

LITERATURE REVIEW OF CHILD PSYCHOLOGY WSR AYURVED SAMHITAS IN UNDERSTANDING BEHAVIOURAL DISORDERS

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Article Received on
19 Feb. 2020,

Revised on 09 March 2020,
Accepted on 30 March 2020,

DOI: 10.20959/wjpr20204-17245

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ABSTRACT

Child Psychology is the science that deals with the mental power or interaction between the conscious and subconscious element in a child. Human birth is very rare privilege. Human being possess instinct and intelligence which may not happen without the presence of *manasa*.^[1] Psychic factors remain present from the pre-embryonic life and are associated in the embryo since the process of fertilization, yet apparently it manifest when the *indriyas*^[2] develop in the fetus. Many behavioural disorders occurring in toddlerhood and school going age, have their grass roots from conception itself; i.e *shukra-shoonita sayoga avastha*^[3] The *aahara- vihara- manas avastha- aaushadhi seevan*^[4] of the mother also affects the growing fetal psychology and ayurveda samhitas also give a light on it.

Satva^[5] of the fetus is moulded by 3 factors

1. *Satva* of parents- Genetic derivatives
2. *Garbhini Uparjita Karma*- Gestation derivatives
3. *Janmantara Uparjita Abhyasa*- Environmental derivatives

Among these three, one that is stronger affects the psychology of the child more.

INTRODUCTION

The main aim of studying psychology is to gain an increased understanding of why people respond as they do.^[6]

- ▶ Psychology: is the science dealing with human nature, function and phenomenon of his soul in the main.
- ▶ Child Psychology: is the science that deals with the mental power or interaction between the conscious and subconscious element in a child.

WHY TO STUDY?

- Know the child patients better.
- Understand the behavioral problem psychologically.
- Deliver medical services in a meaningful and effective way.
- Establish effective communication and gain confidence of the child and the patient.
- Modify child's developmental process.
- Concept of psychological traits, uniqueness of individual, rearing and parenting are beautifully explained in ancient classics.

REVIEW OF LITERATURE

Ancient classics have enormous references when it comes to understanding child psychology. Samhitas have described various psychological traits viz a viz *shareer* and *manas prakruti*, which helps a treating *vaidya* / pediatrician understand why a child behaves in a particular manner. Modern science has laid down various postulates/theories to understand behavioural disorders, but samhitas give an insight on the actual cause that could be behind *manas roga*; eg- *Shukra shonita dushti*, *matru aahar vihar* [*garbhoupaghatkara bhavas*].

Psychic factors remain present from the pre-embryonic life and are associated in the embryo since the process of fertilization, yet apparently it manifest when the *indriyas* develop in the fetus.

The following classical references are pointers that may help to understand child psychology and into why a child behaves in a particular manner.

Effects of psychological status of mother on Fetus^[7,8]

- तत्राशिता क्षुधिता पिपासिता भीता विमनाः शोकार्ता क्रुद्धा अन्यं च पुमांसमिच्छन्ति मैथुने चातिकामा वा न गर्भं धत्ते, विगुणां वा प्रजा जनयन्ति। पुरुषे अपि एत एव दोषाः। च. सं. शा. ८/६.

- तत्रात्यशिता क्षुधिता पिपासिता भीता विमनाः शोकार्ता क्रुद्धा अतिमेदुरा अन्यकामा वा न गर्भं धत्ते विगुणं वा। अ. सं. शा. १/५८.
- उत्सर्गमैथुनाहारशोधने स्यात्तुतन्मनाः।

Above sholkas clearly state that, a mothers psychological well being affects that of a growing fetus. If she is under continues fear, anxiety, unpleasant environment & anger the same may develop in the born baby.

During Embryonic Period^[9,10]

इच्छेतां यादृशं पुत्रं तद्रूपचरितांश्च तौ।
चिन्तयेतां जनपदास्तदाचार परिच्छदौ॥
अ. ह. शा. १/३१.
सौमनस्य गर्भधारणानां ।
च. सू. २५/४०.

Charak & Vagbhata state that, if the mother wishes to have baby with *satvik manas prakruti* she must ideally have a healthy state of mind in entire pregnancy.

Role of parental psycho-temperament^[11]

ऋतौ यदा स्त्रीपुरुषौ प्रसन्नमनसौ रहः।
उपेयातामथ तदा गर्भो भवति सात्विकः॥
ऋतौ यदा स्त्रीपुरुषौ व्यायस्तमनसौ रहः ।
उपेयातामथ तदा गर्भो भवति राजसः ॥
ऋतौ यदा स्त्रीपुरुषौ प्रदीनमनसौ रहः ॥
उपेयातामथ तदा गर्भो भवति तामसः ॥
भेल संहिता शा.३/ १७, १८, १९

Acharya *Bhel* clearly states that, the condition of couple during conception results in the temperament of child; *pradeen manas* state of couple during sex-- baby born is *tamas guna* *pradhan*.

