is embedded in relationship with environment and divinity; and harmony of mind, body and soul is emphasized. People are attracted to objects of desire unmindfully and that creates problems. People are ignorant of their true nature. The difficulties in life are because we are not aware of the potentialities and misidentify with physical objects. The remedy is proposed in terms of various forms of Yoga like Bhakti, Gyan, Karma and Raj yogas. In addition, there have been many other developments in all these systems and other traditions.

1.6 RELATIONSHIP OF PSYCHOLOGY WITH OTHER DISCIPLINES

As a behavioural science, psychology is situated at the intersection of many subjects. The psychological investigations share interest with different branches of biological sciences, social sciences and humanities. All these knowledge areas are collectively known as behavioural sciences. In recent years linkage of psychology with different subjects has been recognized. Now multi-disciplinary and cross-disciplinary studies are increasingly receiving greater attention. Let us see how psychology is related to other disciplines.

Sociology: The social or collective aspect of human behaviour is a matter of common concern for the students of sociology as well as psychology. However, the levels and approaches of the two are different. Both the disciplines help us to understand the influences of social context on human behaviour. Both analyze social phenomena such as leadership, socialization etc. However, sociology is molar and focuses on broader or macro units. It stresses on the study of groups and communities, while psychology focuses more on individuals. It is interesting to note that society comprises of individual. Hence both are inter-related. It also uses experimental survey and observational methods for collecting information.

Anthropology: Anthropology tries to understand the evolution of mankind and development of civilization. It also focuses on the characteristics and processes of culture by detailed observation and recording the lives of people through participant observation in different cultural groups. In contrast, psychology tries to establish generalizations about human behaviour. These generalizations are often limited by the culture in which research is conducted. In recent years the relationship between



Notes

culture and psychology has become closer. The psychological studies which respond to the needs of culture have shown that there are important differences and similarities in the nature and expression of emotions, self concept, motives, personality, norms, morality and child-rearing across different cultures.

Education: Education and psychology have a history of very long association. The theory and practice of education is based on the principles and findings about various psychological processes like learning, memory, motivation, personality and intelligence. Also, effective class-room teaching and learning is possible only when teachers are trained in the principles of human development. Children are active learners who process information and act accordingly. A teacher, therefore, is required to be skillful in the techniques of motivation and communication. Teachers are often required to provide guidance and counseling to students and parents. Similarly evaluation of students requires basic understanding of the principles and procedures of psychological assessment.

Biology and Neuroscience: One of the main concerns of psychologists is to understand the biological foundations of behaviour. Many breakthroughs in understanding, controlling and modifying behaviour have come from the knowledge of the functioning of brain and nervous system. Localization of brain functions, nature and properties of nerve impulse, biological factors in arousal and motivation, role of various parts of brain in determining psychological functioning constitute an exciting area of enquiry.



INTEXT QUESTIONS 1.2

A. Match the following statements:

- | | |
|-------------------------------|---|
| (1) Biological perspective | (a) human beings as positive force |
| (2) Behavioural perspective | (b) behaviour involves mental process |
| (3) Psychodynamic perspective | (c) function of biological entity |
| (4) Cognitive perspective | (d) harmony of mind, body and spirit |
| (5) Humanistic perspective | (e) unconscious aspect of mind |
| (6) Indian perspective | (f) function of environmental characteristics |

B. State whether the following statements are True or False.

- (i) Sociology and psychology help to understand the influence of social context on human behaviour. True/False



- (ii) Anthropology studies the evolution of mankind and development of civilization. True/False
- (iii) Education and psychology are unrelated. True/False
- (iv) Human behaviour does not have any biological foundation. True/False

1.7 FIELDS OF PSYCHOLOGY

In the course of its disciplinary journey, psychology has diversified and expanded in many directions. Beginning with experimental and physiological psychology which focus on the basic psychological processes, attention was shifted to the application of psychology in different spheres of life. In the following paragraphs we shall briefly study the different branches of psychology.

