

An Overview on Education of Psychology in India

¹Amaleena Bose Banerjee & ²Dr. Pooja Mishra

¹Research Scholar, Department of Psychology, Sri Satya Sai University of Technology and Medical Sciences, Sehore, M.P., India

²Research Guide, Department of Psychology, Sri Satya Sai University of Technology and Medical Sciences, Sehore, M.P., India

ARTICLE DETAILS

Article History

Published Online: 15 May 2019

Keywords

Psychology, Education, India.

ABSTRACT

The purpose of this paper is to provide an overview of the development of psychology in India. It describes the various colleges that offer psychology programs as well as the various organizations that promote the advancement of psychology. It also raises a range of implications for the future of Indian psychology. To make educational psychology more open to evolving social needs, recommendations are made for changing the focus and concentration in the discipline's teaching, as well as shifting research goals within the historical and sociocultural frameworks of the region. The status of educational psychology in general psychology and education curricula at different academic levels in India was investigated in this paper.

1. Introduction

Indian scriptures dating back thousands of years extensively dealt with the study of states of consciousness, faith, and mental development. The key aspect of this early exposition is that it is largely experiential and represents the continuation of a centuries-old practice of self-verification. There was no strict differentiation between theology, philosophy, and psychology in the ancient Indian scriptures. The overarching goal was to assist individuals in their search of self-realization and freedom from life's tribulations. The root of all suffering was assumed to be inside the individual in this world-view, so the focus was on finding the 'world within' to relieve the suffering. The aim was to achieve long-term unity in soul, mind, and body in order to find eternal happiness. In this pursuit, the meditation and yoga systems developed very advanced mind-control strategies. This vast area of study is referred to as "Indian Psychology" in contemporary literature.

These rich practices, however, had no impact on academic psychology, which was introduced into India as a Western science under British rule. The combination of scientific psychology and experimental work was a new method that had no counterpart in conventional Indian psychology. Calcutta University's Philosophy Department was the first to offer psychology as a course. In 1905, Brojendra Nath Seal, the King George V Professor of Mental and Moral Philosophy at the time, drafted the first syllabus for experimental psychology and developed a laboratory for demonstration purposes. This research was revamped eleven years later to become the first psychology school, the Department of Experimental Psychology. The department's chair, Narendra Nath Sengupta, received his education at Harvard University from Hugo Munsterberg, a classmate of William Wundt. Calcutta laboratory experiments in depth perception, psychophysics, and concentration influenced early study at other centres. Recognizing the empirical essence of study, the Indian Science Congress regarded psychology as a separate division in 1923.

Psychology was introduced initially as a subject at the undergraduate and post-graduate level (Sinha, 1986). In Dacca University, Prof. H.D. Bhattacharya set up a laboratory in 1921.

The Mysore University laboratory was established in 1924 under the direction of Dr. M.V. Gopalswami, who had studied under Prof. Spearman in London. He performed detailed studies on higher psychological thought processes and the contributions of psychology to education under the supervision of Prof. Spearman. Thus, psychology in India was recognized as a specialty alongside physical and biological sciences at an early stage, while Western psychology did not achieve this classification until after a long struggle. The Indian Psychological Association was established in 1924, and the Indian Journal of Psychology was published the following year, making it India's first psychology journal.

Mr. Sengupta was replaced by Girindrashekar Bose, a psychiatrist and psychoanalyst. Mr. Bose was very enthusiastic about promoting psychoanalysis in 1922, and he founded the Indian Psychoanalytic Society as a result of his near association with Sigmund Freud. Bose also earned a Ph.D. in psychology for the 'concept of repression,' which was the first Ph.D. in psychology from any Indian university. In 1940, he founded the Lumbini Park Mental Hospital in Calcutta, and in 1938, he pioneered the department of Applied Psychology Wing, where Jung, Meyers, and Spearman were invited to the Silver Jubilee Session of the Indian Science Congress (Dalal, 2013).

Other departments were also established at Mysore and Patna during independence period. M.V. Gopalswami, who received his training in the mental assessment tradition at London University under the direction of Spearman, produced Indian versions of Western ability assessments and implemented psychology concepts in the field of education. The department was founded in Patna in 1946, under the direction of H.P. Maiti, along with the Institute of Psychological Research and Services. The department had grown into a major hub for teaching, science, and counselling programs, where students and the general public received career instruction and counseling.

Because of Wundt and Titchener's influence, research was primarily conducted in the fields of touch, vision, psychophysics, and reaction time. Gradually, psychology became a common topic in Indian colleges and universities. Calcutta remained the epicenter of inspiration, allowing the

Wundtian influence to spread across the world. As a result, Wundtian and Titchenerian methods grew in popularity to the point that any psychologist working in the area of experimental psychology had to draw on Wundt's work in some way. Psychology has developed its own methods of investigation based on natural science models in Western culture, moving away from theology and philosophy. At this period, Indian psychologists saw the application of Western psychology as a way to establish a secular identity separate from religion and ideology.

