



Farook Training College Innovative Academia (FTCIA)
Online Collaborative Learning Project (OCLP)

Pre-Edited Version of Study Materials.

(Chance for minor errors)



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Online Collaborative Learning Project (OCLP)

Project Team:

Project Head: Dr. T. Mohamed Saleem. Principal

Project Director: Dr. K. Vijayakumari. Associate Professor

Associate Directors:

1. Dr. G. Manoj Praveen. Associate Professor.

2. Dr. Niranjana. KP. Assistant Professor

Student Directors:

Afrah B.Ed Natural Science

Anuraj B.Ed Social Science

Ranisha B.Ed Malayalam

Ayisha Jubna B.Ed Mathematics

Anjana B.Ed Physical Science

Rahma B.Ed English

The entire materials are prepared by the B.Ed students (2020-22) of Farook Training College, Calicut, Kerala.

It is expected that this will be a support for those who need simplified, concise but comprehensive study materials for their examination preparation. It is a smart footstep to self learning and peer learning.

A note of appreciation to all student teachers who are the workforce behind this great endeavor.

Team OCLP

FTC

**EDU 02-
DEVELOPMENT OF
THE LEARNER**

Unit:1

**BASIC CONCEPTS
ABOUT DEVELOPMENT**

Group Members

1. Maneesha C. Thomas
2. Nufaila P
3. Thahseena V.V

GROWTH AND DEVELOPMENT

- An understanding of the nature and principles of human growth and development is very essential for the realization of the aims and objectives of education.
- To stimulate and direct physical, social, emotional and intellectual growth and development of the students

Meaning of Growth

- Means increase in size, height and weight of the child
- Growth of heart, brain, muscles and body in general.
- Can be easily observed and measured
- Quantitative changes

- Growth refers to physical increase in some quantity over time. It includes changes in terms of height, weight, body proportions and general physical appearance.
- In Encyclopedia Britannica, growth is defined as “an increase in size or the amount of an entity”.
- It means growth involves all those structural and physiological changes that take place within individual during the process of maturation. For example, growth of a child means the increase in weight, height and different organs of the child’s body.

Definitions of Growth

- *“Change in size, in proportion, disappearance of old features and acquisition of new ones”*. - **Elizebath Hurlock**.
- *"Growth refers to structural and physiological changes . Thus, growth refers to an increase in physical size of whole or any of its part and can be measured."* - **Crow and Crow**.

Development- Concept and Definitions

- Development refers to the qualitative changes in the organism as whole.
- Development is a continuous process through which physical, emotional and intellectual changes occur.
- It is a more wider and comprehensive term than growth.
- It is also possible without growth.
- Refers to change in structure, form or shape and improvement in functioning.
- Can be defined as a progressive series of changes in an orderly coherent pattern.
- Progressive changes are directional leading forward rather than backward
- Changes include change in size, proportions, disappearance of old features and acquisitions of new features at physical, social, emotional and intellectual aspects.

Definitions of Development

- *“The series of changes which an organism undergoes in passing from an embryonic stage to maturity. - Webster’s dictionary*
- *Development is continuous and gradual process -Skinner.*
- *"Development is concerned with growth as well as those changes in behavior which results from environmental situation.” -Crow and Crow (1965)*

Comparison of Growth and Development

- Growth refers to physiological changes.
- Development refers to overall changes in the individual. It involves changes in an orderly and coherent type towards the goal of maturity.
- Changes in the quantitative respect is termed as growth
- Development changes in the quality along with quantitative aspect
- Growth does not continue throughout life.
- Development continues throughout life.
- Growth stops after maturation.
- Development is progressive.
- Growth occurs due to the multiplication of cells.
- Development occurs due to both maturation and interaction with the environment.
- Growth is cellular.

- Development is organizational.
- Growth is one of the part of the developmental process.
- Development is a wider and comprehensive term
- Growth may be referred to describe the changes in particular aspects of the body and behavior of the organism.
- Development describes the changes in the organism as a whole
- The changes produced by growth are subjects of measurements. They may be quantified and observable in nature.
- Development brings qualitative changes which are difficult to measure directly. They are assessed through keen observation of behavior in different situations.
- Growth may or may not bring development.
- Development is possible without growth.

Factors Influencing Development

Biological

- ❑ **Intelligence** : intelligent child acquires new behaviour quickly and attains maturation early
- ❑ **Sex** : at birth boys are slightly larger but girls grow rapidly
- ❑ **Glands** : deficiency in the activity of thyroid glands during the early years stunts the growth both physical and mental
Thymus glands influence the growth of the chest as well as mental development
- ❑ **Race** : Influence on height, weight, colour, feature and body constitution

Environmental

- ❑ **Air and sunlight** : The body size of an individual as well as his health conditions are favorably influenced by fresh air and sunlight.
- ❑ **Nutrition** : Malnutrition has adverse effect on one's structural and functional development. Balanced diet is very essential for the proper development of the child.
- ❑ **Disease and injuries** : Body injuries and other types of long term diseases have adverse effect on the development of children.
- ❑ **Social and cultural factors** : The style of behaviour of a child is greatly influenced by the social and cultural environment in which it lives.
- ❑ **Family status** : A poor family may face difficulties to provide balanced diet to their children. This will affect their physical development adversely.
- ❑ **Position in the family** : The last child is often too much babied and hence he is likely to be slow, especially in emotional development. The second and third children develop more quickly than the first as the younger children have sometime to imitate.

