UG ED S2-01
(DSC/DSE)

FOUR YEAR BACHELOR'S DEGREE COURSE
(CBCS in Accordance with NEP 2020)

SEMESTER-II

PSYCHOLOGICAL FOUNDATION OF EDUCATION

EDUCATION

Indira Miri School of Education
KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

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COURSE INTRODUCTION (COURSE 2)

COURSE INTRODUCTION

In the Degree First Semester Course, we have already discussed the basic concept and importance of education, its theoretical background and its various principles, scope and the life sketch of educational philosophy of the great thinkers and educationists in the field of education in Course 1. For the Second Semester Degree Programme in the subject Education, we have to go through the course i.e. Psychological Foundation of Education. This course comprises of 15 units.

In this course, the *First Unit* deal with the relevance of psychology in education. The *Second Unit* deals with the methods of Educational Psychology. The *Third Unit* deals with the meaning and concept of growth and development, its relationship as well as various principles of development in learning processes. The *Fourth Unit* discuss the characteristics, problems and the educational importance of the stages of the early childhood and the *Fifth Unit deals with* the later childhood stage. The *Sixth Unit* discuss the adolesecence stage in details. The *Seventh Unit* deals with the characteristics and factors related to Juvenile delinquency. The *Eight Unit* explains the education for exceptional children, their needs and objectives. the *Ninth Unit* explains the meaning and nature of learning, laws and methods of learning and the *tenth Unit* deals with the different theories of learning. The *Eleventh Unit* deals with the meaning and nature of memory, its various types, the marks of good memory, factors of memory and the economic methods of the process of memorization. Besides these, in this unit,there are also discussed the characteristics and the various causes of forgetting.The *Twelfth Unit* explains the concept and differences of intelligence and creativity, classifications of intelligence and various theories of intelligence. The *Thirteenth Unit* deals with the nature, characteristics and definitions of personality as well as the genetic and cultural factors of personality. The *Fourteenth Unit* explains the theories of personality and lastly the *Fifteenth Unit deals* with one of the important aspects of psychology that is mental health and hygiene and various adjustment mechanisms.

While going through a unit, you will notice some along-side boxes, which have been included to help you know some of the difficult, unseen terms. Some “ACTIVITY’ (s) have been included to help you apply your own thoughts. Again, we have included some relevant concepts in “LET US KNOW” along with the text. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PPROGRESS” given at the end of each unit.

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UNIT 1 : RELEVANCE OF PSYCHOLOGY IN EDUCATION

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 Concept of Educational Psychology

1.3.1 Nature of Educational Psychology

1.3.2 Scope of Educational Psychology

1.4 Importance and Application of Educational Psychology in Teaching Learning Process

1.5 Let Us Sum Up

1.6 Further Reading

1.7 Answers to Check Your Progress

1.8 Model Questions

1.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define the meaning of educational psychology
- identify the nature of educational psychology
- elaborate the scope of educational psychology
- describe the importance and applications of educational psychology in the teaching learning process

1.2 INTRODUCTION

This unit introduces to you the very meaning of psychology and how it is related to education. Here, we are also going to discuss the concept, nature and scope of educational psychology. Again, through this unit, we can determine the importance and application of psychology in teaching learning process. It is through psychology that we can study human behaviour in a scientific way. With the knowledge of psychology a person can easily understand the human mind and the surroundings which have important bearing on the mind. The knowledge of psychology is vital for the

growth and development of personality. In the following sections we are going to discuss the topic in detail.

1.3 CONCEPT OF EDUCATIONAL PSYCHOLOGY

Before discussing Educational Psychology, it is necessary to understand the meaning of psychology. The word 'psychology' is derived from the Greek word 'Psyche' and 'Logos' which mean 'soul' and 'study' respectively. So, the word 'psychology' means the 'study of soul'. Various psychologists have defined psychology as the Science of Mind, Science of Consciousness and in a later stage it was McDougall who defined psychology as the Science of Behaviour that " gives us the better understanding and control of the behaviour of the organism as a whole." The changing concept of psychology has been defined by Woodworth in these words: "First psychology lost its soul; then it lost mind; then it lost consciousness; it still has behaviour of a kind."

Educational psychology is an applied branch of Psychology. This branch of Psychology studies the human behaviour in educational situations. The pioneer work in the development of Educational Psychology was done by Herbert, Pestalozzi and Froebel. Educational psychology consists of two words, 'Education' and 'Psychology'. Here, 'Psychology' means the study of human behaviour and 'Education' means the modification of human behaviour. To modify human behaviour,the knowledge of psychology is essential. In the teaching- learning process, for a successful teacher, the knowledge of psychology is important. Because educational psychology helps the teacher to understand the children's behaviour, their interest, their innate capacities and intelligence, will and sentiments, habits and attitudes and other factors which are responsible for the growth and development of the children as well as their behavioral changes.

Educational psychology can be described as "the application of psychology in the field of education." It studies the behaviour of the individual in learning situations and its problems. It utilizes the principles and laws of general psychology to solve the problems that arise in the classroom situations.

Various psychologists have defined educational psychology in different ways. A large number of eminent scholars and scientists have contributed to the development of educational psychology from time to time.

According to Skinner, “Educational psychology deals with the behavour of human beings in educational situation.”

Stephen’s view is that “Educational Psychology is the systematic study of the educational growth and development of a child.”

Psychologists Crow and Crow have defined that Educational psychology describes and explains the learning experiences of an individual from birth through old age.

Thus the subject matter of educational psychology is concerned with the condition that affects learning and behaviour of the individual. Educational psychology is the scientific study of human behaviour by which the goal of life can be understood, predicted and directed.



CHECK YOUR PROGRESS

Q. 1. What is the meaning of educational psychology?

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Q. 2. Who is the founder of educational psychology?

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Q. 3. Give a comprehensive definition of educational psychology.

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Q. 4. How does educational psychology differ from general psychology?

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Q. 5. Say True or False:

i. The word Psychology is derived from Greek word. ☐

ii. Etymologically, the meaning of psychology is ‘study of Soul’. ☐

iii. McDougall defines Psychology also the Science of Behavior. ☐

1.3.1 Nature of Educational Psychology

In this section, after going through the meaning of educational psychology, we are going to discuss in how many ways psychology can be predicted and directed in the field of education. A clear idea

about the nature of educational psychology will emerge from the following description.

An Applied Science: Educational psychology is an applied science; it is the application of psychological principles to the field of education.

A Positive Science: Education psychology is a positive science not a normative science. It means that it explains the facts and does not pass a judgment.

A Social Science: Educational psychology studies the individual from the educational point of view; its result is applicable to all the individuals or to a group of individuals. Such studies have social implications and relevance.

An Educational Science: Educational psychology deals with educational problems only. General psychology deals with the behaviour of individuals in various situations, but educational psychology studies the behaviour of the individual in educational situations.

A Specific Science: Although the science of psychology is general in nature, educational psychology deals with those facts and principles that have specific significance and utility for the process of learning and teaching.

A Growing and Developing Science: As a study of human behaviour and human nature, educational psychology is constantly growing in keeping with changing behaviour of an individual.

An Academic Discipline: Educational psychology is an academic discipline. As such it has focused upon research studies on human bahaviour.

Besides these, the basic purpose of educational psychology is to employ scientific methods and adopt scientific approach to study the behaviour of an individual in an educational environment.



CHECK YOUR PROGRESS

Q. 6. Write short notes on the following (30 words)

I. Educational psychology as an applied science.

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II. Educational psychology as a growing and developing science

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III. Educational psychology as a Specific Science

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IV. Educational Psychology as an Academic Discipline.

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1.3.2 Scope of Educational Psychology

After having a fair understanding of Educational Psychology as a branch of Psychology, now we have to go through the scope of Educational Psychology. The scope means the area that educational psychology deals with or it may imply its field of study. But the real fact is that the scope of educational psychology is ever increasing, with unlimited possibilities.Till now, the Scope of educational Psychology includes the following applications :

- **Learner Behaviour:** Learner means those who are involved in learning process. Educational psychology studies the learner behaviour in an educational environment. Psychology is the study of behavior and education means the modification of behaviour.

- **Growth and Development of Learning Experiences:** Educational Psychology deals with the development of a child in the learning process. How a child passes through the various stages of growth, what are the characteristics of each stage of development etc are included as an area of study under educational psychology.
- **Learning Process:** Educational Psychology studies the laws of learning, methods of learning, nature and theories of learning. It studies how learning can take place most effectively and efficiently.
- **Heredity and Environment:** Educational Psychology studies those influences that contribute to the growth of the child's personality. It means, to what extent heredity and environment constitute to it and how the knowledge of psychology can be made use of to bring about the optimum development of the child.
- **Development and Adjustment of Personality:** Educational Psychology deals with the nature and development of the personality of an individual. In fact, education has been defined as all round development of the personality of an individual; personality development itself also implies a well-adjusted personality.
- **Individual Differences:** Human nature is focused with the help of educational psychology. Because it studies the human behavior and through it, the individual differences can be easily brought out.
- **Evaluation of Learning Performance:** Educational Psychology helps in the use of Statistical tools and methods in education and conducting research on educational problems.
- **Providing Guidance and Counseling:** Educational Psychology provides guidance and counseling to the learner for their all round development in life. Providing guidance and counseling is the most important area of study included in the field of educational psychology.
- **Mental Measurement:** Educational Psychology helps us to study the mental abilities as well as the talents of an individual, such as intelligence, aptitudes, attention etc. Mental Measurement is a promising field of study in the domain of educational psychology.
- **Mental Hygiene:** Mental hygiene is closely related to educational psychology. Today's social life is very complex and people suffer from variety of mental problems. Educational Psychology helps

people maintain a proper mental balance by making the mind free from various mental problems and anxieties.

These are some of the uses of Educational Psychology for an individual in general and a learner in particular. But there are so many aspects of education like character formation, adjustment, mal-adjustment, adjustment mechanisms, motivational mechanisms, growth of balanced personality etc. which are included in the field of educational psychology. Educational Psychology has further study to solve the various problems facing the teaching learning process.



CHECK YOUR PROGRESS

Q. 7. What is meant by the scope of educational psychology?

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ACTIVITY 1.1

Describe some important areas that educational psychology deals with in classroom teaching.

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1.4 IMPORTANCE AND APPLICATION OF EDUCATIONAL PSYCHOLOGY IN TEACHING - LEARNING PROCESS

The application of educational psychology means the use of psychology in the classroom interaction or school interaction in the teaching-learning process. Therefore, it is very important to know how educational psychology helps a teacher to know his students and improve his own skill. It is obvious that a teacher should understand his students for an effective teaching

learning process. It is said that the teacher is the only person who is closely associated with the students in school. As John Adams says, "the teacher teaches Latin to John", it means that to teach Latin properly to John; the teacher has to know John's psychology.

Samuel Smith, says "A thorough mastery of educational psychology aids the teacher to gain understanding of the pupil's motives and to provide for his needs." It means educational psychology helps the teacher to understand their students' needs, desires and motives through the proces of interaction in the classroom or in school.

According to Skinner, "The teacher needs psychology to bridge the lives of the young and the aims of education". Therefore, we find that educational psychology is of great help to the teacher. It helps in the following ways:

- **Understanding the child:** Educational psychology helps the teacher to understand the nature of development of the child in different stages. A teacher should have a thorough knowledge of all the stages (i.e. infancy, childhood, adolescence till reaching the adulthood stage) of development. Without the knowledge of such development characteristics, education can not be designed effectively for a child.
- **Understanding the individual difference:** By nature, no two individuals are alike. The teacher has to understand the varieties among the children in the classroom. Therefore, for giving education to the students, the course content should be organized or planned according to the purposes, interests and needs of the children keeping in mind the mental level of the children.
- **To understand the nature of classroom teaching:** Educational psychology helps the teacher to know the ways of the learning process in general and the problems of classroom learning in particular. Educational Psychology enables the teacher to instruct effectively in aids the teacher to gain understanding of the pupil's motives and to provide for his needs." It means educational psychology helps the teacher to understand their students' needs, desires and motives through the process order to organise his classroom teaching. Educational Psychology provides us with the knowledge of different approaches evolved to tackle the problems of teaching at different age levels. In the class to

understand the principles of learning and various approaches

- **To understand the effective teaching methods: :** Educational psychology helps the teacher in applying the appropriate methods of teaching. Besides this, it also helps him in developing new strategies of teaching. Classroom teaching is not dependent on any one theory; it uses and is related to several theories of teaching learning. The teacher must be acquainted with the knowledge of various theories in order to organise his classroom teaching. Educational Psychology provides us with the knowledge of different approaches evolved to tackle the problems of teaching at different age levels.
- **A Knowledge of mental health:** Educational psychology helps a teacher to understand the concept of mental health and also helps him to know how to maintain the mental health among the students in the school. Through the knowledge of educational psychology, the teacher can easily know the various factors which are responsible for the mental ill-health and maladjustment of the learners.
- **To understand the problems of children:** Educational psychology helps a teacher to understand the various needs and requirements of the students. It also enables him to understand the problems which are faced by the children in the classroom. With the knowledge of educational psychology, the teacher can take the remedial steps for solving those problems.
- **Curriculum construction:** Psychological principles are also used in formulating the curriculum for different stages. The developmental characteristics, learning patterns, needs and requirements of the society as well as children, all these are incorporated in the curriculum. Therefore, in order to make the curriculum effective, a teacher has to understand the correlation principle between school and society. He should also understand the capacity and mental level of the students while they are in learning.
- **Knowledge of heredity and environment:** Educational psychology helps a teacher to understand the influences of

heredity and environment on the personality development of the child. Heredity means the native potential and prospect of the child, whereas, environment represents the external factors like the surrounding in which we live, grow and learn various things.

- **Measurement of learning outcomes:** Educational psychology helps the teacher to asses the learning outcome of the student. The teacher can also evaluate their teaching methods in the light of the performance of the student. Thus educational psychology helps the teacher to modify the strategy and method of teaching.
- **Research:** Educational psychology helps in developing tools and devices for the measurement of various factors as well as variables which influence the behaviour and performance of students. In classroom teaching, the teacher can control, direct and predict the behaviour of students on the basis of research studies.
- **Provides knowledge about the efficacy of rewards and punishments**: Rewards and punishments are considered important tools of a teacher to modify the behaviour of the pupils. Educational Psychology helps the teacher to study and to realize the situation for improving the teaching-learning processes in the school
- **Provides knowledge about the mental abnormalities:** The knowledge of Educational Psychology helps teacher to find out the various mental abnormalities that the children has to suffer in school and also with the help of the psychological knowledge, the teacher can take effective measures to avoid or correct such abnormalities of the student in the school.
- **Use of innovations:** For improving or adding the up to date information or knowledge, teacher can apply information regarding new innovations and ideas in the field of education. In this regard, educational psychology can help the teacher by providing knowledge of such innovation; micro teaching, group discussion, team teaching etc..

Thus, from the above discussion we have found that educational psychology has great importance in teaching learning process. Because,

to make teaching learning process effective, the knowledge of educational psychology must be acquired by the teachers who are engaged in the teaching profession.



LET US KNOW

The importance and application of Educational Psychology basically reveals how the knowledge of educational psychology helps the teacher to make the teaching learning process effective in classroom teaching. For understanding the child, understanding the individual differences, to understand the classroom teaching, to understand the effective teaching methods, to understand the mental health and hygiene of the children, measuring the learning outcomes and curriculum constructions, research and experiments, understanding the heredity and environment of the children, giving feedback about the achievement of the children, the knowledge of educational psychology plays a prominent and pertinent role to teaching learning process in school.



ACTIVITY 1.2

Describe the effectiveness of educational psychology to a teacher.

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1.5 LET US SUM UP

- The word ‘Psychology’ is derived from the Greek word, ‘Psyche’ and ‘Logos’ which means ‘Soul’ and ‘Study’. The basic meaning of educational psychology means the study of soul.
- It was McDougall who has defined psychology as the Science of

Behaviour as “to give us the better understanding and control of the behaviour of the organism as a whole.”

- Educational psychology is one of the applied branches of psychology.
- This psychology studies the human behavior in educational situations. The pioneer work in the development of educational psychology was done by Herbert and Froebel, both are German Professors.
- Thus the actual meaning of psychology means study the human behaviour and education means the modification of human behaviour.
- To become a successful teacher, the knowledge of psychology is must to have to each and every one who are engaged in the profession of teaching.
- Various Psychologists has defined educational psychology in different ways. All Psychologists have concluded that Educational psychology is the body of scientific knowledge about two activities-education and psychology. Its subject matter is concerned with the condition that affects learning and behaviour
- The Nature of Educational Psychology has been found as an applied science, a positive science, a social science, an educational science, a specific science, a growing and developing science, an academic discipline, and also adopting various innovative ideas and scientific approaches which are used to study the behaviour of an individual in educational environment.
- The applications of educational psychology includes the scope of learner behaviour, growth and development of learning experiences, learning process, heredity and environment of children, development and adjustment of learner’s personality, individual differences, evaluation of learning performance, providing guidance and counseling, mental measurement, mental hygiene of the children etc.
- The knowledge of educational psychology is very much helpful for a teacher for educational management in school.
- Educational psychology helps the teacher to understand their students for achieving the effectiveness of teaching-learning process.

- Understanding the child, understanding the individual difference, understanding the nature of classroom teaching, understanding the effective teaching methods, understanding problems of children, acquiring the knowledge of mental health and hygiene, constructing the curriculum, knowledge on heredity and environment, measuring learning outcomes, conducting research and experiments, provides knowledge about the efficacy of rewards and punishments, provides knowledge about the mental abnormalities and also use of academic innovations; the knowledge of educational psychology is essential in teaching-learning process.



1.6 FURTHER READING

1) Agarwalla, Dr. Sunita: Psychological Foundation of Education and Statistics, Bookland2008.

2) Chauhan, S S: Advanced Educational Psychology, Vikas Publishing House, 1993



1.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1: Educational psychology is an applied branch of general psychology. Educational psychology studies the human behaviour in educational situations. It is because the meaning of psychology means to study the human behaviour whereas the meaning of education means the modification of human behaviour.

Ans to Q. No. 2: Herbert, Pestalozzi and Froebel, were the founder of educational psychology,

Ans to Q. No. 3: Educational Psychology is an applied discipline, it is the scientific study of human behaviour, by which the goal of life can be understood, directed and predicted.

Ans to Q. No. 4: Psychology basically indicates the whole concept in itself, whereas educational psychology is one of the branches of psychology. Thus, psychology is a macro concept considering all things related to

mind, soul and behaviour, whereas educational psychology is a micro concept related to the study of learner behaviour in an educational situation.

Ans to Q. No. 5: i. True, ii.True, iii.True

Ans to Q No 6: i.Educational psychology observes and studies the various problem as well as behavour of the learner in classroom teaching and also helps the teacher to take the remedial step as well as action in order to solve the various problem and behavioural disorder that learner have faced in classroom situation. Therefore, educational psychology is called as an applied branch of psychology.

ii. As studied the human behaviour and the human nature, educational psychology is constantly growing because of constantly changing the nature and behaviuor of human being. And also the science of educational psychology is ever growing due to constant changes in this field. Therefore, it is called as a growing and developing science.

iii. Educational psychology is a specific science because it has the wide scope to study the learner problems as well as behaviour in educational environment and also it has the wide implications of those facts and principles that have the specific significance and utility for the process of learning and teaching.

iv. The educational psychology as a branch of psychology itself indicates as an academic discipline. Because it has focused upon the learner's behavior as well as their various problems in school environment. Educational psychology has focused upon research studies on human behaviour. The information, the knowledge and various principles of teaching, the methodology all that constitutes the substance of educational psychology provide a base for educational theory and practice. So, it is called as purely as an academic discipline.

Ans to Q. No. 7: The scope of educational psychology means the area that educational psychology deals in or implies the field of study. In fact, the scope of educational psychology basically indicates two things:

- The limits of operations and applications of educational psychology
- Branches, topics and the subject matter with which educational psychology deals.



1.8 MODEL QUESTIONS

A) Short Questions (Answer each question in about 50 words)

Q. 1: What is meant by psychology?

Q. 2: What is meant by educational psyhology?

Q. 3: What is the relationship between education and psychology?

B) Short Questions (Answer each question in about 150 words)

Q. 1: What are the nature of educational psychology?

Q. 2: Why do you think that psychology should be related to education?

Q. 3: Explain briefly the effectiveness of educational psychology as a tool for a teacher in class room transaction.

C) Long Questions (Answer each question in about 300-500 words)

Q. 1: What do you mean by educational psychology? What is the contribution of educational psychology in solving classroom problems? Discuss

Q. 2: Select five classroom problems, where you can make use of the knowledge of educational psychology. Discuss

Q. 3: How does the knowledge of educational psychology help the teacher to modify the behavioural problems of the children in the classroom?

UNIT 2 : METHOD OF EDUCATIONAL PSYCHOLOGY

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Classifications of the Methods of Educational Psychology

- 2.3.1 Introspection Method
- 2.3.2 Observation Method
- 2.3.3 Interview Method
- 2.3.4 Experimental Method
- 2.3.5 Case Study Method

2.4 Importance and Applications of Educational Methods in Teaching-Learning

2.5 Let Us Sum Up

2.6 Further Reading

2.7 Answers to Check Your Progress.

2.8 Model Questions

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2.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- know about the necessity of adopting different methods used to learn about the individual's behaviour.
- classify the methods into different types.
- describe each method with its merits and limitations.

2.2 INTRODUCTION

Educational psychology is an important branch of psychology. It is a subject which emphasizes the application of psychological principles in the field of education. It deals with the behaviour of an individual in the educational environment. According to the "Encyclopedia of Educational Research", "Educational psychology is the study of the learner and of the

learning-teaching process in its various ramifications (branches) directed towards helping the child come to terms with society with a maximum of security and satisfaction."

On main objective of educational psychology is to help a teacher to understand his student's behaviour in the educative process. A teacher may face different problems in the classroom as well as outside it. It is important that a teacher understands the significance of individual difference and solves the various problems of the classroom. Therefore, in order to achieve the objective of educational psychology some methods are adopted to collect data to know about a learner's personality.

The first attempt to adopt a method of educational psychology began in the year 1879 by W. Wundt of Germany. In recent years, with the development of technology, researchers have started using new methods of collecting and analyzing data.

2.3 CLASSIFICATION OF THE METHODS OF EDUCATIONAL PSYCHOLOGY

We can see below some of the methods of educational psychology :

2.3.1 Introspection Method

2.3.2 Observation Method

2.3.3 Interview Method

2.3.4 Experimental Method

2.3.5 Case Study Method

Let us analyse these five methods of educational psychology one by one.

2.3.1 Introspection Method

This is the oldest method of educational psychology. The word 'introspection' has been derived from two Latin words, 'intro' meaning 'withing' and 'spiere' meaning to 'look'. Therefore introspection implies 'self observation', or in other words, to experience



William James (1842-1910) : Born in New York. He taught at Harvad (first physiology, later psychology and philosophy) from 1872-1907.

one's own mental state i.e., to observe, analyze and report one's own feelings.

Now let us turn to two psychologists James and Stout to know what they have said about psychological method in education.

- According to ***William James***, "Introspective observation is what we have to rely on first and foremost and always. The word intro-spection needs hardly to be defined - it means, of course, looking into our own minds and recording what we there discover. Everyone agrees that through this method one can discover one's own states of consciousness. So far as I know, the existence of such states has never been doubted by any critic, however skeptical in other respects he may have been."
- According to Stout, "In introspection we are concerned with the nature of experience itself and with the laws of mental process. The observer in introspection is directed towards the answering of questions of theoretical importance for the advancement of our systematic knowledge of the laws and conditions of mental process." Introspection examines inner behaviour of an individual and an individual knows about his own feelings or thoughts in a particular situation.

The Introspection method has both merits and demerits.

Merits of Introspection Method : The merits of the introspection method are given below:-

- Introspection is the easiest of all methods of educational psychology.
- It does not need any tool or laboratory as the subject and the investigator is the same.
- It is the most economical method and one which enables us to know about the mental state of an individual, i.e. his emotions and feelings.
- Introspection, as a method, has generated a lot of research and is used in almost all experimental students.

Drawbacks of Introspection Method : The drawbacks of the introspection method are given below:-

- Introspection means looking into-one's own emotions and feelings, so when one attempts to study one's mental state, it disappears and therefore it is different to introspect the changing psychological experiences.
- As the subject and investigator is same the introspection becomes subjective and biased and therefore the data may not be reliable and valid. The person may not consider certain facts.
- The introspection method cannot be done by abnormal individuals and children.
- A person should be highly trained and skilled to introspect properly.
- According to Kant, a famous scholar, it is not possible to accept conscious experience as the subject matter of psychology and then consider introspection as its proper method.

Hence, we can conclude that the introspection method cannot be considered as precise; the limitations can be overcome by proper training and only then can it become effective.



LET US KNOW

- Introspection is the oldest method of educational psychology.
- Introspection means 'self observation', i.e. to look into one's own mental state.
- Introspection means examining the inner behaviour of an individual by oneself.
- Introspection is the easiest and most economical of all methods of educational psychology.
- In this method the individual is both the subject and the observer.

- Introspection has generated a lot of research in experimental studeies.
- The data collected through the introspection method may not be reliable as an individual's mental state is changeable.
- The introspection method can not be done by abnormal people and children
- While introspecting an individual may hide certain facts of his mental state and therefore the obtained data may not be valid.



CHECK YOUR PROGRESS

Q.1. Explain very briefly about the Introspection Method.

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Q.2. Can the introspection method be applied to all?

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Q.3. Mention three drawbacks of the introspection method.

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2.3.2 Observation Method

It is one of the oldest and most popular methods of educational psychology. It has replaced the method of introspection

of self observation. The observation method is also called 'objective observation'. According to John Dollard, "The primary research instrument would seen to be the observing human intelligence trying to make sense out of human experience." Observation is one of the basic methods which mean that an individual's behaviour (i.e. a person's bodily gestures, facial expression and other bodily actions) is observed. It is accepted by psychologists that an individual's overt behaviour is the result of his internal mental conditions. The observer makes systematic observation through recording in a natural situation. Observation can be both natural and participant. In natural observation the experimenter observes and records the behaviour of the subjects in the natural setting as has been mentioned above; here the subjects are not conscious about their behaviour being observed. In participant observation, the observer becomes a member of the group, gains the confidence of the other group members by building rapport with them, and observes their behaviour. Here also the subjects are not conscious that their behaviour is being observed.

Certain principles should be followed in the observation method. They are:

- Observation should be made not only of the individual's behaviour but of the whole situation.
- Proper planning of the observation process should be made; objectives must be clear and the proper tools for recording must be kept properly.
- Observer must select the appropriate number of subjects to be observed. Too many will be difficult to manage.
- The time limit of observation must also be fixed. Too long time may make the observer distracted and tired and if it is too short it will not yield the proper information.
- As observation is a systematic process, the observer must have the proper skills and aptitude and the ability to report accurately. Only then will the data be reliable.

Advantages of the observation method : The observation method has certain advantages such as :

- It is observation of behaviour in natural setting.
- It is objective and therefore more reliable.
- It is applicable for all age groups.
- Observation can be done through simple tools as well as sophisticated ones like camera, tape recorder video recorder etc.
- Observation can be made in any situation of our day to day life.

Limitations of the Observation method : The limitations of the observation method are as follows:-

- Data can be collected only about observable behaviour or overt behaviour. Therefore, it can be unreliable at times as the subject's mental behaviour can be different.
- Personal prejudices, or in other words, subjectivity on the part of the observer can be a big drawback of this method. The observer's own interests, values may affect the interpretation of the data to a great extent.
- The behaviour of the subjects may be affected by the time and place. Their behaviour may be different at different times under the same circumstances.
- Sometimes the observation method lacks precision, as different observers tend to interpret the data in different ways. Therefore if the data collected are expressed in quantitative measures then they can be interpreted by statistical methods.
- The observation method fails to establish a cause-effect relationship between the subjects' behaviour and their surroundings. For examples delinquency may not always be caused by poverty, sometimes sound economic position of the subject can cause delinquent behaviour. Therefore it becomes difficult to draw conclusions that a particular situation can induce certain bind of behaviour in an individual.



CHECK YOUR PROGRESS

Q.4. Explain very briefly the observation method.

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Q.5. Mention the principles of “Observation Method”.

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2.3.3 Interview Method

Today, for psychological researches, mainly, interview method has become very popular. In this method there is direct face to face contact between the investigator and the subject. Here the interviewer or the investigator asks questions to the subject and records the answers usually without the latter knowing it. In the words of Fred N. Kerlinger, “The interview is perhaps the ubiquitous method of obtaining information from people. It has been and is still being used in all kinds of practical situations, eg. the lawyer obtains information from his client, the physian learns about a patient; the administrative officer or professor determines the suitability of students for schools, departments and curricula. Only recently, however, interview has been used systematically for scientific purposes, both in the laboratory and in the field. He also said that it is a face to face inter-personal situation in which one person, the interviewer asks a person being interviewed, the respondent,

questions designed to obtain answers pertinent to research problems" According to P.V. Young, "Interviewing is not a simple way to conversation between an interrogator and informant. Gestures, glances, facial expressions and pauses often reveal subtle feelings"

Objectives of Interview Method :

- The main objective of the interview method is to collect information about unknown fact of the subject, his inner feelings,
- Another objective is to make sure that the interviewer and the subject know each other quite well, so that the collected data is verified well,
- Interview method aims at providing an opportunity to the investigator to observe the subject very closely; as a result, at times, the subject can provide new ideas to the investigator which help the latter in research work.

Types of Interview Method :

- There are different types of interview – focused interview repeated interview, clinical interview, diagnostic interview, research interview personal interview etc.

Merits of the Interview Method : The merits of the interview method are-

- High participation of the subject or respondent. The subject answers the questions in a free manner. Illiterate as well as children provide proper in-depth information as compared to other methods like observation, questionnaire method etc.
- This method is very flexible as it becomes possible for the interviewer to reframe, repeat and rephrase the questions as suitable for the subject.
- The subject's emotions can be studied well. It is often observed that during an interview, the subject may become emotional and get excited, and may express freely his fears, anxieties, and complexes.
- Through the interview method the investigator may get to

know the cause of any behaviour pattern of the subject, the historical background of each incident.

- The data collected through the interview method is reliable. The interviewer analyses and crosschecks the information provided, to find out whether the data is correct or not.
- The interview method can be applied on all types of people- literate or illiterate children and adults and at times also on mentally unbalanced persons.
- In the interview method, the subject and investigator are face to face with each other. Both discuss the problems and during discussion views can be exchanged and this is desirable in order to study every social problem along with the subject's own problems.

Demerits of the Interview Method : The demerits of the interview methods are :-

- It is a costly method. It involves a lot of traveling on the part of the interviewer. It is also time consuming as the interviewer has to physically locate a subject.
- A lot of planning is required. The investigator has to provide a number of stimuli to get information from the subject, must make careful observation of the latter's behaviour patterns so the interviewer must remember a number of things at the same time. So the whole process becomes too strenuous.
- The subject may not reveal his true feelings and emotions.
- Sometimes the interviewer may have preconceived notions which may not hold true during interview, but he is reluctant to change his views. P. V. Young said that biased and prior thinking may distort and invalidate the results of the whole interview.
- The interviewer's perception of things may clash with those of the interviewee's. Their beliefs and values may be totally different. So the Investigator must be very proficient and must have proper insight into human nature.
- There can be difficulty in persuading the subject to be

interviewed. The subject may tend to be bored during the process and then the data obtained will not be valid.



CHECK YOUR PROGRESS

Q.6. Discuss breifly the interview method.

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Q.7. Explain three advantages and three disadvantages of the interview method.

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2.3.4 Experimental Method

It is one of the most important and objective methods of psychology as it is very scientific. It is precise, planned, systematic, or in other words, it is observation under controlled conditions. According to J.W Best, “Experimental research is the description and analysis of what will be, or what will occur, under carefully controlled conditions”. In experiments, there is always the attempt to establish certain cause and effect relationships through carefully planned and controlled observation of the subject’s behaviour. The ‘experimental methods’ has certain characteristics. They are-

- In the experimental method the conditions are always controlled.

- It essentially requires at least two persons, the experimenter and the subject.
- Usually the experimental method is applied on persons in a random order.
- In the experimental method two different types of variables are used – (a) Independent variable like intelligence and (b) dependent variable like home or school environment, other socio-economic conditions etc.

Merits of Experimental Method : The experimental method has the following merits :

- It is the most systematic method and the conditions can be completely controlled.
- The data collected can be analysed in an objective manner and so it is reliable.
- A cause-effect relationship of individual's behaviour can be established.
- Hypothesis can be formulated and the result of the experiment can be tested keeping this in consideration.
- It discards subjective viewpoints.
- It increases the scope for further research as the result of the experimental method can be precisely recorded.

Drawbacks of the Experimental Method : The drawbacks of the experimental method are -

- As human behaviour is changeable, identical behaviour of the same individual not occur even under identical conditions at different times.
- Mostly experiments have been conducted on animals like cats, dogs and rats and the principles arrived at on the basis of such tests may not explain human beings.
- It is often difficult to conduct experiments in social sciences unlike physical sciences.
- The experimental method is costly and time consuming.

- The experimenter must have specialized skills to conduct experiments.
- The tools used in experiments may not be satisfactory and therefore the obtained data may not be reliable.
- The experimental method can produce results of probability and not certainly.



CHECK YOUR PROGRESS

Q.8. Explain briefly the "Experimental Method".

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Q.9. What are the characteristics of the experimental method?

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Q.10. Mention two merits and two drawbacks of the experimental method.

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2.3.5 The Case Study Method

The 'Case Study' method deals with the emotional and mental state of an individual. This method is applied to study special behavioural problems of an individual by specially trained teachers, psychologist and psychiatrists. Through this method total information

of family background, schooling and also social conditions of the individuals is obtained; hence it can be called a cumulative record which is of great help in understanding the source of an individual's fears, anxiety, worry, or any kind of maladjustment. The main objective of this method is to help the individual adjust better with the environment and gain self confidence to attain higher levels of achievement. Different steps may be used in the case study method-some of them are mentioned below:-

- Basic preliminary information about the subject's name, age, sex, parent's age, education, occupation as well as social status.
- Proper physical check-up of the individual is done to ascertain whether his/her behavioural problem is due to any disease. Only in the absence of any physical ailment can psychological treatment start.
- The subject should be very comfortable with the investigator while the latter takes the information. The investigator (teacher or psychologist) should be friendly and the language of collecting data must be simple so that free and frank responses can be available.
- The investigator must not tire the subject; instead, regular intervals of rest should be given. The method cannot be applied hastily - it may go on for several weeks or months.
- The behaviour of the individual should be observed in natural setting and working conditions. Doing so will provide correct data which ultimately in most cases, will lead to proper understanding of the root cause of the person's problems.
- Special care must be taken in the post treatment period so that there is no recurrence of the problem. The parents and family members and other associates must take care so that the subject can modify his behaviour and prevent maladjustment.

Method of Treatment : Treatment methods of maladjusted individuals

include the following :-

- Efforts must be made to modify the environmental factors so that the individual can adapt better.
- If the existing environment cannot be modified then the individual should be physically placed in a different environment which is more congenial for his development.
- Proper guidance and counselling should be provided to the individual.
- Different types of therapies should be applied like play therapy, group therapy, psychotherapy etc. by experts.
- Case study method provides details about the individual's behaviour, an in-depth study about the root cause of the behavioural problems, and help to provide guidance to modify the behaviour of the subject.

Limitation of the Cast-study Method : The case- study also has certain limitations. They are :

- The investigator should be technically proficient to handle a case. In most cases, however, the investigators are not found to be experts in this field.
- Sometimes the information may become highly subjective. The subject, parents and other associates may hide certain facts about the subject's behavioural problems and so the data collected may not be reliable and valid.
- There is a possibility of the investigator of becoming involved with the problems of the individual and therefore his diagnosis and counselling or other methods of treatment may not be effective.
- The possibility of errors in understanding the problems as well as treatment is high; therefore utmost care must be taken to minimize the errors.

2.4 IMPORTANCE AND APPLICATION OF EDUCATIONAL METHODS IN TEACHING LEARNING PROCESS

Educational psychology is a scientific and systematic study to know the behaviour of learners. It means application of psychological principles in the educational environment. Educational psychology deals with the problems of teaching and learning and helps the teacher to modify the learner's behaviour. As the scope of educational psychology is centred around the teaching learning process, several methods, which are already mentioned, are used. The main objective of the application of these methods is to study all the aspects of the learner's behaviour. The different methods and techniques help to gather facts about the different stages of development of the child, his continuous adjustment with the environment learning from experience. W. Wundt was the pioneer in establishing the first psychological laboratory in Leipzig. He emphasized on the importance of certain methods like experimental, case-study and others which can be applied to know about the subject in the teaching learning process. Before that period introspection was the only method of educational psychology.

Different methods provide inputs to interpret the behaviour of an individual – at times the state of his unconscious mind also. The educational methods study the cause and effect relationship of human behaviour. Individual difference is also studied through the various methods.



CHECK YOUR PROGRESS

Q.11. Explain briefly the case study method.

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Q.12. Mention some steps of the case-study method.

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Q.13. Discuss two advantages of the case study method.

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Q.14. What are the limitations of the case study method?

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Q.15. Discuss briefly the importance of application of educational methods in the teaching learning process.

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2.5 LET US SUM UP

- One main objective of educational psychology is to help a teacher to understand his students in the educative process.
- The application of educational psychology is to know about a learner's personality.