However, owing to a lack of understanding of the convergence of philosophy, theology, and psychology, Indian psychology was poorly to understand the modern world and lacked the means and methods to justify the country's current social and moral decline. Indian psychology has long struggled to strike a balance between two polarities: metaphysical and logical, clinical and experimental, intuitive and objective. In India, psychologists began to separate their work and study in the Western psychology tradition from other scientific and socially rewarding artistic endeavors.

Indian psychologists began to live in two worlds: one of faith and theology, and the other of scientific fact, philosophy, and psychology. Girinder Shekhar Bose, for example, serialized the reading of the holy Gita in the influential Bengali journal 'Parvasi', in addition to his significant contribution to psychoanalysis. Gopalswami, who was in charge of a department in Mysore, had a keen interest in two fields: intelligence research and animal laboratory work. In addition, he had started his own radio station and was active in a variety of cultural events (Nandy, 1995).

Durganand Sinha, a founder in contemporary Indian psychology, encountered practitioners who were educated in scientific tradition rejecting efforts to formulate Indian psychology such as immortality, spirit transmigration, and spiritual forces. As a result of the pessimistic mindset of colonial inheritance and the power of scientific worldview, Indian psychology was rejected and theories were grounded. This condition has developed a duality in the personality – psychologist as a practitioner vs. psychologist as an individual – which has resulted in a loss of imagination and a draining of personal wealth and energies, resulting in 'burnout' for many psychology practitioners, as Kiran Kumar (2008) noted. The colonial rulers faced many challenges in the running of the regime due to their lack of knowledge of Indian social realities, including the unique structures of caste, faith, tribal and rural cultures, customs, values, and practices. It was observed that Britishers in India did not encourage psychology in the same manner that they did sociology and social anthropology.

Though the idea of Indian psychologists living in two cultures had grown in popularity, the three major streams of academic psychology - experimental psychology, psychoanalysis, and intelligence research - were regarded as culture-free and uncritical. In most universities, psychology departments were established by separating philosophy departments. As a result, several faculty members switched from philosophy to psychology in search of greater job prospects. Because of the change from philosophy to psychology, the bulk of chairman in psychology departments had a philosophy experience by the end of the 1960s. Philosophical understanding was thought to have a solid foundation for psychology and enrich it in terms of aboriginal

ideas and theories. Surprisingly, faculties with metaphysical backgrounds disassociated themselves from philosophy in order to develop their identification as scientists. Memory, psychophysics, interpretation, listening, pattern recognition, and the concept of value-free and culturally neutral experimental work piqued faculty interest. They learned Western analysis methods to develop analytical sophistication and mathematical tools due to a lack of experience in research methodology. They worked as professionals in Western styles based experimental testing practices, and they indulged in other things to fulfill their innovative impulses.

The Central Government of India recognised the importance of social science teaching and study for national restoration and social progress after India gained independence from colonial rule. After, several psychological experiments demonstrated anxiety about rioting activity after the human catastrophe of India's partition, in which thousands were killed in Hindu-Muslim protests and a huge influx of refugees from across the frontier. After realizing the initiative from psychologists towards psychological research, the Ministry of Education thought about involving Gardner Murphy through United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1950 for the development of research to understand the causes of communal violence. The book, 'In the Minds of Men' edited by Murphy was published by the contribution of various studies by psychologists in India.

Following independence, the Ahmedabad Textile Industries Research Association (ATIRA) was established in 1950, with Kamla Chowdhury conducting large-scale surveys to investigate motivational issues in the textile industries. Advanced educational programs in clinical psychology were initiated at the All India Institute of Mental Health (now recognized as the National Institute of Mental Health and Neuro-Sciences (NIMHANS) in 1955. Also, Hospital for Mental Disease were established in Ranch in 1962 and Indian armed forces also expressed interest in using psychological test in personnel selection, to conduct research on defense related problems, motivation, leadership, mental health, stress and rehabilitation of disabled war veterans. Psychological Research Wing of the Defense Science Organization was set up in 1949, which was elevated as the Defense Institute of Psychological Research (DIPR) later on.