Principles of Development

- Development is a product of interaction- it is the product of interaction of the organisms with environment. It is the resultant of internal physiological changes and the psychological process.
- Development is a continuous process- womb to tomb and never ceases. Cannot accurately demarcate infancy from childhood or childhood from adolescence. But the shift from one stage to next is not always smooth and gradual.
- Rate of growth and development is not uniform- rapid in early years but slow down in later years of childhood, again at puberty sudden rise.

- Development follows an orderly sequence- individual show high degree of similarity in the order in which various development appear. Almost all children learn to stand before walk begin to babbling before speaking.
- Development is an individualized process- grows at his own unique pace. Has his own rate of development.
- Development proceeds from general to specific responses- newborn infants cries, the whole body is involved with growth the crying is limited to the vocal cords, eyes etc

STAGES OF DEVELOPMENT

Different Stages of Development:

1. Pre natal period - from conception to 280 days/birth
2. Infancy - birth to 3 years
3. Early childhood - 3-6 years
4. Later childhood - 6-12 years
5. Adolescence - 12-19 years
6. Adulthood - 19-60 years
7. Old Age - beyond 60 years

1. PRE NATAL PERIOD

- It extends from conception to birth, normally 280 days.
- The development during this period is very rapid, orderly & predictable.
- Psychologists divided Pre natal period into 3 stages:
 - a) Germinal Period** - from conception to the end of 2nd week.
 - b) Embryonic Period** - from the end of 2nd week to the end of 2nd month.
 - c) Foetal Period** - from the end of 2nd month until birth.
- Child's growth during pregnancy is characterized by 2 types of development - Structural & Functional
- During this period the developing organism is dependent upon the mother for digestion, excretion, respiration, maintenance of body temperature.
- Factors like mother's health, food, emotional experiences, certain desires etc. influences the baby.

2. INFANCY

- From birth to 3 years.
- The 1st 2 weeks is known as period of *neonate* or the new-born.
- The period from 3rd week to the end of 3 years is known as *babyhood*.
- **Physical & Motor Development** – Boys grow faster than girls. They increase 25cm in 1st year & 12.5cm during 2nd year.
- **Emotional Development** – Emotions like anger, disgust, fear, affection etc. are developed.
- **Intellectual Development** – Child is able to perform all functions like seeing, hearing, tasting, smelling, touching etc.
- **Social & Moral Development** – Mother is the 1st and best friend and socializer. Father and siblings are the next in position.
- **Language Development** – Starts from birth cry. Ten month old child is able to use 1 word. By the end of 1 year uses 3 or 4 words.

3. EARLY CHILDHOOD (Pre-School Stage)

- Between age 3 -6.
- Referred also as Toy age, Problem age, Pre-gang age.
- **Physical & Motor Development** - Acquire motor skills like crawling, jumping, walking, running, climbing, kicking, catching, throwing etc.
- **Emotional Development** – Emotional behavior is further differentiated into shame, anxiety, envy, hope, disappointment and affection for parents and other members of the family.
- **Intellectual Development** – Child learns reading and writing through play activities.
- **Social Development** – Family is the primary social milieu. 2nd comes the neighbourhood. Behavior like co-operation, sympathy, social approval, bullying, teasing, quarrelling etc. are developed.
- **Language Development** – Rapid increase in vocabulary. Words are combined into phrases & sentences, simple thoughts are communicated with ease.

4. LATER CHILDHOOD (Primary School Stage)

- From 6-12 years.
- Also referred as gang age, age of conformity, latency period etc.
- **Physical & Motor Development** – 1st teeth are replaced by permanent ones. Bones become harder. Height & weight increases.
- **Emotional Development** – Learns to control emotional expression in social situations.
- **Intellectual Development** – Develops powers of observation, attention, reasoning, abstract thinking. Learns the 3 R's – reading, writing, arithmetic.
- **Social Development** – Further increase in social traits like co-operation & team spirit. Become increasingly independent of parents.

5. ADOLESCENCE (Secondary School Stage)

- From 12-19 years.
- Known as **period of transition** because during this period an individual is neither a child nor an adult.
- **Physical & Motor Development**

In boys, voice deepens and become harsher. Hairs appear on upper limbs and face. Genital organs increases in size.

In girls, voice becomes shrill and sweet during adolescence. Growth of breasts and widening of pelvis takes place. Girls begin to menstruate.

Hair in armpits and around genital organs appear in both boys and girls. The whole body of adolescent acquires revolutionary changes and both boys and girls attain all the sex characteristics during this period.

- **Emotional Development –**

During adolescence, the emotional development reaches its final form. It is a period of emotional instability and intensity. Emotions fluctuate very frequently and quickly. Self consciousness, self respect and personal pride will be too strong in adolescents.

- **Intellectual Development –**

During adolescence, the intellectual development reaches its climax. Intellectual powers like critical thinking, logical thinking and abstract reasoning develop. They develop fine imagination. The areas of interest widens.