- Some of the methods of educational psychology are - introspection, observation, experimental, case study, interview method, psychological method etc.
- The introspection method is the oldest of all the methods of educational psychology. It means 'self observation.'
- Introspection method is the easiest and does not require any tool.
- However in this method the investigator and subject is the same person and so a person may not consider certain feelings and so the data is subjective and therefore reliable.
- The 'observation' method is one of the most popular of all methods of psychology.
- Through this method the observer makes systematic observation in a natural setting.
- Observation method is objective as observation is made not only of the subject's behaviour but of the situation as a whole.
- Personal prejudices, or in other words, subjectivity on the part of the observer can be a big drawback of the observation method.
- The observation method fails to establish a cause effect relationship between the subject, behaviour and his surroundings.
- The 'experimental' method of psychology is precise, planned, systematic - it is observation under controlled conditions.
- The data collected through the experimental method can be analyzed in an objective manner.
- Hypothesis can be formulated and the result of the experiment can be tested keeping this in consideration. It discards subjective viewpoints.
- The experimental method is costly and time consuming and sometimes it is difficult to maintain properly controlled conditions.
- The experimental method can produce results of probability and not certainty.
- The 'Case-study' method studies the emotional and other behavioural

problems of an individual by specially trained teachers, psychologist and psychologists.

- The investigator must be certain about the absence of any disease in the subject and must be very friendly with the latter.
- The behaviour of the subject should be observed in natural setting, – in the living and working conditions.
- Special care must also be taken in the post treatment period so that there is no recurrence of the problem.
- Efforts must be made to modify the environmental factors so that the individual can adapt letter.
- The investigator, however, should be technically proficient in handling a case or else there may be a tendency on the part of the investigator to become subjective.
- The possibility of errors in understanding the problems as well as in the treatment is high.
- Educational psychology deals with the problems of teaching and learning and helps the teacher to modify the learner's behaviour.
- The different methods and techniques help to gather facts about the different stages of developmentof the child, his conticuous adjustment with the environment by learning from experience.



2.6 FURTHER READINGS

1) Aggarwal, J. C., "Essentials of Educational Psychology", Vikas Publishing House Pvt. Ltd., New Delhi.
2) Chaube, S. P., "Educational Psychology", Lakshmi Narain Agarwal, Educational Publishers, Agra-3
3) Safaya R. N., Shukla, C.S. Bhatia B. D., "Modern Educational Psychology", Dhanpat Rai Publishing Company (P) Ltd., New Delhi.

2.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : Some of the methods of educational psychology are :-

a) Methods of Introspection,
b) Observation Method,
c) Experimental Method,
d) Case-study method, and
e) Interview Method.

Ans. to Q. No. 2 : The introspection method implies 'self observation' - i.e. looking into our own minds and recording what we thereby discover. Through this method one can discover one's own state of consciousness. Introspection examines inner behaviour and an individual knows about his own feelings or thoughts in a particular situation.Three merits of the introspection method are :-

a) It is the easiest of all methods of psychology.
b) It does not require any special tool or laboratory as one person is both the subject and the investigator.
c) Introspection is economical and has generated a lot of research.

Ans. to Q. No. 3 : A big drawback of the introspection method is that it cannot be applied by sick or abnormal people and children.

Ans. to Q. No. 4 : 'Observation' method means observation of an individual's behaviour – his bodily gestures facial expressions and other bodily actions. The observer makes systematic observation through recording in a natural situation. This method is very useful as psychologists accept the view that an individual's overt behaviour is the result of his internal mental conditions.

Ans. to Q. No. 5 : Three principles to be followed in the observation method are :-

a) Observation should be made not only of the individual's behaviour but of the whole situation.

b) Proper planning of the observation process should be made; objectives must be clear and proper tools must be used.

c) Time of observation should be fixed; too long time may make the observer distracted and tired and too short time will not provide the proper information.

Ans. to Q. No. 6 : In the interview method, there is direct face to face contact between the investigator and the subject. Through this method the interviewer collects information about the subject by asking question unknown facts of the subject, his inner feelings becomes known to the investigator.

Ans. to Q. No. 7 : Three ***advantages*** of the interview method are –

i) It can be applied on all people. Even illiterate and children provide proper in-depth information about their behaviour through the interview method.

ii) Again, the interview method is very flexible as the investigator can reframe and rephrase the questions as suitable for the subject.

iii) The interview method enables the investigator or interviewer to study the emotions of the subject well.

Three ***disadvantages*** of the interview method are :-

i) It is time consuming and costly.

ii) The whole process is strenuous as it involves meticulous planning.

iii) The subject may not reveal his true feeling and emotions.

Ans. to Q. No. 8 : The experimental method is one of the most important and objective methods of psychology. Through this method attempts are made to establish cause and effect relationships through carefully planned and controlled observation of the subject's behaviour.

Ans. to Q. No. 9 : Some of the characteristics of the experimental method are :-

a) It essentially requires at least two persons, the experimenter and the subject.
b) In experimental method the conditions are always controlled.
c) The experimental method involves two different types of variables – independent and dependent.
d) The experimental method is applied on persons in a random order.

Ans. to Q. No. 10 : ***Two merits*** of the experimental method are :-

i) It is the systematic method and the conditions are completely controlled.
ii) The data can be analyzed in objective manner and so it is reliable.

Two demerits of the experimental method are :-

i) It deals with only the overt behaviour of the subject.
ii) The tools used in experiments may not be satisfactory and this definitely affects the reliability of the data.

Ans. to Q. No. 11 : The 'case-study' method is applied to study the special behavioural problems of an individual by specially trained teachers, psychologist and psychiatrist. The main objective of this method is to help the individual adjust better with the environment; basic information about the subject is obtained, and accordingly, the efforts are made so that the subject can adapt to the environment better.

Ans. to Q. No. 12 : Some steps of the 'Case-study' method are –

a) Basic preliminary information about the subject's name, age, sex as well as parents' age, education and social status should be obtained.

b) Proper physical check-up of the subject should be done.

c) The subject should be comfortable with the investigator and the latter must be properly trained to take care of the subjects.

d) The behaviour of the subject should be observed in a natural setting.

e) Special care must be taken in the post treatment period so that there is no recurrence of the problem.

Ans. to Q. No. 13 : The two advantages of the case study method are :-

a) The case study method is very effective in understanding an individual's anxiety, worry or any kind of maladjustment of an individual.

b) Proper guidance and counselling can be provided to the subject to help the latter adjust with the environment letter.

Ans. to Q. No. 14 : Three drawbacks of the case study method are :-

a) In most cases the investigators are not technically proficient and so the data obtained may not be reliable.

b) There is a possibility of the investigator of becoming involved with the problems of the individual and so the guidance and counseling may not be effective.

c) The possibility of errors in understanding the problems as well as in treatment is high.

Ans. to Q. No. 15 : The methods of educational psychology help to study all aspects of the child's behaviour. The different methods and techniques enable the teacher to gather facts about the different stages of development of the

child, his adjustment with the environment by learning from experience.



2.8 MODEL QUESTIONS

A) Short Questions (Answer each question within 150 words)

Q.1. What is the derivative meaning of the word 'introspection'? Explain the importance of introspection method in educational psychology.

Q.2. Point out the merits and drawbacks of the introspection as a method of educational psychology.

Q.3. Mention the principles of observation method.

Q.4. Explain briefly the case study method

Q.5. Mention some characteristics of experimental method.

B) Long Questions (Answer each question within 300-500 words)

Q.1. Explain the introspection and observation methods of educational psychology.

Q.2. What is meant by Interview method? What are its advantages and disadvantages?

Q.3. Explain the experimental method of educational psychology with its merits and demerits.

Q.4. Explain how the case-study method of educational psychology helps the teacher to modify the behavioural problems of a child.

Q.5. Discuss the importance and application of educational methods in the teaching-learning process.

UNIT 3 : GROWTH AND DEVELOPMENT

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Meaning of Growth and Development

3.4 Relationship of Growth and Development

3.5 Principles of Development

3.6 Let Us Sum Up

3.7 Further Readings

3.8 Answers to Check Your Progress

3.9 Model Questions

3.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- identify and differentiate the meaning of growth and development.
- explain the relationship between growth and development.
- describe the principles of development.
- discuss about the developmental periods.

3.2 INTRODUCTION

This unit deals with general nature of growth and development. An understanding of growth and development will helps us to plan educational growth and development of the child.

Human life starts from a single ferlized cell. This cell is under constant interaction with the environment in the mother's womb and after birth with the outside world. This interaction leads to the Growth and Development of the child. The increasing of an organ or limb of the baby, in size and weight is Growth. Division of each cell and their growing into thousands in number, or their changing tissues, blood or bone, is part of the process of Development.

The primary purpose of studying the growth and development of children is to understand them better. As a teacher or a parent, you, can manage children more effectively if you are aware of how they grow and develop in a systematic manner right from the moment of conception. An orderly pattern is found in the growth of every organ of the body and area of development.

Although the development process is continuous, the rate or speed of development varies at different ages of the child. For example, children grow most rapidly during the first three years of life. In their middle childhood, i.e., from 6 - 12 years, their rate of growth is comparatively slow whereas it is accelerated again when they approach adolescence. A knowledge of the trends and patterns of growth and development will enable you to know how children grow and develop; when and what to expect from them, how to guide them in each stage and provide the environment for their optimum development.

The purpose of this unit is to familiarise us with the fundamental facts and various characteristics of Growth and Development.

3.3 MEANING OF GROWTH AND DEVELOPMENT

Let us first understand the meaning of these two important terminologies. 'Growth' and 'Development' are often used as synonymous terms. But, in fact, growth is different from development. Growth means an increase in size, height, weight, length etc. which can be measured. Development, on the other hand, implies change in shape, form or structure resulting in improved working or in functioning. Improved functioning implies certain qualitative changes leading to maturity. Growth and Development are the important characteristics of a living organism. Development involves a series of progressive, orderly and meaningful changes leading to the goals of maturity. Normally Growth contributes to Development. In reality though 'Growth and Development' are different, but they are inseparable. Generally process of Growth and Development goes on simultaneously.



LET US KNOW

Growth and Development :

- Often used as synonymous terms.
- Important characteristics of a living organism.
- Growth refers to change in size.
- Development implies overall changes in the individual.
- The process of Growth and Development goes on simultaneously.



CHECK YOUR PROGRESS

Q.1. State whether the following statements are true or false.

- Growth is not different from development.
- Growth cannot be measured.
- Maturation involves qualitative change.
- Development implies overall changes in the individual.

3.4 RELATIONSHIP OF GROWTH AND DEVELOPMENT

After going through the meaning and concept of growth and development, now we are going to identify the relationship between the two, which are as follows:

- The term growth is used in purely physical sense. It generally refers to an increase in size, length, height and weight. Changes in the quantitative aspects come into the domain of growth. Development implies overall changes in shape, form or structure resulting in improved working or functioning. It indicates the

changes in the quality or character rather than in quantitative aspects.

- Growth is one of the parts of developmental process. In a strict sense, development in its quantitative aspect is termed as growth. Development is a wider and comprehensive term. It refers to overall changes in the individual.
- Growth describes the changes which take place in particular aspects of the body and behaviour of an organism. Development describes the changes in the organism as a whole and does not list the changes in parts.
- Growth does not continue throughout life. It stops when maturity has been attained. Development is a continuous process. It goes from womb to tomb. It does not end with the attainment of maturity, the changes however small they may be, continue throughout the life span of an individual.
- The changes produced by growth are the subject of measurement. They may be quantified. Development implies improvement in functioning and behaviour and hence brings qualitative changes which are difficult to be measured directly.



CHECK YOUR PROGRESS

Q.2. State any two relationships between growth and development.

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3.5 PRINCIPLES OF DEVELOPMENT

We have to understand the principles of development also, which will help us to know how development occurs and also know what the various dimensions of development are**.**

The following are the important principles of Development –

- **Development is a continuous process :** First development is a continuous process. Development does not stop at any time. It continues from the moment of conception until the individual reaches maturity. It takes place at a slow or a rapid rate but at a regular pace rather than by leaps and bounds.

  You may be surprised to know that the physical manifestations of certain features may appear to be sudden; the process of development is continuous. For example, speech does not come over-night. It has gradually developed from the cries and other sounds made by the baby at birth.

  The fact that development is continuous emphasises the point that each stage of development has its foundations built upon a preceding stage and has a definite influence on the succeeding stage of development.

  There may be a break in the continuity of growth due to illness, starvation or malnutrition or other environmental factors or some abnormal conditions in the child's life.

  According to Growth and Development, the life of an individual can be divided into the following major developmental periods :

  * Pre-natal period (from conception to birth)
  * Neo-natal period (birth to 10-14 days)
  * Babyhood (2 weeks to 2 years)
  * Early childhood (2 years to 6 years)
  * Late childhood (6 years to 12-13 years)
  * Adolescence (from 12-13 years to 18-19 years)
  * Adulthood (from 18-19 years and onwards)



CHECK YOUR PROGRESS

Q.3. Indicate the factors that affect in the continuity of growth.

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Q.4. Mention the major developmental periods of human life.

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- **Development follows a pattern :** Secondly, development occurs in orderly manner and follows a certain sequences. In nature we find that every species or organism follows a pattern of development. The same is the case with human beings. Development occurs in orderly manner and follows a certain sequence which, in general is the same for most children. Each stage of development leads to the next. For instance, all children first learn to sit up without support before they stand. Similarly, they learn to draw a circle before attempting to draw a square.

  The rate and speed of development may vary in individual cases, but the sequence of the pattern is the same. A child from a disadvantaged home and a child from an affluent home, both follow the same pattern of development, although the latter may develop at a faster rate due to the facilities available at home.

  One of the sequential patterns of development relate to the two directions in which development proceeds. Firstly, development proceeds from the upper portions of the body toward the lower portions. This is referred to as “head to toe” sequence. This means that improvements in the structure and function in a child’s body come first in the head region, then in the trunk and last in the leg region. This growth pattern helps to explain why children sit before they can stand and crawl before

they can walk.

Secondly, development proceeds from the centre line of the body outward towards the distance or peripheral parts referred to as “near to far” sequence. Hence, in a foetus, the head and the trunk are fairly well developed before the rudimentary limb buds appear, gradually the arm buds lengthen and then develop into hands and fingers. This growth pattern explains, for instance, why children in the early years are more adept at controlling larger muscles than the whole limbs. They are unable to control finer muscles that are required for the manipulation of tiny objects with fingers.



CHECK YOUR PROGRESS

Q.5. What develops first —-

i) legs or toes?

ii) head or trunk?

iii) trunk or legs?

iv) arms or legs?

v) arms or fingers?

- **Development proceeds from general to specific responses :** Thirdly, it makes from a generalized to localized behaviour.In studying the development pattern of children, it is observed that general activity always precedes specific activity. The early responses of the baby are very general in nature which is gradually replaced with specific ones. The earliest emotional responses of the new born are generally diffused excitement and this slowly gives way to specific emotional patterns of anger, joy, fear, etc. Babies wave their arms in general, random movements before they are capable of such specific responses as reaching for an object held before them. Similarly, in early

stages of language development the child may use a particular word for any type of animal/ eatable. Gradually, as his / her vocabulary increases, he/she will learn to use correct specific words. Thus, uncoordinated movements/ responses are gradually replaced by specific ones.

- **Development involves change :** Development involves a progressive series of changes**.** The human being is never static. From the moment of conception to the time of death, the person is undergoing changes. Nature shapes development most clearly through genetic programming that may determine whole sequences of later development. It refers to a progressive series of orderly coherent changes. Growth on the other hand refers to quantitative changes increasing in size and structure. Development implies both quantitative and qualitative changes.



CHECK YOUR PROGRESS

Q.6. State whether true or false.

i) The pattern of development is the same for all children, but the rate differs.

ii) The pattern and rate of development is the same for all children.

iii) The rate of development is the same for all children, but the pattern differs.

iv) Both the rate and pattern of development are different for different children.

- **Development is a product of interaction of the heredity and environment :** Child at any stage of his growth and development is a joint products of both heredity and environment. But it is not possible to indicate exactly in what proportion heredity and environment contribute to the development of an individual. The

two work hand in hand from the very conceptions. The environment bears upon the new organism from the beginning. Among, the environmental factors like nutrition, climate, the conditions in the home, the type of social organisation in which individual move and live, the roles they have to play and other.

- **Principle of uniqueness :** Development is individualized process. Although the pattern of development is similar for all children, they follow the pattern at their own rate. These individual differences arise because each child is controlled by a unique combination of hereditary endowment and environmental factors. Every child follows a developmental timetable that is characteristically unique for each child. All children therefore do not reach the same point of development at the same age.

  Individual differences are caused by the both hereditary and environmental conditions. The child's physical development, for example, depends partly on the hereditary potential and partly on the environmental factors such as diet, general health, climate etc.

  Development is also affected by the genetic factors. A child should be provided with opportunities for experiences and learning. These include:

  a) A stimulating environment where the child can explore. The environment must include materials which arouse curiosity and facilitate learning, and
  b) encouragement and guidance from parents and teachers.

  Each child is a unique individual. No two children can be expected to behave or develop in an identical manner although they are of the same age. For example, in the same class, a child who comes from a deprived environment cannot be expected to do as well in studies as a child of the same ability whose parents put high value on education and encourage the child to study.

- **The Principle of Interaction of Maturation and Learning :**
  Another important principle of development is that it occurs as a result of both maturation and learning. Maturation refers to changes in a developed organism due to the unfolding ripening of abilities, characteristics, traits and potentialities present at birth. Learning denotes the changes in behaviour due to training and or experiences. Maturation is the inner growth process unaffected by training. Another factor that causes growth is 'learning'. Learning implies exercise and experience on the part of an individual. Learning may result from practice, which in due course of time may bring about a change in the individual's behaviour.

  Maturation and learning are closely related and one influences the other. This means that traits potentially present will not develop to their maximum without effort or learning. Thus, learning have a great influence on growth and development, maturation provides the raw material for learning and determines to a large extent the more general patterns of the individual's behaviour.



CHECK YOUR PROGRESS

Q.7. Fill in the blanks with the appropriate word / words.

i) Development is a joint product of both _____ and _____.

ii) Each child is a _____ individual.

Q.8. State whether true or false.

i) There are individual differences in development.

ii) Physical and Intellectual development is not affected by genetic and Environmental factors.

- **Development is often predictable :** Development psychologists have observed that each developmental phase has certain common traits and characteristics. We have seen that the rate of development for each child is fairly constant. The consequence is that it is possible for us to predict at an early age the range within which the mature development of the child is likely to fall. But all types of development, particularly mental development, cannot be predicted with the same degree of accuracy. It is more easily predictable for children whose mental development falls within the normal range rather than for those whose mental development shows marked deviation from the average.



ACTIVITY 3.1

Comment on the following :

i) Development involves change.

.....

.....

ii) Development is often predictable.

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.....



3.6 LET US SUM UP

- Growth refers to change in size; development implies overall changes in the individual.
- The principles of development state that-
  - it is a continuous process;
  - it follows a pattern;
  - it proceeds from general to specific responses;
  - it proceeds at different rates for different parts of the body;

- there are individual differences in development;
- it is both quantitative and qualitative and it is often predictable.
- There are internal, external and other factors that affect the growth and development of the child.

- There are two main phases of the process of development i.e the stage or phase of before Birth and the stage or phase of after Birth.
- The second phase of life has four stages, i.e. Infancy, childhood, Adolescence and Adulthood. The period of infancy covers the period from birth to 5 years, childhood from 6 to 12 years and adolescence from 12 to 18/19 years. Each stage of development has its own specific characteristics.



3.7 FURTHER READING

1) Das, Dr. L. : Elements of Education (Part I), Amrita Prakashan, Guwahati,
2) Mangal, Dr. S. K., : Psychological Foundations of Education, Prakash Brothers, Ludhiana,
3) Goswamee, Dr. G., : Child Development and Child Care, Arun Prakashan, Guwahati-1.



3.8 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : i) False, ii) False, iii) True, iv) Trie

Ans. to Q. No. 2 : i) Growth refers to increase in size, length, height and weight and development implies overall changes in the individual.

ii) Growth is one of the parts of developmental process.

Ans. to Q. No. 3 : Followings are the factors that affect in the continuity of growth i.e.

- Illness

- Malnutrition
- Environmental factors
- Abnormal conditions.

Ans. to Q. No. 4 : Pre-natal, Neo-natal, Babyhood, Early childhood, Late childhood Adolescence and Adulthood are the major developmental periods of human life.

Ans. to Q. No. 5 : i) Legs, ii) Head, iii) Trunk, iv) Arms, v) Arms

Ans. to Q. No. 6 : i) True, ii) False, iii) False, iv) False

Ans. to Q. No. 7 : i) Heredity, environment; (ii) Unique

Ans. to Q. No. 8 : i) True, ii) False



3.9 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q.1. What do you understand by the term growth and development ?

Q.2. What is the relationship between growth and development?

B) Short Questions (Answer each question in about 50 words)

Q.1. What are the opportunities and experiences to be provided to the learner for development of genetic abilities?

Q.2. 'Development is a product of interaction of the heredity and enviornment'-explain the statement briefly.

C) Long Questions (Answer each question in about 300-500 words)

Q.1. What do you understand by the term growth and development? Bring out clearly the relationship between these two terms.

Q.2. Discuss in brief the various principles of human development.

UNIT 4 : EARLY CHILDHOOD STAGE

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Early Childhood Stage

4.4 Characteristics of Early Childhood Stage

4.5 Problems during Early Childhood

4.6 Educational Importance of Early Childhood

4.7 Let Us Sum Up

4.8 Further Reading

4.9 Answers to Check Your Progress.

4.10 Model Questions

4.1 LEARNING OBJECTIVES

After going through this unit you will be able to :

- define the early childhood stage.
- Know about the characteristics of this stage.
- Identify the common problems during early childhood.
- describe the educational importance of this stage.

4.2 INTRODUCTION

In the preceding unit we learnt infancy and babyhood. This unit deals with the early childhood stage. In this stage the helplessness and dependency of a child is replaced by his growing independence. He gradually becomes aware of some simple concepts of social and physical realities. Development psychologists attach great importance to this stage since this is a period of mental growth. During this year a early childhood attitude, habits and patterns of behaviour begin to take shape. These attitudes help the child to adjust in life as he grows older. Children gradually start learning

how to fit their behaviuor to the patterns accepted by school and society. Thus, early childhood as a period of development is of great significant from the point of view of a child's mental, emotional and social development.

The purpose of this unit is to familiarise you with the early childhood stage, its basic characteristics, its problems and the significance of this stage in human life.

4.3 THE EARLY CHILDHOOD STAGE

Early Childhood stage is the foundation period of life covering 2 - 6 years of our life. It is a period of rapid - physical, mental, emotional, social and language development of a child. Apart from these major developmental aspects such as, development of - understanding, moral values, some common interests, those are some common characteristics of Early Childhood stage. It is a period of slow growth and rapid development.

Early Childhood, which extends from two to six years, is labeled by the Parents as 'The Problem'; 'The Troubles some, or 'The Toy' age, by the Educators as 'The Pre-school age'; and, by the Psychologists as 'The Pregang, 'The Exploratory', or 'The Questioning' age, because of its unique characteristics.



LET US KNOW

EARLY CHILDHOOD STAGE

- Age group 2-6 years.
- Period of rapid physical, mental, emotional, social and language development.
- It is th e foundation period of life.
- It is a period of slow growth and rapid development.
- It is termed as 'Pre-School age.



CHECK YOUR PROGRESS

Q.1. Fill in the blanks:

i) It is a period of slow _____ and rapid _____.

ii) The Parents name early childhood age as _____.

iii) Educators term early childhood as _____.

iv) The Psychologists labeled this age as _____.

4.4 CHARACTERISTICS OF EARLY CHILDHOOD STAGE

The Early period witnesses the all round development of the child. This is one of the most important and impressionistic periods of human life. Let us now discuss the characteristics of the early childhood period,.

- **A period of physical development :** The child gains height at the average rate of about 3 inches per year. Children at the end of this stage generally have a height of 3 feet and 6 inches. The weight of the child also increases. Body proportions change markedly, and the “baby look” disappears. Difference in body build becomes apparent for the first time in early childhood with some children having a fat body build, some muscular body build and some others having a thin body build. Regarding the development of teeth, generally during the last half year of early childhood, the baby teeth begin to be replaced by permanent teeth, coordination of the finer muscles. The child acquires various motor skills like - catching, throwing, running, jumping, climbing, riding a tricycle, self-feeding, dressing, balancing, colouring, drawing etc.
- **A period of language development :** Early childhood is popularly known as “the chatterbox age”, because children are then able to speak with ease. By the time the children are two

years old, most of the pre speech forms of communication they found so useful during babyhood are abandoned. Young children no longer babble, and their crying is greatly curtailed. They may use gestures, but mainly as supplements to speech.

During early childhood, there is a strong motivation on the part of most of the children to learn to speak. Because,' learning to speak' is an essential tool in socialization and a tool in achieving independence.

Major improvements in speech during Early Childhood are :

i) **Improvement in comprehension :** Children at this stage, develop the power of understanding about what others say to them, which helps them to communicate with others.

ii) **Improvement in speech skills :** Early childhood is normally a time when rapid developments are made in the major tasks of learning to speak - mastering pronunciation, building up a vocabulary. It means that young children begin to learn more words and their meanings, and to combine words into sentences. Children can speak simple to complex sentences.

- **A period of emotional development :** Emotions are especially intense during early childhood. This is a time of **disequilibrium** when children are unable to control their emotions. Some common emotions of early childhood period are - anger, fear, jealousy, curiosity, envy, joy, grief, affection etc. The most common causes of anger in young children are conflicts over playthings, un-fulfillment of wishes, attacks from another child etc. Children express anger through temper **tantrums**, characterized by crying, screaming, stamping, kicking, jumping up and down, or striking.



Disequilibrium: state of agitation, unbalance.
Tantrums : uncontrolled, outburst of anger**.**

Another emotion which finds its expression is **Fear**. The child is afraid of many things which he does not know. Young children become **Jealous** when they think that their parents interest and attention are shifting toward someone else in the family, usually a new sibling. Young children may openly express their jealousy or they may show it by reverting to infantile behaviour to get

attention. Children are **curious** about anything new that they see and also about their own bodies and the bodies of others and, as a result, they ask questions.

Young children often become **Envious** of the abilities or material possessions of another child and they express their Envy in different ways. Young children derive **Joy** from such things as a sense of physical well-being, different situations, sudden or unexpected noise, slight calamities, playing pranks on others, completing different tasks etc. They express their joy by smiling, clapping, jumping, hugging etc.

Another emotion which finds its expression is **Affection**. Young children learn to love the things are - people, pets, toys or other objects - which give them pleasure. They express their affection by kissing, hugging and patting. Young children are saddened by the loss of anything they love or that is important to them. They express their **Grief** by crying and by losing interest in their normal activities, including eating.

- **A period of Social Development :** One of the important developmental tasks of early childhood is acquiring the preliminary training and experience needed to become a member of a “Gang” in late childhood. Thus, early childhood is often called as “The Pregang age”.

  The foundations for socialization are laid by the family, neighborhood and by his pre-school. The child develops his social qualities in his family. A good family provides a good social atmosphere for the child to develop healthy social habits. Sometimes he goes to the neighbourhood. He finds that the atmosphere there is different from that at home and he tries to adjust with that atmosphere. He develops **Friendship** with other children of his age in the neighbourhood. He plays with his friends and sometimes he also quarrels. He comes to know of teasing, imitating, quarrelling, sympathy, sharing, co-operation etc.

- **A period of Development of Understanding :** With increased intellectual abilities, specially the abilities to reason and to see relationships, young children's understanding of people, objects and situations increases rapidly. This increase in understanding comes from new meanings being associated with meanings learned during baby-hood. Children come to know about the simple relationships, like - parents, sibling, relatives etc. By the time they are three years old, most young children know their sex, their full names, and names of different parts of their bodies. During the early childhood, the young children develop the concepts of bodily functions, space, size, numbers, colours, shapes, time, self, beauty etc.
- **A period of Development of Interests :** Early childhood is also a period when some common interests develop. These include :
  i) Interest in play,
  ii) Interest in human body,
  iii) Interest in self,
  iv) Interest in clothes,
  v) Interest in Religion and
  vi) Interest in Sex.

  The young children love to play at all the time. They become interested in the exterior of the body before the interior. But at the later part of early childhood, most young children develop an interest in the interiors of their bodies and want to know about the interior parts and their functions. After the helpless days of babyhood are over, many young children develop an interest in themselves. There are many ways by which the young children show their great interest in self, like - looking at themselves in mirrors, examining the different parts of their bodies and their clothes, asking questions about themselves, comparing their possessions with those of their playmates etc. Young children also have a strong interest in their clothes. The reason is that, at an early age, they discover that their clothing attracts attention.

Adults, they find, make favourable comments about their clothes and their playmates often admire them or envy them because of their clothes. Religious beliefs are, for the most part, meaningless to young children although they may show some interest in religious observances. So many of things often mystify children, such as - birth, death, growth and the elements. These are explained in religious terms by elders and they accept them. Even young children endow all their beliefs with an element of unreality; therefore, this stage has been called as “the fairytale stage” of religious belief. Young children are also curious about where babies come from and ask many questions about this. Many children show their interest in sex by talking about it to their playmates when adults are not present, by looking at pictures, by enjoying the adult scenes in the T.V. shows and movies etc. Normally in this stage male child is attached to the mother and the female child to the father.



LET US KNOW

Characteristics of early childhood

- A period of physical development.
- A period of language development.
- A period of emotional development.
- A period of social development.
- A period of development of understanding.
- A period of development of interests.



CHECK YOUR PROGRESS

Q.2. Physical Development of Early Childhood, explain.

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4.5 PROBLEMS DURING EARLY CHILDHOOD

Now we are familiar with the characteristics of early childhood. We must also discuss the problems associated with this period. In learning to adjust to the world as children grow up, they often develop certain kinds of problem behaviour. The most common problems of early childhood are as follows–

- **Eating problems :** Children's eating problems have received considerable attention from theorists and practitioners. They have suggested that early eating experiences of children play a significant role in determining their later personality characteristics as eating has a direct relationship with the physical well-being of the child. There are a number of common eating problems among the young children as experienced by parents and other family members. The most common problems are -

  i) Not eating,

  ii) Vomiting,

  iii) Dawdling, and

  iv) Weaning.

  Problems related to not eating tend to occur with considerable frequency during infancy and pre-school years. Vomiting is also frequent in young children. Children vary greatly in

their proneness to vomit. Vomiting tends to occur during the highly stimulating events, changes in environment and stressful experiences associated with food. Dawdling means doing something in a slow, lingering way - taking more time to finish the act than is needed. Most of the young children at this age take more time to finish a meal. Dawdling creates so many problems to the parents and it also affects the child's health. Another problem of early childhood is weaning.

The introduction of new food is usually correlated with the weaning process and presents its own problems. Children tend to reject the food that is different from their regular food in either taste or consistency. They push the food out of their mouths, or if forced to eat, they vomit. These eating problems affects in child's physical as well as mental development.

- **Elimination Problem :** Next to eating, toilet training has perhaps been given the greatest attention.

  Method of toilet training have long term consequences for later personality characteristics. Toilet training is very important and the mother has a great role to play in this regard.

  Children vary greatly in their progress towards successful toilet training. The child who has a regular elimination pattern is easier to train. But sometimes it has been observed that a well trained child begins to wet again or strongly resists sitting on the toilet; these kinds of behaviours create problems for the parents or the caretakers or the teachers.

  In this case, re-training must be provided. Proper toilet training should be provided from a very early age, otherwise elimination process will create lots of problem to the parents, caretakers and to the pre-school teachers.

- **Sleeping Problem :** Problems connected with sleep are certain to arise at some time. Unless they are dealt with correctly, they can lead to other more serious problems that may harm the general state of the child's health.

Many of the sleeping problems that parents encounter in children occur when the child recognizes the discrepancy between his hour of retiring and the bed time of the other family members. The child does not want to be left out of any activities by going to sleep early. The young child cries when he does not want to be put to bed. Sometimes the refusal to go to sleep is accompanied by emotional responses reflecting fear on the part of the child. Pre-school children are particularly prone to the development of fears. Events such as loud, sudden sounds and unfamiliar light patterns coming through the windows are sometimes sufficient for the conditioning of fear to the darkened bedroom.

Awakening during the night may be initiated by many different events: illness, nightmares, changes in daytime routine, bed wetting etc. Once the rhythmic sleep pattern has been broken, there is a tendency for the child to continue night time awakening in the absence of the original event. This situation may create stress on the parents. A child's sleeping problems not only create problems to parents, but also these will hamper the physical as well as mental well-being of the child.

- **Accidents :** Accidents in early childhood can be and often are one of the most serious problems that affect the physical well-being of children. Young children tend to have more accidents than the babies. Because young children are no longer as carefully supervised and protected as they were when they were babies. Nor are young children as aware of possible dangers and as careful as they will be when they grow older. Accidents can affect the head, feet, legs, hands, arms, body and face of a child.

  Accidents affect the child both physically and psychologically, which may affect the child's personality development in his later life.

- **Social Adjustment Problems :** Children under 4 years of age cannot be expected to be have in a truly social manner. They will push, grab, fight and refuse to share their things with others. However, by the time they are 5 years old, children should have overcome some of these behaviours.

  Children who still behave in an unsocial way after other children of the same age have developed more socially acceptable patterns will find that they have no one to play with. Normally other people also dislike children with unsocial behaviour. As a result, these children will develop adjustment problem in the social environment. So, unsocial behaviour should be checked as soon as it appears problems during early childhood**.**



CHECK YOUR PROGRESS

Q.3. Mention three common eating problems of early childhood.

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Q.4. Write four lines about a child's social adjustment problem.

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4.6 EDUCATIONAL IMPORTANCE OF EARLY CHILDHOOD

This period of a child's life is of great educational significance. It has been correctly said by Watson that "the scope and intensity of learning during this period exceeds that of any other period of development." The

following points should be kept in view both by parents and teachers while planning the education of the child at this stage.

- **Healthy Atmosphere :** Parents and teachers should see that the child can enjoy a healthy social atmosphere. The home for the child should be sweet and secured. In the school also the child should feel 'secure' and freedom must be provided for their balanced development.
- **A Rational Treatment :** The child expects that everybody should love him. The family members must be affectionate, caring, sympathetic and courteous towards the child.
- **Satisfaction of Curiosity :** The instinct of curiosity is at its peak of development at this stage. The child is very curious to know about his surroundings and the social environment. These should be explained to the child in a rational way by parents and teachers.
- **Developing Self-Sufficiency :** At home children depend on their parents for the satisfaction of their various needs. The parents and teachers should encourage them to be self-sufficient as a possible by assigning them works of minor responsibility.
- **Proper Method of Teaching :** Education may be imparted to children for their all round development with the help of the methods like - Montessori Method, Kinder-garten method, play-way method etc.
- **Coordination between Maturation and Learning :** The teacher should keep in view that there is a definite relationship between maturation and learning. The teacher should keep in view that until and unless the child is able to learn a particular activity, he should not be forced to learn another.
- **Proper Method of Reward and Punishment :** Parents and teachers should encourage children and reward them occasionally when they develop good habits. Punishment should be avoided as for as possible.

- **Supply Good Reading Materials :** Children at this stage are interested in stories and multi-coloured pictures. So, colourful good stories and picture books should be provided by parents and teachers.
- **Learning by Doing :** At this age, children are very much fond of activities. The teacher should try to provide them as many activities as possible so that their proper physical, mental and creative power is developed and emotional, intellectual development can take place. Children must be provided scope to do activities in groups so that it will help in their social development.



CHECK YOUR PROGRESS

Q.5. Write four points of educational importance that parents and teachers must keep in mind for 3-6 years children while planning the education for them.

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4.7 LET US SUM UP

- Early Childhood, which extends, from 2-6 years, is labelled by parents as the problem, the trouble some, or the toy age; by educators as the pre-school age; and by Psychologists as the pre-gang, the exploratory, or the questioning age.
- Early childhood is a period of physical, mental, emotional, social and language development.

- Various characteristics of Early Childhood stage are -
  i) A period of physical development,
  ii) A period of language development,
  iii) A period of emotional development,
  iv) A period of social development,
  v) A period of development of understanding, and
  vi) A period of development of Interests.
- Some common problems during Early Childhood are -
  i) Eating Problem
  ii) Elimination Problem
  iii) Sleeping Problems,
  iv) Accidents and
  v) Social Adjustment Problems.
- Early Childhood stage has some Educational Importance, they are–
  i) Healthy Atmosphere.
  ii) A Rational Treatment.
  iii) Satisfaction of Curiosity.
  iv) Developing Self-Sufficiency.
  v) Proper Method of Teaching.
  vi) Coordination between Maturation and Learning .
  vii) Proper Method of Reward and Punishment.
  viii) Supply Good Reading Materials.
  ix). Learning By Doing.



4.8 FURTHER READING

1) Aggarwal, J. C.; : Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2) Mangal, Dr. S. K., : Psychological Foundations of Education, Prakash Brothers, Ludhiana.



4.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 :
i) Growth Development.
ii) Toy age
iii) Pre-school age
iv) The Pre-gang age

Ans to Q. No. 2 : In early stage, the physical development of the children gains height at the average rate of about 3 inches per year and also at the end of this stage generally has a height of 3 feet and 6 inches. The weight of the child also increases. In this stage, body proportions change markedly, and the “baby look” disappears. Difference in body build become apparent for the first time in early childhood, some children have a fat body build, some have a muscular body build and some have a thin body build. Regarding the development of teeth, generally during the last half year of early childhood, the baby teeth begin to be replaced by permanent teeth, coordination of this finer muscle. The child acquires various motor skills like - catching, throwing, running, jumping, climbing, riding a tricycle, self-feeding, dressing, balancing, colouring, drawing etc.

Ans to Q. No. 3 : i) Not eating; ii) Vomiting; iii) Dawdling

Ans to Q. No. 4 :
i) They behave unsocially.
ii) They fight with other children.
iii) They never share things with others.
iv) They are disliked by others.

Ans to Q. No. 5 :
i) Healthy atmosphere
ii) A Rational treatment
iii) Satisfaction of curiosity
iv) Proper method of Teaching.



4.10 MODEL QUESTIONS

A) Short Questions (Answer within 150 words)

Q.1. Write a note on the early childhood stage.

Q.2. Mention the common interest of the early childhood stage.

