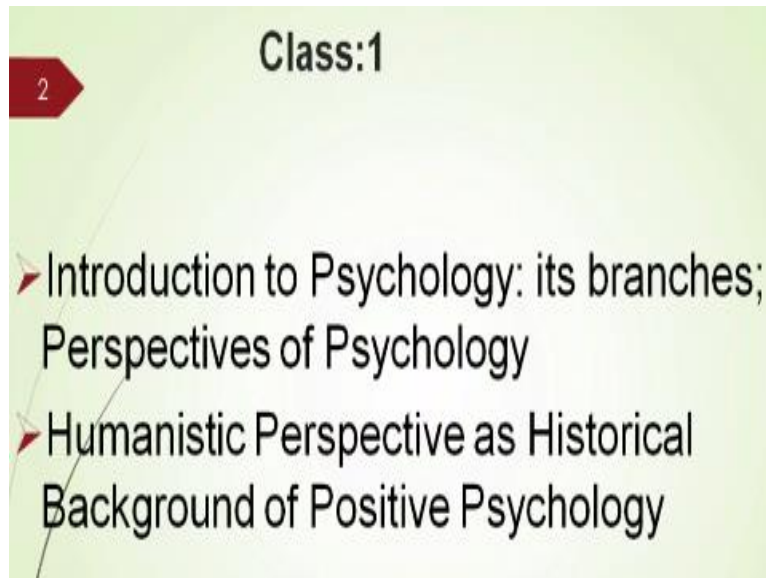**Positive Psychology**
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Lecture - 1
Introduction to Psychology

Namaskar. In this course positive psychology, the first class is on introduction to psychology and historical background of positive psychology.
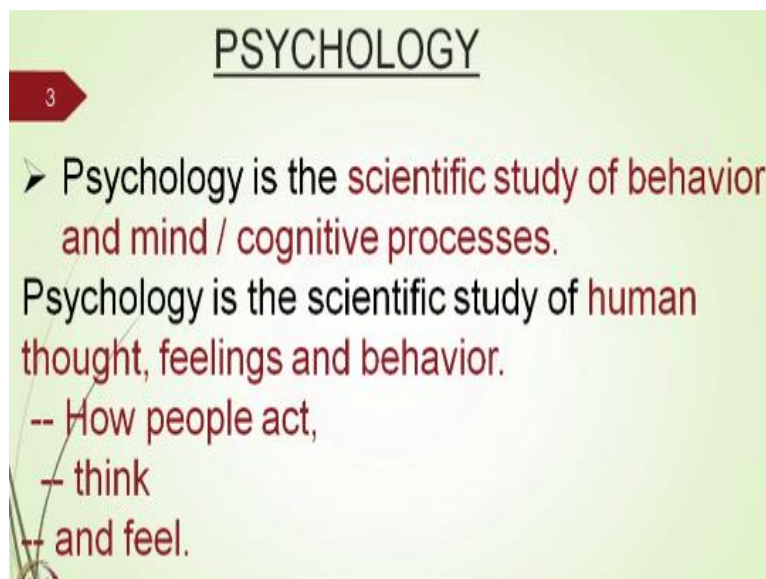
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In this class, I will cover introduction to psychology, its branches, perspectives of psychology and then humanistic perspective in detail as historical background of positive psychology.

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Psychology is the scientific study of behavior and mind or sometimes what we call cognitive processes. Psychology is the scientific study of human thoughts, feelings and behavior and in this field we study how people act, how people think and how people feel. So broadly, psychology deals with human behavior, internal as well as external behavior. So, if we say internal behavior, then mind and cognitive processes and if we say overt behavior, then the observable behavior of an individual.

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Table: The Most Important Perspectives of Psychology		
Psychological Perspectives	**Description**	**Important contributors**
Structuralism	Aims to identify **the basic elements or "structures" of psychological experience.**	Titchener, Wilhelm Wundt
Functionalism	Attempts to understand why animals and humans have developed the particular psychological aspects that they currently possess **(Functions of conscious experiences).**	William James
Psychodynamic	Focuses on the **role of our unconscious thoughts, feelings, and memories,** and **our early childhood experiences in determining behavior.**	Sigmund Freud, Carl Jung, Alfred Adler, Erik Erikson
Cognitive	Main focus is on the study of mental processes, **including perception, thinking, memory, and judgments.**	Hermann Ebbinghaus, Jean Piaget

Different psychologists have addressed this behavior and cognitive processes differently. There are various schools in psychology in which they had unique style to address behavior and cognitive processes. Let us take some examples. For example, first perspective in psychology is structuralism. Important contributors of this school are Titchener, Wilhelm Wundt and their associates. It aims to identify the basic elements or structures of psychological experiences.

Another school is functionalism. They focus more on functions of mind. William James is important contributor as well as he had various associates who have explored functionalism with him. It attempts to understand why animals and humans have developed the particular psychological aspects that they currently posses. So, broadly function of conscious experiences are being studied under this perspective.

Another perspective is psychoanalysis or psychodynamic. It focuses on the role of our unconscious thoughts, feelings and memories and our early childhood experiences in

determining behavior. There are various important contributors in this field like Sigmund Freud, Carl Jung, Adler, Erik Erikson and their associates.

Another perspective is cognitive which focuses more on thinking process. Main focus is on the study of mental processes including perception, thinking, memory and judgment and Hermann Ebbinghaus and Piaget have been main contributors of this field.