- **Social & Moral Development –**

The most characteristic social development during adolescence is the increased influence of peer group. Adolescents develop a good amount of social sense. They want to mould their behavior according to the norms of the society. During adolescence the individual becomes very conscious about sex.

6. ADULTHOOD

- From 19 – 60 years
- Longest of all stages.
- An average adult will be normally self reliant and will decide and act independently.
- Develops attitude & character traits which as expected for adults of social status.

ASPECTS OF DEVELOPMENT

The following are the major aspects which contribute to the total development of a child.

1. Physical and Motor Development
2. Cognitive Development
3. Emotional Development
4. Social Development
5. Moral Development
6. Language Development

Part A (Each question carries 2 marks)

1. Who is an *adolescent*?
2. Name any 4 *principles of development*?
3. Differentiate between *growth and development*?
4. What are the different *stages of development*?
5. What are the major aspects that contribute to the development of an individual?

Part B (Each question carries 4 marks)

1. Elucidate any four *principles of development*? Why teacher should focus principles of development?

Unit 2

DIMENSIONS OF DEVELOPMENT ACROSS DIFFERENT STAGES

Group members

1. Akhil Balaraj
2. Anjana M
3. Divya Reji Philip

PHYSICAL DEVELOPMENT

- External physical developments is characterised by increase in height, weight, change in body proportion etc..
- Internal developments takesplace in respiratory system, blood circulation, nerve system, digestive system, reproductive system etc..
- Adolescence physical development is noticed by changes in body proportions

Changes in boys :

- Male sexual characteristics ,broader shoulders , broader trunk and Growth of muscles
- Growth of hair in armpits and pubic area and appearance of facial hair
- Larges stomach and Heart grows rapidly and mature sex organs

Changes in Girls :

- Female sexual characteristics, broader hips, fast growth especially in breast, hips
- Growth of hair in armpits, pubic area ,etc.
- Large stomach and Heart grows rapidly
- Mature sex organs

MOTOR DEVELOPMENT

- Motor development can be said to indicate the increase of strength and co-ordination of the muscular mechanism as a whole

Characteristic features

- Strength
- Speed
- Accuracy
- Coordination in muscular movement

Motor development at various stages

- Childhood marked by a fairly uniform rate of improvement in the speed of voluntary movements
- Development of skills in motor performance ,exhibits a progressive trend throughout childhood
- Motor behaviour involved in complex skills get perfection at a rapid rate during adolescence
- Maturation and practice are the most essential requirements for proper motor development at all stages

Fine Motor Developments

- By ages 2 to 3 years, children can create things with their hands.
- They can build towers out of blocks, mold clay into rough shapes, and scribble with a crayon or pen.
- 2 to 3 year-olds often begin showing a preference for using one hand more often than the other, which is the beginning of becoming left or right-handed.
- Around ages 3 to 4 years, children start to manipulate clothing fasteners, like zippers and snaps, and continue to gain independence in dressing and undressing themselves

- 3 to 4 year- old continue to refine their eating skills and can use utensils like forks and spoons.
- During ages 4 to 5 years, children continue to refine fine motor skills and build upon earlier skills.
- 5-7 year-olds begin to show the skills necessary for starting or succeeding in school, such as printing letters and numbers and creating shapes such as triangles

Upper Primary School Children

- Lower primary children show relatively slow physical development
- The girls tend to be slightly shorter and lighter than the boys until around the age of 9
- Height and weight tend to be approximately equal for boys and girls
- UP students healthier than those younger to them.
- They have better resistance to fatigue and disease
- Motor coordination is better than that of seven or eight years old children
- Latter part of the fourth grade many girls begin a sudden growth that tends to continue till puberty
- Growth in the trunk size not proportionate
- Arms and legs grow rapidly

- Bone growth occurs before the growth of associated muscles and cartilages
- Girls of this age group experience pre-puberty developments like breast budding and traces of pubic hair
- Limbs grow in early maturing females
- Most girls on the completion of 5th grade look taller, heavier and stronger than boys
- Boys remain twelve to eighteen months behind the girls in physical development
- Girls usually start their menstrual periods by the age of thirteen
- For boys the end of pre-adolescence and the onset of early adolescence as identified by the first ejaculation occurs around 13

Secondary and senior secondary

- Adolescence begins with puberty
- Early adolescence is a period of rapid physical and intellectual development
- Middle adolescence is a more stable period of adjustment
- Later adolescence is marked by preparations for the responsibilities, choices and opportunities of adulthood

Major changes during adolescence

- Variability in onset and rate of puberty
- Puberty is a series of physiological changes that make the organism capable of reproduction
- Nearly every organ and system of the body is affected by these changes.
- Directly related physical development that adolescents must face is the consciousness of sexual identity
- It includes the expression of sexual needs and feelings and the acceptance or rejection of sex roles
- The sequence of events at puberty is same for each person
- But the timing and the rate of weight gain vary widely
- The average girl typically begins pubertal changes around 11 years 1.5 to 2 years before the average boy

Reactions to puberty

- Most important challenge adolescents have to face is to adapt to the changes in their bodies
- The new developments in body must be integrated into the existing self image.
- New habits have to be developed
- Adolescents become more like adults in appearance.
- The purpose of puberty is to make people able to reproduce. Thus the adolescent is faced with a new potential that includes increased interest in sexual activity, erotic fantasy and experimentation
- Early and late maturing
- Early maturers have harder time at puberty
- They experience more anxiety and have more temper tantrums, more conflict with their parents and lower self esteem.
- Late maturers are still experiencing pubertal changes