B) Long Questions (Answer each question in about 300-500 words)

Q.1. Discuss the major characteristics of early childhood stage.

Q.2. Discuss about the common problems of early childhood stage of children faced by the Parents.

Q.3. "Early Childhood is a foundation period of Life" –why is early childhood called the foundation period of life? What steps should be taken by parents and teachers while planning for the education of the child at this stage?

UNIT 5 : LATE CHILDHOOD STAGE

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Late Childhood Stage

5.3.1 Characteristics of Late Childhood

5.3.2 Hazards of Late Childhood

5.4 Educational Importance of Late Childhood

5.5 Let Us Sum Up

5.6 Further Reading

5.7 Answers to Check Your Progress

5.8 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit you will be able to :

- know about late childhood stage.
- describe the characteristics of late childhood stage.
- explain the hazards of late childhood.
- illustrate the educational importance of this stage.

5.2 INTRODUCTION

In unit 4 we have learnt about the early childhood. This unit deal with the late childhood stage. Every stage of development of human life has its own unique qualities and significance. Each stage is interlinked with the later one. The previous stage glides into another quietly and smoothly. But when we reach the end of one-stage, we find it different from that of the previous one. The stage of late childhood is a sort of pseudo maturity, because at this stage, the child has achieved a good degree of adaptation to his or her environment as compared with the children of the early childhood

stage. We have discussed earlier the distinction between the quantitative aspect of growth and the qualitative aspect of development. Regarding the quantitative aspect, the later childhood or late childhood stage covers the age group of 6 to 12 years.

The purpose of this unit is to familiarise you with the late childhood stage, its important characteristics, common hazards of this stage as well as some guiding principles that the parents and the teachers must follow in order to handle the children belonging to this period.

5.3 LATE CHILDHOOD STAGE

Late Childhood extends from the age of 6 years to 12 years, beginning with the child's entry into formal schooling and ending in the advent of puberty. This is the period of excellence and ***pseudo*** - maturity. New interests develop for the child and besides some maturity in sex; the child also develops certain amount of physical and mental growth. As regards sex, it remains dormant, but it emerges with great force at the end of this stage. This stage, is therefore, called 'latency period'.



Pseudo : not geneuine, false, pretended.
Criterion : standard of judgment.

At both its beginning and end, late childhood is marked by conditions that profoundly affect a child's personal and social adjustments. The beginning of late childhood is marked by the child's entrance into first grade in school. For most of the young children, this is a major change in the pattern of their lives, even when they have had a year or more of experience in some pre-school institution. Entrance into first grade is a milestone in every child's life; therefore it is responsible for many of the changes that take place in terms of attitudes, values and behaviour.

Although it is possible to mark off the beginning of late childhood fairly accurately, one cannot be so precise about the time when this period comes to an end because sexual maturity - the **criterion** used to divide childhood from adolescence - comes at varying ages. This is because there are marked variations in the ages at which boys and girls become sexually mature. As a result, some children have a longer - than - average late childhood, while for others it is shorter than the average.

Parents, educators and psychologists apply various names to the late childhood and these names reflect the important characteristics of the period. Parents' name this period as – the troublesome age and quarrelsome age; educators call it as - elementary school age and critical period, and psychologists named the late childhood as - gang age, creative age and play age.



LET US KNOW

Late Childhood Stage

- This stage extends from 6 - 12 years.
- Period of excellence and Pseudo - maturity.
- The stage is called latency period.
- It is marked by profound affect on child's personal and social adjustment.
- It is a stage of physical development.
- It is the entry stage in first grade in elementary school.
- It is also named as elementary school age.
- This period can be termed as troublesome age and quarrelsome age.
- This period can also be termed as - gang or creative or play age.



CHECK YOUR PROGRESS

Q.1. State whether the following statements are true or false.

i) Late childhood extends from 6 - 12 years.

ii) It is a stage of marked sexual maturity.

iii) Parents name this late childhood stage as creative age.

iv) Educators name the late childhood stage as elementary school age.

v) Psychologists name this period as troublesome age.

5.3.1 Characteristics of Late Childhood Stage

Characteristics of development help us to understand the period in a better way. Let us discuss the characteristics of the late childhood. Late Childhood stage carries the major potentialities and prospects of an individual to make him fully grown up to manhood in the later stage. The distinguishing marks of such changes and development may be shown below -

A period of Physical Development : This is the period of slow and uniform growth. Physical growth follows a predictable pattern, although variations do occur. Body build affects both the height and weight of a child in late childhood. The bones harden; the height and weight increase at this stage and there is improvement in a child motor development, skill and endurance. A child at this stage is physically restless. He must engage himself in one or the other activity. The child develops skills like - self-help skills, social-help skills, school skills and play skills. Apart from doing his or her own works the child becomes able to help others in this stage. At school, the child develops the skills needed in writing, drawing, painting, clay modeling, sewing etc. The children also develop skills like - throwing, catching, riding a bicycle, swimming etc. By the end of the late childhood stage, a child normally has twenty - eight of the thirty - two permanent teeth. The last four - the wisdom teeth erupt during adolescence.

A period of Development of Intellectual Ability : This is an age of intellectual advancement. Intellectual activities are clearly visible at this stage. The child is in a position to exercise his or her power of memory, attention, thinking and imagination and can solve problems intelligently. His knowledge and experience not merely remain

receptive but gradually take the creative turn in the late childhood stage. The child is intellectually an alive and active individual. I.Q. at this stage developed considerably and by the end of this stage it becomes stable.

A period of Capacity to Learn : The child acquires mental readiness to learn at this stage. He can pay attention to and develop interest in reading, writing and arithmetical activities. He shows awareness and sense of subordination to the school rules, laws and discipline. A sense of discipline and some sense of responsibility to school work find are acquired by him. He tries to learn new knowledge and experience through imitation.

A period of Social Development : The late childhood stage is also a stage of socialisation of the ego-centric nature of the child. The primary school provides an ideal situation for such socialisation. The child's social environment and its functions are widening. Both the classroom and the play ground situations train him how to feel, think and act together with others, share joy and sorrow with them. He also learns some of the social rules and norms through active participation in society. The child at this stage is engaged in social interaction and learns the spirit of sharing with others.

Development of Extrovert Nature : Child's nature of behaviour, thought and activity at this stage can be described as extrovert or external minded. He is more attracted to external situations and takes pleasure in active participation in them. He has no occasion to feel bored, anxious or worried over any problems of his personal life. External world and its situations are extremely interesting and stimulating to him. He devotes all his energy and attention to them.

It is a Play Age : The extrovert nature naturally makes the child playful. The social situation provided in school develops his natural tendency to play. Group play and group activity make the child more social, loyal and disciplined. He is usually attracted to the school on account of the play situation provided by it. He begins to acquire social virtues like friendship, co-operation and competition in group



Ego-Centric **:** considering only oneself, self-centred.

play with his own age mates. His individualistic and **ego-centric** nature at this stage is substantially reduced at this stage and instead he would love to live in groups when the children engage themselves in play activities. For these reasons this stage is termed as "Play Age".

It is a Gang Age : Social senses urge the boys and girls to live an organised group life. They develop a strong sense of loyalty to the gang. They form certain rules and code of conduct of the gang and uphold them quite faithfully and obediently. They select their leader and owe the sense of subordination to him. In case the leader appears to be unacceptable, they discharge him and select a new leader. This sense of organised group life may be observed in children in the late childhood stage. As such, late childhood is often referred as "Gang - age".

A period of Emotional Development : Children at this stage discover that expression of emotions, especially the unpleasant emotions, is socially unacceptable to their age-mates. As a result they acquire a strong incentive to learn to control the outward expressions of their emotions. Characteristically, emotional expressions in late childhood are pleasant ones compared with the early childhood stage. A normal child at this stage believes in the sharing of love and affections. At this stage children also experience such emotions like - anger, fear, joy, anxiety etc.

A Period of Development of Concepts : As children's world expands with their entrance into school, so does children's interest. With the broadening of interests comes an understanding of people and things which formerly had little or no meaning. Children associate new meanings with old concepts on the basis on what they learn after starting school. In addition, they derive new meanings from the mass media, specially movies, radio and television. The concepts that change most and the new ones most commonly developed in late childhood are associated with- Life, Death, Bodily functions, Space, Numbers, Money, Time, Self, Sex Roles, Social Roles, Beauty, Discipline etc.

Development of Homo-sexuality : The sex life of the late childhood stage is described as homo-sexual. Boys and girls at this stage feel the sense of their physical attachment to their same sexes. Boys love playing with the boys and the girls with the girls. They remain quite indifferent to the opposite sex. Co-education is no problem to the teacher. At the later part of the late childhood stage boys and girls begin to develop a some what critical outlook towards the opposite sex.

Development of Constructive Instincts : The instinctive tendencies of a child are in the process of modification and development through training during late childhood. His sense of curiosity is largely satisfied by the formal education in school. **Self assertive** instinct makes the child more competitive. Instinct of construction may take the creative turn through hand-work, craft-work, and drawing. **Gregarious** instinct may be satisfied through collective games and sports. The instinctive restlessness of the child is substantially removed at this stage.



Self assertive : expressing one's views, demands etc.

Gregarious : linking to be with other people, fond of company, sociable.

A period of development of Interests : At the time of entrance to the primary school the child does not have any specific interest in mind. In the late childhood stage he however, develops acquired interest and sentiment towards specific subjects and fields of activity. A growing sense of liking and disliking makes his choice somewhat critical. His interest in play also appears to be more selective at this stage.

A period of Development of Creativity : Late childhood is the stage then we can identify the creative talent in a child's individuality. The native talent, potentiality and prospect inherent in the child may find expression through the suitable outlets provided to him. He no longer remains a blind imitator but gives evidence of his creative ability in thought, feeling and action. He is now in a position to observe anything through the exercise of reasoning and understanding.

A Period of Development in Sex - Role Typing : Sex - role typing, which begin when children are capable of doing things, now continues with new agencies playing important roles in the typing

process. Sex-Roles are patterns of behaviour for members of the two sexes that are approved and accepted by the group with which the individual is identified. 'Sex Role Typing' means learning to conform to the approved roles for one's sex. Children learn to play sex-roles by three common methods, viz. *imitation, identification* and *child - training*. Sex role typing has profound and far reaching effects on children's behaviour.

The forces that play significant roles in the sex - typing process in late childhood are - teachers, school subjects, mass-media, books, peergroups etc. Sex - role typing influences in important ways both the behaviour and self-evaluation of the children. In appeareance, clothing and even in mannerism, children try to create the impression of sex-appropriateness at this stage.



CHECK YOUR PROGRESS

Q.2. Mention five major characteristics of the late childhood stage in the given space.

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5.3.2 Hazards of Late Childhood

It is important for us to know the hazards associated with this period. Some of the common hazards of late childhood are in fact carry overs from the earlier years, though they often take new forms. Others are new, arising from the changes in the child's life pattern after entering school. Hazards of Late Childhood can be divided in two major types–

1) Physical Hazards and
2) Psychological Hazards.

Physical Hazards : Because of the advancement in medical science, there is now much less mortality during late childhood than in the past. However, accidents are a major cause of death among the children. While many of the physical hazards of the earlier years persist into late childhood, their effects on the child's physical well - being tend to be less severe and less far-reaching than they were earlier. The major physical hazards of late childhood are discussed below–

- **Illness :** Since vaccines against most childhood diseases are now available, older children suffer mainly from occasional colds and stomach upsets. The psychological effects of illness in late childhood can be serious. Illness makes children irritable, demanding, and difficult to live with. If they are sick for a long period of time, their school work may suffer and they may fall behind their peers in the learning skills. And even in some cases, parents may become intolerant in their attitudes towards the illness of their children, complaining about the extra work and the expense the illnesses entail.

  While most illness at the late childhood stage are real, some are imaginary or 'faked'. The children sometime pretend illness. They slowly children learn that when they are ill, they are not expected to carryout their regular activities, home disciplines are relaxed, and they get more attention than usual. As a result, sometimes they repeat this technique, 'Imaginary or faked illness', for avoiding regular activities or unpleasant task.

- **Obesity :** Obesity in older children may be due to a glandular condition but it is more often due to overeating. Studies of fat children have revealed that they eat faster, take bigger bites and are more likely to ask for second or third helping than their age-mates.

Obesity in older children is a physical hazard to their health. Obesity children are more prone to diabetes, they lack in socialization and lack in taking part in the active games. They also display lack of interest in acquiring different play skills etc. In addition, their playmates often tease them, calling them by different funny names which make them feel inferior.

- **Sex-Inappropriate Body Build :** Sometimes girls with masculine body builds and boys with girlish physiques are likely to the rediculed by their peers and pitied by adults. This leads to personal and social maladjustments. By contrast, a sex-appropriate body builds aids to good adjustment.
- **Accidents :** Even when accidents leave no permanent physical scar, they can and often do, leave psychological scars. Older children, like the younger, who experience more than their share of accidents, usually learn to be more cautious. Later on, this may lead to timidity on their part concerning all physical activities and may even spread to other areas of behaviour. When this happens it develops into a generalized shyness that affects social relationships, school work and personalities. And sometime accidents may leave permanent physical scar, which will develop physical as well psychological problems and maladjustments for the children.
- **Physical Disabilities :** Many physical disabilities occur as an aftereffect of an accident and thus are more common among boys than girls. The seriousness of the after effect of an accident depends on the degree of the disability and on the way others treat the child, specially the members of the peer group.

  Most disabled children become inhibited and ill at ease in social situations. As a result they make poor social adjustments and this affects their personal adjustments.

- **Awkwardness :** Even As older children begin to compare themselves with their age mates, they often discover that their awkwardness and clumsiness prevent them from doing what their playmates do or from keeping pace with them in play. As a result, they start to think of themselves as inferior to their playmates.

  Because the motor skills play such an important role in children's play and at school, the clumsy children find themselves in many situations where their awkwardness is apparent to themselves and to others. This reinforces their feeling of inadequacy which, in time, lays the foundations for an inferiority complex.



CHECK YOUR PROGRESS

Q.3. Mention the major physical hazards of late childhood.

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Psychological Hazards : The psychological hazards of the late childhood stage are mainly the ones that affect children's social adjustments, around which the major developmental tasks of this period are centered. They have a powerful influence on children's personal adjustments and on their developing personalities. The most important psychological hazards of late childhood are discussed below–

- **Speech Hazards :** There are four common speech hazards in late childhood–

  1) A smaller than average vocabulary handicaps children in their school works as well as in their communications with others;

2) Speech errors, such as mis-pronunciation and grammatical mistakes, and speech defects, such as stuttering or lisping;
3) Children who have difficulty speaking the language used in their school environment may be handicapped in their efforts to communicate and may be made to feel that they are "different";
4) Egocentric speech and critical comments.

- **Emotional Hazards :** Children are considered immature by both age mates and adults if they continue to show unacceptable patterns of emotional expression, such as temper tantrum; and if such unpleasant emotions as anger and jealousy are so dominant in them that the children become disagreeable and unpleasant to be with.
- **Social Hazards :** There are five types of children whose adjustments are affected by social hazards. *First*, children who are rejected or neglected by their peer group. They are deprived of opportunities to learn to be social. *Second,* the voluntary isolates who have little in common with their peer group. They come to think of themselves as having no chance of acceptance by the peers. *Third*, socially or geographically mobile, the children who find the acceptance by already formed gangs difficult. *Fourth*, the children against whom there is group prejudice because of their race or religion. And, *fifth*, the children become resentful and disgruntled group members because they want to be leaders of the group rather than the followers.
- **Play Hazards :** Children who lack social acceptance are deprived of opportunities to learn the games and sports which are essential for them to belong to their gang. Children are sometimes fond of fantasizing or day dreaming about some desirable events which are unlikely to happen. Sometimes they are discouraged from fantasizing because the parents

find it to be a "waste of time". They may also be discouraged from taking part in games and sports or creative activities. Such children may develop the habit of being rigid conformist.

- **Conceptual Hazards :** Children who have idealized self-concepts are usually dissatisfied with themselves as they are and with the way others treat them. When their social concepts are based on stereotypes, they tend to become prejudiced and discriminatory in their treatment of others. Because such concepts are emotionally weighted, they are likely to persist and to continue to affect children's social adjustments unfavourably.
- **Moral Hazards :** Six hazards are commonly associated with the development of moral attitudes and behaviour in late childhood. They are–
  1) The development of a moral code based on peer or mass-media concepts of right and wrong which may not coincide with adult codes;
  2) A failure to develop a conscience as an inner control over behaviour;
  3) Inconsistent discipline which leaves children unsure of what they are expected to do;
  4) Physical punishment which serves as a model of aggressiveness in children;
  5) Finding peer approval of misbehavior so satisfying that such behaviour becomes habitual; and
  6) Intolerance of the wrong-doings of others.
- **Hazards Associated with childhood Interests :** There are two common hazards associated with childhood interests; *first*, children may be uninterested in the things that their age - mates regard as important and, *second*, they may develop unfavourable attitudes toward some interests that would be valuable to them, as in the case of health or school.

- **Hazards in Sex-Role Typing :** There are two common hazards in sex-role typing in late childhood–
  1) Failure to learn the elements of the sex roles their age-mates regard as appropriate, and
  2) unwillingness to play the approved sex roles.
- **Family-Relationship Hazards :** Conflicts among family members have two serious effects on children–
  1) It weakens the family ties, and
  2) Such children carry this problem outside the home and thus become socially maladjusted.
- **Hazards in Personality Development :** There are two serious hazards in personality development in late childhood: *first,* the development of an unfavourable self-concept, which leads to self - rejection and, *second*, the carry-over of ego-centrism from early childhood. Egocentrism is serious because it gives children a false sense of their importance.



CHECK YOUR PROGRESS

Q.4. Mention five major Psychological Hazards of the Childhood.

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5.4 EDUCATIONAL IMPORTANCE OF LATE CHILDHOOD

We have already discussed the major aspects of the late childhood stage. Now we will discuss the educational importance of this period. This stage is known as the formative age of the child. The child develops his basic outlook, values and ideas. As such parents, teachers and social workers have an important role to play in making the late childhood stage a happy period in the life of the child.

They can adopt the following steps–

- **Healthy atmosphere :** Both parents and teachers must take good care about the home as well school atmosphere. They must be able to provide a healthy and secured atmosphere to child where his all round development is possible. The home for the child should be sweet and secured. The child should feel secured at school also.
- **Proper Physical Development :**
  - Ample opportunities must be provided by home and mainly by school for proper physical development of the child. For proper physical development of the child, the school can take the following steps -
  - Morning physical exercise should be made compulsory in the school.
  - Facilities for both indoor and outdoor games must be provided by the school.
  - Evening games must be well organised. Children should be encouraged to take part in those games in which they are interested.
  - Special care must be taken by the teachers in the selection of the games and such games are to be selected as the children in the development of their small and large muscles.
- **Organising Extra - Neural Activities :** These activities satisfy various social and intellectual needs of the children at this stage. The children improve most of their skills in this stage and they also have the required energy. As such, these extra-neural activities are helpful in both these aspects for the child.
- **Organising Group Competitions :** Children at this stage are interested in activities with their peers and want to belong to the gangs. The group feeling is strong at this stage due to the growth of social instinct. Schools must organise group competitions for the children. Participation by children in these group competitions help in their development of the social and personal qualities

such as - discipline, self - confidence, self - control, cooperation, sympathy, friendliness, helplessness, adjustability etc. These group competitions are also helpful for child's vocabulary development.

- **Proper Emotional Development :** Older children learn to control the overt expressions of their emotions, but they do not develop the full control of it. The child at this stage has emotional problems. Their problems have to be solved by the elders and the teachers. They should handle properly the emotions of anger, fear, jealousy etc. of the child. They should try to remove the hurdles which annoy the child and lead to his anger. Parents and teachers may also try to care the children of their basic fears and enlighten them that such fears are not well founded. Children should be encouraged to get rid of unfounded fears and to develop a balanced mental make-up.
- **Developing the Creative Talent :** The creative instinct of the child also manifests itself at this stage. The natural desire of the child is to create something new, something great. Children should be encouraged to express talent by organizing events like school exhibitions, wall magazines, Bal Melas, School Fete, Science exhibitions etc. where they may take part.
- **Moral Training :** In late childhood, most children develop moral codes influenced by the moral standards of the groups with which they are identified. As such, the child formulates his own moral ideal. As it is a formative period of human life, it is necessary that parents as well as teachers and the neighbourhood impart lesson to the child that would teach him about spiritual as well as religious and moral values. For this, children should be acquainted with the lives of the great man of the world.



CHECK YOUR PROGRESS

Q.5. What steps can the teachers take for the child's all round development in late childhood stage? (Mention any four steps)

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5.5 LET US SUM UP

- The late childhood stage, which extends from 6 to 12 years of age, is labelled by parents as the "troublesome" or "quarrelsome" age, by educators as the "elementary school" age and by psychologists as the "gang age" or "creative age" or play age".
- In the late childhood a stage, there is a slow and relatively even physical growth of the child. It is influenced by many factors.
- It is a period of excellence and pseudo – maturity. It has profound effect on the child's personal and social adjustment.
- The major characteristics of late childhood are -
  - A period of Physical Development.
  - A period of Development of Intellectual ability.
  - A period of Capacity to learn.
  - A period of Social Development.
  - Development of Extrovert nature.
  - It is a play age.
  - It is a Gang age.
  - A period of Emotional development.

- A period of development of concepts.
- Development of Homo-Dexuality.
- Development of constructive Instincts.
- A period of Development of Interests.
- A period of Development of Creativity.
- A period of Development in Sex - Role Typing.

- This stage also has some hazards, they are -

a) Physical hazards–
   - Illness
   - Obesity
   - Sex-Inappropriate Body Build
   - Accidents
   - Physical Disabilities
   - Awkwardness

b) Psychological Hazards–
   - Speech Hazards
   - Emotional Hazards
   - Social Hazards
   - Play Hazards
   - Conceptual Hazards
   - Moral Hazards
   - Hazards Associated with Interests
   - Hazards in Sex - Role Typing
   - Family - Relationship Hazards
   - Hazards in Personality Development.

- As this stage is a very important period of human life, so parents and teachers have a great role to play regarding the all round development of the child. They can take following steps for the child's all-round development -
   - Healthy Atmosphere
   - Proper Physical Development
   - Organising Extra - Neural Activities
   - Organising Group Competitions

- Proper Emotional Development
- Developing the Creative Talent
- Moral Training.



5.6 FURTHER READING

1) Aggarwal, J. C.; : *Essentials of Educational Psychology*, Vikas Publishing House Pvt. Ltd., New Delhi,
2) Bhatia, K. K.; : *Foundation of Child Development*, Kalyani Publishers, New Delhi,
3) Goswamee, Dr. G., : *Child Development and Child Care*, Arun Prakashan, Guwahati.



5.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : i) True, ii) False, iii) False, iv) True, v) False

Ans. to Q. No. 2 : i) A period of Physical Development.
ii) A period of Development of Intellectual ability.
iii) A period of capacity to learn.
iv) A period of social development.
v) It is a gang age.

Ans. to Q. No. 3 : i) Illness ii) Obesity
iii) Sex-Inappropriate Body Build
iv) Accidents v) Physical Disabilities
vi) Awkwardness

Ans. to Q. No. 4 : i) Speech hazards
ii) Emotional hazards
iii) Social hazards
iv) Play hazards
v) Conceptual hazards

Ans. to Q. No. 5 : i) Healthy atmosphere at home and school.
ii) Organizing Extra - Neural Activities

iii) Organising group competitions

iv) Moral training.



5.8 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q.1. Write a brief note on late childhood.

Q.2. Write briefly on the physical development of the child during late childhood.

Q.3. What are the reasons of obesity of some children during late childhood stage?

Q.4. What are the four common speech hazards in the late childhood?

Q.5: What is meant by physical hazards of late childhood?

Q.6: What is meant by psychological hazards of late childhood?

B) Long Questions (Answer each question in about 300-500 words)

Q.1. Which period of the life of a child is called the late childhood stage? How is it different from the early childhood. Discuss.

Q.2. Discuss the major characteristics of late childhood stage.

Q.3. Discuss the common hazards of late childhood stage.

Q.4. "It is a formative period of life" - Why is late childhood called a formative period of life? What is the role of the teacher towards the child in late childhood stage? Discuss.

UNIT 6 : ADOLESCENCE STAGE

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 Concept of Adolescence Stage

6.3.1 Characteristics of Adolescence

6.3.2 Basic Needs of the Adolescents

6.3.3 Problems of Adolescence Stage

6.3.4 Role of Parents and Teachers towards the Adolescents

6.4 Let Us Sum Up

6.5 Further Reading

6.6 Answers to Check Your Progress

6.7 Model Questions

6.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- explain the adolescence stage
- identify the characteristics of the adolescence stage
- define the basic needs of the adolescents
- explain the role of aarents and teachers towards the adolescents.

6.2 INTRODUCTION

Our discussion on the stages of human development will continue in this unit also. Here, we will discuss adolescence, which is the most crucial period of human development. In this stage, the children become sexually mature and reach the age of legal maturity. It is the period of rapid and revolutionary changes in the individual's physical, mental, moral, emotional, spiritual, sexual and social outlook. Human personality develops new dimensions.

The word 'adolescence' comes from the Latin word 'adolescere' which means 'to grow'. So the essence of the word adolescence is growth and it

is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of a child's physical, mental, social and emotional life. Adolescence has been described by Stanley Hall as 'the period of storm and stress of human life'. It is a very crucial period of one's life which covers roughly from 12-18/19+ years. The most important fact about adolescence is that it is a period of transition from childhood to adulthood. Transition from one period to another always is associated with some problems. Adolescence is not an exception and it is also associated with some problems.

The purpose of this unit is to familiarise you with the Adolescence stage, its important characteristics, the basic needs of adolescents, significance of this stage in human life, and the role of parents and teachers towards the young adolescents.

6.3 ADOLESCENCE STAGE

The period of adolescence is considered as crucial and significant period of an individual's life. Psychologically, adolescence is the age when the individual becomes integrated into the society of the adults. It is the stage when the child no longer feels that he is below the level of his elders but rather an equal with them, at least in rights. This integration into the adult society has many aspects, more or less linked with puberty. It also includes profound intellectual changes. These intellectual transformations, typical of an adolescent's thinking, enable him to achieve his integration into the social relationships of the adults. This is the most general characteristic of this period of development.

It is the period which begins with puberty and ends with the general cessation of the physical growth. It emerges from later childhood stage and merges into adulthood. It is difficult to assign definite years to it because they differ from country to country and culture to culture. Chronologically, age ranges are from 12/13 years to 18/19 years in India. In case of girls it begins about 1 year earlier than the boys.

Studies of changes in behaviour, attitudes and values throughout adolescence have revealed that these changes are more rapid in the early part than in the later part of adolescence. As such, adolescence period is

divided into two parts -

i) Early Adolescence, and

ii) Late Adolescence.

Early Adolescence extends roughly from 12/13 to 16/17 years and late adolescence covers the period from 17 years to 18/19 years, the age of legal maturity. Late Adolescence is thus a very short period. Early adolescence is usually referred to as the “teens”.

As stated above adolescence is the period of rapid changes in the individual’s physical, mental, moral, emotional, social and sexual aspects. Human personality develops new dimensions. It is the period to learn new things. It is also a period of anxieties and worries. It is the period of ambitions as well as of conflicts and complexities. In this connection let us mention how A.T. Jersield defined this period.

A.T. Jersield defines, “Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.”



LET US KNOW

- Adolescence stage is a crucial and significant period.
- Adolescence extends from 12/13 years to 18/19 years.
- This period can be subdivided into two parts - i) Early adolescence (12/13 - 16/17 years) ii) Late adolescence (17 years to 18/19 years).
- It is the stage when boys and girls move from childhood to adulthood physically, mentally, emotionally and socially.
- It is a stage of gaining sexual maturity.
- A stage of attaining legal maturity.



CHECK YOUR PROGRESS

Q.1. Fill in the blanks with appropriate words:

i) Chronologically age ranges of adolescence are from _____ years to _____ years in India.

ii) Two parts of adolescence periods are _____ and _____.

iii) Early adolescence is usually referred to as the _____.

iv) Late adolescence is _____ than Early adolescence.

v) Early adolescence extends from _____ to _____ years.

6.3.1 Characteristics of Adolescence

Let us discuss the characteristics of adolescence. It is important for school teachers and parents to understand these characteristics, without which they can not be expected to be able to deal effectively with the adolescents. The distinguishing characteristics of this period are:

- **Rapid Physical Development:** Adolescence is first of all a period of physical changes and development. Physiological development primarily converts the boy into a man and the girl into a woman and provides the basic for emotional, social, intellectual and economic maturity. The most important changes occur in the **glandular system** which has great influence not only on the physical development but also in the behavior and personality development of the adolescents. Bio-chemical changes in the body make the endocrine glands more active and there is increase in height, weight, changes in voice muscular growth, appearance of pubic hair, growth of hair on the face arms, legs etc.
- **Mental Development:** Mental development in adolescence accelerates in many intellectual fronts. As compared with children, adolescents develop greater insight, better understanding and can



Glandular: gland is an organ of the body which produces particular chemical substances. 'Glandular' means relating to or affecting a gland or glands.

per-ceive relationship more easily. They develop the ability to generalize and can think of the solution of more difficult problems. This indicates that the thought process becomes more logical, scientific and systematic during adolescence. It is an accepted fact that the ability of intelligence reaches its maximum at the age of 16 and 17 years. Memory power also develops tremendously and adolescents can retain facts for a longer period. The imitative tendency of childhood disappears during adolescence. The adolescents develop certain amount of independence in thinking and can critically examine the things to make the decision of his own.

- **Emotional immaturity:** We have already said that adolescence is a period of "storm and stress." Psychologists have regarded it as a period of heightened emotionality. Continuous physical changes mainly give rise to emotional uncertainty and instability. Emotions of anger, fear, shame, disgust give rise to variation in moods, nervous- ess, sensitiveness, stubbornness, disobedience etc. Sex drive is also a prolific source of emotional disturbance in adolescence. Bes- ide these, adolescent's striving for independence gives rise to emotional conflicts. Their ideas and views often appear contradictory with that of their parents and other members of the society.
- **Social Consciousness:** The period of adolescence is predominantly a period of social development and adjustment. The most important social development during this period is the increased influence of the peer group. The type of peer group shapes the behavior of the adolescent to a great extent. His interests, attitudes and values are influenced by his peers. The adolescent boys and girls become self conscious about their place in society and they gradually enlarge their spheres of social activities and conducts. The adolescent tries to act in an independent manner but the parents often refuse to treat them like grown ups which may lead to difficulties. An adolescent also develops sense of patriotism in his mind and wants to join any type of social services.
- **Moral Consciousness:** The development of morality contributes a great to the general development of personality. Family is the

main place where the adolescent receives the moral training and which exerts influence on his attitudes and behavior. As the child grows older his capacity for independent thinking develops. He can distinguish between right and wrong, true and false, virtue and vice and the desirable and the undesirable. Adolescents in general, cannot tolerate immoral or illegal activities. Interest in their own religion also develops.

- **Hero-worshipping:** Hero-worshipping is a tendency of the adolescent stage. It means that the adolescents start to identity themselves with an ideal hero, whom they obey and follow. They admire and respect him. They organize their thoughts and activities in conformity with the ideal of the hero. The hero becomes the source of inspiration for the adolescents to aim for their future.
- **Hetero-sexuality:** Hetero-sexuality is another important characteristic of the adolescents. It means the attraction for the opposite sex. Both the sexes develop greater interest for the opposite sex. Adolescents become very much eager to know about the opposite sex. But unfortunately the knowledge which they may receive be harmful for their mental and physical health. Many boys and girls suffer from worries because of the wrong information about sex and lack of proper guidance.
- **Creative imagination:** During adolescence the imaginative faculty of an individual undergoes considerable development. Imagination added with intellectual elements become artistic and creative and finds expression in literature, art, poetry, fiction and even musical and artistic creations, indicating the power of their creative imagination. Imagination thus enriches and transforms experience and contributes to artistic appreciation and production during adolescence.
- **Development of Self Dependance:** In this stage, adolescents develop faith in their own capability of doing things and demand self respect from the elder members of the society. They want psychological freedom and do not like adult interference in their own personal business and they want to take decision themselves.

A sense of dignity, honour and freedom prevails in their thought, attitude and behaviour.



CHECK YOUR PROGRESS

Q 14: Write brief notes on:

(a) Hero worshipping tendency.

.....

.....

(b) Hetero - sexuality.

.....

.....



ACTIVITY 6.1

What is meant by adolescence? Discuss the physical changes connected with the period of adolescents

.....

.....

6.3.2 Basic Needs of Adolescents

Now we know the characteristics of adolescence. Let us discuss the basic needs of adolescence. In the adolescence period, the young adolescents have some basic needs which must be given due importance regarding their fulfillment. The basic needs of adolescents are divided into two groups – (a) Physiological needs and (b) Psychological needs.

Physiological needs:

- **Need for activity -**

  Activity of one kind or another is an integral part of the adolescent behaviour. The physical changes of puberty, the greater muscular power and the surplus of energy, all contribute towards

strengthening the need for activity. This surging need must be controlled and guided into the proper channels such as, dancing, swimming, playing football or other types of games and sports.

- **Need for sexual satisfaction -**

  Sex development is a fundamental fact of adolescence. The sex instinct which had been lying dormant during childhood is reawakened. In the adolescence stage the young adolescent repeats 3 stages of sexual development -

  a) Auto – eroticism: the adolescent takes interest in his own body and he/she handles his own sex organs.
  b) Homo-sexuality: during the early period of adolescence boys love to mix with boys and girls with girls.
  c) Hetero – sexuality: this type of sexuality is found at the later stage of adolescence. The boys and girls are attracted towards the opposite sex.

Psychological needs:

- **Need for freedom -**

  The young adolescents also need freedom in their life. They do not like to maintain a strict routine life. They do not like disciplined life which is imposed on them by their parents. They love freedom regarding taking decisions related to their life.

- **Need for social life -**

  This is an important need of the adolescent. They want the company of their equals. They love to live with their peers, which has a direct influence in their life. They want to talk, discuss and come to some conclu sions. This goes a long way towards satisfying their social need.

- **The security need -**

  The adolescent depends on his parents for the satisfaction of these needs. He wants their affection and attention. He wants some ideals which may help him in the conduct of his life. He wants inspiration from a hero, whom he worships, and who can guide him. This need can be fulfilled if the adolescent is given opportunity of studying the biography of great men like Gandhi, Nehru, Tagore, Vivekananda, Lakshmibai, Sarojini Naidu etc.

- **The adventure need -**

  Thirst for adventure is strong at this age. The adolescent wants to do something so that he is remembered by all. The answer is

exploring something which others do not know. Sometimes he is misunderstood and sometimes misdirected. In the absence of proper direction it takes the form of aimless wandering, vagabonding, unsocial acts like strikes and demonstrations. Even the sexual acts mean a thrill and adventure for them. But properly directed adventure can be very much helpful for the adolescent's social, mental, emotional and physical development.

- **Need for self dependence or need for a vocation -**
  The young boys and girls want to be independent at this stage. Boys and girls of high school age begin to think seriously about their future. Boys are usually more seriously concerned about an occupation than girls. Boys, typically, want glamorous and exciting jobs, regardless of the ability required or the chances for such jobs being available for them. But the girls, on the other hand normally show a preference for occupations with greater security and less demand on their time.



CHECK YOUR PROGRESS

Q.3: Mention any three importance of adolescence period.

.....

.....

Q.4. Write a brief note on – "Vocational need of Adolescents"

.....

.....

6.3.3 Problems of Adolescence Stage

The problems of adolescence may be summarized in the following manner:

- **Sex Problems:** We have read that all the aspects of adolescent devel-opment are basically conditioned by physical changes. The onesel of puberty gives the physical excitement never experienced before. With this changes, some react with pleasure or excitement

and some others experience shame, disgust, confusions, anxiety and guilt. They may lead to sexual maladjustment.

- **Emotional Problems:** Heightened emotionality is a major problem of adolescence. Adolescents experience excessive emotion and they do not have sufficient control over violence. Excitability and anger may find expression in its destructive form that may lead to law and order problem. Emotion of love, suspicion, jealousy, frustration and revengefulness are very common among adolescents.
- **Social Problem:** Every society has its own customs and traditions, which it wants to maintain. Every individual has to follow these social values but often the adolescents think all these are out dated and they are not willing to obey. This leads to conflicts.
- **Educational Problem:** The environment of the school is also not conducive to meet the interests of the students. Defective method of teaching, curriculum, examination, repressive measures adopted by school, unattractive condition of the school campus are largely responsible for creating frustration among the students.
- **Problem of leisure:** Lack of proper recreational facilities or having nothing to do in their free time leads the adolescents to involvement in some unsocial and criminal activities. Their thoughts and attitudes may turn to be destructive and create serious problem for the society.

6.3.4 Role of Parents and Teachers towards the Adolescents

For a proper and all round development of the adolescent boys and girls, parents and teachers have a great role to play. Some suggestions have been discussed below -

- **For Proper Physical Development -**
  - Provision should be made for compulsory physical exercise at morning and evening.
  - Monthly health check-up by the school doctor must be done.
  - Scope for some manual work for every adolescent must be provided at home and at school.
  - Provision of various types of indoor as well as outdoor

games and sports for all students in school.

- Provision for martial art at school for both boys and girls.

➢ **For Proper Mental Development -**

- Home and school atmosphere must be loving and secured.
- The school must have a good library, a school debating society and in every class, a discussion group.
- Various types of clubs, like - music club, art and craft club, may be organised to enable adolescents to develop their creative abilities.
- The guidance services available at school should provide both educational and vocational guidance to their students.
- The teacher should keep an eye on every adolescent and try to fulfill his individual needs. The tutorial system must be adopted when necessary.
- Excursions to places of historical and geographical importance may be organised.
- Yoga and meditation must be included in the school curriculum.