With such diverse initiatives and efforts, psychologists began to contribute the psychological services in different domains of national life by the end of 1950s

2. Psychology development as a discipline

In the 1950s and 1960s, the psychology profession saw phenomenal development in terms of psychological methods and study. The University Grant Commission (UGC) was established in 1956, and funds were distributed to different universities to establish psychology departments, resulting in 32 departments by the end of the 1960s. The divisions were formed as part of a general expansion of higher education, without any specific scholarly concern or clear educational strategy, as a result of the rapid and spectacular expansion of psychology. Nonetheless, each department created its own personality (Pandey, 1969). Departments such as rural and social psychology (Allahabad), test building (Mysore), Industrial Psychology (Osmania), Measurement and Guidance (Patna),

and Verbal Learning (Patna) were renowned for their study (Pune).

UGC developed Centers of Advanced Studies and Centers for Special Assistance in the late 1960s to address the diminishing standards of university departments and to promote research programs. The ranking of two psychology departments (Utkal and Allahabad) has been upgraded to Centers of Advanced Studies in Psychology. Departments in Delhi, Gorakhpur, and Tirupati have also been upgraded to Centers of Special Assistance.

UGC and the Ministry of Education, Government of India, commissioned a host of bilateral student exchange programs. In the 1960s and 1970s, a considerable number of Indian scholars went to the United Kingdom, Canada, and the United States for doctoral and post-doctoral training as part of student exchange programs funded by Commonwealth, Fulbright, and Ford Foundation fellowships. When those students returned to academic positions and exchanged their current research ideas and continued academic cooperation with their seminal professors overseas, qualitative reforms in teaching and research were made.

3. Issues of psychological practices in India

According to American Psychological Association (APA), psychological practices are defined as “an assortment of evidence-based treatments to help people improve their lives through training, teaching and counselling.”

Practicing psychiatrists in Western countries such as the United States and the United Kingdom have professional qualifications and expertise that assist individuals with learning to deal more successfully with life challenges and mental health issues. They are licensed by their states to offer a variety of therapies, including diagnosis and psychotherapy, after years of graduate school and supervised training.

Practitioners have been asked to follow a range of ethical guidelines for work, such as unbiased care, ethical use of the expertise, protection of clients' personal information, routine reporting to supervisor, and so on. There are numerous psychological organizations around the world, such as the American Psychological Association (APA), the European Psychological Association (EFPA), the American Psychological Society (APS), and the Society for Professional Psychology (SPC), which have been founded by the respective governments and are responsible for maintaining and enforcing good quality practice for society. Perhaps this is why, in those nations, mental wellbeing is given equal weight and consideration to physical health.

In India, however, mental health is a major concern. People in India have a lot of preconceived notions about mental illness and recovery. As a result, they suffer from a variety of psychiatric disorders and do not seek enough information or insight about their issues. As a result, patients were unable to get the necessary diagnosis and medication to deal with their condition. Owing to a shortage of authentic credentials of practitioners working in the area of psychiatry, those seeking mental wellbeing care are unable to get adequate suggestions or recommendations from their clinicians or community. A lack of information about how – from where – from whom they can get good and authentic services, as well as the absence of an administrative body or psychological organisation that can be responsible for inspecting and

validating practitioners and granting them permission to operate in the sector, is another challenge for society in India. In India, there are no formal standards, official documents, or policies for determining high-quality practitioners and standardized services.

The below are few pertinent issues:

- In India, the words "psychologist," "counselor," and "psychotherapist" are not specified or standardized. Different individuals have different beliefs and take different paths depending on their personal preferences.
- What are the best standards' laws and regulations? What criteria should be used to make a decision?
- Who said you can't work or exercise psychology?
- What happens if an individual with inadequate experience and expertise offers services to others?
- Who is in charge of monitoring or ensuring the programs are ethical?
- There are several other topics that need the attention of those who are responsible for improving the people's quality of life in India. Experienced psychologists, directors/top level management of already established psychological associations, currently working practitioners, lecturers/professors who teach psychology to students on a daily basis, and, most importantly, the people of the society to whom psychological services can be delivered ethically through certified and skilled and knowledgeable manpower.

4. Education of Psychology in India

➤ Higher education in India

The Indian higher education sector, which is the world's third largest after the United States of America (USA) and China, is a fairly broad and diverse system of higher education. With the internationalization of higher education, India's higher education sector has become the world's second fastest growing economy, supplying educated and qualified human resources. It has also served as a strong tool for the economically and socially disadvantaged to move up the social ladder. Globalization and internationalization seem to have created enormous possibilities in a variety of fields. Learners' learning practices in both formal and distance models have been encouraged by phenomenal advancements in information technology. Distance learning and virtual schools are considered industrialized forms of schooling. The availability and flow of academic resource materials is providing feedback to academicians to compete with their peers elsewhere in the world, thanks to the fast-growing information and communication technologies (Rashmi, 2013).