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Psychological Perspectives	Description	Important contributors
Behaviorism	The approach is only concerned with observable stimulus-response behaviors, and it states all behaviors are learned through interaction with the environment.	Watson, Skinner
Trait Perspective	Trait theorists are primarily interested in the measurement of *traits*, which can be defined as habitual patterns of behavior, thought, and emotion	Allport, Cattell, Eysenck
Humanistic	They believe that you're essentially good and that you're motivated to realize your full potential.	Carl Rogers, Abraham Maslow

Behaviorism is another perspective, which focuses more on over behavior rather on cognitive processes. Watson and Skinner are important contributors along with their associates and this approach is only concerned with observable stimulus-response behaviors and it states all behaviors are learned through interaction with the environment.

Another perspective is trait perspective and trait theorists are primarily interested in the measurement of traits which can be defined as habitual patterns of behavior, thoughts and emotions. Allport, Cattell, Eysenck and various other scholars have worked under this perspective.

So, if just revisit all the perspectives, these perspectives are saying that our behavior is determined by certain factors. Like, psychodynamic or psychoanalysis perspective says that our behavior is mainly determined by our childhood experiences. Cognitive psychologists said our behavior is mainly contributed by our thinking process and behaviorist is saying that it is learned behavior in terms of stimulus response and they have given importance to

environmental factors. On the other hand, trait psychologist is saying that our personality is composition of certain traits and these traits are habitual patterns of behavior thoughts and emotions.

So, to some extent, we can consider that our behavior is determined by certain factors, which are described differently by different perspectives. Contrary to all previous perspectives, humanistic perspective focuses on the free will. Carl Rogers and Abraham Maslow have been main contributors of this school along with some other associates.

They believe that you are essentially good and that you are motivated to realize your potential. So humanistic perspective as I mentioned earlier also, it is actually focusing on free will and they are saying that we are programmed to grow.

So, let us know a little bit more about these perspectives. So that in next classes whenever I give reference, one could easily understand what does it mean.

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So, if we just talk about basic unit, basic unit as per these perspectives are:

Behaviourism - learnt behaviour and here we study stimulus response connections, cognitive processes, thinking processes but our main focus in S-O-R series is on O. O means organismic process or cognitive processes.

Psychoanalysis/psychodynamics, they focus mainly on unconscious mind which is contributed by our childhood experiences.

For type and trait psychologist, basic unit for studying human behavior is traits and as I mentioned humanistic perspective saying that we have free will and we are programmed to grow. If we just count some other factors along with these basic units, I think we can understand a little bit more about these perspectives. If we just count how did they define normal behavior, how did they define abnormal behavior, what was their methodological processes and which psychotherapies they proposed to study human behaviour.

In next slide, I will discuss these perspectives in terms of how they defined normal behaviour, abnormal behaviour, the research methodology as well as psychotherapies which were proposed by these different schools; however, Indian perspective is also important but it will be discussed later in detail.

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Perspective	Normal Behaviour	Abnormal Behaviour	Therapies	Methods
Cognitive (Thinking process)	adaptive thinking processes	Maladaptive thinking process	Cognitive therapy: counsellors design the therapy to correct maladaptive thinking process	Interviews, Psychological testing, case studies etc.
Psychoanalysis/ Psychodynamics (Unconscious mind)	Childhood experiences (normal)	Traumatic Childhood experience) (childhood was full with anxieties, conflicts, unfulfilled desires, traumas etc. which is reflecting in our unconscious mind) --- Cause of Abnormal behaviour	Hypnotism, Dream analysis	Hypnotism, Dream analysis (Royal road to unconscious mind) Projective techniques, Case studies

So, when we say as per these perspectives what is normal behaviour, what is abnormal behaviour and what are the therapies proposed by these schools as well as their research methods. So, let us take one by one for understanding a little bit more about each perspective.

Cognitive perspective as I mentioned earlier also, they mainly focus on thinking process. So as per this perspective, what is normal behavior? If we have adaptive thinking processes, then we have normal behaviour. Then what is abnormal behaviour as per this school? As per this school, abnormal behaviour is maladaptive thinking processes and they have proposed cognitive therapy also. Counselors design the therapy to correct maladaptive thinking process. They have used various methods to collect data to define human behaviour like interview, psychological testing, case studies, etc.

Let us take another perspective, you will find totally different style here to define human behaviour in terms of normal as well as abnormal and the therapies are quite unique as compared to previous perspective. Psychoanalysis/psychodynamic - they have focused on unconscious mind and they are saying that causes of normal and abnormal behaviour are mainly in our childhood experiences. Childhood experiences - if we had normal, then we have normal lifestyle. However, in some cases, we may have traumatic childhood experiences. Suppose in some situations, childhood was filled with anxiety, conflicts, unfulfilled desires, traumas, etc., which is reflecting in our unconscious mind, that is cause of abnormal behaviour as per this school. For therapies, they are mainly focused on hypnotism and dream analysis. In methods, they had hypnotism, dream analysis, projective techniques, and case studies, etc. They counted that dream analysis is the royal road of unconscious mind.
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Behavioural Perspective (Learnt Behaviour)	Conditioning resultant reward and punishment – (S-R Connections)	Faulty conditioning style (learnt behaviour)	Deconditioning of faulty conditioning style and establish adaptive conditioning style by using Reinforcement	Experimental Method Verbal reports
Type & Traits	Normal Personality traits (role of Heredity & Environment)	- May have abnormal behavioural traits (individual Differences) e.g. strong vs. weak sympathetic Nervous System – higher emotional reactions. - Triggers of abnormal behaviour are in the environment.	**Conditioning** –Learnt behaviour -Behavioural therapies - If you find childhood experiences are the cause of AB then **psychoanalytic therapies** Psychotherapy by Structured learning theory – Cattell	Psychological testing – rigorous statistical techniques – Item analysis, Factor analysis, Reliability Validity, norms etc.
Humanistic	Program to grow	Incongruence between Real and ideal self.	Rogerian Therapy	Q sort Technique