➢ **For Proper Social Development -**

- Many informal functions may be organised in the school. These would enable the adolescents to come closer to each other and understand the interests and aspirations of each-other. These functions must cater to the needs of all types of adolescents.
- Excursions and field trips may be organized. These lead to informal conversations and close contact between the members of the group.
- Group games, debates, seminars, conference may be organized. These will help the adolescents to participate in social activities.
- The teacher should try to find out the socio - economic conditions, social interests of every adolescent and organize various activities accordingly.

- In the social field, every adolescent has to enter particular vocation in his later life. As such the school authorities should impart him knowledge about various vocations prevalent in society. He should also provided knowledge about some new vocations..

➢ **For Proper Emotional Development -**

- Parents and teachers must be able to redirect the emotions of the adolescents in a proper manner. The adolescent must be able to control his emotions and also to repress those emotions which are not socially acceptable.
- Most of the adolescents accept problems of life in a negative way. They are afraid of facing difficult situations in life. Parents and teachers should encourage the adolescents and point out some of their plus points. They may also suggest means and methods of achieving success. This will restore the self-confidence of the adolescents.
- It should be brought into the notice of the adolescent that life is a mixture of failure and success and he must build a power of resistance to face failure in life.
- The adolescent has to face a large number of problems at this stage, As such, proper guidance and counseling should be provided by parents, teachers and school Guidance Counselor.
- The teacher should try to develop maturity of thinking within the child. The adolescent boys and girls must be allowed to discuss their emotional problems with their parents and teachers. .

➢ **For Proper Sexual Development -**

- More social contracts between boys and girls. Freedom with proper guidance must be provided to the young adolescents to make friends with the opposite sex.
- Proper sex education on a scientific basis should be provided by the teachers.

- Parents and teachers should impart the right information about sex to the adolescent boys and girls.Information about HIV and other sex related diseases should be provided on a scientific manner by the parents , teachers and counselors to the young adolescents.



6.4 LET US SUM UP

- Adolescence is a crucial and significant period.It extends from 12/13 years to 18/19 years.
- Adolescence can be subdivided into two parts - i) Early adolescence (12/13 - 16/17 years) ii) Late adolescence (17 years to 18/19 years).
- It is the stage when boys and girls move from childhood to adulthood physically, mentally, emotionally and socially.
- It is a stage of gaining sexual maturity and a stage of attaining legal maturity.
- The rapid physical development, intellectual development, emotional immaturity social consciousness, moral consciousness, hero-worshipping, spirit of adventure, hetero-sexuality, creative imagination, self-dependence are some of the important characteristics of adolescence
- Need for free activity, need for freedom, need for social life, need for sexual satisfaction, the security need, need for self-dependence or need for a vocation are the basic needs of adolescents.
- Parents and teachers have some great roles to play towards the all-round development of the adolescents.



6.5 FURTHER READING

1) Mangal, Dr. S. K., : *Psychological Foundations of Education*, Prakash Brothers, Ludhiana.
2) Bhatia and Bhatia: *A Textbook of Educational Psychology*, Doaba House, Delhi.

6.6 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 :

i) 12/13, 18/19,

ii) Early adolescence, late adolescence,

iii) Teens,

iv) Shorter,

v) 12/13 to 16/17, 17 to 18/19

Ans. to Q. No. 2 :

a) Hero-worshipping is a tendency of the adolescent stage. It means that adolescent start to identity themselves with an ideal hero, whom they obey and follow. They admire and respect him. They organize their thought and activity in conformity with the ideal of the hero. The hero becomes the inspiring source for the adolescents future aim of thought.

b) Hetero-sexuality is another important characteristic of adolescent. It means attraction for the opposite sex. Both the sexes develop greater interest for opposite sex. Many boys and girls suffer from worries because of their wrong information about sex and lack of proper guidance. All teachers, social workers and psychologists agree that sex education should be provided to adolescents.

Ans. to Q. No. 3 :

- Need for Freedom.
- Need for Social Life.
- Need for Sexual Satisfaction.
- Need for Self-dependence or Need for a Vocation.

Ans. to Q. No. 4 : The young boys and girls want be independent at this adolescents stage. Boys and girls of high school age begin to think seriously about their future. Boys are usually more seriously concerned about an occupation than girls. Boys, typically, want glamorous and exciting

jobs, regardless of the ability required or the chances that such jobs will be available for them. They also want jobs with high prestige and of higher social status. But girls on the other hand normally show a preference for occupations with greater security and less demand on their time. In their vocational choice, they usually stress service to others, such as teaching or nursing.



6.7 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q.1. Write a note on the adolescence stage.

Q.2. Write a short note on hetero-sexuality

Q.3. What are the psychological needs of adolescents?

B) Long Questions (Answer each question in about 300-500 words)

Q.1. Discuss the major characteristics of the adolescence Stage.

Q.2. What are the basic needs of the adolescents? Discuss the role of parents and teachers for the all round development of the adolescents.

Q.3. “Adolescence is a period of strom and stress” - Discuss the statement.

UNIT 7: JUVENILE DELINQUENCY

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Meaning of Juvenile Delinquency

7.3.1 Characteristics of Juvenile Delinquents

7.3.2 Factors or Causes of Juvenile Delinquency

7.4 Preventive Measures

7.5 Let Us Sum Up

7.6 Further Reading

7.7 Answers to Check Your Progress

7.8 Model Questions

7.1 LEARNING OBJECTIVE

After going through this unit, you will be able to :

- explain the meaning of Juvenile delinquency
- identify the characteristics of delinquency
- discuss the causes of Juvenile delinquincy
- suggest remedial measures.

7.2 INTRODUCTION

This unit deals with Juvenile delinquncy, which falls under the category of emotionally and socially exceptional children. Juvenile Delinquency is one of the serious problems of deviation which the children of almost all modern societies of the world are facing. Every society prescribes a set of norms which all members should follow. Those who deviate from these norms and behave in an antisocial manner are called delinquents. Children and adolescents who are minor in terms of age and who deviate are known as Juvenile delinquents. It is a non-conformist

behaviour on the part of the child and it does not manifest a problem of personal disorganisation but also a symptom of social break down. The phenomena have been considered a matter of great concern for every class of society down the ages in one or the other forms. Historically, the problem is as old as the society itself.

The purpose of this unit is to familiarise you with the meaning of juvenile delinquency, the characteristics of delinquency, its causes and remedial measures.



LET US KNOW

DELINQUENCY-

- It is a kind of abnormal behaviour pattern.
- Abnormal behaviour by non-adults.
- Norm violating behaviour pattern.
- Breaking rules and regulation of society.
- It is anti- social behaviour.
- It is a failure in social adaptation.
- It is a form of social disorganisation.



CHECK YOUR PROGRESS

Q.1. Write a few lines on delinquency.

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.....

7.3 MEANING OF JUVENILE DELINQUENCY

The term 'Juvenile delinquency' is used to denote certain behaviour patterns of an individual below a certain age. It may be defined as a social offence committed by a young person, below the age of eighteen for a number of times which if committed by an adult, would be considered and

punished as a crime. This is the legal concept of delinquency. Legally in India, when a child below 18 years of age becomes the subject of official action, he is termed as a "Juvenile Delinquent". The behavioural content of the term varies from country to country, culture to culture, time to time according to the attitudes of people and their social and cultural background.

The Indian penal code uses the term "Juvenile Offence" instead of the term 'Juvenile Delinquency'. Acts of delinquency may include running away from home without the permission of parents, habitual truancy beyond the control of the parents, use of vulgar languages, committing sexual offences, stealing etc. All these offences come under the perview of juvenile court.

From the sociocultural point of view, it is a pattern of adjustment that deviates from the code of conduct, the society is attempting to enforce. Psychologically considered, delinquency is one form of emotional disturbance. Its motivation is generally unconscious. The factors responsible for delinquent behaviour have received much more importance than the crime committed by the delinquents.

It is very difficult to find out a universally accepted definition of delinquency. The Encyclopaedia of Crime and Justice (1983) defines juvenile delinquency as such conduct by children which is either violative or prohibition of the criminal laws or is otherwise regarded as deviant and inappropriate. Cyril Burt revealed "A child is to be regarded as technically delinquent when his antisocial tendencies appear so grave that be becomes or ought to become the subject of official action."

From the above discussion, it is clear that delinquency may be seen as the following-

- It is an antisocial act committed by minor which come under the perview of juvenile court.
- It is an expression of maladjusted behaviour, and
- It implies that the individual has fallen away from normal behaviour of the society.



LET US KNOW

JUVENILE DELINQUENCY-

- A minor below 18 years of age becoming the subject of official action is termed as a Juvenile Delinquent.
- The Indian Penal Code uses the term "Juvenile Offence" instead of 'Juvenile Delinquency'.
- Juvenile delinquency is a Social problem.
- It indicates mal-adjustment of children and their discordered activities in the country.
- It is a violative conduct of children which is prohibited by law.
- It is deviant and inappropriate conduct of children below 18 years.
- It implies behaviour patterns which are termed as violation of criminal code.



CHECK YOUR PROGRESS

Q.2. Write a few lines on juvenile delinquency.

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.....

7.3.1 Characteristics of Juvenile Delinquency

Some general characteristics of Juvenile delinquency are given below:

- Delinquents are children who fall under the age group of 12/13 to 18 years.
- An outstanding trait of delinquents as a group is their educational-retardation and slight intellectual inferiority.

- Delinquents are generally inadequate where verbal symbols are concerned. Sometimes reading is difficult for them.
- Delinquents are generally restless and unstable by nature.
- They are generally unpopular with their teachers and other school officials.
- Delinquents are generally emotionally immature individuals. Very often they are sometimes, emotionally unstable individuals and they are abnormally sensitive to emotional tensions in their families or neighbourhood.
- Normally they are sociable by nature and can make contacts with others quite easily. Some delinquents even show distinct qualities of leadership.
- They usually show a capacity to develop a good relationship with their age-mates and are normally successful in forming and maintaining gangs.
- The delinquents never allow themselves to be threatened by the world rather they fight against it. As a result, they become aggressive, hostile, suspicious, jealous and quarrelsome.
- Generally the delinquents develop some negative personality traits, like- dependency, inability to obtain satisfaction from realistic gratification, frustration, lack of control over their drives etc.



CHECK YOUR PROGRESS

Q.3. Write 'True' or 'False'

(i) The age group of delinquents are 13 to 18 years.
(True/ False)

(ii) Delinquents are basically emotionally stable children.
(True/ False)

(iii) Delinquents are restless by nature.
(True/False)

(iv) Delinquents are accepted by Society.
(True/ False)

7.3.2 Factors or Causes of Juvenile Delinquency

It is necessary for us to understand the causative factors responsible for juvenile delinquency.There is no single cause or simple explanation for the development of delinquent behaviour. According to Ideal and Bronner, the causes of juvenile delinquency are- (1) Bad company, (2) adolescent instability and impulses. (3) early sex experiences, (4) mental conflicts, (5) school dissatisfaction and so on.

However, the causes of juvenile delinquency may be classified under the following four heads-

A) Heredity or Genetic Factors:

- Bad family stock
- Defective mentality of family members
- Specific inability:
  - Regarding physical traits
  - Regarding mental traits
  - Regarding emotional traits
- Unusual vitality, energy, restlessness and hyper activity etc.

B) Environmental Factors:

Under environmental factors, home, school, society and neighbourhood are included.

i) Home or Family:

- Broken home by death, separation, divorce, desertion or prison term etc.
- Negligence by the parents toward their children and their interests and activities.
- Partial attitude toward a particular child by the parents and rejection by other family members.
- Over- domination as well over- leniency by the parents toward the children.

- Lack of emotional security and high degree of tension at home.
- Lack of proper and uniform discipline and absence of any routine work.
- Poverty and over- crowding in home.
- Low socio-economic status of the family.
- Lack of love, affection and co-operation at home.
- Lack of recreation facilities as well as proper use of leisure at home.
- Absence of proper moral code of conduct at home etc.

ii) School:

- If the school is located in industrial areas, near cinema halls, undesirable markets etc. then children may be tempted to engage in delinquent acts.
- Lack of proper, uniform discipline as well as very strict discipline may lead to delinquency.
- Partial attitude and behaviour of the teacher toward some students may tend to develop delinquent attitudes in the mind of other students.
- The defective curriculum where theoretical and bookish knowledge is given importance. Even such faulty curriculum does not meet with the needs and interest of the children.
- Faulty examination system and unreliable evaluation tends to develop delinquent tendency.
- Teacher's unfriendly and hostile attitude restording to physical punishment may worsen the situation in school.
- Absence of proper attractive method of teaching and lack of self- activity and passive learning withdraws the child from school.
- Adolescence is the period when boys and girls are overwhelmed by new roles and development. Lack of proper

vocational and educational guidance and counselling wings may create delinquent situation.

- Adolescence is the stage of sexual maturity. But absense of proper sex education has developed a biased attitude toward it which in turn creates delinquent situation.
- There is absence of proper co-curricular activities and healthy recreational facility tends to develop delinquent tendency.
- Absence of provision of using leisure time and lack of proper leisure time education creates the delinquency problem.
- Degradation of moral values in society and neglecting moral and value education.

iii) Neighbourhood and Society:

- Uncongenial environment
- Quarrelsome neighbours
- Existence of many criminals and unexpectable role models in the neighbourhood.
- Exposure to minority conflicts.
- Class - caste conflict and favouritism to class or community.
- Tension in time of war, partition, and other natural calamities.
- Religious conflicts and political unrest, communal violence social injustice
- Apathy of the Government toward youth welfare and enforcement of the repressive black laws are responsible for causing delinquency

C) Personal Factors:

- Poor health.
- Feeling of inferiority, insecurity and rejection.
- Constant frustration and development of hostility.
- Emotional immaturity or instability**.**
- Identification with criminal models.
- Emotional satisfaction found in antisocial groups
- Strong impulses uninhibited by conscience
- Living in depression and tension.

D) Existential Factors:

- Unemployment
- Illiteracy
- Poverty or economic insecurity
- Over-population
- Natural calamities
- Corruption and unnecessary political pressure.



LET US KNOW

CAUSES OR FACTORS OF DELINQUENCY:

Delinquency is the result of a number of causes. Broadly speaking, these may be categorised under the following heads-

A) Heredity or Genetic factor

B) Environmental factor

C) Personal factor

D) Existential factor



CHECK YOUR PROGRESS

Q.4. Who is a delinquent?

.....

.....

Q.5. State two factors for each of the following category that lead to delinquency.

(i) Heredity or Genetic factor.

(a) _____

(b) _____

(ii) Environmental factor.

(a) _____

(b) _____

7.4 PREVENTIVE MEASURES

As we are familiar with the causes and factors of delinquency, let us now try to understand how the causes as well as the problems of delinquency can be minimised or prevented as early as possible, although it is a difficult task. A delinquent act is the outcome of a tendency of satisfying a thwarted or checked motive. So, the best way of preventing such acts is to satisfy the needs of the children in respect of their social, economic and hygienic conditions. Our attention should be directed to the betterment of their environments. Ethical training should be given from the very beginning. The parents, teachers and the society have to play an important role in this regard. Their roles may be as discussed below :-

Role of the Parent:

- Understanding their child's emotions, urges and mental traits
- Providing children with necessary requirements and facilities.
- Creating healthy environment-emotional, physical, and social.
- Developing proper discipline.
- Setting good examples.
- Contacting school from time to time.

Role of the Society:

- Strengthening cultural and religious institutions, Youth- serving agencies, educative agencies like libraries, recreative agencies like public tournaments, clubs etc.
- Helping the youth- serving organisations like Bharat Scouts and Guides, etc.

- Eliminating evil influences in society like gambling, drinking, robbery, pick-pocketing, prostitution, begging, production of sexual pictures, sex-appealing advertisements, slums, unemployment and poverty.
- Opening and strengthening reformative agencies like Juvenile Courts, Police services, Orphanages, Mental Hospitals, Guidance Clinics, Bal Niketan, Children's homes, District Jails etc. Police should be instituted to patrol areas infested with delinquents.

Role of the School and Teachers:

- The classroom and school environment should be made stimulating.
- The teacher's attitude must be sympathetic. He or she should appeciate the difficulties and help the delinquent to overcome those. He or she should develop wholesome human relationship.
- Guided group activities must be started, like group play, group games, scouting, social service, group therapy etc. This will strengthen their ego and super ago.
- Special classes must be started for the slow achievers.
- Crafts or skills have been found useful in engaging the less developed mind into proper action.
- The teachers should take the help of clinical services in understanding the specific problems.
- Punishments, corporal or otherwise, should be abolished as these only create reaction and revolt in the mind of the delinquents.
- Moral and religious teaching in the schools can go a long way in strengthening the supper ego of the children. Noble sentiments should be developed.



7.5 LET US SUM UP

- **Delinquency is**
  - A kind of abnormal behaviour pattern
  - Abnormal behaviour by non-adults
  - Norm violating behaviour pattern
  - Breaking rules and regulation of society
  - An anti-social behaviour
  - A failure in social adaptation
  - A form of social disorganisation
- **Juvenile Delinquency-**
  - A child below 18 years of age becomes the subject of official action is termed as a Juvenile Delinquent.
  - The Indian Penal Code uses the term 'Juvenile Delinquency'.
  - Juvenile delinquency is a Social problem.
  - It indicates mal-adjustment of children and their disordered activities in the society.
  - It is a violative conduct of children which is prohibited by law.
  - It is a deviant and inappropriate conduct of children of children below 18 years.
  - It refers to behaviour patterns which are termed as violation of criminal code.
- A delinquent is mainly characterised by emotional immaturity, instability, abnormal sensitivity to emotional tensions; social but against the law and accepted social norms, aggressive, hostile, suspicions , jealous and quarrelsome nature and so on.
- Delinquency is the result of a number of causes. Broadly speaking, these may be categorised under the following heads-

  A) Heredity or Genetic factors

  B) Environmental factors

  C) Personal factors

  D) Existential factors

- Delinquency is hard to cure. Delinquent children do not feel themselves to be abnormal and mentally diseased for any treatment. The problem of delinquency is one that has drawn the attention of the society. It is known that a delinquent child of today may turn out to be a chronic criminal tomorrow. As such the parents, teachers and society should play an important role in preventing delinquency.



7.6 FURTHER READING

1) Aggarwal,J.C., : Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
2) Mangal, Dr. S.K.,:Psychological Foundations of Education, Prakash Brothers, Ludhiana.
3) Bhatia and Bhatia: A Textbook of Educational Psychology. Doaba House. Delhi.
4) Safaya R.N., Shukla C.S., Bhatia B.D.: Educational Psychology, Dhanpat Rai Publishing Company, New Delhi.



7.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1: (i) It is a kind of abnormal behaviour pattern.
(ii) Abnormal behaviour by non- adults.
(iii) Norm violating behaviour pattern.
(iv) Breaking rules and regulation of society.

Ans to Q. No. 2: (i) A child below 18 years of age when becomes the subject of official action is termed a Juvenile Delinquent.

(ii) The Indian Penal Code uses the term 'Juvenile Delinquency'.

(iii) Juvenile Delinquency is a social problem.

(iv) It indicates mal-adjustment of children and their disordered activities in society.

(v) It is violative conduct of children which is prohibited by law.

Ans to Q. No.3: (i) T (ii) F (iii) T (iv) F

Ans to Q. No. 4: Delinquent is a child below 18 years who deviates seriously from the norms of his society and commits social offences.

Ans to Q. No. 5: (i) a) Defective mentality of family members, b) Bad family stock.

(ii) a) Rejection of the child by the parents, b) Broken home



7.8 MODEL QUESTIONS

A) Very Short Questions: (Answer each question in about 50 words)

Q.1. What do you mean by the term 'Delinquency'?

Q.2. What is Juvenile Delinquency?

Q.3. Mention the causes of Juvenile Delinquency forwarded by Ideal and Bronner.

B) Short Questions (Answer each question in about 150 words)

Q.1. Mention the characteristics of a delinquent adolescent.

Q.2. ' State the role of parents and teachers in preventing juvenile delinquency.

C) Long Questions (Answer each question in about 300-500 words)

Q.1. "Delinquents are born."- Discuss this statement.

Q.2. "Delinquents are made."- Discuss this statement.

Q.3. State the causes of Delinquency and suggest some remedial measures.

UNIT 8: EDUCATION FOR EXCEPTIONAL CHILDREN

UNIT STRUCTURE

8.1 Learning objectives

8.2 Introduction

8.3 Meaning and Definition of Exceptional Children

- 8.3.1 Needs of Exceptional Children
- 8.3.2 Objectives of Special Education for Exceptional Children
- 8.3.3 Principles of Education for Exceptional Children

8.4 Classification of Exceptional Children

8.5 Intellectually Exceptional Children

- 8.5.1 Gifted Children and Educational Programme
- 8.5.2 Backward Children and Educational Programme
- 8.5.3 Slow Learner and Educational Programme

8.6 Physically Exceptional Children

- 8.6.1 Visually Impaired Children
- 8.6.2 Children with Speech Impairment
- 8.6.3 Crippled or Orthopaedically Mandicapped Children

8.7 Emotionally and Socially Exceptional Children

8.8 Let Us Sum Up

8.9 Further Reading

8.10 Answers to Check Your Progress

8.11 Model Questions

8.1 LEARNING OBJECTIVE

After going through this unit, you will be able to

- define the meaning of the term 'exceptional children'
- classify the different types of exceptional children
- identify the educational programme for the exceptional children
- design the special programmes of education for these children

8.2 INTRODUCTION

In the previous Block i.e. Block 1 of this course ,we have discussed the developmental process of normal children and its related aspects**.** This unit will introduce you to a special category of children-the 'exceptional Children'. Till a few decades ago, much attention was not paid to these children especially in countries like ours. But every child, so to say, has the right to be educated like any other normal children.

Education is a process which develops the dormant qualities of an individual to the maximum possible extent. Today, education has become child-centric unlike earlier times when it was curriculum centric. As each child is different from another physically, mentally, intellectually and socially, it is the function of education to develop the child in the best possible manner. This unit deals with the meaning of the term 'exceptional children', their types, their needs, and the most suitable educational programmes for their development.

8.3 MEANING AND DEFINITION OF EXCEPTION CHILDREN

It is not easy to define the term 'exceptional children' because we know that each child is unique or exceptional and is different from the other. They differ from each other physically, mentally, socially and emotionally. Generally such differences are of little importance. When a child grows and develops according to certain yardsticks of medical and psychological experts, they are classified as 'normal'. But when there is deviation, in degree with regard to their physical, intellectual and emotional aspects, these children are classified as 'exceptional children'. Psychologists have made some attempts to define the term "exceptional children" but no single definition has been agreed upon by them.

- Kirk has given a comprehensive definition of an exceptional child which is as 'An Exceptional child' is he who deviates from the normal or average child in mental, physical and social characteristics to such an extent that he requires a modification of school practices or special educational services or supplementary instruction in order to develop to his maximum capacity.''
- According to W.M. Cruickshank "An exceptional child is he who deviates physically, intellectually, emotionally and socially so marked from normal growth and development that he cannot be benefited from a regular classroom programme and needs special treatment in school".
- Crow and Crow defined: "the term, 'typical or exceptional' is applied to a trait or to a person possessing the trait if the extent of deviation from normal possession of that trait is so great that because of it the individual warrants and receives special attention from his fellows and his behaviour responses and activities are thereby affected".

An analysis of the above definitions reveals that the term 'exceptional children' represents children who deviate from the normal growth in different dimensions of development. These children are far enough below or far enough above the average range. They need specialised attention which is not provided in regular classrooms.

8.3.1 Needs of Exceptional Children

Now, we know that- 'exceptional children' are called so because they deviate from normal ones with regard to physical, intellectual and emotional capabilities. Hence they have such needs which are different from normal children. Some may have very high I.Q while others may have very low intelligence and some others may be even emotionally disturbed. Therefore, their development depends on the educational programmes designed for them, for example, special facilities must be provided to meet their physical, emotional and intellectual needs. Moreover, the content of the curriculum must be suitable, and specially qualified personnel must take the responsibility of educating and developing the 'exceptional

children'. Before starting a training, it is however very important to identify the needs of these children which may vary from child to child. So, great significance must be laid on the objectives of the special education for the exceptional children. The UNO Declaration on the Rights of the Child (1959) stated, "The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition". India's National Policy for Children (1974) observes, "Children who are socially handicapped, who have become delinquent or have been forced to take to begging or are otherwise in distress, shall be provided facilities for education, training and rehabilitation and will be helped to become useful citizens." Further it states, "special programmes shall be formulated to spot, encourage and assist gifted children, particularly those belonging to the weaker sections of society."

8.3.2 Objectives of Special Education for Exceptional Children

The objectives of special education for exceptional children are-

- All children must be treated as equal; no discrimination should be made between a gifted child and a backward child or normal child or handicapped child.
- Needs of exceptional children must be identified.
- These children must be properly motivated to learn.
- These children must be encouraged to participate in activities in school so that they do not feel neglected.
- Educate them in such a manner that they gain self confidence and become self reliant.
- Proper teaching procedures, effective curriculum and equipment to be provided to make the education of the exceptional children effective.

8.3.3 Principles of Education for Exceptional Children

There are certain principles of the education for exceptional children which are given below:

- Curriculum should include different types of subjects which may cater to the need of the different children.
- Goals to be achieved by the children must be clearly defined.
- Evaluation and re-evaluation of the children's progress must be done from time to time.
- Team of trained personnel like teachers, doctors, psychiatrists and social workers must work together to develop the exceptional children.
- Even after leaving school, the progress and development of the children must be looked into and assistance provided whenever needed.
- The society and state should organize programmes for the development of exceptional children and also provide job opportunities to them.



LET US KNOW

Exceptional children are those children who deviate from the 'average' or 'normal' children to such a degree that they need special attention. There children need special education services with trained professional personnel. It should include teachers, administrators, consultants, psychiatrists, psychotherapists physiotherapists etc. Special courses of study suiting different areas of exceptionality should be prepared by experts. They should be educated in such a manner that they gain self-confidence and become self-reliant. Even after leaving school, the progress and development of the children must be looked into and assistance be provided whenever needed.



CHECK YOUR PROGRESS

Q.1. Who is an 'exceptional child'?

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Q.2. What are the different types of exceptional children?

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Q.3. What are the principles to be followed in the education for exceptional children?

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8.4 CLASSIFICATION OF EXCEPTIONAL CHILDREN

In the previous section, we have learnt the meaning of exceptional children. Now we shall discuss its types. Psychologists have classified exceptional children into many broad categories, each of them having one or more types. Some of the major divisions are discussed below:

(1) Intellectually exceptional- a) the Gifted child. b) Slow learner, c) Mentally Retarded Child.

(2) Physically exceptional- a) visually impaired, b) Speech Impairment, c) crippled.

(3) Emotionally and socially exceptional- the delinquent child.

They should be educated in such a manner that they gain self confidence and become self reliant. Even after leaving school, the progress and development of the children must be looked into and assistance provided whenever needed.

8.5 INTELLECTUALLY EXCEPTIONAL CHILDREN

In this section, we shall first discuss the intellectually exceptional children, the backward childrenand then we shall refer to the slow learners

with particular reference to educational programmes needed for categories of each children.

8.5.1 Gifted Children and Educational Programme

Children who have very high I.Q. or those who have special abilities in different fields like sport, music, literature etc. are called gifted children. Gifted children show proficiency in the activities that they are involved in.

According to Havighurst "the talented or gifted is one who show consistently remarkable performance in any worthwhile line of endeavour".

Hollingworth also offers a comprehensive definition. "By a gifted child we mean one who is far more educable than the generality of children are. The greater educability may lie along the lines of one of the arts, as in music or drawing, it may be in the sphere of mechanical aptitude or it may consist in surpassing power to achieve literacy and abstract knowledge." Our conception of gifted children will be clear if we go through the characteristies of such children.

Characteristics of Gifted Children:

Some of the main characteristics of gifted children are:

- They have very high intelligence, their I.Q. is above 140.
- The gifted children have varied interests and are usually inquisitive in nature.
- The gifted children can concentrate on any activity for a longer period, and can adjust well in the environment.
- The gifted children always aspire to excel in whatever they do; they have the ability to judge things rationally and can reason letter.

Education Programme for the Gifted:

The education which are suitable for the gifted children are as follows:

Suitable Curriculum: The curriculum for the gifted should be designed differently from the one for the average student. The curriculum should include more activities which help to bring forth the creative abilities of the children, it must motivate the children to investigate and explore and lay greater emphasis on critical thinking and logical analysis.

Provision of double promotion: There should be provision for double promotion or early promotion for the gifted children. This will help to place each child in the class where he can express his potential to the best of his abilities. However, care should be taken while promoting, as maturity and health conditions of the child should be taken into consideration.

Enrichment opportunities: Programmes, both curricular and cocurricular should be stimulating, must lay greater emphasis on their creative expressions and proper insight into learning situations. The child must be given individual assignments within a stipulated time limit. This will enable the teacher to evaluate his progress properly. The curriculum should be flexible enough to cater to a gifted child's abilities to development him to the maximum possible extent.



CHECK YOUR PROGESS

Q.4. Who are the gifted children? Describe their characteristics.

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8.5.2 Backward Children and Educational Programme

In total contrast to the gifted, the backward children are those who lag behind the normal children in their capabilities. The backward children are usually identified with failure to answer simple classroom questions, inattention, inability to complete relatively easy activities. They are therefore considered to have low I.Q.

Burton Hall stated that "backwardness in general, is applied to case where their educational attainment falls below the level of their natural abilities".

Burt C. has defined a backward child, "as one who in mid-school carrer is unable to do the work for the class next below which is normal for his age."

Backward children are of different types-some who have very low. I.Q. (between 30/35 and 50/55) are called mentally retarded and those who are called 'dull' have almost normal I.Q between 70 and 90.

Characteristics of Backward Children:

The backward children have the following characteristics:

- They cannot learn as speedily as the normal children.
- They learn mostly through initiation and more suggestible than average children.
- The ability of critical thinking and logical analysis is lacking in backward children.
- Unlike the gifted children who have varied interests, the backward children have limited interests.
- In backward children it is usually found that there is a lack of physical and mental coordination.
- Backward children have adjustment problems. They cannot complete the assigned tasks easily and must fall behind the desired level of achievement.
- They also lack motivation to learn and become worried at trivial matters.

- The backward child may sometimes become quite aggressive as he may suffer from feelings of insecurity and inferiority.

Causes of Backwardness:

Backwardness can be caused by the following factors:

- **Physical Condition:** Poor physical growth, sight and hearing impairment, speech impairment are the causes of backwardness. A physically challenged child may find it different to keep pace with the achievements of the normal children.
- **Mental or intellectual Condition:** Intellectual deficiency or low I.Q. is an important cause of backwardness. Children with intellectual backwardness, lack the capacity of critical and abstract thinking and find it difficult to correlate between different experiences and also to analyse the intricacies of problems rationally.
- **Emotional Condition:** Usually, backward children are emotionally unstable. They become unusually excited or worried about the simplest of things. They suffer from frustration and depression as they are not capable of solving their problems. They also resort to telling lies most of the time**.**
- **Home Environment:** Undesirable home environment causes backwardness in children. Poor economic condition, separated parents or broken homes, uneducated parents, alcoholic family members, unusually strict parents, negligence towards the children can cause backwardness even if they may be of normal intelligence.
- **School Environment:** Inefficient teaching procedures, poor and ill organised school administration, partial behaviour of teachers, absence of proper guidance and counseling for students are the factors which further the cause of backwardness in children.
- **Social Condition:** Unsympathetic attitude from the other members of the society, undesirable friends, discrimination of the child along the lines of caste, class, religion, sex etc. cause backwardness in children.



CHECK YOUR PROGRESS

Q.5. Whom do you call a backward child? What are the main characteristics of a Backward Child?

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Objectives of Education for Backward Children:

The following are the main objectives of the education for backward children:-

- One major objective is to help the backward child to develop his limited qualities to make him self reliant.
- Education must be such as to make the child to become socially adequate, or in other words, to help the child to conduct himself properly in the society.
- The education programmes for backward children should include those subjects which have practical implications. Opportunities should be provided to develop certain skills through repeated instructions and guidance and careful training.

Education for Backward Children:

Before any education is designed, the backwardness of a child must be ascertained. Today, there are different psychological tests and methods to examine and observe the levels of backwardness and consequently design the education programme for such children. The following are some of the ways and means by which the backward children in our schools can be helped.

- **Provision for remedial teaching:** The backward children should be given remedial teaching in a separate section or as a small separate group in the same section.

- **Individual attention:** Each individual backward child has his own academic problems. Therefore, the teacher should pay attention to these children individually.
- **Use of concrete teaching strategy:** Backward children can't understand the learning material easily. Therefore concrete objects or different types of teaching aids should be used in teaching
- **Framing special curriculum:** There should be simpler curriculum for such children with less of abstract concepts and of more facts and information, less of scholastic material and more of non scholastic components.
- **Establishing separate schools:** There should be separate schools for backward children where rigour of academic curriculum will be less and emphasis on pleasant co-curricular activities will be more.

8.5.3 Slow learner and Educational Programme

The backward child, as we have seen above, is mentally retarded, that means he or she has low I.Q. The slow learner, on the other hand is educationally retarded, not due to low I.Q but due to some other reasons.

The problems of a slow learner are as the following:

- A slow learner has limitted cognitive capacity. He or she finds it dificult to adjust himself to the classroom situation.
- A slow learner has poor memory. It occurs due to lack of concentration.
- A slow learner fails to get adequate motivation for learning due to either emotional problems arising out of situations at home or due to the lack of necessary facilities.
- A slow learner is unable to express ideas through language. He or she also lacks imagination and foresight.
- Due to frequent experience of failure, a slow learner can't bring necessary determination to bear upon any situation of facing new challenges.

- A slow learner builds up lot of defense mechanism to cover up their failures and frustrations and these, in turn, build up a lot of worry and anxiety.

Education of the Slow Learner:

In every classroom there are slow learners. While presenting lesson, the teacher should keep the following important things in mind.

- **Patience:** Slow learners acquire knowledge at a much slower rate than that of other children they make mistakes in listening, speaking, reading and writing. All these demands great patience on the part of the teacher.
- **Praise:** Slow learners often get beating, scolding, disapproval from teachers and such treatment make them apathetic to academic life. The teacher should, therefore develop the habit of praising the slow learners wherever an opportunity for doing so arises.
- **Simple assignment:** While giving assignments for classwork and homework, the teacher should try to frame simple questions and problems for slow learners.
- **Repeated drill:** Slow learners need repititions for understanding. The teacher, therefore should arrage repeated drill for the slow learners.
- **Use of audio-visual aids:** Abstract thoughts and ideas are relatively more dificult to grasp than the qualities of concrete objects. Therefore, as far as possible, the teacher should use simple audio-visual aids in his teaching for the benifit of the slow learners.
- **Special Classes:** For the slow learners, special classes can be arranged from time to time to explain difficult topics of the syllabus.



CHECK YOUR PROGRESS

Q.6. What are the objectives of education for backward children?

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Q.7. How can the physically backward children be educated?

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Q.8. How can the slow learners be educated properly? Explain.

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8.6 PHYSICALLY EXCEPTIONAL CHILDREN

Let us now discuss physically exceptional children. You know that we acqaire knowledge through five sensory organs, viz; eye, ear, nose, tongue and skin. When any one of these organs is impaired, education of the child suffers. Some children have organic disorders and orthopaedic problems, that need special attention.

8.6.1 Visually Impaired Children

Blindness is regarded as the most severe and traumatic physical problems. The blind children can not read the usual text and may need some learning aids such as braille in case of total blindness. Then again, there are partially sighted students. The vision of some students can be corrected. Some students can read only large print. The teacher should identify such children and provide them special help in their study. In order to reduce reading load on the children, we can train them in listening skills. Audio cassette will be very helpful for such children.

8.6.2 Children with Speech Impairment

Listening plays a significant role in academic communication and learning. Hearing problems interfere with learning and performance. Hearing problems may also cause speech problems. It is desirable to identify such students and take steps to meet their educational needs. The students displaying speech difficulty may be referred for a medical check-up. It is important to identify the degree of speech impairment. The parents also need to be informed.

8.6.3 Crippled or Orthopaedically Handicapped Children

Orthopaedic problems are generally related to muscles and joints of the body which affect mobility of limbs and extremities. The students with such impairment may find difficulty in attempting those learning activities which need physical movement. Though they possess learning capability similar to other children, they may have some specific problems in learning. The teachers can play important role in helping this type of students to overcome physical impairment. Parent's support can be sought in this regard. In case of severe disability, the students may be referred for specialised treatment. All these children need specialised techniques of training and education.

8.7 EMOTIONALLY AND SOCIALLY EXCEPTIONAL CHILDREN

The emotionally and socially exceptional children are those with behavioural problems and those who are socially mal-adjusted or the delinquents. We have already discussed delinquency as well as delinquants in details in the previous unit (Unit No 7).



8.8 LET US SUM UP

- In the beginning we focused on the meaning of the term 'exceptional children'. Exceptional children are those who deviate, in degree, in regard to physical, intellectual and emotional aspects from normal or average children.
- Exceptional children can be classified as intellectually exceptional i.e. either gifted or mentally retarded, physically impaired and emotionally or socially exceptional, i.e, the delinquent children.
- The objectives of the education for exceptional children, therefore, must be on the principles of equality, the children and adolescents should be motivated and encouraged to participate in group activities.
- The curriculum should include different subjects to cater to the needs of the exceptional children. Evaluation and revaluation of the children's progress must be done from time to time.
- We have also discussed, in detail, the meaning of gifted children, backward children and the slow learner, their characteristics and the special education programme for them, those are suitable according their needs.



8.9 FURTHER READING

1) Aggarwal, J.C., "Essentials of Educational Psychology", Vikas Publishing House Pvt. Ltd. New Delhi.

2) Safaya R.N., Shulka, C.S. Bhatia B.D., "Modern Educational Psychology", Dhanpat Rai Publishing Company (P) Ltd. New Delhi.



8.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1: An exceptional child is he or she who deviates from normal ones in respect to physical, mental and social characteristics.