The British government founded the country's first universities in Calcutta (Kolkata), Bombay (Mumbai), and Madras in 1857. (Chennai). The higher education system was predominantly elitist, and there were a small number of higher education institutions. India had only 20 universities and 500 associated colleges at the time of independence. Since then, the country's higher education system has undergone significant changes. 2013 (George). The Government of India created the University Grant Commission (UGC) in 1953 to prepare the advancement of higher education in the country. The UGC was formed as a constitutional body by an Act of

Parliament in 1956 and was tasked with the planning, commitment, and maintenance of higher education quality. The UGC also offers financial assistance to qualifying colleges and universities that are included under Section 2(f) and deemed fit to obtain central assistance under Section 12(B) of the UGC Act, 1956, by various schemes. The Government of India set up few central universities by the Acts of Parliament. All the central and state universities depend heavily on central government or the state government for funds. The period since 1990 has witnessed the emergence of private universities and colleges in large numbers.

5. Current State of the Higher Education System

The institutional framework of the higher education sector in India at present mainly consists of 46 central universities, 367 state universities, 263 state private universities, 123 deemed universities, 03 institutions established under state legislation and over 41,012 colleges as shown in below table 1.1

Table 1.1: No. of Educational Institutions

Types of Institutions	Number
Central Universities	46
State Universities	367
State Private Universities	263
Institutions deemed to be universities	123
Institutions established under state legislations	03
Colleges	41,012

(Source: UGC

Annual Report – 2017-18.)

Despite the fact that India now has over 500 universities, including central universities, state universities, deemed universities, and other private universities and institutions, 1500 more will be needed in the near future. Teaching, scientific, publications, trademarks, innovations, social acceptance, and international reputations all need a certain amount of continuity. Access, quality, governance, autonomy, accountability, financing, technology's impact, privatization, internationalization, and other issues and challenges face India's higher education system.

During the independence era, three colleges offered psychology courses up to the post-graduate level. The number has grown sharply from nineteen in 1960 to thirty-three between 1961 and 1970, thirty-six in 1972, and fifty-seven in 1982, as seen in table 1.2.

Table 1.2. Number of Universities Teaching Psychology up to the Post-Graduate Level.

No.	Period	Number of Universities
1	1920	1
2	1930	2
3	1940	4
4	1947	3
5	1950	9
6	1960	19
7	1961-70	33
8	1972	36
9	1982	57*

*Includes universities where there are separate departments of psychology or are taught up to post-graduate level in one of the colleges or in the departments of philosophy.

Source : Psychology in Indian Universities, UGC, 1968; Status of Psychology in Indian Universities, UGC, 1982; S.K. Mitra, A Decade (1963-72) of Science in India: Progress of Psychology, Calcutta: Indian Science Congress Association, 1973.

Besides, other institutions such as, the Indian Institute of Technology (IIT), the Indian Institute of Management (IIM), the All-India Institute of Hygiene and Public Health, run advanced courses in psychology and offer diploma or part of training of engineers, managers and other professionals. Though, the enrollment of students in Psychology has increased over the years, no accurate numbers are available.

Table 1.3 – Number of Universities (State wise)

No.	State	University
1	Andhra Pradesh	12
2	Bihar	6
3	Chhattisgarh	7
4	Goa	01
5	Gujarat	24
6	Haryana	4
7	Jharkhand	2
8	Jammu N Kashmir	2
9	Karnataka	38
10	Kerala	25
11	Maharashtra	52
12	Madhya Pradesh	18
13	North Eastern States	18
14	New Delhi	22
15	Odisha	28
16	Punjab	15
17	Rajasthan	7
18	Tamil Nadu	32
19	Uttar Pradesh	23
20	Uttarakhand	2
21	West Bengal	16
	Total	364

(Source: State-wise list of Psychology colleges in India, www.psychology.in)

6. The UGC Model Curriculum of Psychology, 2001

Curriculum development is the essential ingredient of any vibrant university academic system. According to UGC model curriculum for Psychology (2003), "There ought to be a dynamic curriculum with necessary with a prime objective to maintain updated curriculum and also providing therein inputs to take care of fast paced development in the knowledge of the subject concerned. Revision of curriculum need to be a continuous process to provide an updated education to the students at large."

The UGC Model Curriculum was created to address the gaps, defects, and shortfalls in current curricula in some

universities, and to establish a new Model Curriculum that is consistent with recent developments in the subject:

- To present new ideas
- To have a multidisciplinary profile and
- To allow for a fluid cafeteria-style strategy, which includes the creation of new papers to address frontier growth in the subject.