Recent research suggest that antenatal stress and anxiety as early as in 18 weeks of pregnancy has a programming effect on the fetus which lasts at least until middle childhood, and may show up as behavioral problems, such as, dyslexia, hyperactivity, and attention deficit disorder.

Psychological status – as important view by Garbhasambhav samugri^[12,13,14]

ऋतु क्षेत्र अंबु बीज – सु. शा. २/३३

क्षेत्र बीज – अ. सं. शा. १/६८

शुद्धे गर्भशये मार्गे रक्ते शुक्ले अनिले हृदि ।

वीर्यवन्तं सूतं सूते.....॥ - अ. ह. शा. १/८,९.

ऋतु, बीज – काश्यप संहिता

हृदि शुद्धे – दोषान् अधिष्ठिते असन्तप्ते।

The four main *garbhasambhav samugri* are also responsible for progenies psychological status post birth; eg--familial behavioural conditions that have been diagnosed to a child's father, can pass on to him or her, the classic example being ADHD, temper issues.

Psychological traits - Prakruti overview^[15]**Rajas Prakruti**

राजसानि दुरुपचारता अनार्यत्वं शौर्यं मात्सर्यं अमितभाषित्वं अहंकारो लोलुपत्वं दम्भी मान क्रोध हर्ष कामश्च ।

अ. सं. शा. ५/२०

Tamas Prakruti

तामसान्यदन्यानां विषादं प्रमादो निद्रा आलस्यं क्षुत्तृष्णा शोकोमात्सर्यं विप्रतिपत्तिः पराभिसन्धानं सत्त्वगुणवैपरीत्यं च ॥

अ. सं. शा. ५/२१

Types of Traits – Normal variants^[16]

त्रिविधं सत्त्वमुद्धिष्टं कल्याणक्रोधमोहजम् ।

श्रेष्ठमध्याधमत्वं च तेषां प्रोक्तं यथाक्रमम्॥ का. सू. २८

मानस प्रकृति= १८

सात्त्विक प्रकृति- ८

ब्राम्ह, प्राजापत्य, आर्ष, ऐन्द्र, याम्य, वारुण, कौबेर, गान्धर्व

राजस प्रकृति- ७

आसुर, राक्षस, पैशाच, सार्ष, याक्ष, भूत, शाकुन

तामस प्रकृति- ३

पाशव, मात्स्य, वानस्पत्य.

उदा. राक्षस सत्त्व – क्रूरच्छिद्रप्रहारी च रोषेर्ष्यामर्षसन्ततः।

वैरमांसाशनायासः कलहार्थः च राक्षसः ॥

All the above citations state that the child may follow anyone of the psychological traits due to the *dusthi* in *shukra shonita*, the *matru apchar-vihar*, *daiva* etc.

Concept of कुमाराधार^[17]

Asthanga samgrah has described that the person/caretaker who looks after a child must entitle himself to well being of child, because according to his/her qualities the child can acquire the same and behave in an unpleasant manner. eg- acquirement of quality of anger, robbery, behave against *dharma*.

अभियुक्तः सदाचारो नातिस्थूलो न लोलूपः।
कुमाराधारः कर्तव्यास्तत्राद्यो बालचित्तवित्॥
अधर्मिकं दुराचारःस्थूलो विकटगामिनम्।
करोति लोलूपो बालं घस्मरत्वेन रोगिणम्॥
अ. सं. उ. १/५७

Factors Influencing psychological development^[18]

इष्टद्रव्यविनाशात्तु नमो यस्योपहन्यते।
तस्यतत्सदृशप्राप्तिसान्त्वाश्वासैः शमं नयेत्॥
च. चि. ९/८५

कामशोकभयक्रोधहर्षेर्ष्यालोभसंभवान्।
परस्परप्रतिद्वन्द्वैः एभिरेव शमं नयेत्॥
च. चि. ९/ ८६

Acharya Charak has clearly stated that, the not so useful paraspar virudha gunas in an child, impacts his overall physical and mental growth. The basis of this is formed in-utero, and when favorable conditions occur in ex-utero environment; the child is likely to suffer from a behavoiiral disorder. Eg-tantrums including head banging (self-harm), breath holding spells, habit disorders, bed wetting etc.

