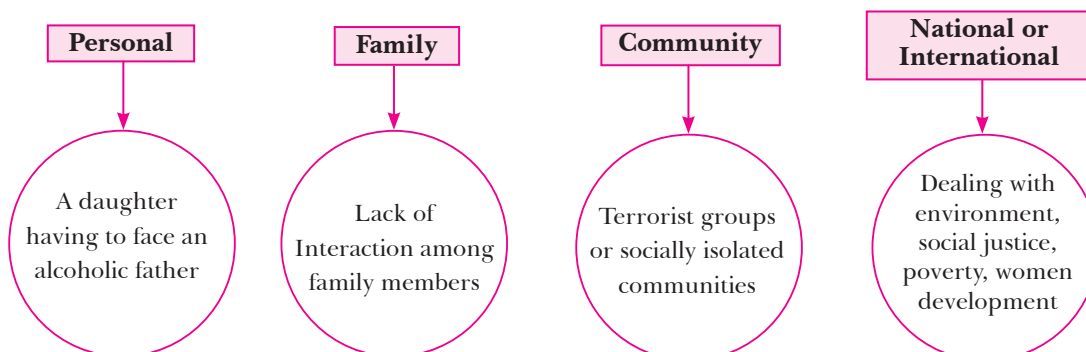


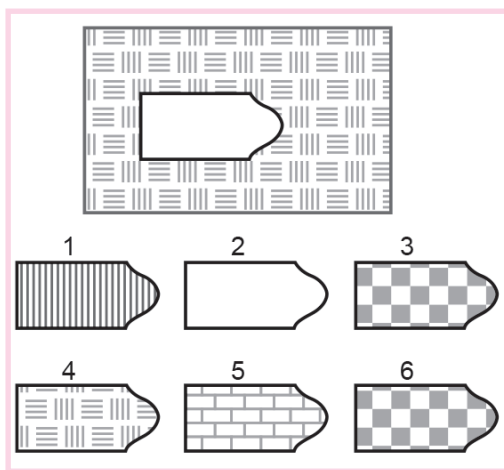
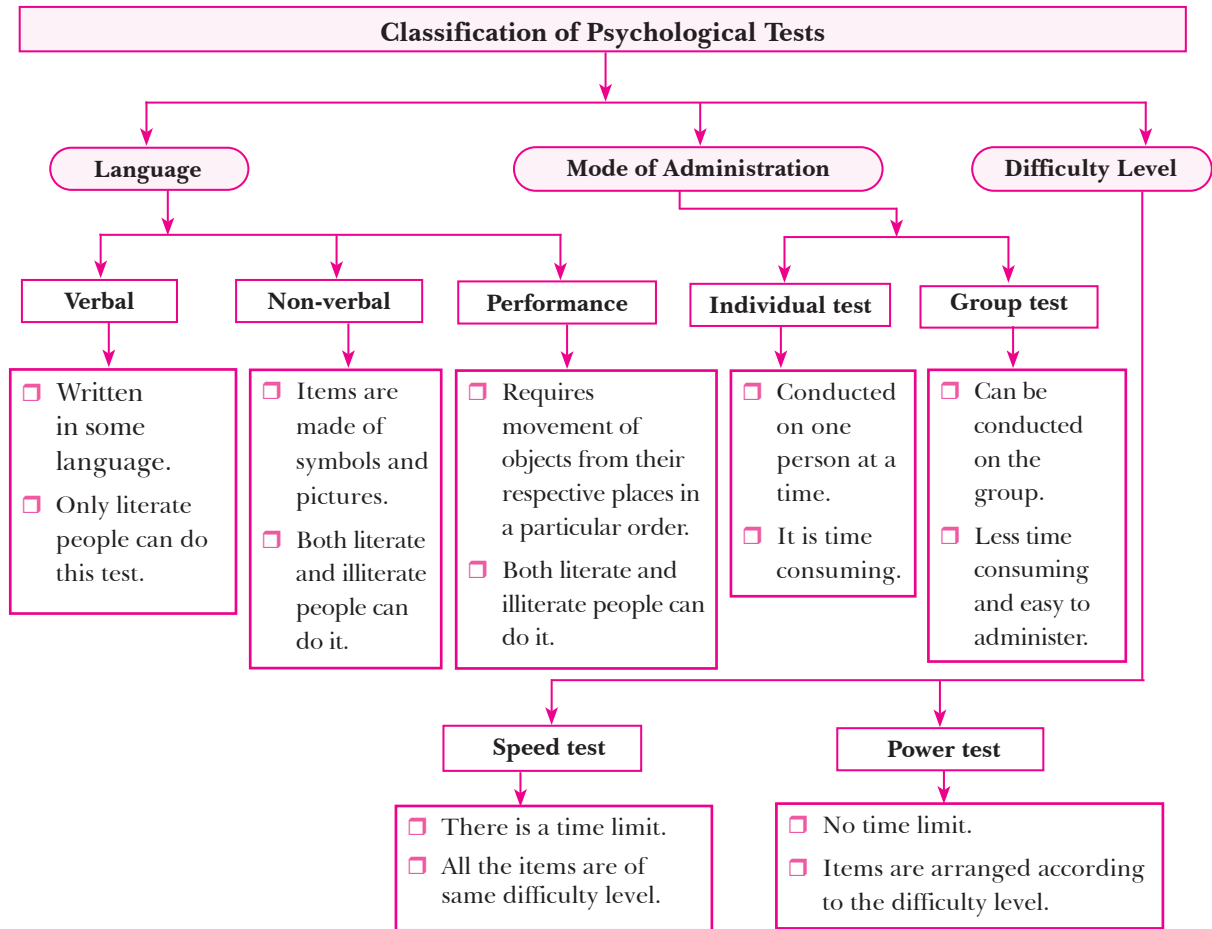
**Fig. 1.1:** Relationship of Psychology with other Disciplines