Another perspective to define human behaviour is behavioral perspective and they have mainly focused on learnt behaviour. So, what are normal behaviours as per this perspective, what are abnormal behaviours and way of treating abnormal behaviour that is again a unique style. For example, for normal behaviour, they said conditioning results in reward and punishment and S-R connections. So, if we have normal S-R connections or we have adaptive conditioning, so in that case, actually we have normal behaviour. But in some settings, some wrong things are reinforced and that is why we have faulty conditioning style, so that is why we have faulty learnt behaviour that is cause of abnormal behaviour. Deconditioning of faulty conditioning style and establishing adaptive conditioning style by using reinforcement is subject matter of their therapies. So, in their therapies, first of all, they identify faulty conditioning style, then they decondition this style and then they establish adaptive

conditioning style by using some reinforcement strategies. They used experimental method and verbal reports. They outrightly rejected subjective views of collecting data or subjective way of getting data to define human behaviour. They outrightly focused on experimental method, I think it is most scientific research method in psychology and that is why we are able to say psychology is a science. You know experimental method is very important to have reliable, valid, universal studies and very very objective results we get through experimental method.

Another perspective is type and trait psychology perspective and they have mainly focused on traits, and traits define our personality. Then as per this perspective what is normal and abnormal behavior? Normal personality traits as per this perspective are causes of normal behavior and these traits are actually result of heredity and environment and their interaction. So, then what are the causes of abnormal behaviour? As per this school, we may have abnormal behavioral traits and there are individual differences. They also focus on physiological reactions for example strong versus weak sympathetic nervous system. Some of us have very strong sympathetic nervous system that is why emotionally stable patterns we have. On the other hand, some of us have weak sympathetic nervous system and due to this weak sympathetic nervous system, we have higher emotional reactions. However, they have considered that the triggers of a normal behaviour are in the environment and we have some environmental situations which are triggering our emotional reactions and some of us are more emotionally unstable, that is why more reactions we have towards depression, anxiety, stress, etc. Then what are the ways of treating abnormal behavior? Because they rely more on heredity that is why they said least chance of changing someone's behaviour. However, they observed that there are some environmental causes of abnormal behaviour and accordingly we can borrow certain therapies from different perspectives. For example, they said for treating faulty conditioning style, conditioning strategies can be used. If we observe learnt behaviour is the cause of abnormal behaviour, then behavioural therapies can be borrowed from behavioural psychologist. On the other hand, if we find causes of abnormal behaviour are in childhood experiences, then psychoanalytic therapies can be borrowed. Cattell also proposed psychotherapy by structured learning theory. However, one cannot understand this therapy without knowing his theory in detail. He said adding or dropping some new patterns in our behaviour is just like throwing pebble in the pond and we can easily get change in whole personality, rather just adding or dropping particular behavioural patterns.

For example, when we start to do yoga or meditation, this yoga or meditation is not only one aspect in our personality, which is added here, rather it has reflection in all aspects of our personality. It is just like throwing pebble in the pond, on the other hand if someone starts to take medicines or someone starts to take drugs, in this case taking drugs is not only one aspect getting added in his personality, but it will reflect in all other aspects of his behaviour. Another I think very very significant contribution of type and traits scholars is psychological testing. Maximum work has been done by this school to establish psychological testing in psychology. You know, rigorous statistical techniques we use to develop psychological test and we have item analysis, we do factor analysis, we calculate reliability, validity and norms, etc. to establish psychometric properties of a scale.

Another perspective is humanistic perspective. This perspective is very important for us because it forms historical background of positive psychology. Here, we just know what it means when we say normal behaviour, what are the causes of abnormal behaviour and what is the therapy to treat abnormal behavior and their technique. And, in details it will be discussed later. So normal behaviour as per this school is, we are programmed to grow and we are growing, but sometimes, we have incongruence between real and ideal self - that is cause of abnormal behaviour. Roger has proposed Rogerian therapy to treat abnormal behaviour and their technique is Q sort technique, which will be discussed later in detail.

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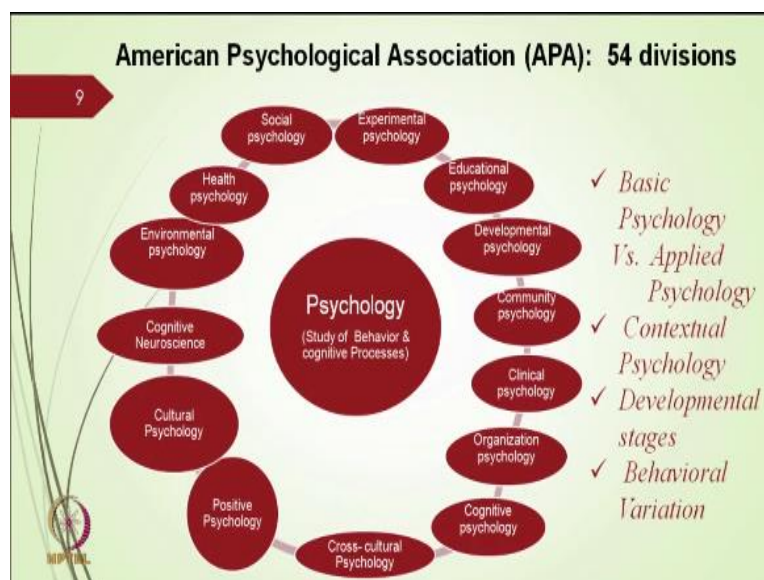
American Psychological Association has identified 54 divisions in psychology. I think you should know how many fields in psychology we could have. So, you could study 54 courses

in psychology and broadly these schools have different reasons to have different branches. So, these reasons may be:

First reason is basic psychology versus applied psychology. In some branches of psychology, we focus more on theoretical aspects and our interest is to understand human behaviour. On the other hand, in other branches, we focus more on applications. For example, in positive psychology which we are trying to understand concepts, how do we assess these concepts and theoretical interpretation of positive behaviour, on the other hand in applied positive psychology, our focus would be more on applications. So, we may have various divisions in psychology in which, we on the basis of this basic versus applied aspects may have different branches like positive psychology versus applied positive psychology, social psychology versus applied social psychology, etc.