Ans to Q. No. 2: The different types of exceptional children are:-

- **The intellectually exceptional-** the gifted children or the mentally retarded and slow learners.
- **The physically exceptional-** visually impaired, hearing and speech impaired or the crippled.
- **The emotionally and socially exceptional-** the delinquent children.

Ans to Q. No. 3: The principles to be followed for the education of exceptional children are:-

- All children must be treated as equal and their needs be identified.
- All children and adolescents must be encouraged to participate in the school activities so that they do not feel neglected and are motivated to learn.
- Parents must cooperate with teachers to make education of the exceptional children effective.

Ans to Q. No. 4: Gifted children are those who have very high I.Q. and are more educable than normal or average children. The characteristics of gifted children are:- (a) They have very high intelligence, (b) have varied interest, (c) have high concentration for a longer period, (d) can adjust better in the environment.

Ans to Q. No. 5: The backward child is one who lags behind the normal children in respect to physical, intellectual and social capabilities. The main characteristics are:- (a) a backward child cannot learn speedily, (b) learning is mostly through initiations ability of critical thinking is lacking, (c) is not easily motivated to learn; (d) usually suffers from feelings of inferiority and insecurity.

Answer to Q. No. 6:

a) The main objectives of education for backward children is to make them self reliant.

(b) The education programme should make the backward children socially adequate.

(c) Opportunities to develop certain practical skills so that they get employment and earn their livelihood. This will remove their feelings of insecurity and inferiority.

Ans to Q. No. 7: The physically challenged should not be discriminated for their backwardness. Suitable equipments and aids must be provided for their education. Special schools for these children should be set up. Teachers with special training should be appointed to impart education to the physically exceptional children.

Ans to Q. No. 8: The mentally retarded and slow learners need special care. These children must be given short and easy assignments and the specially trained teaching personnel must handle these children with immense patience. The teachers must also appreciate the creativity in these children so that the learners are motivated to learn more.



8.11 MODEL QUESTIONS

A)Short Questions (Answer each question in about 150 words)

Q.1. What is meant by 'exceptional children'? What are their characteristics?

Q.2. What are the needs of exceptional children?

Q.3. What are the objectives of education for exceptional children?

Q.4. What types of education is needed for the slow learners?

B) Long Questions (Answer each question in about 300-500 words)

Q.1. How can you identify the gifted children? How should be the suitable education programme for gifted children?

Q.2. What are the characteristics of the backward children? What are the objectives of education for the backward children?

Q.3. What are the characteristics of the slow learners? What types of education should be designed for these learners?



CHECK YOUR PROGRESS

Q.6. What are the objectives of education for backward children?

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Q.7. How can the physically backward children be educated?

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Q.2. What are the needs of exceptional children?

Q.3. What are the objectives of education for exceptional children?

Q.4. What types of education is needed for the slow learners?

B) Long Questions (Answer each question in about 300-500 words)

Q.1. How can you identify the gifted children? How should be the suitable education programme for gifted children?

Q.2. What are the characteristics of the backward children? What are the objectives of education for the backward children?

Q.3. What are the characteristics of the slow learners? What types of education should be designed for these learners?

UNIT 9 : LEARNING

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Meaning of Learning

- 9.3.1 Definition of Learning
- 9.3.2 Nature of Learning

9.4 Laws of Learning

9.5 Methods of Learning

9.6 Let Us Sum Up

9.7 Further Reading

9.8 Answers to Check Your Progress

9.9 Model Questions

9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- define the concept of learning
- identify the process of learning
- explain the laws of learning, and
- discuss the methods of learning.

9.2 INTRODUCTION

Learning is a natural and common experience in life. Everyone loves to learn. All living creatures learn. But human alone learns to rationalize. Learning is the key process in the behaviour of human beings. Generally, learning process begins from the birth of a child and continues till death. Learning process begins consciously or unconsciously in the life of every living being from its very infancy. Learning may be described as a form of growth or change in a person, which brings a change or which modifies one's behavioural pattern.

Learning as used here refers to the concerted activity that increases the capacity and willingness of individuals, groups, organizations and communities to acquire and productively apply new knowledge and skills, to grow and mature and to adapt successfully to changes and challenges. Such learning empowers individuals and organizations to make wise choices, solve problems and break new ground. In particular, it is sustainable; it is a lifelong, renewable process for people and for the institutions that serve people. Learning certainly includes academic studies and occupational training through high school and beyond. But it also encompasses the physical, cognitive, emotional and social development of children in the earliest years of their lives.

In educational psychology, learning is the most essential component. Educational psychology is the study of human behaviour can be modified through learning. The child starts learning as soon as he comes in contact with the environment. We come across this phenomenon in almost every walk of life.

Learning situations are most natural and common in life and everyone of us learn one thing or the other although we may not be aware of it. Actually, learning involves new ways of doing things. For example, a child touches a burning candle and gets burnt and he withdraws. Another time when he faces a burning thing he takes no time to withdraw himself away. He learns to avoid not only burning candle but also all burning things. Then we say that the child has learned that if he touches a flame, he gets burnt.

Learning is a relatively permanent change in behaviour or knowledge that comes from experience or training. Experience and training are found to play a dominant role in moulding and shaping the behaviour of an individual from the very beginning. This unit is intended to provide the concept of learning along with its characteristics and nature, laws of learning and methods of learning.

9.3 MEANING OF LEARNING

When one is stimulated by a new situation one tends to respond and this response is known as learning. Learning leads to a process of

modification of behaviour which gives the learner new ways of doing things. It is an active process. Every organism in this world is engaged in adopting itself to the environment with whatever original endowments it possesses. Original endowments mean instincts, reflex actions etc. which are required to be changed with the changed environment. Learning therefore, means acquiring some new idea or new behaviour. It is a process by which the individual acquires various habits, attitudes and knowledge that are necessary to the demand of life. Broadly speaking, learning stands for all changes and modifications through experiences and activities that an individual undergoes during his life time. Learning is a relatively permanent change in the behaviour or performance of an individual which results from practice. In this way the behaviour of an individual undergoes change and gets modified through direct or indirect experience. But this modification need not always be for the better. Sometimes we should learn things to fulfill the requirement of a particular environment.

9.3.1 Definitions of Learning

It is very difficult to give a universally acceptable definition of learning because various theories developed by psychologists attempt to define the term from different angles. Some of the definitions are:

According to Gates and others, “Learning is modification of behaviour though experience”

According to Webster’s dictionary learning is “The act of experience of one that learns; knowledge of skill acquired by instruction or study, modification of behavioural tendency by experience .’

According to Gardner Murphy ‘The term learning covers every modification in behaviour to meet environmental requirements.’

According to Crow and Crow, ‘Learning is the acquisition of knowledge, habits and attitudes. It involves new ways of doing things and it operates in an individual’s attempts to overcome obstacles or

to readjust to new situations. It represents progressive change in behaviour. It enables him to satisfy interests to attain goal.'

According to F.S.Freeman,' Learning is the process of developing the ability to respond adequately to a situation which may or may not have been properly encountered.'

An analysis of these definitions reveals:

- Learning is the modification of behaviour through experience and training.
- It is a continuous process starts at birth and continues till death.
- It is a process to meet environmental requirements.
- As Crow ands Crow points out learning involves new ways of doing things and it operates in the individual's attempt to overcome obstacles or to adjust new situations.

So, the goal in learning can be classified into two broad categories

a) acquisition of knowledge, and
b) acquisition of skill.

Acquisition of knowledge means the bringing up of an intellectual. Acquisition of skill means emotional modification and control through learning.

Psychologists have studied learning in a variety of ways, from examining the salivation of dogs in response to meat powder, to how rats press a lever in the pursuit of obtaining some kind of reward, to offering children rewards for doing what is asked of them, to examining how people are able to tie their shoe laces.

Learning learns heavily on the concept of ***maturation*** in stages of biological and mental development. It is assumed that a child passes through all stages of development in reaching maturity. The teacher finds out what a child is ready for and then devises appropriate materials and methods. Much of the work on reading skills, for instance, makes use of the readiness concept.



Maturation : It is a natural developmental process. It is the growth which takes place within the individual. The maturational changes are the results of unfolding of inherited traits***.***

9.3.2 Nature of Learning

We are by nature curious and creative. It is our natural desire to want to acquire knowledge, but the way in which we learn and our reasons for learning can be very different. Some people learn best when they see what is being taught, while others process information best through learning. Many will prefer movement or touching to make the learning process complete. The best approach to learning styles is a multi-sensory approach. This type of environment allows for children, who are primarily kinetic or motor learners, to be able to learn through touch and movement; it allows the visual learner to see the concept being taught, and the auditory learner to hear and verbalize what is being taught. Ideally, the best learning takes place when the different types of processing abilities can be utilized.

Learning as adjustment : Right from birth , the individual is faced with the problem of making adjustment to his physical as well as social environment . Learning is the proper means to achieve this end.

Let us take an example: on the very first day of school, almost every child cries. But gradually they adjust with the school environment.

Learning as development : Here the development is free to move towards either direction – positive or negative. There is no guarantee that the individual will always pick-up good knowledge, desirable habits, interests and attitudes. He has equal chances to pick - up opposite of this.

Example : Learning and Development is one of the most happening activities. From classroom facilitations to interactive workshops and knowledge sharing forums, we run the range of development.

Learning and behavioural change : Learning brings changes in the behaviour of an individual through which the individual gets himself adjusted to the changing situation. Learning can be defined

as the process leading to relatively permanent behavioural change or potential behavioural change. In other words, as we learn, we alter the way we perceive our environment, the way we interpret the incoming stimuli, and therefore the way we interact, or behave.

Learning and maturation : Learning is a natural developmental process. It is the growth which takes place within the individual. Maturation and learning are closely related to each other. Maturation helps in the process of learning which can only take place if the stages for that type of learning has been achieved through a process of maturation .

Learning and Motivation : Motivation is the process of affecting, supporting and regulating activity. In the field of education, it is assumed that an individual's action and behaviour is determined by some internal stimuli. Thus it can be said that motivation is that force which implies or incites. Motivation is an important, in fact, the most important factor in learning. The teacher cannot arouse the interest of the children without motivation, without which no learning is possible. Motivation is important in learning due to moulds the behaviour of the child; develop their personality in the right manner and proper motivation helps to maintain discipline.



CHECK YOUR PROGRESS

Q.1. State whether the following statements are true or false.

i) Learning is modification of behaviour.

ii) Learning starts after school education.

iii) Learning means development of knowledge.

iv) Maturation and learning are closely related.

v) Learning is adjustment.

9.4 LAWS OF LEARNING

Different psychologists have defined various laws of learning. Amongst these, psychologist Thorndike formulated three major laws of learning which are widely accepted and applied in the field of education. They are :

i) **Law of Readiness :** When a person is ready to act or to learn, he acts or learns more effectively and with greater satisfaction than when not ready. Before actual learning, one must be mentally prepared.

A person learns best when he has the necessary background, a good aptitude, and is ready to learn. He does not learn much if he sees no reason for learning. Getting a student ready to learn is usually the teacher's job. A clear objective and a good reason for learning sometimes help to motivate students to learn even when they start off not caring. A student who is usually ready to learn meets the instructor halfway. Sometimes the instructor can do little to create in the learner the readiness to learn. Outside responsibilities, overcrowded schedules, health, finances, or family affairs can take away a student's desire to learn.

Educational Implication : The teacher should make proper use of this law. Whenever we are physically sick or mentally disturbed and at that time if some thing is taught to us, we cannot pay attention to it and as a result do not learn it.

ii) **Law of Exercise :** Those things most often repeated are the best learned. This is the basis for practice and drill. The mind rarely retains, evaluates, and applies new concepts or practices after only one exposure. A student learns by applying what he has been taught. Every time he practices, his learning continues. There are many types of repetitions. These include student recall, review and summary and manual drill and physical applications. All of these serve to create learning habits.

Laws of exercise are mainly those of respective habits, as in rote memorizing or the acquiring of muscular skills. Law of exercise has two sub–parts: (a) Law of use and (b) Law of disuse.

a) **Law of use :** When a modifiable connection is made between a situation and a response keeping other things equal, the strength of that connect is increased .

b) **Law of disuse :** When a modifiable connection is not made between a situation and a response over a period of time keeping other things equal, the strength of that connection is decreased.

Educational Implication : Educational Implications of the law of exercise is great. It lays importance on the value of repetition, drill and practice for memorizing and mastering of any learnt material. It emphasizes that there should not be a long gap between one practice and the next one because long time disuse may lead to forgetting. The teacher should therefore, make the students practice whatever has been taught. Frequent test should be taken to make the students practice the subject learnt. This law is very helpful in the teaching of mathematics, science etc.

iii) **Law of Effect :** Law of effect means that the learning takes place properly when it results in satisfaction and the learner derives pleasure out of it . On the other hand, if the learner faces failure or get dissatisfaction, the progress on the path of learning is hampered. For example: When a child solves questions correctly he feels encouraged to do more. But if he fails repeatedly, he is unwilling to make subsequent attempts.

This law is based on the feelings of the learner. Learning is stronger when joined with a pleasing or satisfying feeling. It is weakened when linked with an unpleasant feeling. An experience that produces feelings of defeat, anger, frustration, futility, or confusion in a student is unpleasant for him. This will decrease his learning capabilities. Therefore, instructors should be cautious about using punishment in the classroom. Every learning

experience does not have to be entirely successful, nor does the student have to master each lesson completely. However, every learning experience should contain elements that leave the student with some good feelings. A student's chance of success is definitely increased if the learning experience is a pleasant one.

Educational Implications : This law has great educational importance. The teacher can apply it in the classroom situation by introducing the principles of pleasure and pain, reward and punishment. When the student does something wrong and he is punished for it, he will not do the work again because punishment gives him pain. On the other hand, if the student is rewarded for his success or any good work, it gives him pleasure and he wants to repeat the work, making it permanent. Thus, the learner's feeling or emotional state affects learning.



CHECK YOUR PROGRESS

Q.2. What are Thorndike's three major laws of learning?

.....

Q.3. Say True or False :

I. Thorndike's laws of learning are not accepted in education.

II. There should not be long gap between one practice and another.

Q.4. Mention two sub parts of the law of exercise?

.....

.....

.....

9.5 METHODS OF LEARNING

On the basis of extensive research and study the psychologists have given us different methods of learning, some of them are :

a) **Learning by doing or trial and error method.**
b) **Learning by imitation.**
c) **Learning by observation.**

a) **Learning by doing :** It is a simple method of learning . It is also called trial and error method. When an individual is doing something for the first time, then he is likely to make several mistakes. After repeating the process for a few number of times, learning process will stay permanent gradually.

This method of learning is common to children as well as adult. For example, when a baby learns to walk or takes food by a spoon, he or she commits many mistakes at the beginning. But correct responses will start appearing after a few repetitions.

Educational Implications : This method can be very useful in classroom teaching. The teacher should try to build up the bond or connections between the stimuli and the response. The child should made practice what ever has been taught again and again. More particularly in subject like mathematics and science, this method must be used. The child may make mistakes in the starting but gradually the number of mistakes will come down and he will be able to learn properly and perfectly.

b) **Learning by imitation :** Imitation means copying the acts of somebody else. Children learn more by imitating than by understanding. They learn to talk or to develop habits by imitating their parents and elders.

We can divide imitation into two types:

Unconscious or spontaneous imitation : Sometimes we unknowingly imitate others' way of talking , walking etc.. Such imitation is unconscious imitation.

Conscious or deliberate imitation : Sometimes we may like the habits , gestures , way of talking of somebody else which results in our attempt to copy them. We consciously imitate them and try to develop their qualities in us . Such imitation is known as conscious imitation.

Educational Implications : The teacher who teaches in small classes can make use this method to a greater extent, as children usually learn by imitating their elders. The teachers can also be role models for the elder students and try to develop the desirable qualities in them.

c) **Learning by observation :** This method of learning is based on the principles of Gestalt theory of learning. It is also known as learning by insight or insightful learning. Learning by observation means that an individual perceives the things as a whole, or learning takes place when the whole pattern or situation appears clearly and distinctly in the mind of the learner.

Creatures that can learn by observation have an important advantage over those who can't learn the hard lessons. Hard things learned by one individual can be readily copied by others. Infants can learn what foods to eat, what foods to avoid, what animals are dangerous predators, what animals are preys, and so on.

Several animals have been found to learn from observation, including Chimpanzees, Dolphins, birds such as the Jackdaw, and others. Different groups of animals in distinct regions have distinctive habits, and might be said to have primitive cultures. Indeed, the ability to learn from observation is probably a cornerstone of culture; without such ability, it is unlikely that a culture might develop. Of course, human culture depends on other learning mechanisms beyond simple learning by observation, but here is a conjecture for you:

*Gary's Conjecture on Culture: Any species that can learn from observation can develop a culture.

One way to examine such an assumption is to examine various species, to determine which animals are capable of learning by observation, and which have a culture.

Educational Implications : This method is based on the maxims of teaching, i.e. proceed from whole to the parts. The complete object is grasped first, and its parts are comprehended later. Therefore, the teacher should present the whole or complete object to the students and then proceed to explain its parts.



CHECK YOUR PROGRESS

Q.5. Mention two different types of method of learning?

.....

.....

Q.6. Which method of learning is applicable to teach mathematics in a group of young children?

.....

Q.7. Which method is based on maxims of teaching?

.....

.....

Q.8. What are the three major laws of learning?

.....

.....

Q.9. When do we apply the law of use?

.....

.....

Q.10. Children learn more by imitation than by understanding. (True or False)

.....

Q.11. Mention two types of imitation.

.....

.....

Q.12. Which method of learning we generally use for young children?

.....

.....



9.6 LET US SUM UP

- Learning is most natural and common in life and everyone learns. All living creatures learn. But human learns to rationalize.
- Learning is the key process in the behaviour of human beings. Generally, learning process begins from the birth of a child and continues till death. Learning as used here refers to concerted activity that increases the capacity and willingness of individuals, groups, organizations and communities to acquire and productively apply new knowledge and skills, to grow and mature and to adapt successfully to changes and challenges.
- In educational psychology, learning is the most essential component. The child starts learning as soon as he comes in contact with the environment. We come across this phenomenon in almost every walk of life.
- God has created us to be curious and creative. It is our natural desire to want to acquire knowledge, but the way in which we learn and our reasons for learning can be very different. Right from birth , the individual is faced with the problem of making adjustment to his physical as well as social environment . Learning is a proper means to achieve this end.
- Learning as development, is free to move towards either direction – positive or negative .There is no guarantee that the individual will always pick-up good knowledge, desirable habits, interests and attitudes. He has equal chances to pick - up opposite of this. Learning can be defined as the process leading to relatively permanent behavioural change or potential behavioural change. Maturation and learning are closely related to each other. Maturation helps in the process of learning which can only take place if the stages for that type of learning has been achieved through a process of maturation.

- Different psychologists have defined various laws of learning and among them, psychologist Thorndike formulated three major laws of learning which are widely accepted and applied in the field of education. They are: Law of readiness, Law of exercise, Law of effects. Law of exercise has two sub–parts: (a) Law of use and (b) Law of disuse
- On the basis of extensive research and study the psychologists have given us different methods of learning, some of them are :
  a) Learning by doing or trial and error method.
  b) Learning by imitation.
  c) Learning by observation.
- All the methods and laws have the significant of the educational implications.



9.7 FURTHER READING

1) Educational Psychology by S. K. Mangal.
2) Educational Psychology by S. S. Chouhan.
3) Educational psychology by Dr. S. S. Mathur.



9.8 ANSWER TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : i) True, ii) True, iii) True, iv) True, v) True.

Ans. to Q. No. 2 : Thorndike formulated three major laws of learning**.**

Ans. to Q. No. 3 : True, they are widely accepted and applied in the field of education.

Ans. to Q. No. 4 : Law of exercise has two sub–parts:
a) Law of use and
b) Law of disuse.

Ans. to Q. No. 5 : Learning by imitation and learning by observation are the two different types of method of learning

Ans. to Q. No. 6 : Learning by doing or trial and error method method of learning is applicable to teach mathematics in a group of young children.

Ans. to Q. No. 7 : Learning by observation is based on maxims of teaching.

Ans. to Q. No. 8 : Law of readiness, Law of exercise and Law of effect are the three major laws of learning

Ans. to Q. No. 9 : Law of Use is applied when a modifiable connection is made between a situation and a response keeping other things equal, the strength of that connect is increased.

Ans. to Q. No. 10 : True, Children learn to talk , develop habits by imitating their parents and elders .

Ans. to Q. No. 11 : The two types of imitation are Unconscious or Spontaneous imitation and Conscious or Deliberate imitation.

Ans. to Q. No. 12 : Learning by imitation is generally used for young children because Children learn more by imitating than by understanding.



9.9 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q.1. What is learning?

Q.2. How do you linked learning with the process of maturation?

Q.3. What are the three major laws of learning?

Q.4. What do you mean by Law of Exercise? Explain

Q.5. What is meant by Trial and Error Method of learning?

Q.6. What is meant by Learning by Imitaion?

Q.7. What is Learning by Observation?

B) Long Questions (Answer each question in about 300-500 words)

Q.1. What is learning? Discuss its nature with examples.

Q.2. What is trial and error method of learning? Discuss its educational implications.

Q.3. Discuss the different laws of learning with its educational implications.

Q.4. Discuss various methods of learning. Which one is commonly followed by the young children?

Q.5. What are the educational implications of unconscious and conscious imitation of learning? Discuss

Q.6. Discuss about the educational implications of learning by observation.

UNIT 10 : THEORIES OF LEARNING

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Theories of Learning

10.4 Behavoiouristic Theories in Learning

- 10.4.1 Theory of Connectionism
- 10.4.2 Theory of Classical Conditioning
- 10.4.3 Theory of Operant Conditioning

10.5 Limitations of Behaviouristic Approach

10.6 Cognitive Theory in Learning

- 10.6.1 Theory of Learning by Insight

10.7 Limitations of Cognitive Approach

10.8 Let Us Sum up

10.9 Further Reading

10.10 Answers to check your progress

10.11 Model Questions

10.1 LEARNING OBJECTIVES

After going through this unit you will be able to

- explain the behaviouristic approach to learning.
- illustrate the theory of connectionism.
- discuss the classical conditioning and operant conditioning theory of learning.
- explain the cognitive approach to learning.
- describe the theory of learning by insight and
- discuss educational implications and limitations of the behaviouristic and cognitive approach to learning.

10.2 INTRODUCTION

The previous unit has acquainted you with the meaning, nature, methods and laws of learning. This acquaintance will help you in understanding the mechanism behind human learning, which is a vital question for psychology and education. Psychologists have attempted to interpret how people and animal learn through various theories. Theory gives us systematized information of an area of knowledge. It serves as a guideline to conduct further researches in the area and produce new facts. A learning theory is an attempt to describe how people and animals learn. It also describes and explains the conditions under which learning does and does not take place. Learning theories are mainly concerned with the modes operandi, procedure, style or techniques of learning which can be applied to all learning tasks. Theories that appeared during the twentieth century have been supported by experimentation.

In this unit we will study the various theories of learning. While dealing with the various theories we will study the elements of behaviouristic and cognitive approaches to learning which have emerged in the recent years. The characteristics and limitations of each approach have been discussed in this unit along with this educational implications.

10.3 THEORY OF LEARNING

Learning theories may be broadly classified under two different heads:

i) Connectionism or Behaviouristic Theories, and
ii) Cognitive or field theories.

i) Connectionism or Behaviouristic Theories belongs to the school of behavoiurism. “Behaviourism” is a term coined by J. B. Watson (1925). The Behaviourist described learning in terms of connection or association between stimulus and response under this category we may include Thorndike’s Theory of connectionism, Ivan P. Pavlov’s classical conditioning and B.F. Skinner’s Operant Conditioning.

ii) Cognitive or field Theories of learning belong to the school of

Gestalt Psychology and cognitive psychology. These Theories emphasise the role of purpose, insight, understanding, reasoning, memory and other cognitive factors in the process of learning. Theory of learning by insight is included in this category.

Let us now discuss both these behaviouristic and cognitive theories of learning.

10.4 BEHAVIOURISTIC THEORIES OF LEARNING

The Behaviourists interprets learning as a connection between stimulus and response. This approach to learning emphasises that behaviour begins with reflexes, i.e., natural responses and new behaviours result from the acquisition and new bonds of stimulus and response through experiences. Behaviourism has its root in the Associationnistic School of psychology. The behaviouristic approach has the following important characteristics:

- Behaviourists believe in the objective of study of behaviour. Both animals and human beings can be studied objectively.
- Learning brings about changes in behaviour
- Its chief emphasis is on environment. Learning takes place if environment conditions are arranged appropriately to generate changes. Learning is the result of continual interaction of the individual with the environment.
- Conditioning is the key to understanding behaviour, which is composed of stimulus and response links and can be successfully analyzed by the objective scientific method.
- Behaviourists believe that one unit of knowledge gets associated with a new unit of knowledge by virtue of similarity, contrast or contiguity.

10.4.1 Theory of Connectionism

The famous psychologist E. L. Throndike (1974-1949) was the initiator of the theory of connectionisms. All learning, according to Throndike, is the formation of bonds or connection between Stimulus - Response (S-R) The process of forming connections depends on a number of variables which operate in the environment and the organism. Thus the environment provides the stimulus and the individuals make responses or show reaction. According to this theory learning is possible if a bond can be established between these two factors i.e., S and R through repetition. Throndike introduced the concept of reward in learning. This is also known as reinforcement. Responses which are followed by satisfaction or pleasure are reinforced and the organism is encouraged to repeat the responses again and again. As such, its connection strength increase and learning takes place. This theory is also known as the reinforcement theory of learning.

Throndike Experiment : Throndike conducted several experiments on animal learning with cats. His experiments have broad and important implications for human learning. Certain definite principles have emerged out of his studies which characterize quite newly the way in which children and adults form new association and learn new things.

Throndike's experiments on cat in the puzzle box at the beginning of the 20th century bring out learning. These experiments are widely known and often quoted in psychology of learning. The experimental set up was very simple. A hungry cat was locked in a puzzle box. A fish was kept outside the box and the smell of the fish motivates the cat to try to come out the box. The cat had to pull a string to come out of the box. In its attempt to come outside to get the food, the cat makes random movements of jumping, dashing, running, squeezing etc. Accidentally, the cat pulled the string and the door of the box opened, came out and ate the food. Throndike

then put the cat back inside the box for a second trial. Again, the cat was found to scramble around but it soon succeeded in pulling the string. Over a series of successive trials, the cat became increasingly efficient in getting out of the puzzle box. The cat took less and less time to pull the string each time it was put back in the box and the number of errors was also reduced on subsequent trials. Eventually it escaped almost as soon as it was put into the box. Thus, the animal finally learned the trick.

Throndike concluded that the learning of the cat in the puzzle box can be explained in terms of formation of direct connection between the stimulus and the response and it follows a mechanical process of trial and error. Learning is a gradual process by which unsuccessful movements are eliminated and successful behaviour is retained.

According to Throndike, the cat's learning is random or chance learning. It is purely mechanical. There is no place of reasoning in learning. In the language of Throndike, "learning is the establishment of bonds between stimulus and response and it follows a mechanical process of blind trial and error."

Educational Implication of Connectionism : Throndike's connectionism has been critised on the ground that it is a lower form of learning. It does not encourage understanding of the problem, and the creative ability of the learner is ignored. Yet it must be said that it is still important in modern pedagogical Theory.

In learning certain school subjects are considered important to gain efficiency in learning in order to the application of connectionism is unavoidable. Even in learning reasoning subjects like science and mathematics trial and the error method is helpful in developing concepts and efficiency, when the learner makes his trials and errors in his own way and evaluates his own methods.

Considered from physical point of view all learning primarily aims at the formation of habits through repetition or exercise. Habit makes a man perfect. So perfection can be attained in learning only through repetition.

As we have read, Throndike introduced the concept of reward or reinforcement, educational implication of this is quite obvious in a student's progress in learning. The teacher may use the technique of reward and punishment in strengthening a desirable behaviour and attitude and removing the undesirable one of his students.

Hence, the connectionism theory may not be acceptable into but it cannot be denied that man in his forward march towards higher civilization depends mainly on the trial and error method of learning. This method of learning is greatly responsible for the building up of man's store house of modern scientific knowledge.



LET US KNOW

Connectionism theory of learning was developed by E. L. Throndike. According to this theory learning is a bond connection between stimulus and response. Learning is not sudden. It is a gradual process that results from repetition. The number of errors and amount of time taken are high at the initial stage but gradually errors are eliminated and learning takes place.



CHECK YOUR PROGRESS

Q.1. Who developed the theory of connectionism?

.....

Q.2. What is learning according to connectionism?

.....

Q.3. Connectionism theory belongs to _____ approach of learning.

.....

10.4.2 Theory of Classical Conditioning

The theory of classical conditioning was decovered by Russian Physiologist Ivan P. Pavlov (1849-1936). He was basically interested in studying the process of gastric secretion in dogs. In 1890 Pavlov designed an apparatus that could measure how much a dog's mouth waters in response to food or other things in its environment.

We know that salivation is the natural response to food when it comes in contact with the tongue. This response is immediate and does not require any consciousness or will. It may thus by call a reflex action. Pavlov noticed that the dog salivate in response in response not only to food but also to the sight or flavour of the food. He desired a series of experiments to determine the conditions under which it occurred. As a result of such experiments, a very important principle of learning has been established. It is known as classical conditioning theory of learning.

Classical Conditioning Experiment : As stated above Pavlov restricted his experimental studies to the process of secretion of saliva in dogs. Food in the mouth of the organism produces the saliva. When we put food in the mouth of the dog, the dog salivates. This is a natural response. Here the food is termed as 'unconditioned stimuli and the salivation by the dog as 'unconditioned response'. The stimulus of food is called unconditioned because it means that the response depends upon no special condition. Unconditioned responses are unlearned and imply no pre condition. During his experimentation on dogs, Pavlov introduced the sound of a bell as a natural stimulus or conditioned stimulus. The bell, for example, was sounded at the time when food was presented to the dog or just before. Thus, the sound of the bell was paired with presentation of the food a few times. The dog was found to salivate in response to the sound of the bell. The response which was learned was called by Pavlov as 'conditioned reflex' or 'conditioned response' Model of classical conditioning is given below.

	Stimulus	**Response**
1.	S1 (Food)	R1 (Salivation)
2.	S2 (Bell)	R2 (Normal reaction)
3.	S1 + S2 (Food and bell)	R1 (Salivaton)
4.	S2 (Bell alone)	R1 (Salivation)

Classical conditioning may be defined as "a process in which a natural stimulus, by pairing with a natural stimulus, acquired all the characteristics of a natural stimulus." In the above model, salivation in response to the sound of the bell, which was not a natural stimulus, is technically called 'conditioned response'

Educational Implication of Classical Conditioning Theory : Pavlov brought a revolution in the field of psychology. He explained learning in terms of physiological changes by adopting an objective method of study. Conditioning was accepted as theoretical framework and practical technique of solving a variety of applied problems.

According to Pavlov, all learning is conditioning or de conditioning. The motor driver stops his vehicle at red light and starts at green light. This is not his natural response.

He had to become conditioned so that he might put the brakes upon his vehicle as soon as he saw the red signal, without any prior thought. He knows that the failure to do this is sure to be followed by punishment. The child also learns things in this way. As soon as the teacher steps into the classroom, the child has to stand up. Such conditioning is a must in learning.

Classical conditioning does not have direct application to classroom learning. But the principles of classical conditioning can be such as cleanliness, respect for elders, punctuality etc. Similarly, it can be used for de-conditioning anxiety and fear in the maladjusted children. Classical conditioning can be used to develop a favourable or unfavourable attitude on the part of the learner towards learning, the teacher and the school.



CHECK YOUR PROGRESS

Q.4. Who developed classical conditioning?

.....

Q.5. What is conditioned response?

.....

.....

Q.6. All learning is conditioning or de-conditioning. (True/False)

Q.7. All learning is intended to form through repetition and exercise. (True/False)

10.4.3 Operant Conditioning

The Theory of operant conditioning was developed by B.F. Skinner (1904-1990) an American physiologist of Harvard University. Skinner conducted a series of experiments with rats, cats, monkeys and pigeons with a view to understanding the process of learning. He developed his own apparatus known as “Skinner box” and the method of observation to study and analyse behaviour in a systematic and objective way.

The term ‘operant’ emphasizes the fact that behaviour operates upon the environment to generate its own consequences. It means that a response or behaviour is not necessarily depends upon a specific known stimulus.

It is more correct to think that a behaviour or response is dependent upon its consequences. Therefore, for training an organism to learn a particular behaviour or response, it may be initiated to respond in such a way as to produce the reinforcing stimulus. The individual’s behaviour should get the new and or reinforcement and he should act in such a way that he is rewarded again and again. In other words, if the behaviour pays off, it is likely

to be repeated. Therefore the learning process and the environment should be designed in such a way that it creates minimum frustration and the maximum satisfaction in a learner , with proper reinforcement for the desired training or learning.

Skinner's Experiment with Rats : A hungry rat was put into the Skinner box, which is also known as Operant Chamber. The experimenter delivers some food pellets for the rat to eat by a mechanism from push button switch attached outside the operant chamber. The pellets are delivered one by one; the hungry rat eats each pellet as soon as it drops. In the second step the experimenter stops releasing the Pellets and the rat is left alone in the box with the lever. After an initial period of inactivity, the hungry rat begins to explore the box. Accidentally, it presses the lever and immediately a pellet of food was released, that is positive reinforcement is contingent upon pressing the lever. After eating the pellet the rat continues to explore, stopping from time to time. Then after a while, the rat presses the lever again, and again a pellet was released. Thus the lever pressing response was rewarded and so it continued. In this way ultimately the rat learned to press the lever as desired by the experimenter.

'*Operant conditioning*' is also known as reinforcement conditioning. Here, the reinforcement is correlated with the response rather than the stimuli. In this type of conditioning reward or reinforcement is not possible unless the response is emitted. In the above experiment the lever pressing response of the rat was rewarded with food pellets. Thus, reinforcement becomes contingent upon the stimulus.

Educational Implication of Operant Conditioning : Operant conditioning has generated a great amount of research studies all over the world. It has revolutionized the field of learning by putting forward the following practical ideas and implications:

- The principle of *operant conditioning* may be applied in behaviour modification. Good qualities should be identified

in students and through positive reinforcement; they should be encouraged to improve them further. For example.- encouraging good handwriting, cleanliness, punctuality etc.

- Operant conditioning advocated the avoidance of punishment for unlearning or undesirable behaviour. Punishment proves ineffective in the long run. Therefore, operant conditioning experiments suggest the appropriate alternatives for punishment in the form of rewarding the appropriate behaviour and ignoring the inappropriate behaviour.
- The most important condition of this theory in educational practice is the concept of programmed learning and introduction of teaching machines in teaching learning. Let us elaborate both the concepts.
  - **Programmed Instruction :** In programmed instruction the subject matter is broken down into small steps and carefully organised into a logical sequence which can be rapidly learned by students. Each step builds upon the previous one. Reinforcement is given in each step. The learner is given rapid feedback concerning the accuracy of his learning. The learner is able to learn at his own pace.
  - **Teaching machine :** Such machines present items in an essentially predetermined sequence permit the students to respond and give them, immediate feedback. Teaching machines are automatic devices which present questions, provide means of response and inform the student about the correctness of his response.

10.5 LIMITATIONS OF BEHAVIOURISTIC APPROACH

The behaviouristic approach to learning has certain limitations. They are as follows:

- The behaviouristic approach considers human being as a machine which may not be acceptable.

- This approach explains emotion, thoughts and actions entirely by reference only to his overt or observable behaviour.
- In all behaviouristic theories results of experimental studies are derived by studying the animal behaviour only. It is doubtful whether it will yield the same result on human being also.
- The operant reinforcement system does not adequately take into account the elements of creativity, curiosity and spontaneity in the human beings.
- A behaviourist argues that all human behaviour is acquired and it gives no place to the importance of genetic inheritance.
- Skinner's theory of learning dehumanises the learning process on account of its emphasis on the mechanization of the mental process.



LET US KNOW

The Theory of operant conditioning was developed by B.F. Skinner. To understand the process of learning he conducted a series of experiments. The term operant emphasizes that behaviour operates upon the environment to generate its own consequences. For training an organism to learn a particular behaviour or response, reinforcement is necessary. It is also known as 'reinforcement conditioning'. In operant conditioning learning objectives are divided into small steps and reinforced one by one. The most important contribution of this theory in educational practice is programmed learning and teaching machine.



CHECK YOUR PROGRESS

Q.8. Who developed operant conditioning?

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Q.9. What is reinforcement?

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Q.10. Explain– Programmed learning, Teaching machine.

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10.6 CONGITIVE THEORY OF LEARNING

We have discussed the behaviouristic theories of learning and their educatonal implications. In this section of the unit, we will study the cognitive learning theories, which give importance to cognition (perception) in learning. In cognitive approach, learning is considered an inner psychological functioning such as perception, concept formation, attention, memory and problem solving. In this approach the learner first perceives the total situation of the problem, finds a relationship between the elements of the object or the problem and finds out a strategy of solving the problem.

The main characteristics of Cognitive Approach are as follows :

- In the cognitive approach, learning is considered as an active and dynamic process.
- Learning requires cognitive effort and accurate conceptual understanding.
- The learner is purposive and interacting within the field of his or her goals.
- It is the most suited form of learning for concept formation , problem solving and higher mental processes.

10.6.1 Theory of Learning by Insight

The *Theory of learning by insight* is the contribution of the Gestalt School of Psychology. The school was developed in Germany in 1912 under the leadership of Wertheimer, Koffka and kohler. The German word 'Gestalt' may be translated as "form" or configuration, more simply as an organised 'whole', in contrast with collection of parts. Gestalt psychologist considers the process of learning to be a Gestalt, i.e., 'organised whole'.