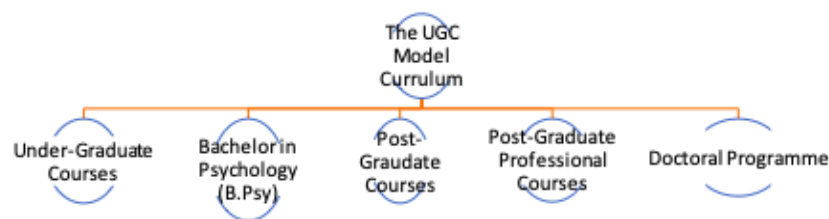
Expert panels from around the world sought to balance the realistic demands of teaching in the Indian academic sense with the need to maintain high expectations in order to include expertise in their respective disciplines' frontier areas. It was also intended to blend global knowledge's priorities and criteria with pride in Indian heritage and contribution in this sense.

The Curriculum Development Committee (CDC) was established by the University Grant Commission (UGC) to

address the needs and requirements of society while also reviewing and restructuring the curriculum. The model psychology curriculum has been given to universities solely as a starting point and to make the process of updating the curriculum as soon as possible.

With the development of new courses, the Curriculum Development Committee (CDC) envisions that the training imparted by Universities and college departments will enable students in,

- Generation of psychological knowledge through inter-disciplinary focus and
- Developing skills for rendering psychological services to the society for human and social development. The CDC in Psychology has categorized the UGC Model Curriculum in five broad sections as follows:



7. Need of Professional Regulation for Psychology Profession

Professions such as medicine, accounting, and law have been predominantly applied fields, serving patients, businesses, and clients. Medicine established the first modern ethics code, largely to give physicians status in comparison to relatively untrained "quacks" who were competing for patients' business (Back of and Martin, 1991). Professional regulatory bodies or ethical guidelines for psychologists are intended to encourage and assist psychologists in acting professionally in their professional relationships with clients, colleagues, and other individuals. Since its emergence in the late 19th and early 20th centuries, the discipline and methods of psychology have evolved at various rates around the world. Differences in the nature of psychology between countries are due to historical, economic, cultural, religious, and other influences.

According to Kuhlmann (2013), the licensing or certification of psychologists has a number of objectives.

1. **Protection of the Public**, or that part of the public that is being served, is usually placed as first in importance. Wiring a house and installing electrical fixtures, for example, necessitates specialized experience and expertise in order to avoid accidents, injuries, and deaths. Your and my safety is ensured by the electrician's state license. Similarly to medicine, psychologists must obtain a license before beginning to practice. Licensing acts as a label that can be used to identify a qualified worker as well as a fair assurance that satisfactory service will be provided..
2. A second goal is achieved because the license acts as a mark and means of identification. This is the trained electrician's defense against others' inefficiency and unethical conduct. Obviously, if there were no means of

distinguishing between good and bad practitioners, the good would suffer from the poor's flaws, while the poor would benefit from the good's merits. The man who put in the time and effort to learn the trade will be denied the chance to profit from his investment. To put it another way, the license increases the efficiency of the service by providing a motivation for further training.

3. This leads to the third goal, which is to raise standards to an uniform and required level. Giving a license necessitates the establishment of a legal basis for doing so. Standards must be established and qualifications must be decided. The laws do not have to do this explicitly. Failure to keep the law up to date could stifle rather than encourage further progress if definite requirements were defined in the legislative enactment that establishes the license requirement. However, in fields where continuous improvement in service quality is possible, this is neither mandatory nor customary. The licensing board may, and often does, define the requirements required for a license. For years, obtaining a license to practice law or medicine has been a legal prerequisite. We now have better lawyers and physicians than we did previously, and the licensing laws have not hampered this improvement..
4. The fourth goal of licensing is to educate the public. The license emphasizes the fact that a special ability is required, as well as the fact that those who possess it exist. If the general public fails to notice these details, the licensed individual or organization can be counted on to inform the general public. To be sure, any unique talent can be over-sold, but being completely unaware of its presence will be a far worse situation. The license helps to raise public awareness of ability levels. As a result of this achievement, ability can be more

accurately measured, sought for, and employed in accordance with its merits.

The Code of Ethics of the American Psychological Association (APA) was adopted in 1953, more than 60 years after the organization was established in 1892. For example, when the American Medical Association was founded in 1847, a corresponding ethics code was also established. The difference in timing between the implementation of ethics codes by these two organisations stems largely from their founding organizational objectives. (Joyce et al., 2010).