Some psychologies are based on context and can say contextual psychology. We study behaviour and cognitive processes in particular context - like behaviour and cognitive processes in environmental setting, so environmental psychology; in social setting, social psychology; in cultural setting, cultural psychology; in community setting, community psychology; in organizational setting, organizational psychology, so like that there are various branches in which we study behavior in particular context and this context is one branch of psychology.

Another criteria could be stage, age wise we have different branches in psychology like child psychology, adolescent psychology, adult psychology and in developmental psychology. We address human behaviour as per different stages. Some branches are based on behavioural variation like abnormal psychology, positive psychology, clinical psychology, counseling psychology, etc. In 21st century, there are some branches which are highlighted more as compared to others like cognitive neuroscience, evolutionary psychology, cultural psychology and even positive psychology is also highlighted in 21st century psychology.
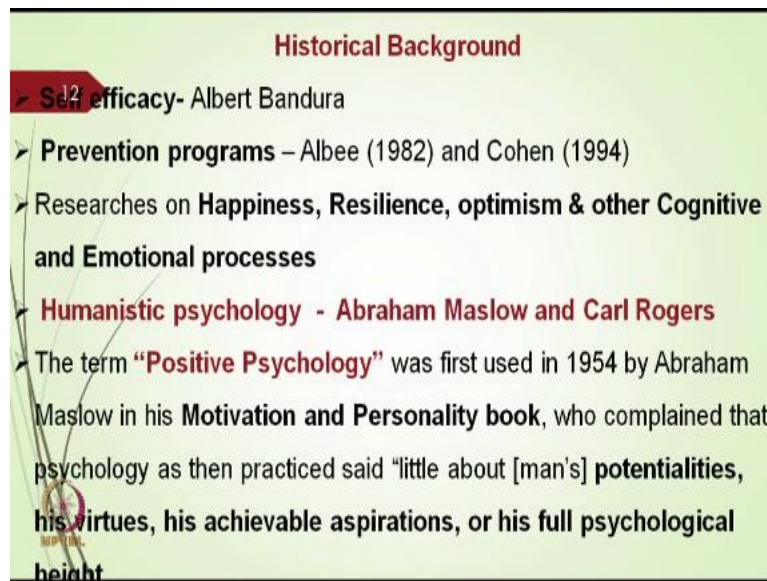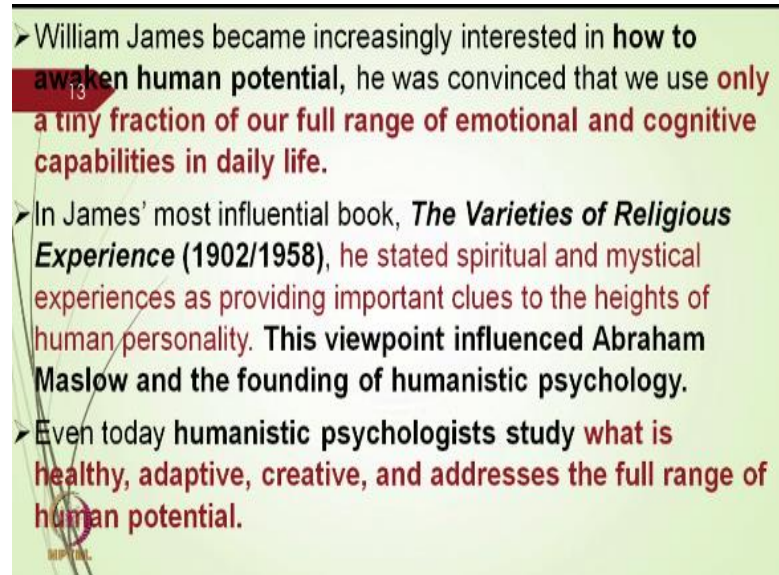
Our next topic is humanistic perspective and positive psychology. In this area, we would like to know what is the historical background of positive psychology. Before knowing positive psychology, I think we should know how this field has been very important and even before its independent initiation as positive psychology we had some scholars who worked on positive aspects of human personality. So, then I think it will be easy to identify how some of these constructs are already revealed by psychologists before starting positive psychology as an independent discipline.

So, self-efficacy you know self-efficacy the mode that I can do. So, Albert Bandura did wonderful work in this area. There were various prevention programs which were already established by Albee and Cohen and they did research on normal individuals to improve their well being and well documented prevention programs are there. There are various researchers who worked on happiness, on resilience, on optimism, and other cognitive and emotional processes which are highlighted now in positive psychology.

If we just talk about different perspectives, I think humanistic psychology or Abraham Maslow and Carl Rogers work has significant contribution to positive psychology. The term positive psychology was first used in 1954 by Abraham Maslow in his Motivation and Personality book, who complained that psychology as practiced back then said little about man's potentialities, his virtues, his achievable aspirations, or his full psychological heights.