- (a) **Experimental and Cognitive Psychology:** Traditionally experimental psychology has been concerned with the study of psychological processes such as sensation, perception, learning, memory, motivation, emotion, etc. The goal is to understand the principles underlying these processes with the help of experimental method. For a long time this area has dominated the scene. With increasing information this field has diversified. The new field of cognitive psychology happens to be the closest one to experimental psychology. This field tries to explain processes involved in the perception, comprehension and use of information for various purposes. Thus reasoning, problem solving, attention and related processes are being analysed with sophisticated methods and tools. This branch tries to understand the fundamental causes of behaviour.
- (b) **Physiological and Comparative Psychology:** This field of inquiry is devoted to the analysis of biological foundations of behaviour. It asserts that all behaviour can be reduced to various physiological processes. For instance, activities in cerebral cortex and hypothalamus are found to be systematically related to thinking and motivation. The field of comparative psychology investigates the dimensions and complexities of behaviour among animals like rats, pigeons and monkeys and compares *those* across species.
- (c) **Developmental Psychology:** This subfield of psychology deals with the problem of changes in behaviour throughout the lifespan. These changes take place in physical, motor, cognitive, personality, emotional, social and linguistic domains. Study of these changes may be undertaken by following the same person for a longer period. Alternatively, one may study people of different age groups. The first approach is called longitudinal and the second is cross-sectional. Important divisions of this branch include child psychology, adolescent psychology, and psychology of adulthood and aging. The study of



Notes

developmental psychopathology has great significance for rehabilitation of children with disabilities and behaviour problems.

- (d) **Social Psychology:** Interactions with other human beings are one of the most significant aspects of our life. Social psychology tries to understand the influence of other individuals and groups on our behaviour. Perceiving other individuals, forming attitudes, persuading others to change their views, prejudice, interpersonal attraction, group decision, social motivation and leadership are important themes in social psychology. More recently, great concern has been shown for applications and a new specialization entitled applied social psychology has emerged. Social psychology has particularly benefited by the contributions from sociologists.
- (e) **Educational and School Psychology:** As an applied field this branch of psychology tries to help solve the problems of teaching and learning in classroom setting. It helps the students and teachers both to deal more effectively with the learning situations. Much of the work of educational psychologists is devoted to the areas of curriculum planning, teacher-training and instruction-design. Psychology of learning and motivation supplies the necessary theoretical framework and empirical data regarding learning process, the principles of learning, reinforcement, transfer of training, retention and forgetting. Educational psychologists plan and suggest curriculum to a school board in the light of student's interest, abilities, and needs. The job of school psychologists is to deal with more immediate problems in the school. The school psychologists are particularly concerned with diagnosis of learning difficulties and their remediation, and vocational and other forms of counseling.
- (f) **Counseling Psychology:** A counseling psychologist deals with people who have milder emotional and personal problems. She/he tries to enable an individual to utilize his/her present resources most effectively in solving personal problems. Thus a counselor's task is to modify behaviour in areas like marital life, delinquency, school maladjustment, dispute in work setting, etc. The counselor systematically changes the behaviour through various procedures including behaviour modification, modelling, sensitization and rational thinking.
- (g) **Clinical Psychology:** The general image of a clinical psychologist is that of a doctor who diagnoses psychological disorders and treats them using psychotherapy. But s/he is not a doctor and should not be confused with a psychiatrist who holds a medical degree. S/he uses various techniques to relieve the symptoms and to help people understand the reasons of their problems. A clinical psychologist strives at changing personality in order to enable a person to cope with his/her situation in an adaptive manner. A clinical psychologist mainly aims at the identification of negative or problematic aspects in development and their alleviation. For example, a clinical psychologist, treating



Notes

phobia, a kind of unreasonable fear behaviour, tries to remove reinforcements that maintain the behaviour, and at the same time provide reinforcement in order to promote learning of more rational and effective coping patterns in people.

- (h) **Industrial/Organizational (I/O) Psychology:** Psychologists working in this area help industries and other organizations in personnel selection, training, solving problems related to communication, productivity, and interpersonal and intergroup relations. Various interventions for organizational development (e.g., team building, development of communication skills, goal setting, job design) are currently employed to improve the conditions of work setting and enhancing the quality of products.
- (i) **Environmental Psychology:** This is a relatively new field of psychology which specializes in understanding the relationship between human beings and environment. Environmental planning, environmental perception and attitude, design of environments, environmental stressors (e.g., crowding, pollution, disasters) and environmental attitudes are being studied. The goal is to save the environment and improve its quality.
- (j) **Engineering Psychology:** Human life in the modern world is dominated by machines of various kinds. The human-machine interaction raises many problems. Engineering psychology, also known as human factors engineering, tries to specify the capacities and limitations of human-machine-environment system so that the system can be operated safely and efficiently. Therefore, the task of engineering psychologists is to help designing instruments and machines and developing the layout of work setting. With the advent of computers and innovations in the area of information technology, many new methods are being used to solve the related problems.
- (k) **Health Psychology:** It is an emerging branch of psychology which focuses on understanding the factors that promote the status of health. In contemporary life the number of health hazards (e.g., stresses, pollution in the environment, frustration) is increasing. In order to cope with them successfully we need to adopt patterns of health behaviour such as exercise, meditation, proper diet, physical activity etc. Health psychology examines the role of these behaviours in promotion of physical and mental health. It also tries to find ways to modify inappropriate behaviours and prevention of illness.