General developmental trends

1. Mass to specific trend :

- Mass reaction to more specific

2. Larger muscles to smaller muscles :

- Earlier all the fingers are used to pick up an object
- Later only the smaller muscles of the thumb and the forefinger applied

3. Cephalo-caudal and Proximo-distal trend :

- Head to foot and central to periphery
- Motor control and coordination develop first in the head region
- Then it proceeds down to the arms, hands and upper part of the trunk
- And finally to the legs and feet

4. Bilateral to unilateral trend :

- In early stage no preference towards right-left distinction is noticed in the use of hands, legs, ears, eyes and jaws
- Gradually preference to one directions takes place

5. Maximum to minimum muscular involvement :

- Extent of muscular involvement
- Amount of muscular strength applied

Factors Affecting Physical Growth and Development

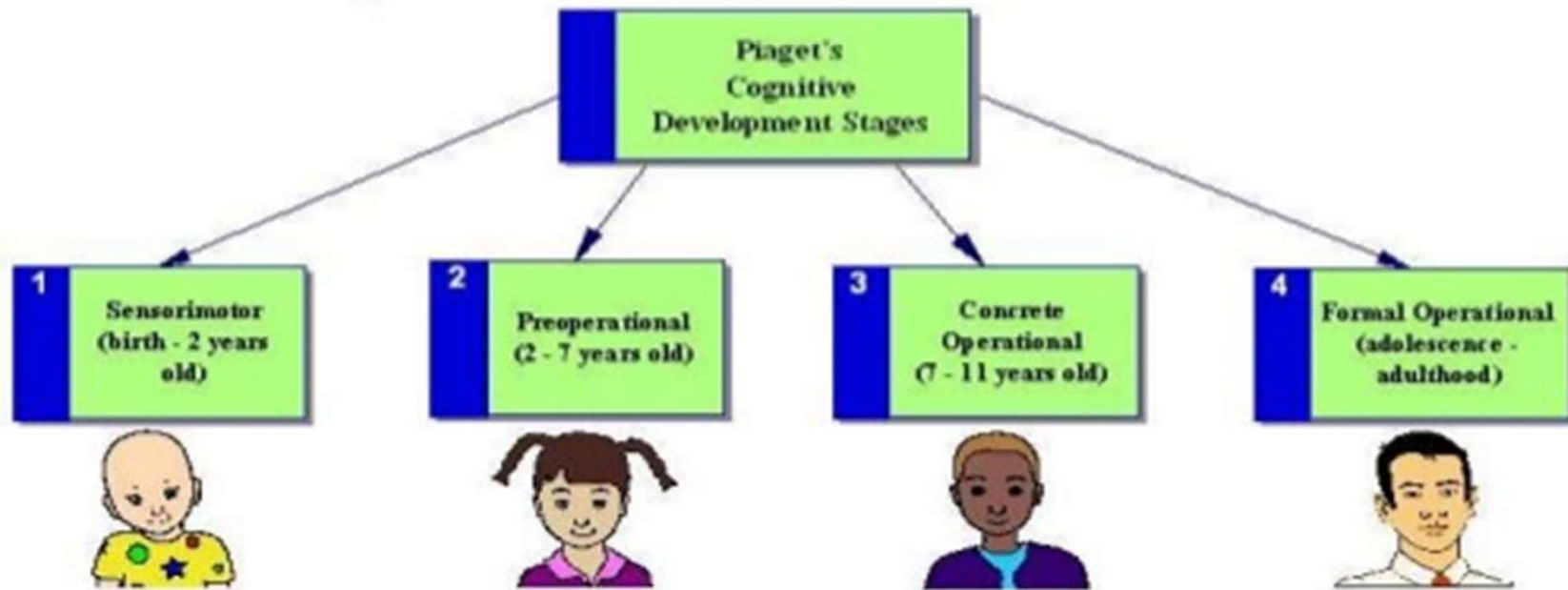
- The traits and characteristics inherited at the time of conception
- Single birth or multiple births.
- The physical as well as mental health of the mother during pregnancy.
- Normal or abnormal delivery.
- Conditions and care at the time of delivery.
- Look after of the baby and its mother.
- Nutrition received by the child after birth

Piaget's
Stages of
Cognitive
Development



- According to Piaget's ,cognitive development is the result of continuous interaction between the organism and environment.
- Based upon the nature of this interaction ,Piaget has divided cognitive development into four well defined stages.
- They are :
 - sensory-motor stage*
 - pre-operational stage*
 - concrete operational stage*
 - formal operational stage*

The Four Stages Of Development



The Sensorimotor Stage (Birth to 2 yrs)

- Infancy

- Infants construct an understanding of the world by coordinating **sensory** experiences (seeing, hearing) with **motor** actions (reaching, touching).
- Develop Object Permanence (**memory**) - Realize that objects exist even if they are out of sight.
- Infants progress from reflexive, instinctual actions at birth to the beginning of problem solving (**intellectual**) and symbolic abilities (**language**) toward the end of this stage.