Similarly, Indian Medical Association (IMA) was started in 1928 in Calcutta in 5th all India medical conference with the primary objectives of:

- a) *Promotion and advancement of medical and allied sciences in all their different branches,*
- b) *The improvement of public health and medical education in India and*
- c) *The maintenance of honor and dignity of medical profession.*

Policies for medical practice and code of conduct was also established and it is being implemented to whole country, whereas, since the inception of Psychology in 1950, Rehabilitation Council of India was a registered society in 1986. Parliament passed the Rehabilitation Council of India (RCI) Act in 1992, and it became a legislative body in 1993. In 2000, Parliament changed the Act to make it more broad-based. RCI is charged with regulating and monitoring services provided to people with disabilities, standardizing syllabi, and maintaining a Central Rehabilitation Register of all eligible providers and staff employed in the area of rehabilitation and special education. The Act also imposes penalties on unqualified people who provide services to people with disabilities. Clinical psychologists and rehabilitation psychologists from RCI-accredited institutions are granted RCI certification to practice psychology, which ensures that the vast majority of psychology students who complete their postgraduate or M.Phil. at state or federal government colleges that are not RCI-accredited are not given certification to practice psychology.

Based on PsycINFO database entries, journals, books, and postings on the Indian Association of Clinical Psychologist's website, Mishra and Rizvi (2012) reviewed the meta-analytic point of view of Clinical Psychology in India, highlighting the importance of strengthening the empirical base for treatments and psychological practices within a comprehensive framework of professional ethics and code of conduct. They discovered that the lack of clinical supervision of psychiatric practice reduces the level of care. They also suggested that a national licensing board in psychology be established to administer written and oral examinations for credentialing practitioners, as well as the implementation of data-informed diagnostic systems like DSM IV-TR (American Psychological Association, 2000) and ICD – 10 (International Classification of Diseases and Related Health Problems) (World Health Organization, 1993). The study concluded that the original IACP (1995) code of ethics should be expanded to include areas protected by a more rigorous code of ethics.

Mishra and Rizvi (2012) investigated the second discrepancy, which concerned RCI's updated M.Phil.

curriculum (Clinical Psychology). In addition to the M.A. (Applied Psychology) clinical psychology syllabus at Delhi University, the program was found to be unrealistically detailed. RCI, for example, covered psychosocial foundations of behaviour and psychopathology, Biological foundations of behavior, Psychiatry, Psychotherapy and Counseling, Behavioral medicine, Statistics and scientific methods, psychological psychotherapies, and Viva, as well as a list of 104 basic sources for these classes. While the clinical psychology M.A. (Applied Psychology) syllabus covers personality evaluation, clinical and wellness psychology, neuropsychological therapy, applied social psychology, testing methodology, and a list of 27 recommended reads, which was considered to correlate considerably with RCI's list.

Credentialing clinical psychologists was the third main source of concern. Despite the fact that RCI was founded in 1993 with the goal of credentialing clinicians, a recent study (Prabhu and Shankar, 2004) argues that there is still no credentialing for clinicians and urges the IACP to take action.

8. Psychology in a Global Scenario

The roots of psychology can be traced to Greek philosophy as the term Psychology is derived from two Greek words 'psyche' (soul) and 'logos' (knowledge or study). Plato (428/427 BC – 348/347 BC) and Aristotle (384 BC – 322 BC) were first philosophers who started the study of mind. Plato believed that body and mind are two separate entities and mind could exist even after death. Aristotle theorized about learning and memory, motivation and emotion, perception and personality.

Philosophers' thinking about thinking continued until the birth of psychology, in 1879, in a small room on the third floor of a modest building at Germany's University of Leipzig. Wundt was both a philosopher and a physiologist. Charles Darwin, who proposed evolutionary psychology, was an English naturalist. Ivan Pavlov was a Russian physiologist who pioneered the study of learning. Sigmund Freud was an Austrian physician who became popular as a personality theorist. Jean Piaget, a Swiss biologist, was the most influential child observer of the twentieth century. William James was an American philosopher who wrote an influential psychology textbook in 1890. This list of groundbreaking psychologists, dubbed the "Magellans of the Mind" by Morton Hunt (1993), highlights psychology's roots in a variety of fields and countries.

Structuralism was the first school of psychology to be developed in terms of history. Wilhelm Wundt (1832–1920) founded the world's first psychological laboratory. Wundt studied physiology and became fascinated by how basic stimuli associated with the sense organs merged to form what we now refer to as human consciousness. According to William James, psychology should be more interested in how the mind acts, or operates, rather than how it is organized, and this can also be considered the beginning of the Functionalism school of psychology.

Psychoanalysis is a third traditional school of psychology. Sigmund Freud (1856–1939) was a neurology specialist who lived from 1856 to 1939. His observations and assumptions are largely focused on his patient work. He came to the conclusion early in his career that a substantial number of people with neurological problems did not have any organic pathology.

They were not physically ill in any way. Instead, constant interpersonal tensions were the cause of their symptoms.