1.8 CURRENT TRENDS : THE CHANGING FACE OF PSYCHOLOGY

With increasing complexity in modern life psychology is required to play greater role. It is clear from the description of various branches of psychology that its field

**Notes**

encompasses a broad spectrum of issues faced by us. It's goal is to further knowledge in various domains and apply that knowledge in solving problems. In such efforts psychology has grown in different directions. Some of the current trends that are prominent in shaping this discipline are as follows:

1. Emphasis on Cultural Context

Psychologists are realizing the fact that psychological phenomena can be understood in the specific cultural context in which they take place. The studies in cross-cultural psychology and cultural psychology show that many of the concepts (e.g., self, morality) and practices (e.g, socialization, life tasks) are culturally specific. It is therefore necessary to understand these issues and processes in their cultural context.

2. Breakthrough in Neurosciences

In recent years considerable knowledge has been gained about brain and other parts of nervous system and biological functioning. This has helped in not only understanding the nature of psychological processes but has provided ways and means (e.g., drugs) to cure various diseases.

3. Multidisciplinary Concerns

Psychologists as well as other scientists are now convinced that human reality is complex and one discipline cannot properly comprehend it. Hence multidisciplinary efforts have started to understand the various aspects of human life. In particular, the collaboration of linguists, anthropologists and cognitive scientists is taking place in the study of issues related to language, personality, emotion and values.

**INTEXT QUESTIONS 1.3**

A. Choose the correct alternative:

1. Which of the following psychologists is most involved in the treatment of psychological problems:
 - a. counseling psychologist
 - b. community psychologist
 - c. clinical psychologist
 - d. social psychologist

**Notes**

2. Suppose you are writing an article on the factors that attract people to one another and lead to friendship. It is likely that you will try to read books written by a:
 - a. developmental psychologist
 - b. educational psychologist
 - c. social psychologist
 - d. community psychologist
3. You are attending a meeting/seminar of psychologists. You find that one talk is on infant perceptual abilities, the second is on adult socialization, the third deals with physical changes in the elderly. What is your guess about the specialization of these psychologists?
 - a. Physiological
 - b. Cognitive
 - c. Social
 - d. Developmental

1.9 PSYCHOLOGY AS A CAREER

By now you must have got a fair idea of the various fields of psychology. Frankly, nowadays, no area has been left untouched by psychology. Whether it is related to society or the armed forces or educational setting, the need of a psychologist is being felt by all. It is becoming a very popular subject rapidly. With a degree in psychology, one can find various jobs such as -

- a) PGT - Psychology.
- b) Counsellor - freelancer/ school/ institution.
- c) Examiner who conducts various tests.
- d) Psychologist in an industrial setting.
- e) Researcher.
- f) Work in NGOs.
- g) Lecturer.
- h) Clinical Psychologist.
- i) Child Psychologist.



Notes

- j) Health Psychologist.
- k) School Psychologist.
- l) Human Factors Psychologist.

All the jobs stated here demand at least a graduate degree with specialization in a particular field of psychology.



WHAT YOU HAVE LEARNT

- Psychology is a science which studies mental and behavioural functioning in a systematic manner, using scientific methods.
- Psychologists describe, predict and control the processes like perception, motivation, cognition, memory, learning, personality, and intelligence.
- As professionals, they apply psychological knowledge towards the solution of problems in various settings including schools, industries, hospitals and organizations.
- It is closely related to allied disciplines such as education, anthropology, sociology, and biology.
- The study of psychological issues and problems has been characterized by several perspectives including behavioural, cognitive, psychodynamic, humanistic, biological and Indian.
- The perspectives are rooted in varied philosophical assumptions, and describe human nature in different ways.
- As a growing discipline, psychology is expanding across various branches which specialize in providing psychological services in different walks of life.
- Developments in neurosciences, study of culture and collaboration with other disciplines is shaping the development of psychology in important ways.



TERMINAL EXERCISE

1. Describe the nature of psychology.
2. Explain the psychodynamic perspective in psychology.
3. How is psychology related to education?
4. Discuss the fields of clinical psychology and industrial psychology.



ANSWER TO INTEXT QUESTIONS

1.1

(1) c

(2) b

1.2

(A) 1 - c, 2 -f, 3 - e, 4 - b,

5 - a, 6 - d

(B) (i) True (ii) True (iii) False (iv) False

1.3

1. C

2. C

3. D

HINTS TO TERMINAL EXERCISE

1. Refer to section 1.2
2. Refer to section 1.5
3. Refer to section 1.6
4. Refer to section 1.7