So, he himself realized that we are focusing more on negative aspects and somehow, we are skipping the study of potentialities of an individual, his virtues, his achievable aspirations or his full psychological heights where we should focus more on. So even before Seligman, which will be discussed in the next class, other scholars realized that we are comparatively focusing less on positive aspects of human behaviour.

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> William James became increasingly interested in **how to awaken human potential**, he was convinced that we use only a tiny fraction of our full range of emotional and cognitive capabilities in daily life.
> In James' most influential book, *The Varieties of Religious Experience* (1902/1958), he stated spiritual and mystical experiences as providing important clues to the heights of human personality. This viewpoint influenced Abraham Maslow and the founding of humanistic psychology.
> Even today humanistic psychologists study what is healthy, adaptive, creative, and addresses the full range of human potential.

Abraham Maslow was highly influenced by William James. William James became increasingly interested in how to awaken human potential. He was convinced that we use only a tiny fraction of our full range of emotional and cognitive capabilities in daily life. In James' most influential book, The Variety of Religious Experiences, he stated spiritual and mystical experiences are providing important clues to the height of human personality. This viewpoint influenced Abraham Maslow and the founding of humanistic psychology. Even today, humanistic psychologists focus more on positive aspects of human behaviour and study what is healthy, adaptive, creative, and addresses the full range of human potential.

Positive psychology shares ideas with humanistic psychology. The positive instinct to fulfill human potential, I think is common in positive psychology and humanistic psychology; strong motivational force to do good, be the best that they could be, self-actualization, client-centered therapy etc. So, work which is done under humanistic psychology is still relevant in positive psychology.

Let us know little bit more about humanistic theories because that is historical background and highly connected with positive psychology studies. If we consider humanistic theories in reference to other theories, then it is counted as third force. First force is counted as

psychodynamic theory and second force is counted as behavioral theories. On the other hand, this is third one that is called humanistic theory.

As I discussed earlier also, that humanistic theories or humanistic perspective, observed that human dignity is missing in previous approaches - when we are saying our behaviour is determined by childhood experiences, our behaviour is determined by environmental factors, our behaviour is determined by heredity and environmental factors, our behaviour is determined by childhood experiences.

So, in all these cases, we are saying that our behaviour is determined by certain factors and we can't do anything. So, if we go with this approach, somewhere human dignity is missing in these perspectives, and that is why just opposite to all previous perspectives which are saying that our behaviour is determined by different factors - this perspective saying that it is not so and we are responsible for our action. Responding to the situation is our own choice. So how do we respond for the given situation that is our own choice rather than it is behavior determined by certain factors. They emphasized on individuality and personal expression.

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They said we have our personal responsibility and as per personal responsibility, we select behaviour. We have choices for behaviour and sometimes actually that is cause of abnormal behaviour. In some situations, we may have conditional environment and that is cause of abnormal behaviour also. Sometimes from social, cultural pressures, our situation is you have

to and that is cause of abnormal behaviour. So, they said we should have not to and not in conditional environment.

So, then we have our own choices and we are active shapers of our life. There main motto is the 'here and now' - don't focus on the past, don't focus on the future, be in present, this you know, in next classes I will discuss. It is mindfulness exercises. We have personal growth; we are programmed to grow. Let us know a little bit more Carl Rogers' self theory and it is very important to understand why do we have normal and abnormal behaviour. He has used various terms.

So, first of all I think we should know all these terms to understand his theory. First term here is the phenomenology of the individual. It means structure of conscious experience as experienced from the first-person point of view or we can say that is our subjective world. How do we think within our self or in our mind, how do we feel in our mind that is our phenomenological world. He also talked about actualizing tendency and organismic valuing processes.

He said however we have certain needs and want to fulfill those needs, but for those needs, actually we have certain values and that is called actualizing tendency or organismic valuing process. So, it means when we are hungry, we need food, but this is not just any food, but food that tastes, that's value is good, so we have values for certain things and for fulfilling our needs, we take into account those values, those tastes which are really important for us.

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He also discussed about another term that is called conditions of worth and he said conditions of worth is very important for having positive regard as well as positive self-regard. Let us know what does it mean. As we grow up, our parents, teachers, peers, and the media and others only give us what we need when we show we are worthy rather than just because we need it. It means we don't get the things whichever we want to get, but we have to show worthiness for those things that we deserve to have those things.

For example, we get a drink when we finish our class, we get something sweet when we finish our vegetables, it means everywhere we have conditions. First you do this, then only you can do next activity, most importantly we get love and affection if and only if we behave in particular conditional manners. So, it means, certain ideal behaviours are expected and if we do those experiences or those behaviours or we show those behaviours, then only we are able to get this condition of worth, and if it is so, then conditional positive regard we will be getting.

So, if we are doing as per these conditions of worth, then we will be getting positive regard. So, if we do conditions of worth, then only conditional positive regard we will be getting. So, getting positive regard 'on condition' it is, and Rogers calls it conditional positive regard. Conditional positive self-regard is connected with conditional positive regard. If we have conditional positive regard, then only we would be having conditional positive self-regard.

Over time, this conditioning leads us to have conditional positive self-regard as well and as per the result of these two, conditional positive regard and conditioning positive self-regard, we have positive regard as well as positive self-regard. Positive regard like love, affection, attention, nurturance, and so on we get from others when we fulfill conditions of worth. So here it is conditional, if we will fulfill these conditions of worth, then only we would be getting love, affection, attention, nurturance, etc. in terms of positive regard.