Preoperational stage (2-7 yrs) - Toddler and Early Childhood

- This stage begins when the child starts to use symbols and language. This is a period of developing language and concepts. So, the child is capable of more complex mental representations (i.e. words and images). He is still unable to use 'operations', i.e. logical mental rules, such as rules of arithmetic. This stage is further divided into 2 sub-stages :
- Preconceptual stage (2-4 yrs) : Increased use of verbal representation but speech is egocentric. The child uses symbols to stand for actions; a toy doll stands for a real baby or the child role plays mummy or daddy.
- Intuitive stage (4-7 yrs) : Speech becomes more social, less egocentric. Here the child base their knowledge on what they feel or sense to be true, yet they cannot explain the underlying principles behind what they feel or sense.

The following are the key features of this stage :

- **Egocentrism:** The child's thoughts and communications are typically egocentric (i.e, about themselves or their own point of view). Eg.: "if i can't see you, you also can't see me". It is the inability to see the world from anyone else's eyes. It is well explained by Piaget as Three Mountain Task.
- **Animism:** Treating inanimate objects as living ones. Eg.: children dressing and feeding their dolls as if they are alive.
- **Concentration:** The process of concentrating on one limited aspect of a stimulus and ignoring other aspects. It is noticed in Conservation. Conservation on the other hand is the knowledge that quantity is unrelated to the arrangement and physical appearance of objects. Children at this stage are unaware of conservation.

Concrete Operational Stage (7-12 yrs) - Childhood and Early Adolescence

The concrete operational stage is characterized by the appropriate use of logic. Important processes during this stage are :

- **Seriation:** The ability to sort objects in an order according to size, shape or any other characteristic. Eg.: if given different-sized objects, they may place them accordingly.
- **Transitivity:** The ability to recognize logical relationships among elements in a serial order. Eg.: if A is taller than B and B is taller than C, then A must be taller than C.
- **Classification:** The ability to group objects together on the basis of common features. The child also begins to get the idea that one set can include another. Eg.: there is a class of objects called dogs. There is also a class called animals. But all dogs are also animals, so the class of animals includes that of dogs.

- **Decentring:** The ability to take multiple aspects of a situation into account. Eg.: the child will no longer perceive an exceptionally-wide but short cup to contain less than a normally-wide, taller cup.
- **Reversibility:** The child understands that numbers or objects can be changed, then returned to their original state. Eg.: the child will rapidly determine that if $4+4=8$ then $8-4=4$, the original quantity.
- **Conservation:** Understanding that the quantity, length or number of items is unrelated to the arrangement or appearance of the object or item.
- **Elimination of Egocentrism:** The ability to view things from another's perspective.
- **The child performs operations:** combining, separating, multiplying, repeating, dividing etc

Formal Operational Stage (12 yrs & above)

- Adolescence and Adulthood

- The thought becomes increasingly flexible and abstract, i.e, can carry out systematic experiments.
- The ability to systematically solve a problem in a logical and methodological way.
- Understands that nothing is absolute; everything is relative.
- Develops skills such as logical thought, deductive reasoning as well as inductive reasoning and systematic planning etc.
- Understands that the rules of any game or social system are developed by a man by mutual agreement and hence could be changed or modified.
- The child's way of thinking is at its most advanced, although the knowledge it has to work with, will change.

Bruner's
Stages of
Cognitive
Development



- According to Bruner the outcome of cognitive development is thinking.
- According to Bruner (1960), effective learning occurs when students acquire a general understanding of a subject; that, when they understand the structure of a subject, they see it as a related whole. According to Bruner, mind organises knowledge in a hierarchical fashion, with the more general, all encompassing ideas at the top of hierarchy, and the more concrete, factorial ideas toward the bottom.
- Bruner believes that important outcomes of learning include not only just the concepts, categories, and problem-solving procedures invented previously in the culture, but also the ability to “invent” these things for one’s self.
- According to Bruner, one’s intellectual ability evolves as a result of maturation, training and experiences through a series of three sequential stages –the enactive ,iconic and symbolic.

Enactive Stage

Knowledge is primarily stored in the form of motor responses. This is not just limited to children. A baby represents world through actions - Our knowledge for motor skills (eg riding a bike) are represented in the enactive mode. They become automatic through repetition

- Many adults can perform a variety of motor tasks such as typing, sewing etc.

Iconic Stage

Knowledge is stored primarily in the form of visual images. knowledge represented through visual or auditory images – icons. This may explain why, when we are learning a new subject, it is often helpful to have diagrams or illustrations to accompany verbal information

Symbolic Stage

Knowledge is stored primarily as words, mathematical symbols, or into other symbol systems. Major change at 6/7 yrs – **language** starts to influence thought. Not so dominated by appearance of things children can think beyond images and use symbols such as words or numbers.

Bruner's theory - key points

- Development involves mastery of increasingly more complex modes of thinking from enactive to Symbolic
- As skills learned they become automatic and become units that can be combined to build up a new set of skilled behaviours
- Learning not a gradual process
- Stresses role of language & interpersonal communication.
- Emphasizes need for active involvement by experts.
- Instruction = essential part of learning process in natural and educational settings.