The Theory of learning by insight was introduced by the Gestalt psychologists. The basic idea of this theory is that a thing or a problem cannot be understood by the study of its constituent parts but only by the study of it as a totality or whole. Primarily Gestalt psychology is concerned with the nature of perception. While learning, a learner always perceives the situation as a whole and after examining and evaluating the different relationships, takes the proper decision intelligently Gestalt psychologists used the term "insight" to describe the perception of the whole situation by the learner and his intelligence in responding to the proper relationship. In this connection we can mention Kohler, the German Psychologist. He used the term 'insight' to describe the learning of his ones. He conducted many experiments on Chimpanzees from 1913-1917 to show learning by insight. In one experiment, a chimpanzee was placed in a cage. There were two sticks inside the cage- one longer than the other. One was hollow at one end so that the other stick could be thrust into it. Outside the cage, on one side at a distance too far from the chimpanzee a bunch of bananas was kept. The chimpanzee was hungry. When he saw the bananas, he tried to reach it with his long arm but failed. Then he used the short stick but failed again. All of a sudden the chimpanzee perceives that the two sticks can be joined together to form a long stick and reached the banana. Thus the chimpanzee perceived the situation and established the relationship between the sticks and the bananas.

Kohler repeated the experiment by bringing some variations in the design. On the basis of his experiments he described the process of 'Learning by insight' as follows:

- The learner perceives the situation in its totality.
- The learner analyses the various aspects of the situation and tries to establish a meaningful relationship among them.
- The process goes on till he solves the problematic situation all of a sudden. That is what we mean that a learner suddenly gets an insight into the problem.

Educational Implications of the Theory of Insightful Learning :

The most important contribution of the Insight Theory is that it has given importance on inner psychological functioning such as perception, concept formation, problem solving etc. It has made learning purposeful and a goal oriented task. The learner has to be motivated by arousing his interest and curiosity for learning process. It is not a mechanical process.

- This theory of learning has laid emphasis on perceiving the learning problem as a whole and is very helpful in higher stage of education.
- In a classroom situation the teacher should not work out everything of a lesson problem without leaving any room for the student's own exercise. Rather he should act as guide in combining and correlating the parts of the problem in a classroom situation. The problem will solved by the students themselves.
- Creative potential of the student may find expression through this method. It encourages undertaking research and experimental studies in higher education.
- In modern education learning and knowledge related to a subject is considered as an integrated whole. This has made significant contributions in the organisation of curriculum, scheme of studies, work plan for teaching learning etc.

10.7 LIMITATIONS OF COGNITIVE APPROACH

In the field of learning, criticism has been made against the term 'insight'. Insight may be defined in two ways. One way of defining it is that is descriptive of some end-result. For example- it a child can operate a mechanical toy quickly and accurately, we say he is showing 'insight'. Another way of defining the term is to make it an explanatory principle of learning. An example is when we say that a person 'learns by insight' the Gestalt psychologists use the term sometimes descriptively and sometimes as an explanatory approach. Psychologists find it hard to accept insight as an explanatory principle.

According to some psychologist insight into the problem may be preceded by the long trial and error process. It is very difficult to know how much of trial and error learning has preceded the flash of understanding.

Insight may work well in higher stage of learning but it is not suitable for young learners whose power of thinking, reasoning and intelligence are inadequate to cope with the problem. Even an ordinary individual in society may not be capable of exercising insight.

On the whole we must admit that the 'Theory of insight' with its emphasis on understanding the relations has greatly influenced educational theory.



CHECK YOUR PROCESS

Q.11. Explain the meaning of the term "Gestalt"

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Q.12. Who developed the Insight Theory of learning?

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Q.13. What is learning by insight?

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10.8 LET US SUM UP

- In this unit we have discussed the different theories of learning. We have divided the theories in two broad categories- cognitive and behaviouristic.
- Under behaviouristic category, first we have discussed Throndike's Connectionism, which explain learning as a bond connection between stimulus and response.
- Operant conditioning of Skinner gave importance on operant behaviour or response behaviour, which should be reinforced from time.
- Under behaviouristic approach, we have studied the basic tenets, the characteristics and the concept of behaviourism, its educational implications and its limitations also.
- Under the cognitive approach to learning we have discuss the insight theory of learning developed by Gestalt psychologists. They tried to interpret learning as a purpose as well as an exploratory and creative enterprise. A learner while learning must perceive the situation as a whole; then he will be able to learn. We have also studied the main principles, characteristics, educational implications and limitations of the theory.



10.9 FURTHER READING

1) Aggarwal, G.. C. (1996*) Essential of Educational Psychology*, Vikas Publishing House, New Delhi.
2) Chauhan S. S. : Advanced Educational Psychology, Vikas Publishing House, 1993.
3) Sarma M. (2008) Educational Psychology, Tushar Publishing House, Dibrugarh.



10.10 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : E.L. Throndike.

Ans. to Q. No. 2 : Learning is a bond connection between stimulus and response

Ans. to Q. No. 3 : Behaviouristic approach

Ans. to Q. No. 4 : Ivan P. Pavlov

Ans. to Q. No. 5 : Conditioned response means an artificial stimulus is associated with the natural stimulus. The reaction of the organism is same as natural stimulus.

Ans. to Q. No. 6 : True

Ans. to Q. No. 7 : True

Ans. to Q. No. 8 : B. F. Skinner.

Ans. to Q. No. 9 : Reinforcement means rewarding the learner at every step of learning.

Ans. to Q. No. 10 : *Programmed learning* is a method of learning thorough a specially designed machine. Subject matter is presented in small steps and carefully reinforcement. *Teaching machines* present lessons in predetermined sequence provide means of response and infrom correctness.

Ans. to Q. No. 11 : Gestalt is a German word meaning configuration or from.

Ans. to Q. No. 12 : Gestalt psyshologists Koffka, Kohler and Wertheimer.

Ans. to Q. No. 13 : Learning by insight is preceiving or understanding the situation as a whole. First analyse the different parts of the problem. Solution will come as a flash of light and that is insight.



10.11 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q.1. What is connectionism? Explain

Q.2. Who developed the theory of classicial conditioning? Explain the basic thought of classical conditioning.

Q.3. What are the educational implications of classicial conditiong? Explain

Q.4. What do you mean by behaviouristic approach? What are the limitations of this approach?

Q.5. What do you mean by learning by insight? What are the main characteristics of cognitive approach of learning?

B) Long Questions (Answer each question in about 300-500 words)

Q.1. Explain the theory of Connectionism. Discuss its limitations.

Q.2. What are the main differences between classical and operant conditioning?

Q.3. Explain the contribution of Skinner towards educational theory and practice.

Q.4. What is insight learning? Illustrate with classroom learning.

UNIT 11: MEMORY AND FORGETTING

UNIT STRUCTURE

11.1 Learning Objectives
11.2 Introduction
11.3 Memory, its Meaning
11.4 Factors of Memory
11.5 Marks of Good Memory
11.6 Types of Memory
11.7 Economic Methods of Memorization
11.8 Forgetting
11.9 Let Us Sum Up
11.10 Further Reading
11.11 Answers to Check Your Progress
11.12 Model Questions

11.1 LEARNING OBJECTIVES

After going through this unit you will be able to -

- explain the meaning of the term 'memory'
- analyze the importance of memory in learning.
- classify the different factors of memory.
- identify the characteristics of good memory.
- describe the different types of memory.
- adopt the easier methods of memorization.
- explain the term of 'forgetting' and classify the different causes of forgetting.

11.2 INTRODUCTION

This unit will introduce you to a very important mental aspect of human beings i.e. memory. In today's world, the most important objective of education is the expansion of knowledge of the learners for better adjustment with the changing social scenario, and this is possible by the maximum retention of the knowledge gained. When an individual learns something, certain things are very important from the psychological point of view –

(a) What is the form of the learnt material,

(b) How he recalls what he has learnt,

(c) How much of it has been forgotten.

It is commonly observed that memory increases the efficiency of a person as it records, retains and helps in recalling any information after a gap of time. This unit deals with the meaning of the term 'memory', its factors and types, whether memory can be improved or not, and the meaning of the term 'forgetting' and its different causes.

11.3 MEMORY - ITS MEANING

To memorize or to remember is one of the most important mental processes of a human being. It is a process through which a person brings to his mind any past information to facilitate his learning at present thereby improving his adjustment with the environment. H.J. Eysenck defined 'memory' as the 'ability of an organism to store information from earlier learning processes (experience retention) and reproduce that information in answer to specific stimuli."

Memory consists of two major abilities of the mind, (a) the general power to store information of past experiences, and (b) the ability to recognize, at present, anything that was learnt in the past. These abilities are important for a person as they guide him to achieve his goals. Woodworth and Marquis defined memory as "a mental power which consists in learning, retaining and remembering what has previously been learnt."

11.4 FACTORS OF MEMORY

Memory is a mental ability in which different types of processes are involved. There are four different factors or processes in memory. They are briefly explained below :

a) **Learning**: This is the first factor of the process of memory. Learning is the acquisition of new information of experiences which leads to establishment of association of ideas in mind. This factor is the way to register the first impression of an object or idea without which memorization cannot take place.

b) **Retention:** Retention is the second factor of memory. It means the sustenance of an experience in the subconscious level of the mind for a sufficient amount of time. When anything is learnt, it is natural that some of the learnt material is saved or stored in the mind. So it is clear that with the trials of learning retention takes place. However, it differs from individual to individual.

c) **Recall:** The third factor of memory is recall. It means the presentation of any past experience in the form of an image or language in the conscious level of the mind. It involves the association of ideas. For example, seeing a car on the roadside, a person may remember the name of its owner. The reason for this is that the car owner is known to the person sometimes. An individual can remember two things at the same time if they are learnt side by side. So for recall, vividness or clarity, frequency and interest of the learnt material is very essential.

d) **Recognition:** Recognition is the fourth factor of memory. Recognition is the capacity to be aware of a previous experience. If a person can identify an 'object or idea' at present of which he has a past experience, it is called 'recognition'. It means familiarity with something, the ability to judge whether something is identical with a perceived experience on an earlier occasion. It is easier to recognize than to recall. Sometimes we may not be able to recall a friend but when we see him or hear his voice, we can easily recognize him.



CHECK YOUR PROGRESS

Q.1. What is the meaning of memory?

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Q.2. Explain briefly the different factors of memory.

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11.5 MARKS OF GOOD MEMORY

When a person can remember more of a learnt material than others he is said to have a good memory. Good memory has certain characteristics. They are:-

- When a person can easily and rapidly learn a material it definitely shows a good memory as he is relating it to a material learnt earlier. Half learned material cannot be retained or reproduced properly in the mind.

- An individual with good memory means that he can retain the maximum amount of learnt material in his mind.
- Another sign of good memory is easy recall. The capacity to bring forth the image or language for use in the present situation, or in other words, easy reproduction of a learnt material to achieve a purpose is a mark of good memory.
- Clear and quick recognition is a sure sign of good memory.
- Utility or service ability is a sign of good memory. Remembering the past situations and also trying to forget the irrelevant things point towards good memory.

11.6 TYPES OF MEMORY

Memory can be classified into different types. A brief description of the different types is given below:-

- **Habit Memory and True Memory:** Habit memory means memory of an object or idea resulting in a mechanical repetition of the activity. A habit is formed by doing a particular activity repeatedly over a period of time; for example, playing a musical instrument. Habit memory becomes more a physical activity. But true memory involves independent recollection of a past experience. It involves the ability to reproduce a learnt material without any mechanical mechanism.
- **Rote Memory and Logical Memory:** Rote memory is verbal repetition of a learnt material mechanically; it is somewhat similar to habit memory and impossible without understanding the learnt material. For example, learning the addition or multiplication tables. But, on the other hand, Logical memory involves proper understanding of the material learnt. When the content of a lesson is understood by a student, then he can retain it in his mind for a longer period and can reproduce it, whenever required, in future. It does not depend on the mechanical verbal repetition. Usually teachers encourage logical memory in higher classes while rote memory can be useful occasionally especially in lower classes.
- **Immediate Memory and Permanent Memory:** When a learnt material is reproduced or recalled immediately after learning it is called immediate memory. Here, the time gap between learning

a material and reproducing it is very little. For example, pupils studying just before the exams and then reproducing the learnt material, but only a part of it are remembered after a long period of time. But permanent memory is different — when after a sufficiently long period of time the learnt material can be easily recalled by a person it is called permanent memory. The ability to remember a material after a long gap is the best type of memory. It is true memory.



CHECK YOUR PROGRESS

Q.3. Describe the characteristics of good memory.

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Q.4. Is it easier to recognize than recall?

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Q.5. Describe:

(a) Rote memory and Logical memory.

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(b) Immediate memory and Permanent memory.

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11.7 ECONOMIC METHODS OF MEMORIZATION

There are certain methods by the help of which a person can remember easily. Many psychologist say that memory is inborn or even hereditary. William James said that a person's ability to remember (memory) cannot be changed or improved. But it has been observed that certain conditions definitely help the retention of the material learnt. Some of the

conditions are:-

- **Meaningful content:** The material learnt should be meaningful to the learner. The subject matter which is relevant to the learner is easily retained in the mind.
- **Previous knowledge:** The principle of 'known to unknown', 'easy to difficult' should be followed. Previous knowledge of a material related to the new subject matter is essential to remember the new lesson learnt.
- **Good Health of the learner:** To remember an experience, good health of the learner is necessary. On the other hand, if the learner is sick or tired, retention of the subject matter learnt is not difficult.
- **Interest:** Interest increases the attention of the learner and as a result the content of the material learnt is retained better. A person focuses his attention on those things in which he is interested. Therefore, a very important condition which facilitates memory is the interest of the learner.
- **Will-power to learn:** A learner must have the determination to learn a particular thing if he is to achieve his goal. Strong will power of the learner will automatically lead to better memorization.
- **Practice of the learnt material:** Repetition or practice of the material or subject learnt results in better retention. Better understanding will follow from the repetition of the subject matter and as a result it is remembered by the learner.
- **Learning by doing:** Theoretical learning should be associated with 'learning by doing'. It means that students should be involved actively in the learning process. Certain activities related to the learnt material must be given to the learners so that they can understand the material clearly. Proper knowledge of the students will lead to quick retention of the subject matter.
- **Rest:** Over learning does not facilitate memory. On the other hand, rest between learning different materials is necessary to refresh the body and mind as it removes fatigue and boredom.



CHECK YOUR PROGRESS

Q.6. Is the rest necessary to remember? If so, why?

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Q.7. Explain why good health and interest of the learner are important for a better memory.

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ACTIVITY 11.1

Explain how practical knowledge of a subject matter helps in memory?

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11.8 FORGETTING

As we live, we experience many things and from each of them we gain some impressions.. But after a time gap, it is observed, that many things are 'forgotten'. Forgetting is the process of fading of some impressions from the mind, or in simpler words, inability to remember is forgetting.

It is not possible to remember everything that a person learns since his birth. So a person selects certain things to remember and forgets others in order of priority.

It can, therefore, be said that to remember, forgetting is necessary.

The depth of impression of an object or idea depends on the learner's understanding of the subject matter. If proper understanding of the learnt material occurs, it is retained in the mind for a longer period of time and can be recalled easily; but on the other hand, half-learned material and just a cramming of the subject matter results in forgetting. Famous psychologist Sigmund Freud said that sometimes forgetting unpleasant or painful experiences is helpful in remembering the useful and pleasant impressions. Some of the definitions of forgetting are given below :

- Adams said, "True learning is judicious forgetting."
- According to Nunn, "Forgetting is failing to retain or able to recall what has been acquired."
- To James Drever, " Forgetting means failure at anytime to recall an experience when attempting to do so, or to perform an action previously learned."

Characteristics of Forgetting: The process of forgetting has the following characteristics:

- It is the inability of retaining an impression in the mind.
- Like memory, forgetting is also a mental process.
- Just like memory, forgetting is also a mental process.
- When there is memory, there is bound to be forgetting.
- Forgetting usually occurs in the initial stage of a learning process. Once understanding of the subject matter develops, forgetting decreases.

Causes of forgetting: After a lot of research, different psychologists have pointed out different causes of forgetting. They are briefly discussed below:

- **Lack of Interest:** One usually forgets about those objects or idea in which he has no interest. Sometimes one remembers something for a long time but eventually if he loses interest in it, he forgets it. Therefore a teacher should try to generate interest in the students while teaching in the classroom so that they remember the subject matter well.

- **Old Age:** An old man forgets more easily than a younger one. This is mainly because of physical and nervous weakness. With age, body cells and organs degenerate and they affect the motor abilities as well as the mental processes like memory.
- **Brain Injury:** Serious brain injury especially of the cerebrum area definitely affects the power to memorize. The cerebrum of the brain determines complex mental functions like thinking, learning, memorizing, imagination etc. If this part is injured them memorization becomes difficult.
- **Lapse of Time:** Forgetting occurs with lapse of time. Impressions created in the mind as a result of learning fade away with the passage of time.
- **Lack of Practice:** When the learnt material is not practiced frequently, then forgetting occurs. A well organized material is easily remembered and can be practiced frequently. A teacher should carefully organize the subject matter and encourage the students to practice so often that they can remember it well.
- **Emotional Condition:** Uncontrolled emotions like fear, anxiety, anger etc. lead to an individual's forgetfulness. In situations where an individual is emotionally charged, i.e. if he is too angry or too afraid of something then he tends to forget a learnt material.
- **Retroactive Inhibition:** If something is learnt soon after another, then the material previously learnt is forgotten. If no time gap is given between the learning of the two items then this retroactive inhibition results in.
- **Repression:** Repression is the process of deliberately trying to forget unpleasant experiences and pushing them into the depth of the mind. However too much repression is not beneficial for the individual as these may find expression in undesirable manner.
- **Use of Drugs and Alcohol:** Addiction to intoxicating drugs or alcohol has a detrimental effect on our nervous system and this seriously hampers memory.



LET US KNOW

- Forgetting is the inability to remember a learnt material.
- Depth of impression of an object or idea depends on how much the learner has understood it.
- Half learned material or just cramming of the subject matter without understanding it results in forgetting.
- Just like memory, there is bound to be forgetting.
- Forgetting of certain things is necessary to remember certain others.
- When there is no interest in learning a material, or if it is a forced learning, it results in forgetting.
- When the cerebrum port of the brain is damaged due to injury, then memory is weak.
- When there is a long time gap after a material is learnt then the impressions created in the mind fade away.
- When a learnt material is not practiced frequently, forgetting occurs.
- When a person is emotionally charged, he is likely to forget the learnt material.
- If different materials are learnt rapidly without any time gap between them, then forgetting results in.
- Repression is also a cause of forgetting. It is the deliberate effort to forget unpleasant experiences from the mind.



CHECK YOUR PROGRESS

Q.8. Define the term 'forgetting'

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Q.9. What are the different causes of forgetting?

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Q.10. Describe how lack of interest and old age lead to forgetting.

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Q.11. Does brain injury cause forgetting? How?

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Q.12. What is retroactive inhibition? How does it hamper memory and leads to forgetting?

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ACTIVITY 11.2

Give a definition regarding forgetting. Explain six causes of forgetting. Recommend some suggestions for aleniating the causes of forgetting.

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Why do you think that proper emotional condition necessary for memory?

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11.9 LET US SUM UP

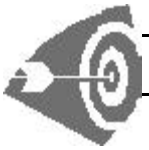
- Memory is the ability to retain information from learnt materials and reproduce those in future to achieve a purpose.
- Memory involves two abilities of the mind – the general ability to store information of the past experiences and the ability to recognize, at present, any object or idea that was learnt in the past.
- After discussing the meaning of memory, we also described the four factors of memory, i.e., learning, retention, recall and recognition.

- We have also discussed the characteristics of good memory and the different types of this mental process, like rote memory, logical memory, habit memory, true memory, immediate and permanent memory. It is important to know about the various methods which help a person to memorize, as these can be beneficial for young learners.
- All the end of the unit, another process which is totally opposite to memory has been discussed. This is forgetting. Lack of memory of a learnt material is forgetting. There are several causes of forgetting, as lack of interest, old age and brain injury, emotional conditions like anxiety, fear etc., lack of practice and also repression.



11.10 FURTHER READING

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2) Chaube, S.P., "Educational Psychology", Lakshmi Narain Agarwal, Educational Publishers, Agra-3
3) Safaya R.N., Shukla, C.S. Bhatia B.D., "Modern Educational Psychology", Dhanpat Rai Publishing Company (P) Ltd., New Delhi.



11.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1: Memory is the ability to store information of a learnt material in the mind.

Ans to Q. No. 2 : The different factors of memory are –

a) Learning: It is the process of acquisition of new information of experiences. It is the way of registering the first impression of an object or idea without which memorization cannot take place.

b) Retention: It means the storing of impressions of the learnt material in the mind.

c) Recall: It is the third factor of memory which involves the presentation or reproduction of any past experience in the form of an image or language. For recall, vividness or clarity, frequency and interest of the learnt material is very essential.

d) Recognition: Recognition is the capacity to be aware of a previous experience. If a person can identify a learnt material, at present, of which he has past experience, it is called recognition.

Ans to Q. No. 3 : The characteristics of good memory are: **-**

a) The ease and rapidity of learning a material.

b) The maximum retention of a learnt material.

c) Easy reproduction of a learnt material to achieve an end.

d) Clear and quick recognition, choosing to remember relevant materials and deliberate effort to forget unpleasant ones point towards good memory.

Ans to Q. No. 4 : It is easier to recognize than recall. It means familiarity with something, the ability to judge whether something is identical with a perceived experience on an earlier occasion. We may not able to recall an object or idea but when we see or hear it, we can easily recognize it.

Ans to Q. No. 5:

(a) Rote Memory and Logical Memory: Rote memory is verbal repetition, mechanically, of a material, it is somewhat similar to habit memory. Rote memory occurs without proper understanding of the subject matter; for example, learning multiplication tables by young students. But logical memory involves proper understanding of the learnt material. It does not depend on mere physical repetition.

(b) Immediate Memory and Permanent Memory : When a learnt material is reproduced or recalled soon after learning it, it is called immediate memory. The time between learning a material and reproducing it is very less. But after a long time most of the learnt material is forgotten. But the ability to remember something even after a long period of time from learning it, is called permanent memory. Permanent memory is the best form of memory.

Ans to Q. No. 6: Rest is very necessary for memory. Continuous learning leads to monotony and physical as well as mental fatigue. Therefore optimum rest between learning different materials necessary to refresh the body and mind as it removes fatigue and boredom.

Ans to Q. No. 7: Good health of the learner and his interest in the subject matter are important for memory. If a person is sick he cannot concentrate

in learning a thing and as a result does not remember it properly; interest, again, increases attention of the learner and consequently he remember the object or idea better.

Ans to Q. No. 8: Forgetting means fading of impressions from the mind, or in other words, inability to remember something is forgetting. According to James Drever, "Forgetting means failure at anytime to recall an experience when attempting to do so, or to perform an action previously learned".

Ans to Q. No. 9: The different causes of forgetting are lack of interest, old age,brain injury, lapse of time, lack of practice of learnt material, emotional condition, use of alcohol and drugs, retroactive inhibition and repression.

Ans to Q. No. 10 : Interest in a subject matter is a very important condition for remembering it. But when there is not interest the learnt material is after forgotten. Again, as one becomes old the body cells and organs degenerate and as a result, mental processes like thinking, memory etc. are affected.

Ans to Q. No. 11: Serious brain injury especially of the cerebrum affects memory. The cerebrum determines complex mental functions like learning, memorizing thinking, imaginingetc., and so, if this part is damaged due to injury, a person finds it difficult to remember an object or idea.

Ans to Q. No. 12: If a material is learnt soon after another then the impressions of the material previously learnt fade away. If there is hardly anything gap between the learning of the two subjects then the psychological condition called retroactive inhibition occurs.



11.12 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q.1. What is meant by memory?

Q.2. What is meant by retention?

Q.3. What is meant by recall?

Q.4. What is meant by rote memroy and logical memory?

Q.5. What are the marks of good memory?

B) Short Questions (Answer each question in about 150 words)

Q.1. Explain briefly two most important factors of memory.

Q.2. Describe the characteristics of good memory.

Q.3. Describe two economic methods of memory.

Q.4. Is the rest necessary to remember? If so, why?

Q.5. Explain why good health and interest of the learner are important for a better memory.

C) Long Questions (Answer each question in about 300-500 words)

Q.1. Define memory. Discuss the factors of memory.

Q.2. Mention four types of good memory.

Q.3. Briefly describe the different types of memory.

Q.4. How can memory be improved?

Q.5. Why do we forget? Discuss some of the causes of forgetting by giving suitable examples.

UNIT 12 : INTELLIGENCE AND CREATIVITY

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 Concept and Definition of Intelligence

- 12.3.1 Characteristics of Intelligence.
- 12.3.2 Types of Intelligence
- 12.3.3 Classification of Intelligence Test
- 12.3.4 Theories of Intelligence.

12.4 Meaning and Concept of Creativity

- 12.4.1 Nature and Characteristics of Creativity
- 12.4.2 Creativity and Intelligence

12.5 Let Us Sum Up

12.6 Further Reading

12.7 Answers to Check Your Progress

12.8 Model Questions

12.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- define the concept and definition of intelligence.
- identify the characteristics of intelligence.
- identify the various types of intelligence.
- classify the Intelligence tests.
- describe the theories of intelligence.

12.2 INTRODUCTION

After having a discussion on the various issues of psychology, let us now deal with one of the important components of psychology i.e. Intelligence. In this unit, we are going to discuss the concept of intelligence, its characteristics, its various types and tests and the theories that give us insight into the real meaning of intelligence and its importance as a study in education process. Intelligence is a general mental ability that makes man as a rational being due to his possession and demonstration of the reasoning capacity. The cognitive faculties like observation, imagination, conception and reasoning are included in the meaning of intelligence. Hence, in a word, we may say that intelligence is not a thing or object but it is a way of acting in a situation.

12.3 CONCEPT AND DEFINITION OF INTELLIGENCE

Intelligence is a very wide concept which not only means the intellectual activities but also includes the capabilities for solving practical problems of life as well. We use the word 'intelligence' in everyday life. Dictionary has defined it as "the capacity to acquire and apply knowledge" in our day today life. It is intelligence that makes man differ from the animal. Endowed with certain cognitive abilities man is able to reason, think, discriminate, understand, adjust and face new situations. Therefore, man is superior to animals in all such aspects of behaviour. Besides these, attitude, interest, knowledge, skill etc. all are associated with the concept of intelligence.

The word 'intelligence' finds a fairly comprehensive use, but it has been defined in a number of ways by the psychologists. One group of psychologists have defined intelligence as a general mental ability to learn. Another group have defined intelligence as the power of adaptation or adjustment to his or her environment. Terman has defined intelligence as the ability to carry on abstract thinking.

Stern, according to him, Intelligence means a general capacity of an individual consciously to adjust his thinking to new requirements. It is general a mental adaptability to new problems and conditions of life.

A comprehensive definition of intelligence is given by Wechsler. According to him, "Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment." It means intelligence is a capacity to act, think and deal rationally in order to adjust to any type of environment.

From the above definitions of intelligence, we can find out the real structure of intelligence and what it actually is. It reveals that intelligence is a capacity of an organism, allround mental efficiency possessing the power of discrimination and adjustment to a relatively novel situation. It means that intelligence is such a capacity through which we can judge well, understand properly and reason well and thus it helps basically –

- To carry on the higher process of thinking
- To learn
- To adapt oneself to a novel situation.



CHECK YOUR PROGRESS

Q.1. How would you define intelligence?

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Q.2. How has Wechsler defined Intelligence?

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12.3.1 Characteristics of Intelligence

After going through the concept and various definitions of intelligence, now we are able to understand that intelligence is not a single or simple faculty, but a compound of various elements. Following characteristics reveal clearly the concept and ideas of intelligence.

- **Intelligence is the power or capacity of human being**: Intelligence is the power or capacity of human being which helps to make reason, understanding and well-judgment. Intelligence is the capacity which is ***innate*** as well as acquired.
- **Intelligence means all-round mental efficiency:** All round mental efficiency means that it includes all the qualities in mental development of an individual. Through the process of intelligence the whole general and abstract thinking, reasoning powers are revealed.
- **Intelligence is a power of good responses from the point of truth:** As a global or aggregate capacity of an individual, intelligence is a ***conglomeration*** of many powers as a whole in the structure of truth.
- **Intelligence is the ability of adaptation and adjusting to a new situation:** According to Wells, an eminent psychologist, intelligence is the property of recombining our behaviour pattern so as to act better in a novel situation. It means that intelligence is the potent factor through which the adjustment and re-adjustment to any situation is easily possible.
- **Intelligence is the ability for abstract thinking as well as the capacity to learn from the past experience:** Intelligence is the

Innate: inborn; quality, feeling etc. one is born with.

Conglomeration: mixture of different things that are found together.

ability to think abstractly. It is also the capacity to learn from the past experience and hence, it makes the profitable use of the past.

- Intelligence is not knowledge though acquisition of knowledge depends to a great extent on intelligence and vice-versa.
- Intelligence is not a guarantee against abnormal behaviour, backwardness and delinquency in spite of the fact that it is one of the factors contributing towards achievement, adjustment and character formation of a person.

In short, we may say that intelligence is the power or capacity through which man can identify himself as 'man' that is, a man of 'super-human' ability.It is the capacity through which we can reason, think, comprehend or appreciate, analyse and judge. Even on the controversy on intelligence about its nature as 'acquired or innate', the modern psychologists are of the opinion that intelligence is partly innate but due to repetition or exercise it can be developed. Therefore, we can say that the capacity of intelligence is both innate and acquired.



CHECK YOUR PROGRESS

Q.3. State any five characteristics of Intelligence.

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ACTIVITY 12.1

Do you think that intelligence is innate? What do the modern psychologists say about it?

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12.3.2 Types of Intelligence

After knowing the various characteristics of intelligence and its background, now we have to go through the various types of intelligence. Some psychologists believe that intelligence is not just one capacity. According to them several kinds of intelligence can be distinguished from one another.

Thurstone classifies intelligence in the following ways, which are –

(i) Spatial
(ii) Perceptual ability
(iii) Memory
(iv) Number
(v) Verbal comprehension
(vi) Word-fluency
(vii) Reasoning.

E.L. Thorndike has classified intelligence into three categories which are as follows-

(a) Concrete intelligence
(b) Abstract intelligence
(c) Social intelligence.

Let us analyse Thorndike's classification:

(a) Concrete Intelligence: Concrete intelligence is also known as mechanical intelligence. It is the intelligence that has the relation with concrete materials. It is the ability of an individual to comprehend actual situations and to react to them adequately. The concrete intelligence is evident from various activities in our daily life. This kind of intelligence is measured by performance tests and picture tests in which an individual is asked to manipulate concrete materials.

(b) **Abstract Intelligence**: Abstract intelligence indicates the ability to respond to words, numbers, formulas, diagram and letters etc. This formula is ***conspicuously*** absent in animals. An abstractly intelligent person is able to discover relations among symbols and to solve the various problems with the help of such aids (symbols, formula, diagram, letter etc.)

(c) Social Intelligence: Social intelligence means the ability of an individual to react to social situations of his or her daily life. Social intelligence is possessed by those people who are able to handle



Conspicuous: Very easy to notice

people well and also have the ability to make friends easily and understand human relations. Adequate adjustment in social situations is the index of social intelligence.

In fact, although Thorndike has divided intelligence into three categories, yet in real sense, all types are more or less inter-related. Some people may have more abstract intelligence than the mechanical and social intelligence, or some may have more mechanical intelligence than the abstract and social intelligence. Psychologists have found that abilities are positively related. The abstractly intelligent scientist may not be a skilled mechanic, but he or she is likely to be better than the average in mechanical sense and so forth.



CHECK YOUR PROGRESS

Q.4. Point out the classifications as well as types of Intelligence given by Thurstone.

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Q.5. What are the classifications of intelligence explained by E.L. Thorndike?

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12.3.3 Classification of Intelligence Test

Intelligence is measured with tests. An intelligence test is a general measure of current cognitive functioning. It is used to predict academic achievement over a period of time. The tests include items and sub-scales which consist of questions or exercises arranged into groups that increase the level of difficulty.

Intelligence test can be classified into two broad categories, namely-

- Individual test
- Group test.

Individual test means that one individual is tested at a time. It needs highly trained test administrator. On the other hand *group test* means that a group of individual is tested at a time. Group tests are less time consuming.

Another way of classifying the intelligence test is based on the form of the test. Accordingly there are two types of tests:

- **Verbal or Language tests**: These tests make use of language. In these tests, the instruction is given in words (either in written or oral form or both). Individuals are asked to use language as well as paper pencil for giving the responses. The test content of these tests is loaded with verbal material.
- **Non-Verbal and Non-Language Tests**: These tests involve such activities in which the use of language is not necessary. The use of language is eliminated from the test content and response except in giving directions. Non-verbal tests are also called as Performance tests.



LET US KNOW

The principal characteristics of performance tests are :

- Test contents of these are in the form of material objects.
- What an individual has to do is indicated by the tester either through oral instructions or signs.
- Individual's response depends upon what he does or performs than by what he says or writes.
- Generally non-verbal or performance tests are individual tests.



CHECK YOUR PROGRESS

Q.6. What are the two broad categories of intelligence test? Mention them briefly.

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The following diagram shows the classification of intelligence tests clearly dividing them mainly into two tests i.e. individual tests and group tests and its sub-sections.

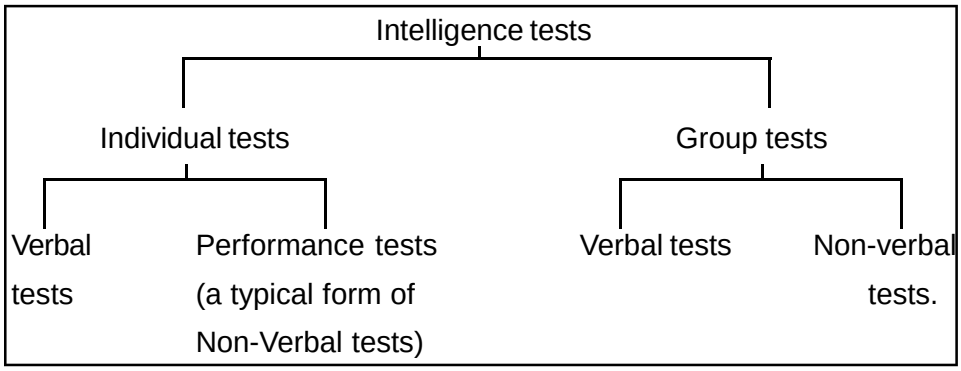


Fig.1. Classification of Intelligence tests.

Let us now briefly discuss these classifications of intelligence tests:

Individual Verbal tests require the involving of language and they are to be administered to an individual at a time. Stanford-Binet Scale is an example of Individual verbal tests. It is the revised form of Binet-Simon scale. It was Terman who revised Binet Simon scale at Stanford University in 1916. Binet-Simon scale as well as the revised form of Stanford-Binet Scale is used for measuring intelligence of an individual. Terman, through this scale, introduced the concept of I.Q.(Intelligence quotient) by correlating the mental Age with Chronological age. In 1937 another revision was carried on with the help of Maud A. Merril. This scale is widely used as an individual intelligence test. The other common Verbal Individual Intelligence test is ***Samanya Budhi Pariksha*** which is used in India for measuring the intelligence.



LET US KNOW

In 1904, the French Minister of Public Instruction appointed a commission to formulate methods and to make recommendations for the instruction of feeble-minded children in the public schools in Paris. At that time Alfred Binet was the Director of the Laboratory of Physiological Psychology at Sorboune. Alfred Binet was a French citizen. He was interested in the treatment of abnormal children. He was also a member of that Commission which was formed by the French Minister. Binet prepared the first rough scale of intelligence test in collaboration with Theophile Simon, which was introduced to test the feeble minded children. Actually, Alfred Binet is said to be the father of intelligence test

construction movement. Binet-Simon scale arranged 30items, graded for different levels. This scale included item like at age 3- point out the nose, eyes, mouth and eyes. At age 7- Tell what is missing in the unfinished picture. In 1916, Terman revised Binet's scale at Stanford University. This scale is now generally known as 'Stanford Binet'. Terman made some modifications by avoiding certain drawbacks in Binet's test such as that the Binet scale was too low and too difficult at the upper age levels and the instruction which was made is also not clear. Terman as well as Merril through revising the scale, introduced to measure the intelligence of individual, extending from age 2 to 22 years. The task to be performed by the subjects (individuals) in these intelligence tests range from simple manipulation to abstract reasoning. It was Terman who through the scale of 'Stanford Binet' introduced the concept of I.Q.(Intelligence quotient) by correlating the Mental Age with Chronological age. The formula of Intelligence Quotient is :

$$I.Q.= \frac{M.A.}{C.A.} \times 100$$

Individual Performance tests: Individual Performance test is a non-verbal or non-language test of intelligence for testing an individual. In these performance tests, the contents and responses are in the form of performance and language is not used at all. In these tests the items which require responses in terms of motor activities are included. Block building or cube construction, to fit the block in the holes, tracing a maze, picture arrangement or picture completion are some of the activities of Performance individual tests.

The *Pintner Paterson Scale, the Arthur Point Scale, Alexander's Battery of Performance Tests* are some scales for measuring the intelligence of an individual through performance tests.

In India, Dr. Chander Mohan Bhatia developed a battery of performance tests known as ***'Bhatia's Battery of Performance Tests".***

Group Verbal Intelligence tests: These tests require the use of language and are applied to a group of individuals at a time. Army Alpha Test (developed in the First World War) and Army General Classification Test (developed in the Second World War) belong to these categories.

Group Non-Verbal Intelligence Tests: These tests do not necessitate the use of language and are applicable to a group of individuals at a given time. In these tests, material does not contain the test words or numerical figures. It contains pictures, diagrams and geometrical figures etc. printed in the booklet. Army Beta test, Chicago Non-Verbal test, Raven's Progressive Matrices test are some examples of Group Non-verbal Intelligence test.



LET US KNOW

Army Beta Test was developed during World War I, in U.S.A. for testing the intelligence of those soldiers who were either illiterate or were not used to English language.