If we have positive regard, then this is connected with positive self-regard. Then we would be having self-esteem, self-worth, a positive self-image, etc. So, it means good little boy or girl. Ideal-self means from societal message may not be a healthy, or happy boy or girl, that is real-self. So broadly we can say there are two selves, one is from our personal side that is called real-self and another one is from societal side or societal message which can be an ideal self.

Source: http://webspace.ship.edu/cgboer/rogers.html
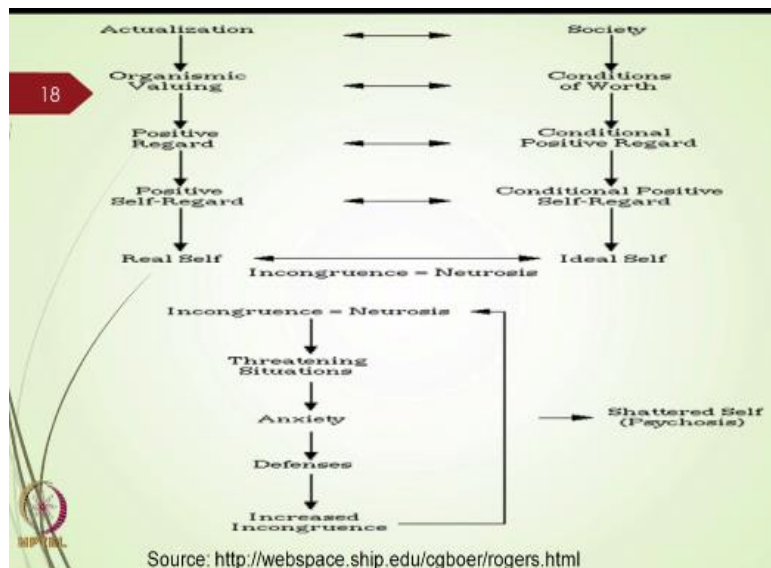
Let us know this theory in terms of a model. So broadly, you could easily identify there are 2 parallel things, one is related to your subjective style, and another is from society's side. When we say from our side, so first is the actualization, and actualization leads to organismic valuing, we give more value to certain things as compared to others and it leads to positive regard, this positive regard leads to positive self-regard and that is our real self.

On the other hand, society, from society's side, you have certain conditions of worth, if you fulfill those worth, then conditional positive regard you will be having which is interacting with positive regard also. And it is then conditional positive self-regard, which is connected with positive self-regard and it connects with ideal self. So, from personal side, we have real-self and from societal message side, we have ideal-self. Sometimes for normal behaviour we have match between real-self and ideal-self or can say congruence in one's real, and in you know in one's ideal self.

On the other hand, in some cases, we have incongruence and these two are mismatched – real-self versus ideal-self. Let us take a simple example here. For example, a student has capacity to achieve or to gain 60% marks, but societal message is one should get 80% marks, so this is discrepancy and that is why he has ideal self of 80%. So, his real self level is 60%, on the other hand ideal-self says 80%, so this discrepancy is cause of incongruence and that is why we have neurosis.

Here, neurosis and psychosis are little bit different from abnormal psychology. So, let us understand how he has defined this neurosis and psychosis in his theory. He is saying that this incongruence between real-self and ideal-self is cause of neurosis and that is why we have threatening situation. So, if we have this threatening situation, then we have anxiety, we may have stress, we may have tension and because of this we are in trouble. For reducing this trouble, we may use some defenses.

If you know psychology, then you can easily connect it with psychoanalysis where Freud discussed about defense mechanisms. He said id, ego, super ego these are 3 components and the id has its own demands, super ego has its own demands, which are related to morality and id is related to pleasure principle. Ego's role is to balance which is based on reality principle and its role is to balance between id, superego, environmental forces, and then balance all those things.

In some situations, it is able to, but not in all situations. If it is not able to, then we have anxiety, we have tension, stress, etc. and it hurts ego, so for avoiding this situation, we start to use defenses. Defenses broadly means we distort the situation. So, similar concept has been borrowed by Carl Rogers to describe his theory and he said we use certain defenses, but due to these defenses, we go away from reality and it increases our incongruence and shatters self and that is why we have psychosis.

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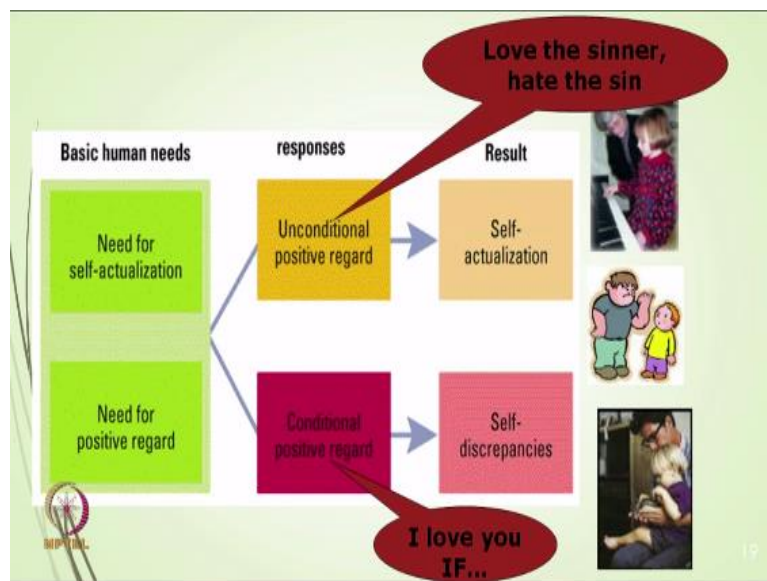
So just to understand a little bit more about it, basic human needs are need for self-actualization. So, then if you have need for self-actualization, its response is unconditional positive regard, and if we have this unconditional positive regard, then we have self-actualization. So that is in positive direction. On the other hand, another basic need is need for positive regard, which is from society's side and here we have conditional positive regard.