From the 1920s to the 1960s, American psychologists, led by the flamboyant and provocative John B. Watson and later by the similarly provocative B. F. Skinner, rejected introspection and redefined psychology as "the empirical study of observable behavior," resulting in the fourth school of psychology, Behaviorism.

Psychologists are citizens of many countries in the twenty-first century, thanks to globalization. From Albania to Zimbabwe, the International Union of Psychological Science has 69 members. The American Psychological Association has grown from 4183 members and associates in 1945 to approximately 150,000 today, with the British Psychological Society growing at a similar pace (from 1100 to 45,000). The first university psychology department in China was founded in 1978, and there were 200 in 2008. (Tversky, 2008). Approximately 500,000 people have been qualified as psychologists around the world, with 130,000 of them affiliated with European psychological organisations (Tikkanen, 2001). Collaboration and cooperation now cross boundaries more than ever before, thanks to regular collaboration of foreign publications, joint meetings, and the Internet. In his book *Psychology*, Robert Bjork notes, "We are increasingly moving toward a single world of psychological science." Psychology is expanding and becoming more global. Psychologists all over the world are discussing long-standing topics, looking at actions from the various viewpoints provided by the subfields in which they teach, work, and conduct research. (D. Myers, 2010).

Disciplines of psychology

Psychology is classified into two categories: basic and applied psychology. The science of learning for the sake of learning is known as basic psychology. Three questions are posed by basic science: What went wrong? What went wrong? What happened, and why did it happen? The analysis of behavior is the object of fundamental psychology. Applied psychology, on the other hand, is guided by a desire to solve specific challenges and to put the results of our intellectual labor into practice, according to the American psychological association (APA).

Basic and applied psychology could be classified as follows,

Table 1.4 – Classification of Types of Psychology

Basic Psychology	Applied Psychology
Abnormal Psychology	Clinical Psychology
Cognitive Psychology	Community Psychology
Comparative Psychology	Consumer Psychology
Cultural Psychology	Counseling Psychology
Developmental Psychology	Industrial Psychology
Experimental Psychology	Health Psychology
Existential Psychology	School Psychology
Personality Psychology	Educational Psychology
Positive Psychology	Sports Psychology
Social Psychology	Health Psychology

Psychology is a prominent area with a wide variety of specializations. Psychologists also prefer to specialize in a subfield of psychology that focuses on a single topic. Many of these psychology specialty fields necessitate postgraduate training in a specific field of interest. The importance of psychological practices in developing countries is shown by the presence of a formal college curriculum for applied psychology, a certification system, and continued education credits.

9. Present Scenario of Psychology in India

India has at present a fairly large and diversified system of higher education. The quantitative growth of the higher education sector since independence has been impressive. Now, India's higher education system has become the third largest in the world, after the USA and China. George (2014) observed that "The Indian higher education system over the years has contributed significantly in enabling the country to become today the second fastest economy in the world by providing trained and skilled human power."

Challenges and Development in Indian Higher Education

Academic reforms are unavoidable in higher education from time to time in order to maintain and improve standards. Redesigning course curricula, teaching learning processes, and assessment approaches are among them. In general, the curricula and courses in the Indian higher education system are deemed to be of poor standard and importance. The Indian higher education system's rigidity has hindered most higher education institutions from offering new generation courses and programs in line with evolving times and demand patterns (Agrawal, 2006). Traditional courses must be restructured and brought up to date. Reforms to evaluation are yet another difficult subject that requires immediate consideration.

The lack of professionally committed teachers is another significant problem that Indian higher education institutions face. The majority of Indian surveys show that teachers in higher education are unprofessional. According to numerous reports, between 20% to 60% of faculty positions in Indian higher education institutions are empty (George, 2014). These positions are filled on a contractual basis by teachers who are paid only a pooled honorarium for their services. Teachers' productivity suffers as a result of this. People with exceptional abilities are hesitant to consider teaching as a career. Working conditions in colleges and universities are no longer distinguishable from those in government (Denekar, 2013). Even in scholarly lectures and gatherings, critical remarks are frowned upon. It's no surprise that critical thinking is discouraged even among students; few teachers can answer critical questions without frowning. "Continuous competition provided by job protection is not conducive to honest effort, therefore, a mechanism can be built where there is no competition and all security," Denekar (2013) continues about the existence of permanent teachers in higher education. The rivalry is just at the job's entry level. When hired, a teacher is guaranteed not only his or her monthly pay, but also yearly raises and a pension upon retirement. What one has to do is survive, and the free care service will assist with that. Now there is a need for automatic elevation, such that an assistant professor may become an associate professor, then a full professor, simply by passing the time. What opportunity, what need is there for some commitment and vigilance on the part of