Chicago Non-Verbal Test is most useful for young children aged between 12 to 13 years.

Raven Progressive Matrices Test: This test was developed in the U.K. It is a very popular non-verbal group test of intelligence. This test has been designed to see the relationship between geometric figures or designs in order to evaluate the subject's ability.



LET US KNOW

As regards the growth of intelligence and their individual level, certain marked levels have been discovered in the following ways:

1. Low Intelligent group- these includes idiots, **imbeciles, morons.**
2. Feeble minded
3. Normal or Average
4. Superior
5. Very Superior
6. Genius.

The following table illustrates the relationship between I.Q. and degree of brightness. The table is based on the studies by Terman and Merril.



Imbeciles and Morons: a person having a very low level of intelligence, very stupid.

Classification of Types		I.Q. (Intelligence Quotient)
1.	Near genius or genius	140 and above
2.	very Superior	130-139
3.	Superior	120-129
4.	Above Average	110-119
5.	Normal or Average	90-109
6.	Below Average	80-89
7.	Dull or Borderline	70-79
8.	Feebleminded, Moron	50-69
9.	Imbecile	25-49
10.	Idiot	0-24

Illustration2. Distribution of Intelligence in Normal population.

12.3.4. Theories of Intelligence

Already we are familiar with the concept, characteristics and types of intelligence. Now we will discuss the theories of intelligence. Theories of intelligence propounded by psychologists' reflect the components of intelligence. The theories are:

- **The Monarchic Theory**: According to this theory, intelligence is regarded as an adaptiveness which enables a creature to adjust itself to changing environment. This theory has believes in the inborn all round mental efficiency of an individual. This theory has the view that a person who can perform one intellectual task very well, can also perform another task equally well. Dr. Johnson, who believed in such a doctrine, said that if Newton could have turned his mind to poetry, he would have been as great a poet as he was a mathematician.
- **Oligarchic Theory**: Prof. Thomson has developed this theory. According to this theory, intellectual abilities are regarded as belonging to some groups. The main view of the theory is that there is much correlation between the abilities belonging to the same group and there is little correlation between the abilities belonging to other groups. This theory requires the involvement of cognitive (knowledge) abilities which are manifested in groups of abilities.
- **Anarchic Theory:** Prof. Thorndike was the chief exponent of Anarchic theory. According to this theory, mind is highly

particularized and composed of independent faculties. This theory believes that a man may be expert in doing one kind of work; he may not be expert with the same ability to do another kind of work. For example, if a boy is good in literature he may not be equally good in a subject like Chemistry.

- **The Eclectic Theory:** The Eclectic theory is also known as Two Factors of theory or Spearman theory. This theory has been propounded by Spearman. It consists of two factors-i.e. general factor and specific factor. The general factor is symbolized by 'g' and the specific factor is symbolized by's'. Here, the 'g' factor is always the same for the same individual and the's' factor varies from the subject to subject according to the nature. But there are differences in general abilities within the different individuals as well as their special abilities. Thus, different individuals differ both in the 'g' as well as's' factors. Different performance requires different amount of 'g' and's'. For instance, an individual who possesses 'g' factor shows better performance in Mathematics and Classics whereas in music and drawing's' factor predominates.
- **Thurstone's Primary Mental Ability Theory:** This theory was developed by Thurstone, an American psychologist. It is also known as *group factor theory or multifactor theory* of mental organization. This theory believes that intellectual activity is neither an expression of highly specific factors nor the expression of a general factor. According to this theory, it is believed that these factors of intelligence are independent and there is no co-relation among these general and specific factors of intelligence. According to Thurstone, the primary mental abilities are:
  - Verbal Comprehension (V).
  - Word Fluency(W)
  - Spatial Relations(S)
  - Number Ability(N)
  - Memory(M)
  - Reasoning(R)
  - Perceptual Ability(P)



CHECK YOUR PROGRESS

Q 7: What do you mean by the Eclectic theory of intelligence explained by Spearman?

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ACTIVITY 12.2

Discuss some of the theories of intelligence and its nature to understand the level of intelligence of human being.

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12.4 MEANING AND CONCEPT OF CREATIVITY

After knowing the concept, classifications, types and theories of intelligence as a whole, now we are going to discuss a very important component of this unit that is creativity and how the creativity can be differentiated from the intelligence. Both intelligence and creativity are mental abilities. But the basic difference between the two is that intelligence is a general capacity or ability of an individual whereas creativity requires divergent thinking. Let us briefly discuss the meaning and concept of creativity.

Creativity is the capacity or ability of a person through which something new ideas, objects, arrangement or re-arrangement of old elements can be built up for bringing about uplift in the society. The creative thinkers always explore new areas and makes new observations, new predictions and new inferences.

According to Guilford, creativity involves divergent thinking with respect

to the traits of fluency, flexibility and originality of thought process. It means that creativity involves the thinking process in various forms with the originality and flexibility in the thought process.

Another attempt has been made to define creativity by Zbigniew Pietrasinski, a Russian Psychologist, who emphasized creativity as' Creativity is a resulting in new products of a definite social value.'

12.4.1 Nature and Characteristics of Creativity

Our concept of creativity will be clear if we go through the characteristics of a creative child. The characteristics and nature of creativity in a person can be summed up as follows:

- Creative child is courageous in the conviction of his beliefs and values.
- The creative child is curious to know more and more about his environment.
- Independent judgment is another characteristic of a creative child.
- The creative person is independent in thinking about the problems of various types.
- Creative child becomes pre-occupied with a task where he concentrates all his mental energies on the task in hand.
- Willing to take risk is another capacity of a creative child.
- The creative child has vision of future problem.

12.4.2 Creativity and Intelligence

After knowing the concept and nature of creativity, now we are going to discuss the relationship between the creativity and intelligence. Although certain degree of intelligence is warranted for creative thinking yet both are independent abilities. Cognitive process involved in intelligence and creativity may be somewhat different. The **differences between intelligence and creativity** are summarized below:

- Convergent thinking is the basis of intelligence whereas divergent thinking is the basis of creativity.
- Highly creative persons usually possess intelligence to a high degree, but it is not always essential for an intelligent person to be creative, because one may possess high intelligence capacity without having creative abilities.

- The speed and accuracy of the cognitive behaviour are emphasized in intelligence testing, while in testing creativity emphasis is given on flexibility, originality and innovation.

Thus, these are some of the basic points on the basis of which the differences between intelligence and creativity can be brought out.



12.5 LET US SUM UP

- Intelligence is a general mental ability that distinguishes a man as a rational being because of his possession and demonstration of the reasoning capacity.
- Intelligence is also a stepping stone to aptitude reform. It is also a special mental ability that can channelise the performance of a man in specific direction.
- Intelligence basically helps one -to carry on the higher process of thinking, how one learns and adapts oneself to a novel situation.
- Although Intelligence can be divided into so many types but specifically it is of three types-
  - (a) Concrete intelligence
  - (b) Abstract intelligence
  - (c) Social intelligence.
- Intelligence test can be classified into two broad categories, namely-
  - (a) Individual test and
  - (b) Group test.
- Individual test is also divided into (a) Verbal test and (b) Performance test; on the other hand the Group test is also divided into (a) Verbal and (b) Non-Verbal test.
- Monarchic theory, Oligarchic theory, Anarchic theory, Spearman or Eclectic theory, Thurstone's Primary Mental Ability theory are the different types of theories of intelligence.
- Intelligence and Creativity have some basic differences. The most basic difference is that convergent thinking is the basis of intelligence whereas divergent thinking is the basis of creativity.



12.6 FURTHER READING

1) Bhatia B.D. and Safaya R.N.: *Educational Psychology and Guidance*, Dhanpat Rai &Sons, Delhi

2) Mangal S.K.: Essentials of Educational Psychology, Prentice Hall of India Private Limited.2007



12.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1: Intelligence is a very wide concept which not only means the intellectual activities but also includes the capabilities for solving practical problems of life as well. Intelligence is a stepping stone to aptitude reform as well as it is a special mental ability that channelises the performance of a man in specific direction.

Ans to Q. No. 2: A comprehensive definition of intelligence is given by Wechsler. According to him, "Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment." It means, intelligence is a capacity to act, think and deal rationally in order to adjust to any type of environment.

Ans to Q. No. 3: The five characteristics of intelligence are:

- Intelligence is the power or capacity of human being
- Intelligence means all-round mental efficiency
- Intelligence is a power of good responses from the point of truth
- Intelligence is the ability of adaptation and adjusting to a new situation
- Intelligence is the ability for abstract thinking as well as for availing of past experience

Ans to Q. No. 4: Thurstone classifies intelligence in various ways, they are –

- Spatial
- Perceptual
- Memory
- Number
- Verbal
- Word-fluency
- Reasoning.

Ans to Q. No. 5: E.L. Thorndike has classified intelligence into three categories, namely

(a) Concrete intelligence

(b) Abstract intelligence

(c) Social intelligence.

Ans to Q. No. 6: The two board categories of intelligence test are: Individual test and Group test.

Ans to Q. No. 7: Spearman developed the Eclectic Theory which is also known as Two Factors theory. This theory consists of two factors i.e. general factor and specific factor. The general factor is symbolised by 'g' and the specific factor is symbolised by 's'. The 'g' factor is always the same for the same individual and the 's' factor varies from the subject to subject according to the nature. Thus, different individuals differ both in the 'g' as well as 's' factors. In fact, different performance requires different amount of 'g' and 's'. For instance, an individual who possesses 'g' factor shows better performance in Mathematics and Classics whereas in music and drawing's' factor predominates.



12.8 MODEL QUESTIONS

A) Very Short Questions (Answer each question in about 50 words)

Q.1. What is intelligence?

Q.2. How has Wechsler defined intelligence?

Q.3. What are the characteristics of intelligence?

Q.4. What are the classifications of Intelligence made by Thurstone?

Q.5. What is Concrete intelligence?

Q.6. What is Abstract intelligence?

Q.7. What is meant by Social intelligence?

B) Short Questions (Answer each question in about 150 words)

Q.1. How do you differentiate intelligence from creativity? Explain

Q.2. How do you define that Intelligence is innate or required? Explain

Q.3. What are the two broad categories of intelligence? Mention it briefly

Q.4. Explain brifly the Individual Verbal Test of intelligence

Q.5. What is meant by Individual Performance Test of intelligence

C) Long Questions (Answer each question in about 300-500 words)

Q.1. What do you understand by Intelligence? What are the various theories regarding the nature of intelligence?

Q.2. What are the various theories of intelligence? Which theory is more convincing and how?

Q.3. Formulate a definition of intelligence which in your opinion is the best. What are the types of intelligence?

Q.4. Explain the nature of intelligence and how it can be measured.

Q.5. Distinguish between group test and individual tests. Explain the various classifications of these tests.

Q.6. How can intelligence be measured? What is the Intelligence Quotient? Write briefly about the Stanford Binet test.

Q.7. Define creativity. What are the natures of creativity? What are the differences between intelligence and creativity?

UNIT 13 : PERSONALITY AND ITS FACTORS

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Definitions and Nature of Personality

13.3.1 Characteristics of Personality

13.3.2 Temperament, Character and Personality

13.4 Genetic and Cultural Factors of Personality

13.5 Let Us Sum Up

13.6 Further Reading

13.7 Answers to Check Your Progress

13.8 Model Questions

13.1 LEARNING OBJECTIVES

After reading this chapter, you will be able to:

- define the concept of personality.
- point out the nature of personality as a concept.
- know the factors that influence the development of personality.

13.2 INTRODUCTION

Personality is a term that has many general meanings. Sometimes the word refers to the ability to get along well socially. For example, we speak of experiences or relationships, which are said to give a person “more personality.” The term may also refer to the most striking impression that an individual makes on other people. We may say, ‘she has a shy personality’.

To a psychologist, personality is an area of study that deals with complex human behaviour, including emotions, actions, and cognitive (thought) processes. Psychologists study the patterns of behaviour that make individuals different from one another.

The word personality is used not only in the field of psychology, but can be applied in most of the other fields of one day-to-day life. A good deal of research has been done on the topic but no final conclusions have been drawn as regards the nature of personality.

The psychologists have defined the term personality in various ways but they were not completely successful in explaining it in clear and definite terms because human personality is a very complex phenomenon. Personality is not a fixed state but a dynamic totality, which is continuously changing due to interaction with the environment.

The conduct, behaviour, activities, movements and everything else concerning the individual are known as personality. It is the way of responding to the environment; the way in which an individual adjusts with the external environment is personality.

13.3 DEFINITIONS AND NATURE OF PERSONALITY

The term personality has been derived from the Latin word "Persona" which was associated with Greek theater in ancient times. The Greek actors commonly used to wear masks on their faces during their performances on the stage. The mask worn by the actors was called persona. Personality was thought to be the effect and influence which the individual wearing a mask left on the audience.

In modern time also, for a layman, personality means the effect and influence of an individual on other people.

Some of the most referred ***definitions of personality*** are: -

Each individual's characteristically recurring patterns of behaviour are known as personality. – L. Kolb

Personality is that which permits a prediction of what a person will do in a given situation. – R. B. Cattel

In the words of Munn, "Personality may be defined as the most characteristic integration of an individual's structure, modes of behaviour, interest, attitude, capacities, abilities, and aptitudes."

Woodworth and Marquis define personality as “the total quality of an individual’s behaviour as it is revealed in his characteristic habit of thought and expression, his attitudes, interests and his own philosophy of life.”

Allport who devoted most of his time for research on personality defines: “personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment.”

This definition is very comprehensive and includes all aspects of an individual’s personality. Here, the word ‘dynamic’ means that personality is undergoing a constant change but is still organized. It constitutes two types of systems: mental and physical, and these two systems interact with the internal and external environments. The word ‘determine’ emphasizes that it is the psychophysical system, which activates the organisms for action.

In a layman’s terminology, by personality we mean the sum total of the ways we behave, especially towards others. For instance, based on one’s good physical appearance, good character, aggressive or good manners, a person may be categorized as having a “fine”, “strong” or a magnetic personality.

Psychologically, personality is the integrated and dynamic organization of the physical, mental, moral, and social qualities of the individual that manifests itself upon others in social life.



CHECK YOUR PROGRESS

Q.1. What is Personality?

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Q.2. Mention any one definition of personality.

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Nature of Personality : Personality is a whole rather than a sum of parts**.** We cannot identify the personality of a person on the basis of his physique or his intellectual level or his character. But all these elements put together are made to function in harmony which makes his personality. The conduct, behaviour, activities, movements and everything else concerning the individual are known as personality. It is the way of responding to the environment. The way in which an individual adjusts with the external environment is personality. Let us discuss the following points regarding the nature of personality.

- **Personality is the result of both heredity and environment** : Heredity involves all those physiological and psychological peculiarities, which a person inherits from his parents. These peculiarities are transmitted to us through genes. It is indisputable that heredity determines the difference of sex and it is on this basis that some scientists contend that heredity determines personality because it is the difference of sex, which determines the personality of men and women.

  Environment has a very significant effect on man. Its effect starts from his birth and continues almost till his death. The status of the child, youth and the old man in the family and in the society is not same and as a result of this difference, a man's roles, temperaments, ways of thinking, tendencies and character are affected; all these determine the personality of men and women.

  In the same way, the status of the person in places like school, occupation, social situation, etc. affects his personality.

- **Personality is composed of traits, which are by and large learned or acquired :** By the time we become a mature personality, the contribution of learning is so prominent that we often misinterpret personality as the equivalent of learning. It is

important to note that learning plays a very important role in the making of one's personality. In order to explain the dynamics of one's personality, it is sometimes convenient to refer to the various types of learning, which a person is able to exhibit in his behavioural range.

- **Personality implies an integration of various traits :** All the elements, which are ultimately identified as parts of personality structure, get integrated rather than assembled together. Thus, the integration of various traits results into a distinct whole which is known as personality of an individual.

  Personality represents a unique integration of traits so as to differentiate one person from another on the basis of this very quality. The unique way in which we laugh or smile, weep or cry, talk or lecture, greet or salute becomes the watermark of our personality.

- **Personality is a dynamic process :** Personality is the dynamic organization within the individual. Here, dynamic means that personality is undergoing a constant change but is still organized. Personality development is a reciprocal relationship between the ways in which a person views his experiences and his actual social and interpersonal experiences. Development of personality is a continuous growth, which occurs because of the inherent tendency toward self-growth on the one hand and our personal, environmental nd social experiences on the other hand. Therefore, we can say that personality is a dynamic process.

13.3.1 Characteristics of Personality

We have seen how personality has been variously defined by psychologists, though there are differences in views, but even then all psychologists agree on certain common characteristics. Our understanding of the nature of personality will be clear if we go through the characteristics of personality. These are:

- **Unique :** Each individual personality is unique and specific. No two persons, not even identical twins have exactly the same qualities and attributes.
- **Organization :** Personality is not just one or more aspects of behaviour, but it is one's total integrated behaviour, woven into a whole. The greater the degree of organization, the more healthy and normal the person is.
- **Consistency or stability :** Consistency or stability is one of the characteristics of personality. A person is recognizable from situation to situation by the consistent characteristics that are reflected in his behaviour.
- **Dynamic :** Although the personality of an individual remains stable to a large extent, it can't be said to be static, It is always dynamic and continuously in the process of change and modification. Think about your own personality – what type of person you are at the present moment and what type you were while studying in school.
- **Self consciousness :** Personality exhibits self consciousness and it is the proud possession of human being. Man is described as having personality when the idea of "self' enters into his consciousness. A dog or a cow has no personality of its own because neither of the two possess self-consciousness.
- **Psychophysical systems :** Personality is neither exclusively physical nor is exclusively mental. Similarly it is neither the product of heredity exclusively, nor it is the product of acquired behaviour or learning exclusively. Organization of personality entails the functioning of both 'body' and 'mind'. Psychophysical systems composed of habits, attitudes, sentiments etc. are the product of hereditary endowments and the acquired life experiences of the individual.
- **Social :** Personality is completely social. Personality has existence only in relation to the external world. An individual's

relation with his environment, his feelings, attitudes, are basic to the idea of personality. An integrated personality is one which make harmonious adjustment to environment, particularly the social environment.



LET US KNOW

Personality Characteristics : (i) Each individual personality is unique, (ii) Personality is one's total integrated behaviour, (iii) It is all that a person is (iv) personality is a dynamic concept (v) Personality exhibit self consciousness, (vi) Personality is a social concept.

13.3.2 Temperament, character and personality

Two terms 'temperament' and 'character' are often confused with personality. Some psychologists find no difference between personality and temperament. Temperament can be termed as a system of emotional disposition. This system of emotional disposition represents only the affective side of an individual's personality. Objectively considered, temperament is simply the emotional life of a person. Moreover individual's temperament is determined by his hereditary make up. Personality is something more than this. These three aspects of mental life- knowledge, feeling and action are equally developed in it. Therefore personality must be taken as being much beyond one's temperament.

The words character and personality are often used as interchangeable expressions. But personality should not be taken as synonymous with one's character. Character is an ethical concept and it has nothing to do in psychology. It represents a moral estimate of the individual, while personality is a psychological concept. It is a

more comprehensive term which includes character as one of its constituents.

Thus we may say that all these three temperament, character and personality are intimately related to one another and the first two forms are integral part of the personality.



CHECK YOUR PROGRESS

Q.3. Say Yes or No :

a) The term personality has been derived from the Latin word “Persona”.

b) Personality is the result of both heredity and environment.

c) Personality of an individual is fixed.

d) Personality develops through learning.

e) We cannot identify personality of a person on the basis of his physique.

Q.4. Mention the characteristics of Personality.

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Q.5. Write Briefly :

a) Temperament

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b) Character

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13.4 GENETIC AND CULTURAL FACTORS OF PERSONALITY

Hereditary and culture both play an important role in the development of personality. An individual is the by-product of the constant interaction of heredity and environmental influences. The factors, which influence the development of the personality of a person, can be broadly classified into two groups:

A. GENETIC OR HEREDITARY FACTORS

B. CULTURAL FACTORS

In the 1960s and 1970s, some psychologists dismissed the whole idea of personality, considering human behaviour to be content specific. This idea was supported by the fact that personality often does not predict behaviour in specific contexts. However, more extensive research has showed that when behaviour is aggregated across contexts, that personality can be a modest to good predictor of behaviour. Almost all psychologists now acknowledge that both social and individual difference factors influence behaviour. The debate is currently more around the relative importance of each of these factors and how these factors interact.

A) GENETIC OR HEREDITARY FACTORS : Here hereditary means biological hereditary, which the child inherits from his forefathers in the form of chromosomes. Hereditary factors determine a person's temperament. This is what makes people seem so much like other people. There have been different classifications of temperaments offered for thousands of years, but there is a general agreement that there are four basic temperaments - *Depressed, Indifferent, Choleric, and Optimistic*. Each person has a blend of two temperaments, one inherited from the father and one inherited from the mother.

The biological factors affecting the development of personality are of three types:

i) Ductless glands,

ii) Physique and

iii) Body Chemistry

i) Ductless glands: Ductless glands send their secretions directly to the blood without ducts. Their secretions are called hormones. These hormones are responsible for many changes in the personality of an individual. Different glands secrete one or more types of hormones, which affect personality. Some of them are: Pancreas, Thyroid gland, Adrenal gland, Gonads and Pituitary glands

ii) Physique : Another important biological factor affecting personality is physical structure. Physical characteristics influence an individual's style of life, his mode of behaviour, action, tendencies, goals of life etc.

How appearance affects others' opinions? Recent studies have shown that children begin picking their playmates at a very early age by such standards as facial attractiveness and body form.

The relationship of self-opinion to personality has been recorded through many experiments. In one experiment, males had their self-esteem intentionally raised or lowered by receiving false reports on a personality test. The males whose self-esteem was intentionally lowered interpreted a positive evaluation from a female as affection more often than those with the higher self-esteem did. Experimenters interpreted this result by postulating that those people with lower self-esteem are more likely to cling to any positive stimulus, whether real or perceived (Kleinke, 1978). This interpretation makes it easy to see why people with lower self-esteem are more likely to embrace things like drugs (which give a temporary and false positive stimulus) (Ewen, 1998).

iii) Body chemistry : Body chemistry is based on the features of physiology. For the psychologists studying the development of personality, "nature vs. nurture" was a central debate. "Nature vs. nurture" suggests that biology (a person's

genes) and society (the environment in which a person grows up) are competing developmental forces. In the past, the debate sought to find whether one might be more important than the other. Today most psychologists would concede that both nature and nurture are necessary for personality development. Both help to make us who we are.

The study of twins is very useful for studying genetic differences. For example, in order to understand the influence of both nature and nurture, we might study identical twins that share a home environment and have the same genetic makeup and fraternal twins who share a home environment but do not share the exact same genetic makeup. In such studies, researchers have found that genetic differences can account for 40 to 50 percent of differences in personality traits, while environmental influences account for about 30 percent of differences in personality traits

Genes may not directly influence personality traits, but genes do govern the development of our nervous and **endocrine** systems. Hence, to the extent that body chemistry affects our behaviour, we can argue that genetics influences the personality. As an example, we can look at the relationship between *testosterone and aggression. Men, on average, are more physically aggressive than women. Boys engage in far more roughhouse play than girls. Men also commit 90 percent of all violent crimes.



Endocrine is connected with glands that put hormones directly into blood.



LET US KNOW

Testosterone – A steroid hormone that stimulates development of male secondary sexual characteristics, produced mainly in the testes.

Parenting is a complex, multi-determined set of behaviours that is influenced by parental personality, psychopathology, values and marital quality and by a range of child characteristics, that appears to be strongly influenced by parental and childhood temperament and exposure to psychiatric illness.

B) CULTURAL FACTORS : From the above discussion we have seen how genetic or hereditary factors affect personality. Now let us turn to cultural factors. Culture and environment have positive effects on the development of personality. Personality of an individual is gradually shaped by culture. Every society is characterized by its cultural heritage, which is transmitted from generation to generation in the form of social heredity.

Culture refers to the total life activities of a society. What the people think or do and feel represent the culture of a society. Biological inheritance is the same in human beings all over the world but it is the difference in their cultural conditions, which helps in developing unique personality characteristics in the individuals of different cultural groups

We can easily identify people reared in different cultures by the personality patterns they possess. India is a big country having many sub-cultures within a broad culture. The personality of the individuals within these sub-cultures is moulded by the customs, beliefs, rituals and religious faiths. Culture is a great educator of human beings, sometimes directly and sometimes indirectly.

Research has also shown that personality continues to change as a result of new experiences and modifications in the environment.

The home environment plays a role in determining personality. Influences from outside the family are also important to the development of personality. Under the general rubric of “culture” we might include schools,

churches, and other institutions with which an individual comes into contact.

A person who is born to a culture that practices things that would be considered extreme by others—such as head hunting, polygamy, and human sacrifice—will have different values from a person who was not exposed to those things. A culture that rewards aggression and athleticism will shape the personalities of the most gifted athletes to be confident, entitled, and self-centered. Where as a culture that only recognized intellectual pursuits is more likely to render those same individuals “nervous”, indecisive, and fearful.

Children are born and they live not only in a society but also in a specific part of it. Therefore, they are a influenced by particular subcultures of class, race, religion, and region, as well as by specific groups such as family and friends. During their lifetime, they continually encounter new or changing conditions, both personal and social, and must learn to adjust to them. The most important socialization, however, occurs during infancy and childhood, when the foundations of the later personality traits are laid. Whether a child becomes outgoing or shy, intellectually advanced or average, or energetic or subdued depends on many unique influences effects are difficult to predict at the child’s birth. A variety of factors influence child development. Heredity guides every aspect of physical, cognitive, social, emotional, and personality development. Family members, peer groups, the school environment, and the community influence how children think, socialize, and become self-aware.

After a comprehensive research the factors which are identified as important determinants of child personality are:

- Parents’ economic conditions,
- Their Education Level,
- Family size,

- Family Structure,
- Children's socialization level,
- Peer group,
- School Environment,
- Parent's involvement level in children's day to day activities,
- Extra curricular activities and government policies.

On the basis of results and findings of the study, different recommendations are proposed, focusing on parents reasonability towards child education, governments role in providing equal quality education to all classes of children compared emphasizing on improving parent, teacher and children relationships.

Studies on child's psychology help to understand better the personality development of children. Nurturing children in the best way is the key to attain broader objective of building an educated, well-behaved society and nation and this objective can be achieved through conducting research on children's psychology.



CHECK YOUR PROGRESS

Q.6. What factors do affect the personality?

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Q.7. Culture and environment have positive effects on the development of personality. Explain.

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13.5 LET US SUM UP

- The term personality has been derived from the Latin word 'Persona'. Persona means mask. According to the concept of mask, personality was thought to be the effect and influence of an individual wearing a mask. Psychologically, personality is the integrated and dynamic organization of the physical, mental, moral, and social qualities of the individual that manifests itself to others in social life.
- Culture refers to the total life activities of a society. What the people think or do and feel represent culture of a society. Biological inheritance is the same in human beings all over the world but it is the difference in their cultural conditions, which develops unique personality characteristics in the individuals of different cultural groups.
- Hereditary and culture both play an important role in the development of personality. An individual is the by-product of the constant interaction of heredity and environmental influences.
- Here hereditary means biological hereditary, which the child inherits from his forefathers in the form of chromosomes. The biological factors affecting the development of personality are of three types: Ductless glands, Physique and Body Chemistry.
- People may be honest in one situation and dishonest in another. They may be passive in some situations but aggressive in other situations or with different people. Many contemporary approaches to the study of personality therefore emphasize the role of specific social experiences and environmental events in the development and modification of behaviour. Psychologists are gradually moving away from broadly theorizing the nature of personality. Instead, they are studying the conditions that determine the complex behaviour of men.

- Hereditary factors determine a person's temperament. This is what makes people seem so much like other people. There have been different classifications of temperaments that have been offered for thousands of years, but there is a general agreement that there are four basic temperaments. These are Melancholy, Phlegmatic, Choleric, and Sanguine. Each person has a blend of two temperaments, one inherited from the father and one inherited from the mother
- Environmental factors determine a person's personality with temperament forming the baseline characteristics of that personality. The environmental factors include everything from prenatal influences, the way a person is raised and the outside influences such as location, schooling, friendships, traumas or joys, religious instructions and experiences, political events, significant relationships, etc. They also include personal choices and their consequences. This is what makes everyone unique from everyone else.

So, you could say that hereditary factors basically determine how we are like each other, and environment factors shape the hereditary foundation to make each of us unique and special in the world.



13.6 FURTHER READING

1) Aggarwal, G. C. (1996*) Essential of Educational Psychology*, Vikas Publishing House, New Delhi.
2) Chauhan S. S. : Advanced Educational Psychology, Vikas Publishing House, 1993.



13.7 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : The term personality has been derived from the Latin word "Persona". The mask worn by the actors was called persona in Greek ancient times. In modern time also, for a layman, personality means the effect and influence of an individual on other people.

Psychologically, personality is the integrated and dynamic organization of the physical, mental, moral, and social qualities of the individual that manifests itself upon others in social life.

Ans. to Q. No. 2 : According to Allport, "Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment."

Ans. to Q. No. 3 : a) Yes, b) Yes, c) No, d) Yes, e) No.

Ans. to Q. No. 4 : The characteristics of personality are:

- Each individual personality is unique and specific
- It is an individual's integrated behaviour
- Personality is dynamic and continuously in the process of change and modification
- personality exhibits self consciousness
- Personality is completely social.

Ans. to Q. No. 5 :

a) Temperament : Temperament is an ingredient of personality. It may be defined as a disposition with the person to respond to emotional stimuli and situations and to express himself emotionally in a unique manner.

b) Character : Character is an ethical concept; Character is refused to as good or bad, weak or strong according to power of self-control of an

individual. Ethical concept of character has nothing to do with psychology. But the conative aspect of character constitutes an important ingredient of personality.

Ans. to Q. No. 6 : Hereditary and culture both play an important role in the development of personality. An individual is the by-product of the constant interaction of heredity and environmental influences. The factors, which influence the development of the personality of a person, can be broadly classified into two groups: (a) Genetic or Hereditary factors and (b) culture factors.

Ans. to Q. No. 7 : Personality of an individual is gradually shaped by culture. Every society is characterized by its cultural heritage, which is transmitted from generation to generation in the form of social heredity.

The environmental factors include everything from prenatal influences, the way a person is raised and the outside influences such as location, schooling, friendships, traumas or joys, religious instructions and experiences, political events, significant relationships, etc.



13.8 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q.1. What is meant by personality?

Q.2. Mention some important characteristics of personality.

Q.3. How would you like to define personality?

Q.4. How does the factor of heredity influence personality?

Q.5. How does the factor of environment influence personality?

Q.6. Mention the biological factors affecting the domains of personality.

Q.7. What are hormones?

B) Long Question (Answer each question in about 300-500 words)

Q.1. Discuss the various factors which influence the development of personality.

Q.2. Personality is the result of both heredity and environment. Explain.

Q.3. Discuss the influence of culture on personality development.

UNIT 14 : THEORIES OF PERSONALITY

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Theories of Personality

14.4 The type Approach

- 14.4.1 Hippocrate's Classification
- 14.4.2 Kretschmer's Classification
- 14.4.3 Sheldon's classification
- 14.4.4 Spranger's Classification
- 14.4.5 Jung's Classification
- 14.4.6 Evaluation of Type Theories

14.5 The Trait Approach

- 14.5.1 Allport's Classification
- 14.5.2 Cattell's Classification
- 14.5.3 Evaluation of Trait Theories

14.6 The Psycho-Analytical Approach

- 14.6.1 Freud's Pschoanalytic Theory of Personality
- 14.6.2 Evaluation of Freud's Theory

14.7 Let Us Sum Up

14.8 Further Reading

14.9 Answers to Check Your Progress

14.10 Model Questions

14.1 LEARNING OBJECTIVES

After going through this unit you will be able to

- list and describe the different Type Theories of Personality
- explain the concept of Trait and its related Theories
- evaluate Freud's Psycho-Analytic Theory of Personality.

14.2 INTRODUCTION

In the earlier unit we have discussed in detail about the concept and nature of personality along with its factors. We have observed that human personality is a complex organization of a psycho-physical system that needs a deeper insight and understanding. Our understanding of personality will be incomplete if we do not discuss its theories. Various theories in one way or the other try to describe the basic structure and underlying entities or the constructs involved in personality along with the process by which these entities interact.

This unit deals with various theories of personality developed by psychologists from time to time.

14.3 THEORIES OF PERSONALITY

Psychologists have developed various theories of personality to study its structure and growth. We know that personality is revealed in the distinctive characteristic ways in which one reacts to everyday situations. Personality always functions as a whole. But psychologists seem to emphasize the examination of personality from different angles, such as, types, traits, nature etc., and this has made the topic a complex one. However, it will not be possible for us to describe all types of theories in this discussion. We will confine ourselves to discussing the following broad categories:

- **The Type Approach :** The view point of Hippocrates, Kretschmer, Sheldon, Spranger and Jung belong to this category.
- **The Trait Approach :** Theories like Allport's theory and Cattel's theory are based on the trait approach.
- **Psycho-Analytical Approach :** Theories developed by Sigmund Freud belongs to this category.

Let us now briefly discuss the view points propounded in these theories.

14.4 THE TYPE APPROACH

The type theories of personality were prominent in ancient times. The advocates of type approach classified human personalities into a few clearly defined types and each person, depending upon his behavioural characteristics, somatic structure, blood types, fluid in the body or personality traits was described as belonging to a certain type. Based on such an approach the physicians of our ancient system of medicine "Ayurveda" classified human beings on the basis of three elements of the body, namely 'pitt' (bile), 'vaat' (wind) and a 'kuf' (mucus). An almost similar approach was followed by Hippocrates, one of the disciples of great philosopher Aristotle in the fifth century B.C. After wards many other scholars and psychologists tried to divide people into types depending upon their own specific criteria.



Hippocrates : **(**460 B.C.-377 B.C.) was a Greek Philosopher. His work is of great significance to Historians as the books written by him or his followers, are the first example of what Greek medical thought are based upon.

14.4.1 Hippocrates's Classification

According Hippocrates, the human body consists of our types of humours or fluids- blood, yellow bile, phlegm (mucous) and black bile. The personality of an individual is typed according to the dominance of one of them in the body. The types are :

i) **The sanguine type :** In this type of people, the predominant body fluid is blood and they are active, warm hearted, quick, pleasant and hopeful.

ii) **The Melancholic type :** This type is characterized by a predominance of the body fluid called black bile. People of this type are bad tempered, dejected, sad, depressed, pessimistic and self involved. Phobias and abnormal fears are common in them.

iii) **The choleric type :** Yellow bile is the predominant body fluid in this type of people. They are easily angered and experience quick strong and unpleasant emotional excitement.

iv) **The phlegmatic type :** This type of people has a predominance of phlegm. They are characteristically apathetic, slow, weak, indifferent and emotionally calm.

14.4.2 Kretschmer's Classification

Ernst kretschmer, a German psychiatrist, classified human beings on the basis of physical constitution and attempted to establish relationship between personality characteristics and body build:

i) **The pyknic type :** This type of people have a body build charcterised by short neck, fat face, broad trunk and short arms and legs, This type of people tend to be sociable jolly, easygoing and good natured

ii) **The Leptosomatic type :** These types of people have a body which is lean, tall and angular with long arms and legs. They are shy, reserved, sensitive and have introvert personality.

iii) **The Athletic type :** These types of people are strong and muscular. They are energetic type of people.

iv) **The Dysplastic type :** It is a mixture of other three types. Dysplastics have abnormal and disproportionate body building.



Sheldon : (1898-1977), American Psychologist and Physician, known for his theory associating physique, personality and delinquency.

14.4.3 Sheldon's Classification

Sheldon divided all human beings into three broad categories of physical dimensions and their corresponding temperamental characteristics, which are

i) **Endomorphic :** This type of person has a highly developed viscera but weak in somatic structure. They are easy going, sociable and affectionate.

ii) **Mesomorphic :** The Mesomorphic persons are muscular and strong. They like muscular activity, loves risk and adventure.

iii) **Ectomorphic :** They are thin and tall, having weak somatic structure. These types of persons are introvert, unsociable and reserved.



Spranger : (1882-1963) German Philosopher, pedagogue and psychologist.

14.4.4 Spranger's Classification

On the basis of reaction shown in social contexts, Spranger, a German philosopher divided human beings into the following six categories:

i) **Theoretical :** Persons who are theoretical in nature neglect social and political participation.

ii) **Aesthetic :** Worshipper of beauty, form and harmony.

iii) **Social :** Persons who are interested in social activities.

iv) **Political :** They are dominating and desirous of power.

vi) **Religious :** A person of religious type values and believes in the existence of the Supreme Being.



Jung : (1875-1961) was a Swiss psychiatrist and founder of analytical psychology.

14.4.5 Jung's Classification

Jung divided all human beings basically into two distinct types- **introvert** and **extrovert** according to their social participation and interest which they take in social activities.

i) **Introvert :** A person who tends to withdraw into himself, especially when faced by emotional conflicts and stress in his environment is introverts in a nature. Introverts are shy, they avoid people and prefer remaining alone. Philosophers and scientists are generally considered introverts.

ii) **Extrovert :** Extroverts are oriented towards the external world. They deal intelligently with social situations and people. They are outgoing, social, friendly and free from worries. Politicians, businessmen, social workers are considered as characteristically extrovert in nature.

iii) **Ambivert :** This type of person who has mixed personality and could not be classified either as extrovert or as introvert.

14.4.6 Evaluation of Type Theories

The classification of human beings into types has been criticized by the psychologists on the following grounds:

- They place emphasis upon one or another phase of development.
- They deal with extreme rather than normal human nature.
- It is not easy to categories human beings into three or four types.
- Types are discontinuous and non-scaleable.
- There is multiplicity of type theories which are difficult to apply in practice.



CHECK YOUR PROGRESS

Q.1. List the type of personalities classified by Hippocrates and Sheldon.