## **PSYCHOLOGY IN EVERYDAY LIFE**

Psychology is a subject which offers solutions to a variety of problems. These may range from personal, family, community and even at national and international levels.



## ➔ Types of Tests



**Fig. 2.2:** An item from Ravens Progressive Matrices a Non verbal intelligence test

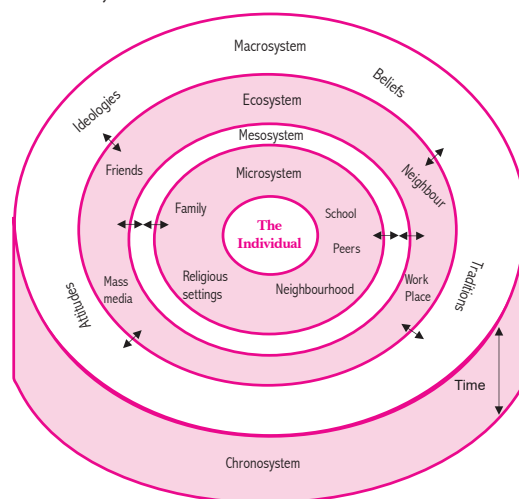


**Fig. 2.3:** Alexander Pass Along Performance Test

## ➔ Case Study

- Case study is an in-depth study of a particular case.
- Case study provides a narrative or detailed description of the events that take place in a person's life.

- (i) **Microsystem:** The microsystem is the immediate environment in which the individual lives. It is in these settings where the child directly interacts with social agents – the family, peers, teachers and neighbourhood.
- (ii) **Mesosystem:** The mesosystem consists of relations between these contexts, *i.e.*, How a child's parents relate to the teachers or how the parents view the adolescent's friends. These are experiences which are likely to influence an individual's relationship with others.



- (iii) **Exosystem:** The exosystem includes events in social settings where the child does not participate directly, but they influence the child's experiences in the immediate context. *e.g.* the transfer of father or mother may cause tension among the parents which might affect their interactions with the child or the general amenities available to the child like quality of schooling, libraries, medical care, means of entertainment, etc.
- (iv) **Macrosystem:** Macrosystem includes the culture in which the individual lives.
- (v) **Chronosystem:** Chronosystem involves events in the individual's life course and socio-historical circumstances of the time such as divorce of parents or parents, economic setback and their effect on the child.

Bronfenbrenner's view is that a child's development is significantly affected by the complex world that envelops him/her whether it be the conversations on very small matters with his playmates, or the social and economic life circumstances into which he/she is born.