Development of emotions , attitudes & values

- Adolescent emotional development is often characterized by rapidly fluctuating emotions, which are simply the result of adolescents' "overreaction" to stress
- **Important Emotions in Childhood includes** fear, worry, anger, temper tantrum, jealousy, affection and happiness
- **Emotions in Childhood varies in its** intensity, briefness, transitoriness and frequency
- It will be easily detectable and usually emotions are expressed through motor responses

Childhood Emotional Development

- Irrational emotions- **emotions** that are in tension with our evaluative judgements like, taking offense or becoming angry about a situation that has not yet occurred
- Peer group relationship starts here
- School atmosphere also influences the childhood emotional development
- Stability and control during the later childhood

Adolescence Emotional Development

- Period of intensive storm and stress
- Emotional energy is as strong and dangerous
- Intense, uncontrolled and irrational emotions are also here
- The sudden functioning of sexual glands and tremendous increase in physical energy makes them restless.
- Refusing to speak or loudly criticizing
- Romance starts here

Contd...

- Worry about future
- Adolescents characteristically tended to over-react to everyday situations
- Social relationships outside the family have exponentially increased with the advent of electronic social networking
- Academic standards have become more stringent
- Sports and other recreational pursuits are more competitive

Attitude

- An emotional readiness to behave in a particular way
- Leads one to think, feel or act positively or negatively toward a person, idea or event
- Everyone of us has attitude.
- It can be good, bad, or indifferent and can change hourly, daily, weekly or monthly.
- As we mature we are supposed to control our attitude so that we can function and be a responsible citizen.
- Teenagers have been branded for their “bad attitudes”.
- The reality is that they are learning who they are, what to do with their talents and how to handle their emotions.
- We should give them a break and help them reach the right attitude.

How Attitudes Are Formed

1. Socialization

- Process through which people are integrated into a society by exposure to actions and opinions of others
- Family is important in early years

2. Peer groups

- People in same age
- Have powerful influence on attitude formation during adolescence
- Influence can be stronger than parents, teachers or other adults

3. Reference groups

- Several people who share a common interest
- Tend to influence each other's behavior

Contd...

- More influential than peer groups during young adulthood
- Point of comparison and source of information

4. Rewards and Punishment

- Attitudes developed to minimize punishment and maximize rewards
- Organizations use these to encourage or discourage certain attitudes

5. Role Model Identification

- A role model is someone that you admire or are likely to emulate:
- Parents and relatives, people from TV or movies, people at work
- Can exert considerable influence
- Supervisors are important
- Organizations should pay more attention to what supervisors do than what they say.

Contd...

6. Cultural Influences

- Total of knowledge, beliefs, values, and customs that we use to adapt to our environment
- People define themselves differently in different cultures
- Includes both tangible and intangible
- Organizations should strive to create positive corporate culture

Value development

We are not born with certain values, there are three periods during which values are developed as we grow. Sociologist Morris Massey has described three major periods

1. The Imprint Period (Upto age of 7)

- Here we are like sponges, absorbing everything around us and accepting much of it as true, especially when it comes from our parents.
- The confusion and blind belief of this period can also lead to the early formation of trauma and other deep problems.
- The critical thing here is to learn a sense of right and wrong, good and bad.

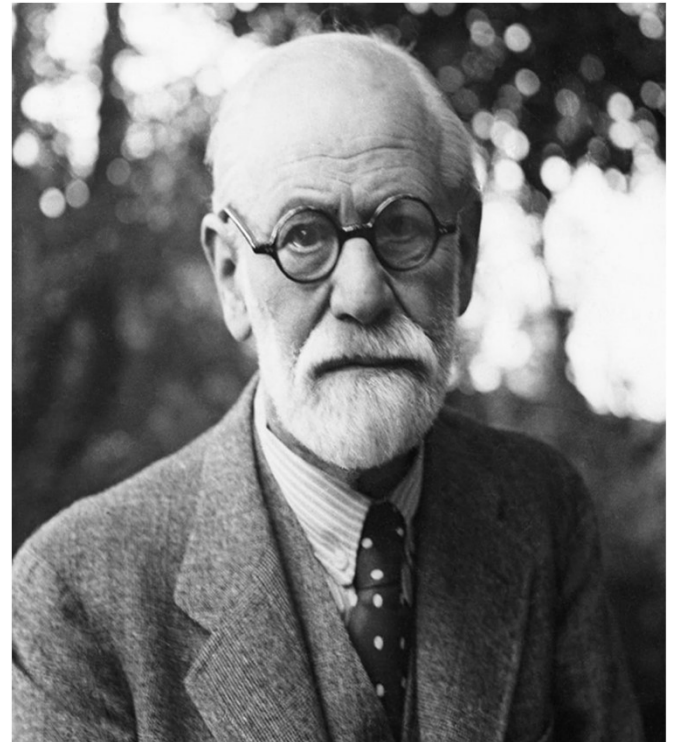
2. The Modeling Period (Between 8 and 13)

- Here we copy people, often our parents, but also others.
- Rather than blind acceptance of their values, we are trying them on like a suit of clothes, to see how they feel.
- At this age we may be much impressed with religion or our teachers.
- You may remember being particularly influenced by junior school teachers who seemed so knowledgeable--maybe even more so than your parents.