So, this conditional positive regard leads to in turn resultant self-discrepancy between real self and ideal self and that is cause of abnormal behaviour in some settings.

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So, this incongruence occurs when there is a mismatch between any of these three entities. Here real, true-self plus self-image has been included. So, what these 3 selves are? The ideal-self, the person you would like to be; self-image, the person you think you are; and the true-self, the person you actually are. If these three selves are highly connected with each other and you have congruency among these 3, then you haven't any problem in your life, that will not happen in all the cases.

Sometimes if you could see here (diagram in slide 20), these are actually little bit connected with each other and sharing low level of variance, rather individuality also they have and that is cause of incongruence. So self esteem suffers when there is a large difference between one's ideal self and self-image and we have low self-esteem in those situations. Anxiety and

defensiveness are common when the self-image does not match the true self, so that is cause of anxiety and defensiveness that we have.

So which defense mechanisms we use in that situation? Carl Rogers has used two defense mechanisms, which broadly he has borrowed from Freud. He said one situation is denial, you block out the threatening situation altogether, you just deny the situation. Denial for Rogers is what Freud called repression. If you are keeping a memory or an impulse out of your awareness refuse to perceive it, so that is denial. You may be able to avoid again but for now you have just run away from this threatening situation.

Another defense mechanism is perceptual distortion. It is a matter of reinterpreting the situation so that it appears less threatening. It is very similar to Freud's rationalization. For example, a student that is threatened by tests and grades may blame the professor for poor teaching, tricky questions, bad attitude, etc. So just distorting the situation so that it could keep you away from anxiety, stress, tension, etc.

After giving his theory's explanation, he also discussed about fully functioning person. He said there are 5 factors of a fully functioning person – one who does not have any discrepancy between real self and ideal self. These characteristics are openness to experience, existential living (here-and-now), organismic trusting, experiential freedom and creativity. Actually, we have another chapter outrightly based on character strengths. So, I will compile all these positive personality traits in that chapter and we will discuss in detail what does it mean.

So as per this theory, life is a direction not destination - that Carl Rogers stated that life is a direction not destination. In research methods, he used Q sort technique. He had about 100 self-referent cards, for example, I am a good person and then he had 9 piles, in 9 piles 'least like me' first one, and then various other piles and at the end 'most like me' that is ninth one and one has to sort cards as per his or her responses. So, in this case you could easily identify someone's real self. In some cases, we may assess discrepancy between real self and ideal self by manipulating instructions.

For example, if I say respond as per these 10 cards and in 9 piles when you count yourself, you count real self. On the other hand, in another setting when you consider your ideal self then you respond to all these questions. So if there is difference between when you are instructed to have real self and when you are instructed to have ideal self if there is

discrepancy between the two, then that discrepancy is between your real self and ideal self, so that is the way to understand human behaviour as per this perspective.

I think we should know therapy also along with his theory. His theory is known was non-directive therapy or client-centered therapy or Rogerian therapy. There are various reasons to give these names and sometime they were criticized also. For example, it was called a client-centered therapy, but later on scholars realized that there are various other therapies on which we focus only on a particular client, so there are various other therapies which could be called client-centered therapies.

Another name was non-directive therapy, non-directive because in this case actually, in the therapeutic situation the therapist is asked to provide unconditional environment and notion here is one could easily understand his problem as well as its solution when we provide unconditional environment to this person (the client). So here client is first talking about his problem and then he is talking about his solutions and here philosophical message is he knows better than a counselor what is solution of his problem.
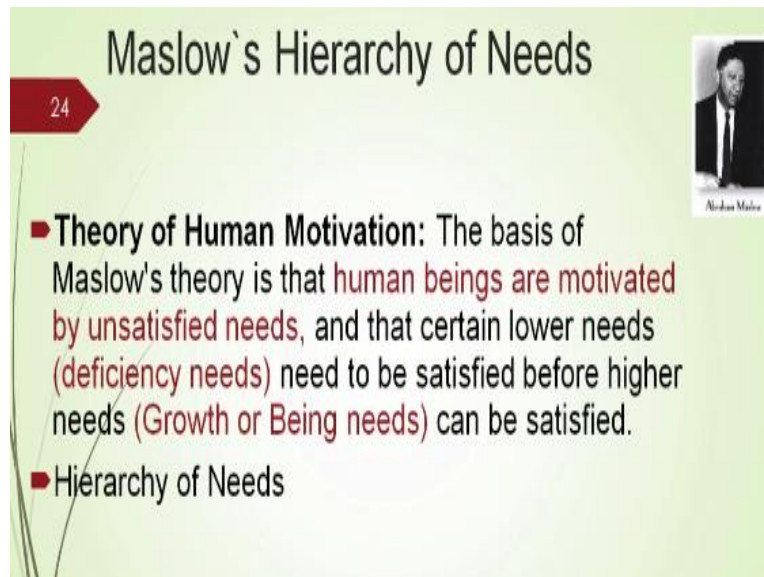
So, counselor or therapist's role is to provide unconditional environment to this person. On the other hand, it has been realized that even he is an active listener, even in this situation, he is reflecting here. So, reflection is the mirroring of emotional communication. Somehow when you are showing even facial expressions or giving just direction, so in this case you are

actually active listener or giving shape to his behavioural changes. By doing this, the therapist is communicating to the client that he is indeed listening and cares enough to understand.