Concept of *Satvadi gunas*^[19]

सत्त्ववैशेष्यकराणि पुनस्तेषां तेषां प्राणिनां मातापितृसत्त्वान्यन्तर्वत्न्याः श्रुतयश्चाभीक्ष्णं स्वोचितं च कर्म सत्त्वविशेषाभ्यासश्चेति॥

च. शा. ८/१६.

Satva of the fetus is moulded by 3 factors

1. *Satva* of parents- Genetic derivatives
2. *Garbhini Uparjita Karma*- Gestation derivatives
3. *Janmantara Uparjita Abhyasa*- Environmental derivatives

Among these three, one that is stronger affects the psychology of the child more. The child behaves in similar manner later on in life by the factor that predominates.

DISCUSSION

The child's psychology has an untoverd effect on his behavoiir, which in turn leads to disorders that are harmful for both the child and parents. A child goes through a series of changes, and there are theories that are postulated to prove the psychology of such children.

Eg- **PSYCHODYNAMIC THEORIES**^[20]

- ▶ **Psychosexual theory by Sigmund Freud**- explaining various ages and dominant factor that mould a child's behavior.

BEHAVIOUR LEARNING THEORIES

- ▶ **Classical conditioning theory by Ivan Pavlov**
- ▶ **ACQUISITION**

Learning new responses from the environment by conditioning.

- ▶ **GENERALIZATION**

Process of conditioning is evoked by a band of stimuli centered around a specific conditioned stimuli.

► EXTINCTION

Results if the association between the conditioned and unconditioned response is not reinforced.

► DISCRIMINATION

Opposite of generalization.

As discussed previously in review of literature all the factors that hamper a child's mental well being are also been described by modern science in the form of theories.

Another concept of self awareness and self concept play a major role in shaping a child, which are as follows.

SELF-AWARE

To be Self-aware is to know yourself and, to understand that you exist as a unique individual distinct from others.

SELF CONCEPT

- Self-concept evolves throughout life and depends to an extent on an individual's developmental level.
- Components of Self-Concept.
- **Identity** - A sense of personal *identity is what sets one* person apart as a unique individual.
- **Body image** - is an attitude about one's physical attributes and characteristics, appearance, and performance.
- **Self-Ideal** - Self-Ideal is the perception of behavior based on personal standards and self expectations.
- **Self esteem** - Self-esteem is the judgment of personal performance compared with the self-ideal.

ATTACHMENT THEORY AND VARIOUS POSTULATES^[21]

- attachment is a "lasting psychological connectedness between human beings".
- have a tremendous impact that continues throughout life.
- attachment also serves to keep the infant close to the mother, thus improving the child's chances of survival.

- Loss and rejection may be so painful that the individual with this disorder will choose loneliness rather than risk trying to connect with others. Eg-**Dyslexia** is a common entity that falls in this category.
- The individual with this disorder has few close friends, but often is very dependent on them.
- Individuals with this disorder are described by others as being "shy", "timid," "lonely," and "isolated".
- Their occupational functioning may also suffer because they avoid the social situations that are important for job advancement.
- The anxious-ambivalent child is frightened to go off and explore the world, because he is uncertain about whether the carer will be there when needed.

From above discussion it is clear that, postulates from both ayurvedic and modern point of view prove that behavioural disorders form from an disturbed psychology. Combating them or decreasing them, can be achieved through understanding why a child behaves in a particular manner eg- breath holding spells, when a particular situation is not favorable for them.

For eg- if there are two children in the same house equal attention must be given to both; another scenario where there is single child a lot of pampering can cause tantrums, food fussiness, ADHD. Such scenarios occur as a result of neglect of parents, and that counselling to them must be proper.

Role of *mantra ucchrans* like *gayatri mantras* can help to frame a proper mindset or in other way enforcing positive attributes in child can make him or her behave in sound mannner.

CONCLUSION

- ▶ Child psychology is closely linked to child development and behavior from infancy through to adolescent age.
- ▶ Child psychology shows how child's behavior can be shaped by his or her environment.
- ▶ Psychological aspect is studied right from the time of conception and has given utmost importance with other essential components of life.
- ▶ Concept of psychological traits, uniqueness of individual, rearing and parenting were beautifully explained in ancient classics.

- ▶ The plasticity of the brain continues into adolescence, which is important in decision making, future planning and emotional control.
- ▶ Family, Teachers and peer group perform critical role in developmental psychology.
- ▶ Behaviors that are positively reinforced occur more frequently, Behaviors that are negatively reinforced occur less frequently.

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