3. The Socialization Period (Between 13 and 21)

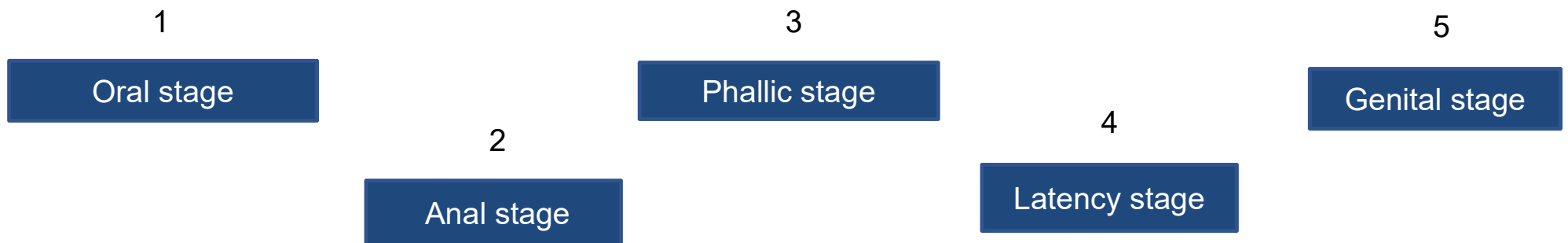
- Here we are very largely influenced by our peers.
- As we develop as individuals and look for ways to get away from the earlier programming, we naturally turn to people who seem more like us.
- Other influences at these ages include the media, especially those parts which seem to resonate with our the values of our peer groups.

Theory of psycho-
sexual
development-
Sigmund Freud



- ✓ All physical pleasure is sexual in nature
- ✓ Sexuality is not the only characteristic of the adult
- ✓ Children from the very beginning have also sexual desires it is called Infantile Sexuality
- ✓ A child passes through five stages of psycho sexual development
- ✓ According to Freud sex is the life urge or fundamental motive in life

Stages are ;



1. Oral stage - birth to 2 years

- Mouth is the erogenous zone.
- Infant achieves gratification through oral activities such as feeding, sucking, biting etc..
- During this the child derives pleasure from oral stimulation arising from food and the fondling of mouth by other people
- If fixated in future would become obsessed with activities such as eating, drinking or smoking
- Psychologically may become extremely dependent or gullible, argumentativeness, cynicism, sarcasm etc.

2 . Anal stage - 2 to 3 years

- Sexual pleasure is focused on the anal zone.
- Child achieves gratification through retention and expulsion of faeces
- Parents seek to control through toilet training
- Problems due to toilet training –excessive repulsion of faeces, constipation
- If fixated may become overly concerned with extreme cleanliness, psychologically may be excessively stingy , orderly or obstinate

3. Phallic stage - 3 to 5 years

- Pleasure is focused on the genital region and derived through fondling the genital organs
- Child learns the difference between male and female and become aware of sexuality
- They develop sensual feelings towards the parent of the opposite sex
- Oedipus complex is formed in the male child as a result of his sexual desire towards his mother
- Electra complex is developed in the female child
- Castration anxiety, penis envy
- If fixated may result in homosexuality or an excessive concern with proving one's masculinity in the male
- In female might result in an attempt to prove that she is equal to or superior to men in all endeavors

4 . Latency stage – 6 to 12

- It is a dormant period
- Temporary repression of sexual interests and pleasure is derived from external world
- Sexual instincts were sublimated into more acceptable activity such as school work and extra curricular endeavors

5 . Genital stage – adolescence and above

- Pleasure is derived from mature sexual relations with a partner of opposite sex.
- Here growing adolescents shakes off old dependencies and learns to deal maturely with the opposite sex

Social Development

- Interacting with others, having relationships with family, friends, and teachers, cooperating, and responding to the feelings of others

Childhood Social Development

- Greater degree of social awareness, child begins to adjust with others, interest in playmates
- Peer group influences his behaviour and attitudes and tries to seek independence from his parents and other elders and spends less time with them. Find separation among boys and girls
- The interests and values of the peer group often clashes with teachers and parents.
- The child is anxious to win the love and affection of his parents as well as teachers. The gang life develops here and contributes many good and bad social qualities in a child.

Adolescence Social Development

- Dominated by sexual needs and desires.
- Cooperation reaches its peak and friendly relationships increases
- Social contacts get widened
- He feels strongly for the weak and suffers and highly critical of social evils and injustice
- By the end of this stage, the social behaviour of the child becomes almost mature
- Some of the theories emphasize the importance of the family for the student's social development, some others on social environment.
- The theory of commitment of the theorist John Bowlby emphasises the importance of early relationship with parents and also on social relationships in the whole life

- The theory of social learning of Albert Bandura emphasises the importance of influences of the environment on the social development of students.
- Socio-cultural theory of Lev Vygotsky- belongs to the early theories of social constructivism according which for the development of more cognitive functions social environment in which the child acquires experiences is important.
- Parents and teachers should serve as good models.
- School must teach the child what is right and what is wrong and persuade him to act as society expects and teacher should take necessary steps to develop a positive self concept in children.
- Teacher should stress moral qualities like love, sacrifice, self-control, truthfulness etc.