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Q.2. Write briefly:

a) Spranger's classification

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b) Extrovert

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c) Introvert

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14.5 THE TRAIT APPROACH

In the trait approach the personality is viewed in terms of various traits. In modern psychology, type approach is not so widely used as the trait approach in order to understand the development of personality. Trait may be define as the characteristic behaviour of an individual that explains his unique but relatively stable response to environmental demands. In our day-today communication we label people as honest, aggressive, fearful, stable enduring, dependant, lazy or dull. Such adjectives refer to the dominant trait that characterizes them. Thus, these patterns are said to be the basic units of one's personality that can be discovered thought observing one's behavior in a variety of situations. The characteristics of the traits are:

- Scalable i.e they can be measured.
- They are not directly observable but they can be inferred from the behaviour, activities and communication of the individuals.
- Traits are not static; they are flexible during childhood and tend to be stable with maturity and growing age.
- They are characterized by functional unity. They are learned in interaction with the environmental unity.
- Traits are mental sets. It is a readiness to respond to any variety of situations in a consistent way.
- They are also higher order habits. They are the organized frame of reference regarding emotions, beliefs etc. about the environment.

14.5.1 Allport's Classification

Traits, according to Allport are the basic units of the personality. We develop some organized tendencies in the course of our continuous and gradual development, which can be termed as traits. Allport classified all human traits into three broad categories.

- **Cardinal traits :** Cardinal traits are the primary traits. These traits are dominant in every aspect of one's behaviour and

attributes and they are central to the description of one's personality.

- **Central traits :** It includes characteristic tendencies, which can be ordinarily used to describe a person such as, honesty, kindness, submissiveness etc. ***According to Allport***, for knowing an individuals' personality, we need to know only five to ten such central traits. He mentioned five central traits and within each of these five he included a number of qualities or characteristics. These are:
  - **a) Intelligence :** Intelligence is ability in many different ways. It is manifests itself in novel situation.
  - **b) Mobility :** The quickness with which a person responds to a stimulus, the ability to co-ordinate movements, speed, impulsiveness, steadiness or unsteadiness- all these are implied by mobility.
  - **c) Temperament :** The various aspect of the individual's emotional behaviour comes under this category.
  - **d) Self expression :** Traits like ascendance or submission, reclusion, free expression or reservedness, range of interests, dominant interests, aspirational level come under this head.
  - **e) Sociality :** This trait refers to the responsiveness of the individual to others reaction of him. Social maturity consists in the realization that one cannot live a full life apart from the outside society.
- **Secondary traits :** Secondary traits are not as dominant as the cardinal or central traits. They are not so strong enough to be the integral part of one's personality.



Allport : (1897-1967) American Psychologist. Allport researched human attitudes, prejudices and religious beliefs. His theory of personality, which rejected both Freudian psychology and behaviorism, emphasized the uniqueness of the individual as well as their various problems.

The trait theory propounded by Allport emphasized that an individual differs from others, but also has common traits with others within the limits of cultural norms. To him personality is the dynamic organization of all the behavioural traits that an individual possesses.

14.5.2 Cattell's Classification

The most recent advanced theory of personality based on the trait approach has been developed by **R.B. cattell**, an American psychologist. He has defined a trait as a structure of personality. He mentions four types of traits.

- **Common traits :** Certain traits are widely distributed in population, as honesty, creativity, aggression, cooperation, generosity, friendliness etc. They are called common traits. A common trait is one that appears to some degree or in opposite form in every person.
- **Unique traits :** These include temperamental traits, emotional reactions and energy possessed by particular persons.
- **Surface traits :** Surface traits are the results of environmental molding and therefore they are different in different cultures. They can be recognized by manifestations of behavior like curiosity, dependability, tactfulness etc.
- **Source traits :** Source traits are the underlying structures or courses that determine the behavior of the individual. They are inferred from behavior. Dominance and emotionality are source traits.

R.B. Cattell, through ***factor analytic approach***, determined the contribution of heredity and learning factors in the development of traits in the individual.



R. B. Cattell : (1905-1998) was a Britis and American psychologist known for his exploration of wide variety of substantive areas in psychology.

14.5.3 Evolution of the Trait Theory

The Trait theory of personality has been criticized by psychologists on the following grounds.

- There is no agreement among psychologists with respect to the use of the term trait.
- It is said that trait is a behavioural disposition which is considered to be enduring, not changing with change in

situation. But trait is not a permanent or static characteristic of the individual because personality undergoing perpetual change.

- There is no foolproof way of measuring traits because it is difficult to quantify human trait.
- Behaviour of an individual cannot be predicted on the basis of scores on trait inventory. Traits are only points of references.



CHECK YOUR PROGRESS

Q.3. Write five characteristics of personality traits.

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Q.4. What are the type of trait, according to Allport and Cattell?

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14.6 THE PSYCHO-ANALYTICAL APPROACH

The psycho- analytical approach to personality was created and advocated by Sigmund Freud. It place importance on the dynamics of human behavior. Freud propagated the analysis of the psyche or mind and used psychoanalysis as a method for understanding behavior and for treating illness. His school of thought is known as the school of psychoanalysis and the approach adopted for understanding human behavior and personality is known as the psycho-analytical approach.

14.6.1 Freud's Psychoanalytic Theory of Personality

Basic concepts : Freud gave utmost importance to instincts as the determinant factor of human behaviour. The two instincts (a) Eros-(instinct for self preservation) and (b) Thanatos, (the death instinct) are considered to be the cause of all human acts and behaviour.

Psychic structure : According to Freud energy comes from libido. It denotes sexual energy. The structure of personality is constituted of the three unified and inter-relating systems, namely ***id, ego*** and ***superego*** which are in continuous conflict with each other. They channelize the energy to gratify the libido according to their own functioning and norms.

- **The id :** the id is the raw, savage and immoral basic stuff of a man's personality that is hidden in the deep layers of his unconscious mind. It is solely guided by the pursuit of pleasure and avoidance of pain. It is totally out of contact with reality. Logic and reasoning have no place in the id. It lacks moral judgment and it has no sense of social value. It only demands immediate gratification of his desires and wishes.
- **The ego :** The ego is called executive personality. The main function of ego is to check the unlawful activities of the id. The ego has to be vigilant all the time and to control effectively the claims and demands of the id, the super ego and the external world. The ego is 'I' that thinks, feels, wills, decides and acts. Since it is constantly in touch with the realities of the world, the ego is guided by the reality principle.
- **The super ego :** super ego is the moral censor of the personality. It strives to internalize the norms, ideals and values of our society, which are emphasized by social institutions like family and school from early childhood. It represents the ideal and aims at perfection. It seeks to follow the moral and social norms.



LET US KNOW

Id is biological, it seeks pleasure. Ego is psychological and tests reality. Super ego is social self and looks towards attaining perfection.

Dynamics of Personality : Freud put forward a dynamic concept of personality by conceptualizing the continuous conflict among the id, ego and super ego. The individual seeks gratification of the instinctive desires and impulses. This results in a clash between him and his environment. The control exercised by parents and social institutions brings in a state of war between id and superego. Ego constructs a mechanism to work a compromise between id and super ego to reduce tension built-up in individuals.

The development of Personality : Freud organized his personality theory around psycho-sexual stage of development. There are four stages of psycho-sexual development: ***Oral , Anal, Phallic and genital***. Bodily pleasure or ***erogenous zone*** keeps moving with age/ developmental stages from mouth to anus to genitals. Individual's experience at each stage leaves its imprint. Over indulgence or deprivation of sex may cause fixation resulting in the arrest of sexual impulses.

14.6.2 Evaluation of Freud's Theory

Freud's psychoanalytic theory created a revolution in the theory and practice of psychology. His approach to human behavior has greatly influenced all social sciences. Many researches have been conducted to test the theory of psycho-analysis. The ***chief advantages of Freud's theory*** are:

- The psychoanalytic approach is a comprehensive theory and it includes all aspects of personality and its complexities.
- It has given a good method for the study of human behaviour.
- The theory recognizes the importance of unconscious motivation in the development of behaviours patterns.
- Freud's emphasis on the role of sex in one's life has brought out the necessity of providing proper sex education to the students.
- Freud's approach to personality is a holistic approach. It does not divide personality into specific traits. It gives more emphasis to the functioning of the individual as a whole.
- Freud's psychoanalysis has contributed significantly to providing education for mental health and also to the method of treatment for those who are mentally ill and disturbed.

But there are psychologists who do not agree on the basic concepts and methodology used by Sigmund Freud. His ***theory has been criticized*** mainly on the following grounds:

- It treats mankind to be selfish, pleasure seeking and animal like rather than social and humane.
- The data of psycho-analysis consisted of the reports of the patients without any verification from other sources. No systematic procedure was followed in data collection and its recording and has never been validated against any criterion.
- It over emphasizes the role of sex in human life.
- It attaches too much importance to the role of the unconscious as a determinant of behaviour.



CHECK YOUR PROGRESS

Q.5. What is psychoanalysis?

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Q.6. Who is the pioneer of psychoanalysis?

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Q.7. Write short notes on :

The id, the ego and the super ego.

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14.7 LET US SUM UP

- In this unit we have discussed the personality theories. Personality theories explain the structure of personality with reference to an approach, e.g., type, trait and psychoanalytic approach.
- The type approach tries to divide personality on the basis of body fluid, structure and nature. Hippocrates classifies personality according to body fluid and Kretschmer talks of biological type based on body structure. Sheldon explains his concept of type as the relationship between a person's physique and behaviour. Spranger divided human beings on the on the basis of interest. Jung's approach was limited to introversion and extroversion.
- Allport identifies cardinal, central and secondary traits. They represent individual's personal disposition. Cattell used factor analysis to identify the surface traits and source traits.
- Freud's psychoanalytic theory gave much importance to instincts. According to Freud, psychic energy comes from the libido-sexual energy. The structure of personality is constituted of id, ego and superego. They channelise the energy to gratify the libido according to their own functioning and norms. We concluded by evaluating the psychoanalytic theory of personality.



14.8 FURTHER READING

1) Chauhan, S. S., "Advanced Educational Psychology". Vikas Publishing House Pvt. Ltd., New Delhi.
2) Sarma, M. (2008) Educational Psychology, Tushar Publishing House, Dibrugarh.



14.9 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1 : Hippocrates has classified the types of personality as- Sanguine, choleric, phlegmatic and Melancholic.

Sheldon has classified the types of personality as Endomorphic, Mesomorphic and Ectomorphic

Ans. to Q. No. 2 : a) Spranger divided human being on the basic of interest- theoretical, economic, Aesthetic, Social, Political, and religious.

b) **Extrovert :** extrovert people are oriented toward external world. They are outgoing social, friendly and free from worries. Politicians, businessman, social workers are type as introverts.

c) **Introvert :** A person who tends to withdraw into himself. Introvert person are shy, they avoid people and prefer remaining alone. Philosophers and scientists are generally considered introverts.

Ans. to Q. No. 3 : The characteristics of personality traits are:

- Traits can be measured,
- they are universal
- they are the mental set of an individual,
- traits manifest themselves in an individual's behaviour, activities and communication

Ans. to Q. No. 4 : According to Allport, the type of traits are divided into three types as Cardinal, Central and secondary traits. According to R.B. Cattell, the traits are divided into the following ways as common, unique, surface and source traits.

Ans. to Q. No. 5 : Psycho-analysis is a method for understanding behaviour and for treating mental illness.

Ans. to Q. No. 6 : Sigmund Freud

Ans. to Q. No. 7 : The **id** operates at animal level. It does not differentiate between good and bad. It has no values, no rules and it does not recognize right or wrong.

The ego functions as an executive to check the unlawful activities of the id. It follows the principle of reality and acts with intelligence to control the demands of id and forces of the external world.

The superego is the ethical or moral arm of the personality. It is idealistic and does not care for realities. It is the decision making entity.



14.10 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q. 1. Explain Hippocrates' classification of personality.

Q. 2. Explain Spranger's classification of personality.

Q. 3. Define Traits. What are the characteristics of Traits?

Q. 4. What do you mean by id, ego and super-ego? Explain

B) Long Questions ((Answer each question in about 300 words)

Q. 1. What do you mean by Typology? Describe Jung's Typology with its weaknesses.

Q. 2. Explain Allport's classification and Cattel's classification of Traits.

Q. 3. What do you mean by psychoanalytic theory of personality? Evaluate psychoanalytic theory.

UNIT 15 : MENTAL HEALTH AND HYGIENE AND ADJUSTMENT MECHANISM

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Meaning of Mental Health

- 15.3.1 Characteristics of Mental Health
- 15.3.2 Factors Affecting Mental Health

15.4 Concept of Mental Hygiene

- 15.4.1 Objectives of Mental Hygiene
- 15.4.2 Functions of Mental Hygiene
- 15.4.3 Principles of Mental Hygiene
- 15.4.4 Limitations of Mental Hygiene

15.5 Adjustment Mechanism

15.6 Causes of Maladjustment

15.7 Let Us Sum Up

15.8 Further Reading

15.9 Answers to Check Your Progress

15.10 Model Questions

15.1 LEARNING OBJECTIVES

After going through this unit you will be able to –

- explain the meaning and concept of mental health and hygiene
- identify the factors affecting mental health
- explain the concept of mental hygiene and its characteristics
- identify the functions, principles and limitations of mental hygiene
- discuss the concept of adjustment mechanism and the causes of maladjustment.

15.2 INTRODUCTION

After having fair ideas on educational psychology, psychology of growth and development, various stages of development, memory and forgetting, learning and personality in the previous units, now we are going to discuss one of the important aspects of psychology that is mental health and hygiene. Mental health and hygiene is the two sides of a coin. Hygiene is the pre-requisite condition for maintaining good and sound health. Besides these, this unit also deals with the various mechanisms of adjustment. In fact, adjustments mechanisms are the instrument for maintaining the balanced personality as well as the instrument to rescue from the various ***mal-adjusted*** behaviours and problems.



Mal-Adjusted : having mental and emotional problems that lead to unacceptable behaviour.

15.3 MEANING OF MENTAL HEALTH

Let us see why Sheetal is too much afraid of cockroaches. Akhil has a severe headache two or three times a week, but the doctor says nothing is wrong with him. Then why is this happening? If we ask somebody that, do you like yourself? Different individual may answer it differently. Some body may answere it positively. But some may say “I don’t know” or “there are time I hate myself”. From the above we may say that some people are well adjusted but some may have some problem in adjustment.

Generally a person who likes himself may be regarded as mentally healthy. Conversely strong dislikes of one’s self is a typical symptom of maladjustment. A mentally healthy individual feels that he is an accepted member of a social group and they in turn liked by him. But the maladjusted person may react in totally different way.

The concept of mental health is as old as human beings. Our ancient scriptures are full of references to mental diseases. But this concept is comparatively new even in the West. Burmham who emphasizes the importance of integration or wholeness of personality said **“a mentally healthy person is one who has a balanced personality, free from schism and inconsistencies, emotional and nervous tension, discords and**

conflicts. a well adjusted person can deal with his potentialities as well as he can accept his limitations."

15.3.1 Characteristics of Mental Health

Different authors emphasize different characteristics of a mentally healthy person. These can be studied under following heads.

A) Indian Views

B) Western Views

Indian View : Indian concept of mental health is available in the Atharva Veda which provides detailed information on mental disorder and their treatment. According to Atharva Veda mental personality consists of three gunas or characteristics: Satya, Rajas and Tamas. The in balance of these gunas causes mental disorder. These gunas are in the mind since birth, but they keep certain equilibrium in a normal person. So normal mental health means living in Rajas and Tamas to a certain degree.

The **Charaka Samhita** and **Sushruta Samhita** have also given the concept of mental health, but they do not differ significantly from the Atharva Veda's concept of mental health. These concepts of mental health are used in Ayurveda.

Western Concept : Though the concept of mental health is comparatively new yet different authors have given different views regarding sound mental health. Harry Stack Sullivan says that a mentally healthy individual would place a major value on efficient social functioning.

Freudians lay emphasis on an awareness of one's unconsciousness motivations and subsequent self control, based on the awareness.

Jahoda (1963), proposes six criteria of the mentally healthy individual. These are-



Empathy : the ability to understand another person's feelings, experiences etc.

- The ability to love adequacy in interpersonal relationship, efficiency in meeting situation requirements; efficiency in problem solving.
- Undistorted perception of reality including ***empathy*** and social sensitivity.
- Possessing a balance of psychic forces in the individual and a unifying outlook on life and resistance to stress.
- Can make decision his or her own.
- Growth, self development and self actualization including conception of self etc.
- Attitude towards self concept and sense of identity.

From the above discussion we can easily distinguish between the mentally healthy and unhealthy person in the following ways–

	Mentally Healthy		**Mentally Unhealthy**
1.	Aware about their self and have some respect for others	1.	Not aware about their own self and have no respect for others
2.	Understand one's own limitation and also can tolerate others limitation.	2.	Can't understand one's own limitation and can't tolerate others limitation
3.	They can understand that all behaviour is causal.	3.	They can't understand the cause of behaviour.
4.	They can understand the basic needs that motivate behaviour.	4.	They can't understand the basic needs which motivate behaviour.

Mental health is, thus, a condition of psychological maturity. It is a condition of personal and social functioning with a maximum of effectiveness and satisfaction. A mentally healthy person is responsible, self reliant and has a true sense of individuality. He has a realistic life goal as well as philosophy of life and values. He can differentiate between the right and the wrong.

According to Jacky Roy, a mentally healthy person possesses a good physical health. He can keep a good social relation too. He has insight into his action.

On the basis of the above discussion we can make the following observations.

- Concept of mental health is subjective
- Mental health is depending on sound physical health.
- Measurement of mental health is difficult as we don't have any standard.
- Mental health depends on many factors.
- Criteria of mental health may be different from country to country.
- Mental health is synonymous to balance personality.
- Mental health is a dynamic concept
- Mental health is also related with stress and strain of life.

15.3.2 Factors Affecting Mental Health

Let us see what are the factors which affect mental health.

Mental health plays a crucial role in the development of the personality but there are many factors which help in developing positive or negative development of mental health. Mental ill health is caused by different factors which have been described by different authors in different ways. Here we are presenting some of the models which explain the causes of mental ill health. These are –

- Socio Cultural Model
- Medical Model
- Psycho Analytical Model
- Behaviouristic Model
- Interpersonal Model

Socio Cultural Model emphasizes the role of social condition, such as poverty discrimination, casteism, violence etc. as the basic causes of poor mental health.

Medical Model emphasizes the role of various organic conditions that affect our brain functioning.

Psycho Analytical model emphasizes the stress situations that involve a threat to the individual's psyche. It gives importance to early childhood experiences as a major factor for mental ill health.

Behaviouristic model gives importance to faulty learning such as the failure to learn necessary adaptive behaviour.

The ***interpersonal model*** emphasizes the unsatisfactory interpersonal relationship among human beings.

Besides these models, different authors have given some more causes to understand the factors responsible for ill mental health. These are:

- Primary
- Predisposing
- Precipitating
- Reinforcing

The ***primary*** cause is the condition without which the mental ill health would have not occurred.

A ***predisposing*** cause is a condition that comes before and paves the way for later maladjustment For example: if a child is very much rejected in his early childhood, he may develop some mental disorder.

A ***precipitating*** cause is a condition that proves too much to bear for the individual and triggers maladaptive behaviour. For example, the sudden death of one's father may cause mental disorder for that reason.

A ***reinforcing*** cause is a condition that tends to maintain the maladaptive behaviour already present such as playing a 'sick role' and relieved from unwanted responsibility say for family.

Let us now mention the factors responsible for mental ill-health. They can be listed as shown below:

A. Hereditary

- Genetic defects
- Chromosomal defects.
- Faulty genes

- Constitutional liabilities- physique, physical handicap etc.
- Physical deprivation- Malnutrition, sleep disturbances emotional disruption, Brain pathology.

B. Psychological

- Mental deprivation
- Institutionalization
- Deprivation in Home
- Defective family pattern structure etc.
- Early psychic Trauma
- Severe stress.

C. Socio Cultural Factors

D. War and Violence

E. Group Prejudices

F. Economic and Employment Problems

G. Modernization and Globalization

15.4 CONCEPT OF MENTAL HYGIENE

Mental hygiene is a Science which deals with the process of attaining mental health and preserving mental health in the society. The term mental health is closely related with the term mental hygiene as the main objective of mental hygiene is to attain mental health. In other words, mental hygiene is a means of mental health. That is why we can say that mental hygiene is the means and mental health is the end.

Definition : There are many definitions of the term mental hygiene. Some of the definitions are mentioned below:

According to Klien, "Mental hygine is an endeavour to aid people to ward off trouble as well as to furnish ways of handling trouble in intelligent fashion when it cannot be warded off." To him, these troubles may be :

- **Illness**
- **Finances**
- **Social Position**
- **Religion**
- **Sex**
- **Economic Security**
- **Old age**
- **Inadequate shelter etc.**

According to **Rivelin,** mental hygiene –

- Means the application of a body of hygiene information and technique.
- It is taken from the sciences of Psychology, Child psychology, Education, Sociology, Psychiatry, Medicine and Biology.
- It cares for the purpose of the preservation and improvement of mental health of the individual and community.
- It is meant for prevention and cure of minor and major mental diseases and defects of mental, educational and social maladjustment.

The History of mental hygiene is old as our civilization. In India, Ayurveda successfully developed a full fledged system for treating the mentally ill people long back. But in the West the mental hygiene movement started in the first decade of the 20th century. Clifford Beers, a graduate of Yale University can be regarded as the father of mental hygiene. He being frustrated with his life once attempted to commit suicide in the year 1908. But luckily he was saved and treated for his mental illness. After recovery he wrote a book entitled “A Mind That Found Itself”-where he described about his illness and the type of treatment he had received. This book created a revolution among the general public for the necessity of mental hygiene. Gradually many Institute of Mental Hygiene were established in India as well as in many other parts of the World to train personnel in the field of mental hygiene.

15.4.1 Objectives of Mental Hygiene

Mental Hygiene is a science. The main objective of mental hygiene is to build up one’s ego rather than tearing down another’s ego. It tries to develop the power of tolerance and praise and discourages the habit of blaming others. Hence, we can say that the approach of mental hygiene is positive rather than negative.

The main objectives of the mental hygiene can be summarized as shown below-

- **To help to realizes one's potentiality :** Every individual possess certain potentialities. Mental hygiene tries to help each individual to develop his/her potentialities.
- **To develop self-respect and respect for others :** Loss of self-respect is one of the factors for the great majorities of emotional disorders. A person who likes himself can like others and one who dislikes himself cannot like anybody. Hence, the main aim of mental hygiene is to help one to respect oneself.
- **To understand one's limitations and tolerate the limitations of others :** Mental hygiene helps one to understand his own limitations as well as to tolerate others' limitations.
- **To cause harmonious development :** Mental hygiene aims at the harmonious development of the physical mental and spiritual capacities of the individual so that he can adjust himself in the environment.
- **To create happiness :** Another objective of mental hygiene is to develop a positive attitude towards life so as to create a sense of happiness in a person who can live happily in this world.
- **To enable one to make effective adjustment :** Mental hygiene also prepares an individual for effective adjustment in all sphere of life and all situations such as in school, home, society work and also with self.
- **To enable one to know his or her self :** Many of us do not know our own self. We are not at all aware about our potentialities, weaknesses, limitations etc. for which many individuals suffer from different types of confusion. Mental Hygiene helps an individual to know himself.

15.4.2 Functions of Mental Hygiene

Mental hygiene has four important functions. These are:

- **Prevention or preventive :** The most important function of mental hygiene is to prevent mental health problems by developing some programmes.
- **Creative :** Another function of mental illness is to develop programme like counseling, psychotherapy to treat an individual or a group or to treat a mental patient.
- **Preservative :** Not all people are mentally ill; rather of them possess sound mental health. So the third function is to develop programme through education for preserving mental health.
- **Training :** Another function of mental hygiene is to train a set of personnel who can help the people with psychological problem by trying to understand their problems and then helping them to meet their needs.

15.4.3 Principles of Mental Hygiene

To formulate general principles of mental hygiene is a really difficult task as there is a wide range of differences among the individuals. Some of the reasons for this are:

- Human beings have multiple needs which grow in the course of development. These needs are contradictory in nature.
- There is no single, also absolute standard to judge human behaviour or action.

However, in spite of these difficulties, we can formulate some general principles. These are

- **Adjustment in home :** Every child should develop such type of behavior at home so that he can adjust himself in any type of situation. Parents should take utmost care because the behavior patterns that develop in early childhood leave permanent impression on the child. Parents should try to

develop the desirable traits in their children and develop competence, security, adequacy, self esteem and discipline by catering to their basic needs.

- **Adjustment in school :** After home, school plays an important role in the development of personality. The school through its various activities can go a long way in creating an environment for the children to preserve and develop their mental health.
- **Adjustment to Society :** Man is a social animal and he has to adjust himself with the society. Without proper social interaction, harmonious development of personality cannot occur. Hence, parent's, teacher and society must provide socially acceptable channels for the release of pent up emotional feeling so that the children and adolescents develop healthy personality.
- **Adjustment to work :** According to Freud, one is mentally healthy, if one can work successfully. School through its programme, should develop the proper mental state towards work in child.

15.4.4 Limitations of Mental Hygiene

Though mental hygiene is an important aspect in our educational system, yet there are many limitations in implementing the principles of mental hygiene. Some of these are:

- Majority of our parents are not aware about mental hygiene. Hence they do not give importance how to keep their children's mental health preserved and un- impaired.
- Teachers in our school system are so overloaded with work that they cannot devote time to organize different types of programmes which help the students in helping their mental health intact.
- There is also a dearth of trained personnel to deal with the mental health problems of our population.



ACTIVITY 15.1

What is the relationship between mental health and hygiene?

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What are the characteristics of mentally healthy person?

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CHECK YOUR PROGRESS

Q.1. What is the name of the book, written by Clifford Beers, Which revolutionized the concept of mental ill health?

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Q.2. What are the two major problems for formulation of general principles of mental hygiene?

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15.5 ADJUSTMENT MECHANISM

Every individual has different types of needs and goals which he always attempts to attain. But due to some external or internal factors it is not possible for him to achieve these goals all the time. In such cases some times people may suffer from frustration. In such a situation an individual may react in different ways. He may attack physically the source of frustration to reduce his mental tension or he may destroy the object of frustration. He may use different mechanisms to beat his frustration and adjust himself to

protect his ego. Thus adjustment mechanism is a device used to achieve an indirect satisfaction of a need in order to reduce his or her own tension. This mechanism is used by different individuals in their own ways. The types and frequency of the mechanism differ from individual to individual in his own ways. The types and frequency of the mechanism differ from individual to individual. As for example, suppose a student wanted to become a doctor, but he could not manage a seat for the course. In that case he may become frustrated as he could not be able to meet his need. In such case he may behave in the different ways. Either he may opt for a para-medical course or may give up his studies or he may even opt for Arts course.

Generally, the normal people adopt a healthy mechanism, to protect his ego, which is more or less socially accepted.



LET US KNOW

There is no agreement among psychologists, Psychiatrists or mental hygienists concerning a classification of the various mechanism of adjustment.

Though there is no general agreement regarding the adjustment mechanism yet some common mechanisms are as follows:

- **Compensation**
- **Identification**
- **Rationalization**
- **Negativism**
- **Day dreaming**
- **Regression**
- **Repression**
- **Projection**

- **Compensation :** Compensation is a tendency of human being to make up the deficiency of one area or trait of development in another area. When a person fails in one area, he tries to compensate for his failure by trying to succeed in another area. The most potent example is Napoleon's drive for power. Probably his short figure and feminine build created in him a sense of inferiority which in turn made him a power monger. Compensatory behaviour is always based on the feeling of inadequacy. Compensation may be of the following types-
  - **Direct Compensation :** It is a process when an individual removes his specific weakness and frustration in the same field by unusual effort. For example, a boy who is poor in Mahts may compensate directly when he tries to become strong in Maths by doing hard labour.
  - **Over compensation :** It is process when an individual moulds his outstanding weakness into an outstanding strength. Example- In spite of having early speech defect ***Demosthenes*** became a great orator by utilizing the mechanism of compensation.
  - **Indirect Compensation :** Many parents directed their children into vocations that they themselves aspired for but failed to get. A weak student who is poor in academic achievement may compensate in game.
- **Identification :** It is a process by which an individual establishes a strong emotional tie
  - With another person
  - A group of persons
  - Or an institutions



Demosthenes : (384-322 B.C.) was a prominent Greek statesman and orator of ancient Athens. His orations constitute a significant expression of contemporary Athenian intellectual prowess and provide an insight into the politics and culture of ancient Greece during the 4th century BC.



LET US KNOW

- Identification is used universally
- It is most satisfactory mechanism.

Through such ties, he achieves his satisfaction. He draws his strength from the strength of others.As an example, we may mention how Infants identify themselves with their father or mother.

Adolescents identify themselves with some political leaders, youth leaders or actors or actress and attempt to acquire their characteristics. The Members of the family of a famous person usually identify themselves closely with him and so increase the feeling of their own importance.

Identification is not desirable as it makes an individual lose his own identity and individuality. If this mechanism is used excessively, it is apt to affect the mental health of an individual.

Rationalization : It is a mechanism by which an individual devises socially acceptable reasons for some socially unacceptable act or opinion, belief, faith etc. It is very difficult to have a wholly rational man. We generally colour our reasoning by emotional factors which impel us to rationalize in order that our actual behaviour will appear in a better light in our eyes and in the eyes of others.

There are generally two types of rationalization. These are:

a) Sour grapes : When an individual fails to attain his goals after repeated efforts, he may say that he did not want it any way. He adjusts to the frustration by denying the existence of any desire in him to attain the original goals. See the following examples:

- A fox which could not reach the grapes and out of sheer frustration declares that grapes are sour.
- A boy when he fails to qualify himself in the school football team rationalizes his failure by saying that he does not want to play.

b) Sweet lemon : When an individual is not satisfied with his achievement or the situation he is in, then he uses this form of rationalization. The individual who uses this method tries to convince himself that what he has is exactly what he wants. The following examples make it clear.

- A teacher before joining the teaching profession tried his best to get a better job than teaching but when he fails, he accepts

teaching as a very good profession and thus rationalizes himself.



LET US KNOW

- Rationalization the most popular mechanism
- The aim of rationalization is to lessen frustration by giving sound and worthy reasons for an action which is frustrating.

Negativism : A negative person is one who strongly resists suggestions from others. It is a common childhood mechanism in which an individual deliberately refuses to recognize the real situation pleasant or unpleasant. Every child passes through the stage of saying 'No' to any request even though later he may carry out the assignment. If this refusal continues and if it is accompanied by tempertentrums, there is a danger that a permanent negative mechanism is in the process of development.

Daydreaming : This mechanism is used mostly by all people. An individual may turn to day dreaming in order to satisfy a need which he is unable to satisfy. For example, an adolescent boy desires popularity but is not liked by his peer group. In that case he may imagine himself in his daydream as the centre of the group whom every body admires.

Day dream may be of two types.

a) **Conquering hero type :** In this type of daydream, the individual sees himself as confident and successful in all fields. For example, a person may see himself as a great musician who can make the audience spell bound.

b) **Suffering hero type :** In this type of daydream an individual develops sympathy for himself only. For example, a child who feels that he is being ill-treated at home may imagine himself as seriously ill.

Regression : It is a form of adjustment which involves a retreat from the complexities of the present to an earlier and simpler form of behavior. As example: an individual when frustrated can cry like a child and can have tempertantrums. The desire to regress is common to everyone, one example of which is selective forgetting.

Repression : In this mechanism an individual tries to repress the thoughts, experiences etc which are painful. Repression is an undesirable mental mechanism of adjustment because it is more tension producing than the tension reducing.

Projection : In this method an individual tries to defend himself against his repressed guilt feelings by projecting them into other things and people. Extreme use of projection is frequently observed in neurotic and psychotic personalities.

15.6 CAUSES OF MALADJUSTMENT

Maladjustment is a complex problem of human behaviour. It is very difficult to find out the appropriate cause. Home, School and Society play an important role in causing maladjustment among the students. Freud, Adler Jung etc. described different factors for maladjustment. Some of those factors are given below:

Causes of Maladjustment : There are many causes of maladjustment. These can be categorized as-

a) Personal
b) Social
c) School factors

a) Personal :

- Physique – If a child is very weak, ugly and possesses sensory handicap he may suffer from different types of handicap which may cause maladjustment.
- Poverty – Poverty is also an important factor which develops maladjustment among children. The main cause behind it is that in a poor home, the parents cannot fulfill the legitimate

needs of heir children. Frustration owing to the non-fulfillment of the needs actually lead to maladjustment behavior.

- Personal inadequacy- A nervous sense of inadequacy is a cause for mal-adjustment. Suppose a student is not so brilliant, but his parents are very ambitious and set high goals for them. This may lead him to frustration and as a result he may develop problems of maladjustment.
- Parental attitude- If a child is rejected by their parents from an early childhood the child may develop the feeling of insecurity, helplessness and loneliness. Rejection and lack of affection may lead to maladjustment behavior.
- Emotional shock- Children who experience emotional shocks, such as death, accident, riots, flood etc may manifest signs of maadjustment in their behavior.
- Prolonged sickness and injury- Prolonged sickness may cause maladjustment among children.
- Broken home – The children who come from broken homes (broken by death of parents, divorce and separation, physical or mental handicap) etc. may lead to maladjustment among children.

b) Social factors :

- Religious Belief: In this era of modernization, adolescents often get confused about the traditional religious beliefs for which they do not find any rational basis and as a result suffer from a lack of positive attitude and get frustrated.
- Mobility of Parents: Children whose parents move from one place to another very frequently face different types of problems. This may lead to maladjustment on the part of the children who suffer from a feeling of insecurity.
- Employment insecurity: Uncertain about proper employment opportunities after getting higher degrees is another important factor for causing maladjustment among the students.

c) School : School conditions also play a vital role in the lack of adjustment of children. Some of the factors in the connection are:

- Inadequate curriculum: Our present curriculum is not meeting the psychological, social as well as the physical needs of our children at different stages. These rather create frustration in our children as a result of which the children find themselves maladjusted in their real life situations.
- Lack of proper recreational facilities: Children who are not getting scope for extra curricular activities like play, library, debates discussion etc may suffer from maladjustment problem.
- Improper classroom climate: If there is no good relationship between students and teacher, as well as among the peers, the students may suffer from emotional problems, which in turn lead to maladjustment.
- Inadequate training of teacher's for balancing the mental health and hygiene: The teacher's are not properly trained in Educational Psychology and mental hygiene; they face tremendous problems in handling the children. They cannot properly deal with the problems of their students. This result in the problems of maladjustment for the students.

Interpersonal relationship among the staffs : If there is cooperation and mutual understanding among the administrator, teachers and other staff in an educational institution one finds a very conducive environment which helps to develop good mental health. But this is lacking in most of the schools. Our educational institutions are be set with various problems of caste, creed, religion and regional feelings. It is not unusual for the students to suffer from serious problems of mental health under such circumstances. There is favoritism, partial treatment on the basis of caste, creed religion, and region etc. which affects mental health of the student's body.



ACTIVITY15.2

Whom would you call a maladjusted person?

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Mention some important adjustment mechanism.

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CHECK YOUR PROGRESS

Q.3. Differentiate between 'sweet lemon' and 'sour grapes' conflicts.

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Q.4. Repression means .....

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Q.5. Social causes of maladjustment are .....

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15.7 LET US SUM UP

- Mental health and mental hygiene are related to each other. Mental hygiene is the means and mental health is the end.

- Mental health to a great extent depends on sound physical health.
- Criteria of mental health differ from society to society
- Consistency in behaviour is one of the important characteristic of sound mental health.
- The fulfillment of four basic needs like physical security, emotional security achievement and status is essential for having good mental health.
- "Know thyself" is sound mental hygiene.
- Emotional maladjustment is a very important factor for mental ill health.
- An experience which develops one's feeling of worth and self-esteem is very helpful in preventing maladjustments.
- Adjustment can be viewed from two aspects, i.e. adjustment as achievement and adjustment as a process.
- Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances and adjustment as process means how a child gradually interacts with his environment and adjusts himself accordingly with different situations. According to different psychologists the criteria of good adjustment are physical health, psychological comfort, work efficiency and social acceptance.
- Some of the common adjustment mechanisms are: Compensation, Identification, Rationalization, Negativism, Day dreaming, Regression, Repression and Projection.
- Personal factor, Social factor and School factor are the three basic causes for mal-adjustment.



15.8 FURTHER READING

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15.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q. No. 1 : "A Mind that Found Itself

Ans to Q. No. 2 : a) Multiplicity of Needs

b) Lack of absolute standard

Ans to Q. No. 3 : '***Sour grapes'*** means when an individual fails to attain his goals after repeated efforts, he may say that he did not want it any way. He adjusts to the frustration by denying the existence of any desire in him to attain the original goals; on the other hand, **'*Sweet lemon'*** means when an individual is not satisfied with his achievement or the situation he is in, then he uses this form of rationalization. The individual who uses this method tries to convince himself that what he has is exactly what he wants.

Ans. to Q. No. 4 : Repression is an undesirable mental mechanism of adjustment because it is more tension producing than the tension reducing.

Ans. to Q. No. 5 : Social causes of maladjustment are: religious beliefs, mobility of the parents and employment of the insecurity.



15.10 MODEL QUESTIONS

A) Very Short Question (Answer each question in about 50 words)

Q.1. State the Indian concept of mental health.

Q.2. Mention the models which can explain the causes of mental ill-health.

Q.3. What is mental hygiene?

B) Short Question (Answer each question in about 150 words)

Q.1. Enlist the characteristics of mental health. Distinguish between the mentally health and unhealthy person.

Q.2. Identify some of the basic factors that affecting mental health.

C) Long Question (Answer each question in about 300-500 words)

Q.1. Explain the principles of mental hygiene. What are the limitations of mental hygiene?

Q.2. Discuss the main objectives of mental hygiene.

Q.3. Explain some of the adjustment mechanism and causes of maladjustment.



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