So that is why this name was not used much - non-directive therapy - and later on it was shifted to Rogerian therapy, named as Carl Roger's therapy. Carl Rogers mentioned that we should focus on certain qualities, certain characteristics, or positive traits of a counselor these are congruence, genuineness, honesty with the client must be in the counselor or a therapist. Empathy was another quality, the ability to feel what the client feels, and quality of respect, acceptance, unconditional positive regard towards the client.

So, he said person or therapist must have these 3 three qualities before providing Rogerian therapy or client-centered therapy to the clients. He focused on growth and fulfillment of individuals. So that is his therapy to treat abnormal behaviour in which broadly we are saying that provide unconditional environment instead of conditional environment in therapeutic setting.

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Let us know Maslow's theory also, especially which contributed to positive psychology. He proposed theory of human motivation. The basis of Maslow's theory is that human beings are motivated by unsatisfied needs and that certain lower needs, deficiently needs also he called them need to be satisfied before higher needs called growth or being needs can be satisfied and, he proposed hierarchy of needs.

These needs can be counted in terms of 'deficiency need' as well as 'growth or being needs'. So, in this hierarchy, first level needs are physiological needs. In physiological needs, basic needs are required, hunger, thirst, sex, etc, sleep, reproduction, shelter, etc. Then he said if we fulfill all this at a certain level, then we have next level need and this next level need is safety need. So, the safety need is personal security, employment, resources, health, or required level of property, etc. So, we should feel safe. If we have fulfilled physiological as well as safety needs, then we think about love and belongingness. So, then you know friendship, intimacy, family, sense of connections we would like to have in our personal life and these 3 needs are broadly counted as basic needs or deficiency needs. So once at certain level these needs are fulfilled, then we think about self-esteem. So, our self-respect, self-esteem, status, recognition, strength, freedom, etc. After that, we have self-actualization.

So, for self-actualization, to some extent we can say there are certain conditions. Our basic needs should be fulfilled, we should not have deficiency needs and we should have self-esteem and then only we have self-actualization.

So, if we have that level, then these self-actualized people have certain characteristics. Selected characteristics they have, but condition for all these main characteristics or positive personality traits are one should have self-actualization level. So selected characteristics of self-actualizing people he has proposed. These characteristics are efficient perception of reality; acceptance of self and others; spontaneity, simplicity, naturalness; focus of problem centering; detachment, the need of privacy; autonomy, independent of culture and environment; peak experiences; deep interpersonal relations; democratic values and attitude; discrimination between means and ends, good and evil; philosophical, unhostile sense of humor. He also focused on creativity, imperfection, resolution of dichotomies. So, these were 15 characteristics which were identified in self-actualizing people by Abraham Maslow. These characteristics will be revisited in character strengths chapter once again. So, let us discuss in detail in future.

So, humanistic psychology if we evaluate this perspective, some positive side as well as negative side this perspective has or to some extent, we can say what is borrowed by our positive psychologist and what is limitations of the school. When we talk about positive side, optimist view of human kind, which is in positive psychology also. Human abilities also they have focused - again positive personality traits, character strengths, and virtues having been focused in positive psychology also, even growth potential where we are focused on, 'we are programmed to grow'.

In positive psychology, we are talking about healthy personality. And pyramid of needs is required to understand human behaviour. Negative side of this perspective are - nonscientific. Most of the time they proposed their ideas on the basis of human experiences. Some scholars identified that it is more philosophical approach rather psychological approach, evidence to support beliefs is required because we do not have much data collection, studies and objective results of these findings.

Self-actualizers are rare because preconditions are there and we don't have much practical applications of this area rather just understanding of human behaviour.

Source: (Boniwell, 2006, p. 6).
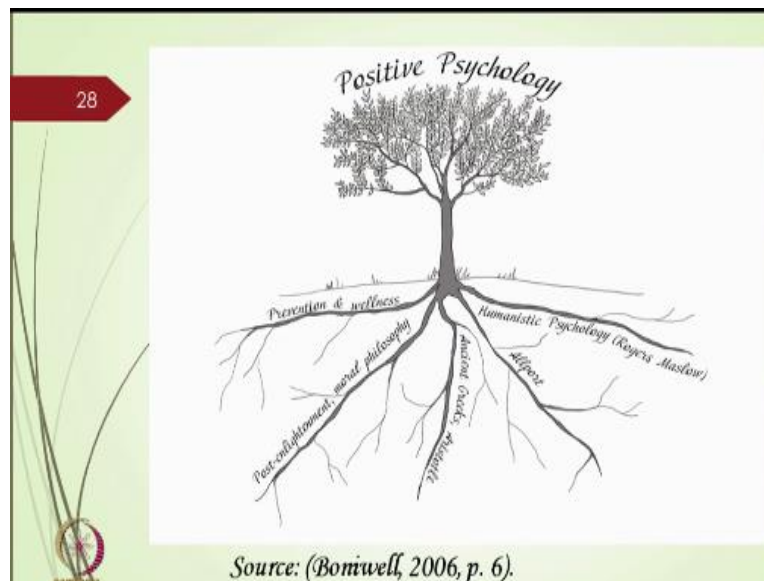
I think it is clear to us there are various branches or roots of positive psychology in history of psychology whether it is about prevention and wellness programs, whether it is about post enlightenment or moral philosophy, ancient Greek or Aristotle's studies in which we are talking about eudemonia. Allport also focused on positive aspects of human personality which will be discussed in character strengths chapters again. Humanistic psychology I think is very clear here. Carl Rogers' and Maslow's work contributing to positive psychology a lot.

If we just recap this class, you should know what is psychology, its different branches as well as its different perspectives, humanistic perspective and other psychologists' contribution as historical background of positive psychology. Thank you very much.

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