## 2. What is development? Explain the model of development for understanding the development of children in Indian context?

**Ans.** Development is the pattern of progressive, orderly, and predictable changes that begin at conception and continue throughout life. Development mostly involves changes—both growth and decline, (as observed during old age).


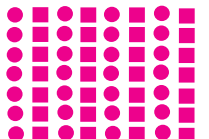
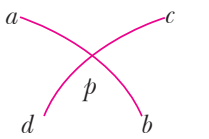



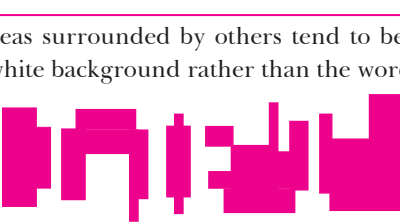
Durganand Sinha has presented an ecological model for understanding the development of children in Indian context. Ecology of the child could be viewed in terms of two concentric layers:

- (i) *The upper and the more visible layer:* It consists of home, school, peer groups and so on. Elements of visible/upper layer:
- Home, its conditions in terms of overcrowding, members, toys, technological devices, etc. and the space available to each.
  - Nature and quality of schooling facilities, to which the child is exposed.
  - Nature of interactions and activities undertaken with peer groups.
- (ii) *The surrounding layer of the child's ecology:* It influences the upper layers of surrounding layer:
- General geographical environment. It includes space and facilities outside the home including general congestion of the locality and density of population.
  - Institutional setting provided by cast, class and other factors.

We distinguish figure from the ground on the basis of the following characteristics:

- Figure has a definite form, while the background is relatively formless.
- Figure is more organised as compared to its background.
- Figure has a clear contour (outline), while the background is contourless.
- Figure stands out from the background, while the background stays behind the figure.
- Figure appears more clear, limited, and relatively nearer, while the background appears relatively unclear, unlimited and away from us.

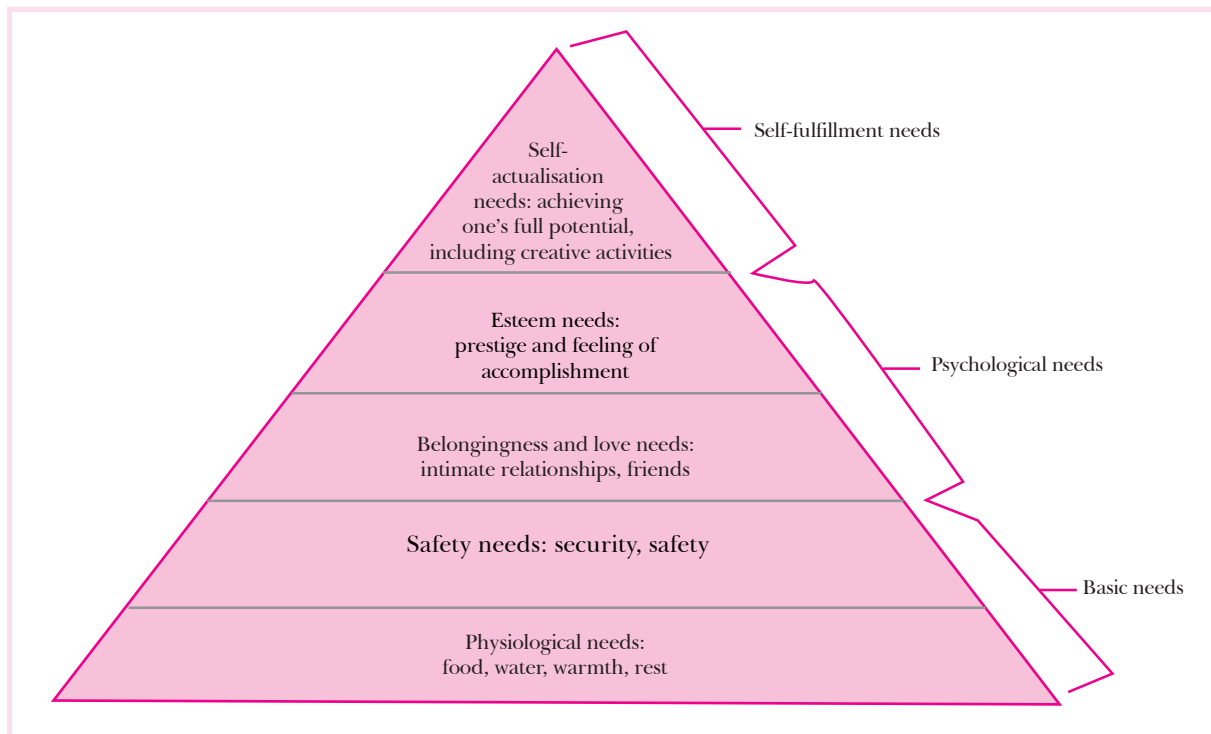
There are some principles which explain how and why different stimuli in our visual field are organised into meaningful whole objects. These principles are:

1.	<b>Principle of Proximity:</b> We organise nearby objects together. Thus, the figure does not look like a square pattern of dots, but as a series of column of dots.	
2.	<b>Principle of Similarity:</b> We organise together objects that are similar in shape. In figure, the little dots and lines are evenly placed both horizontally and vertically so we see them alternating columns of dots and lines.	
3.	<b>Principle of Continuity:</b> We tend to perceive objects as belonging together if they appear to form continuous pattern. In the figure, we are more likely to identify two lines $a - b$ and $c - d$ crossing than to identify four lines as line $a$ , line $b$ , line $c$ , and line $d$ meeting at the centre $p$ .	
4.	<b>Principle of Closure:</b> We organise lines to create whole figures when possible and tend to fill the gaps in stimulation and perceive the objects as whole. In the figure, the small angles are seen as a triangle due to our tendency to fill the gap in the object provided by our sensory input.	
5.	<b>Principle of Smallness:</b> Smaller areas tend to be seen as figure against a larger background. We are more likely to see a black cross rather than a white cross within the circle because of this principle.	
6.	<b>Principle of Symmetry:</b> Symmetrical areas tend to be seen as figures against asymmetrical backgrounds. The black areas are seen as figures (as they have symmetrical properties) against their white asymmetrical background.	
7.	<b>Principle of Surroundedness:</b> Areas surrounded by others tend to be perceived by figures. The image looks like five figures against the white background rather than the word 'LIFT'.	

## PERCEPTION OF SPACE, DEPTH AND DISTANCE

- The process of viewing the world in three dimensions is called distance or depth perception.
- In perceiving depth, we depend on two main sources of information, called cues.
- These cues are binocular cues (require both eyes) and monocular cues (allow us to perceive depth with just one eye).

- The characteristics of a self-actualised person is that he/she is self aware, socially responsive, creative, spontaneous, open to novelty, and challenges. He/she has a sense of humor and capacity for deep interpersonal relationships.



**Fig. 8.2:** *Psychology*

## **NATURE OF EMOTIONS**

- Emotion is a subjective feeling and its experience varies from person to person.
- The six basic emotions are anger, disgust, fear, happiness, sadness and surprise. Emotional experience leads to physiological changes in the body.
- Emotions are a complex pattern of arousal, subjective feeling and cognitive interpretation. Joy, sorrow, love, anger, hate and many such feelings are experienced in the course of the day by all of us.
- Emotions, as we experience them, move us internally, and this process involves physiological as well as psychological reactions.
- The term 'emotion' is often considered synonymous with the terms 'feeling' and 'mood'.
- Feeling denotes the pleasure or pain dimension of emotion, which usually involves bodily functions.
- Mood is an affective state of long duration but of lesser intensity than emotion.
- Both these terms are narrower than the concept of emotion.
- It has been noted that at least six emotions are experienced and recognized everywhere. These factors are gender, personality and psychopathology of certain kinds.
- These are: anger, disgust, fear, happiness, sadness, and surprise.
- Izard has proposed a set of ten basic emotions *i.e.*, joy, surprise, anger, disgust, contempt, fear, shame, guilt, interest and excitement.
- According to Plutchik, there are eight basic or primary emotions. He arranged it in fair pairs of opposites *i.e.*, joy-sadness, acceptance-disgust, fear-anger, and surprise-anticipation.
- Emotions vary in their intensity (high, low) and quality (happiness, sadness, fear). Subjective factors and situational contexts influence the experience of emotions.