teachers, with too many securities from cradle to grave?" The higher education system continues to be a large cartel that serves the interests of teachers rather than students. Despite the fact that there are many open vacancies, state universities and affiliated colleges are not hiring faculty for a variety of reasons (NPE, 2016). To begin with, some states have been reluctant to fill the role on a regular basis in order to save money on full-time faculty salaries. Second, the public service commission's procurement process is also time-consuming. According to NPE (2016), the recruitment of ad-hoc and part-time faculty has a negative impact on the quality of education and science. It also notes that wherever the states have invested in the recruitment of permanent, qualified faculty, the outcomes are far superior. Indian universities are found performing poorly in the field of research in comparison with their counterparts in the developed world and some Asian countries like China, South Korea and Singapore.

Education of Psychology in Higher Education

The field of psychology education in this country has broadened since independence. Management and human capital creation, agricultural development, forestry, mining, industries, banking, education, welfare, child development, and executive development are all examples of areas where it has generated opportunities. Many young psychologists in other parts of the world come into contact with contemporary psychologists. In several subfields of psychology, Fulbright and Commonwealth fellowships played an important role in encouraging teaching and study. Exchange programs with other countries have made psychologists become more aware of research preferences and practices in other areas of the world.

According to Mishra and Paranjape (2012), the history of psychology is divided into three periods: first, a multi-millennial span from antiquity to the founding of the British empire in the mid-nineteenth century; second, over a century of British colonial times up to independence in 1947; and third, about a half-century of post-independence British colonial times. The British East India Company's program of European-style education was introduced in 1847 in order to create English-speaking Indians in the region. College and university education was modeled after Oxford and Cambridge, and was first adopted at Calcutta University in 1916 with the establishment of a separate department of psychology. The University Grant Commission (UGC) was founded in 1956, and by the end of the 1960s, there were 32 psychology departments. Psychology in India was dominated by foreign-trained academics who gained experience in Western psychological theory and techniques and showed an interest in using their knowledge to understand and solve social problems.

Psychology has grown in popularity in a variety of specialist fields, including engineering, agriculture, administration, and medical sciences. Psychology is a constituent subject of Ph.D. programs at all five Indian Institutes of Technology's Humanities and Social Sciences divisions. Organizational Behavior is a department at one of India's four management institutes. Psychology is taught in undergraduate classes at 26 agricultural universities and 28 agricultural institutes, especially in the Home Science and

Extension Education departments. While psychology is taught in medical schools as part of the Preventive and Social Medicine program, it is not given the attention it deserves. Many fields of psychology, such as agriculture and medicine, are taught by junior workers and research assistants rather than specialists and experienced academicians (Atal, 1976). Professional psychologists are increasingly becoming conscious of the large distance between their intellectual pursuits and people's real-life issues. The specialty has lost all professional traction due to the duplication of research successes, ineffective and redundant instructional programs, and a lack of applied orientation. Mishra and Paranjape (2012) witnessed a rapid expansion of higher education and technical institutions in India in order to meet the need for qualified professionals in a variety of fields such as health, government, finance, law enforcement, military, and management. Due to differences in ecology, language, religion, family structure, and technology, the country's culture is complex..

Admissions in Postgraduation in Psychology

Most Indian universities recruit candidates for postgraduate psychology programs on the basis of merit. Some colleges administer interviews in addition to merit-based admissions. Postgraduate specializations in Clinical Psychology, Cognitive Psychology, Counseling Psychology, Developmental Psychology, Educational Psychology, and Industrial Psychology are available on a merit-based and interview basis. Though aptitude tests are administered in most other competitive academic fields, such as engineering and management, there is no such examination for entry to postgraduate psychology programs. Since psychologists are expected to have extensive interactions with clients as part of their job, they must therefore be capable of dealing with people's mental health problems.

Outdated and Obsolete Teaching Programmes.

Indian universities and colleges have adopted curriculum from the Western academic institutes. Fundamental subjects such as, Experimental Psychology, Clinical Psychology, Personality Theories, Educational Psychology, Cognitive Psychology, Counseling Psychology, Industrial Psychology, Organizational Behavior, Developmental Psychology, Psychological Assessment and Testing and Clinical Counseling and Psychotherapy have been in curriculum for more than two decades.

10. Conclusion

In India, psychology has emerged as a streamlined discipline since its establishment in 1905. Psychology practitioners serve in a variety of settings, including college, nursing, industry, and the military. In this process, it is critical to track and assess how psychology activities have been delivered to society, as well as to keep psychology practitioners' skills and abilities up to date on a daily basis. Despite the fact that psychology has been practiced in India for over a century, there is still no government or private body responsible for licensing and standardizing psychology practices.

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