**Theory of
Psycho-Social
Development
- *Erik H Erikson***



- ✓ Psychosocial dilemma: Conflict between personal impulses and the social world
- ✓ Crisis – a turning point, a time when both potential and vulnerability are generally increased
- ✓ Erikson used the term "crisis" to describe a series of internal conflicts that are linked to developmental stages. According to Erikson's theory, the way a person resolves the crisis will determine their personal identity and future development.
- ✓ Personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood.
- ✓ During each stage, the person experiences a psychosocial crisis
- ✓ which could have a positive or negative outcome for personality development.

8 Stages of Development

1. Trust Vs Mistrust –

Infancy 0-1years

Ego strength : Hope

Important event : care, feeding, etc.

2. Autonomy Vs Shame –

Early childhood 1-3 year

Ego strength : Will

Important event : Toilet training

3. Initiative Vs Guilt –

Play age 3-6 years

Ego strength : Purpose

Important event : Exploration

Contd...

4. **Industry Vs Inferiority** –
School age 6-12 years
Ego strength : Competence
Important event : School

5. **Identity Vs Identity Diffusion** –
Adolescence 12-20 years
Ego strength : Fidelity (sense of self)
Important event : Social relationship

6. **Intimacy Vs Isolation** –
Early adulthood 20-30 years
Ego strength : Love
Important event : Love, relationship

Contd...

7. Generativity Vs stagnation –

Adulthood (middle adulthood) 30-65 years

Ego strength : Care

Important event : Work and parenthood

8. Integrity Vs Despair –

Mature age (later adulthood) 65 and above

Ego strength : Wisdom

Important event : Wisdom

Concept of Morality

- Derived from the Latin word *mores* meaning manners, customs and folk ways.
- Morality refers to “ a set of principles or ideals that help the individual to distinguish right from wrong and to act on this distinction”(Shaffer, 1993).
- Morality principle guide how people should treat one another, with respect to justice, others rights and welfare.

- Morality is the sense of right or wrong



- Socialized individual will be a person with good moral character.

Characteristics of Moral Development

- Significant aspect of personality
- Proceeds along with social development
- Moral development is a being matter of caught rather than taught
- Individual differences in moral development
- Moral development is different in all ages

Kohlberg's Theory

- Heinz dilemma
- Moral development takes place along a number of sequential stages
- Identified six stages that fall into three fundamentally different levels of moral orientation.

Preconventional Level (4 to 10 years)

- **Stage 1: The stage of obedience for avoiding punishments**
 - Obey their parents to avoid punishment
- **Stage 2 : The stage of conformity to satisfy needs**
 - Obey the orders of elders because it will help them to satisfy their needs

Conventional Level (10 to 13 years)

- **Stage 3 : The Stage of conformity to group norms**
 - Desire to obtain approval of other members of the group
 - They do not decide themselves what is right or wrong but follow norms provided by the members of the group
- **Stage 4 : The Stage of conformity to rules in society**
 - Children follow the rules of the society and take decisions about things as being right or wrong

Post Conventional Level (13 and beyond)

- **Stage 5 : The stage of conformity to the democratically accepted laws and mores**
 - Think in rational terms valuing the rights of human beings and welfare of society
- **Stage 6 : The stage of conformity to the universal ethical principles**
 - Moral judgement is now based upon conscience and the belief in universal principles of equality.

Language Development

- ❖ A major feature that distinguishes the human beings from animals is their ability to use language
- ❖ Language helps to communicate ideas to others
- ❖ Language helps in formation of concepts
- ❖ Language helps in the analysis of complex ideas
- ❖
- ❖ Language helps us to focus attention on ideas which would otherwise be difficult to keep in mind.

LAD (Language Acquisition Device)

- *Noam Chomsky* put forth an idea called the LAD
- Children are born with a powerful language acquisition device
- LAD is a hypothetical tool in the brain that helps children quickly understand language
- Children are born with an understanding of the rules of language, they simply need to acquire the vocabulary
- Children seem to understand that all sentences should have the structure 'subject-verb-object' even before they are able to speak in full sentences

Noam Chomsky's views on Language Development

- Noam Chomsky is an American philosopher, theorist, Cognitive Scientist, and Linguist
- Chomsky's theory is based on the idea that all children are born with the innate ability to learn any human language
- Based on Chomsky's theory all children have a LAD, The LAD's job is to encode into a child's brain the major principles of language and grammatical structure of the language
- Behaviour acquired is reinforced by environment in one way or other

Main Ideas of Chomsky

- The 'speaker' and the 'hearer' can construct innumerable sentences and understand them
- Language is a competency that is unique for man
- A child begins language learning even at two years of age. By about five the child learns the essential grammatical procedures of its mother tongue. He normally commits no mistake in 'tense' even if nobody teaches it.
- The language that the child gets familiarised with may be limited or incomplete but what he gives out is not merely he has already been made familiar with
- Different language possess certain universal common characteristics
- The child's language learning takes place faster during the age of 2-12 yrs

Vygotsky's views on Language Development

Role of private speech in Language Development

- He argues that language in the form of private speech (often talk to themselves as they play) guides cognitive development.
- The use of private speech is peak up at around 5 to 7 years and generally disappears by 9 years of age
- Vygotsky considers this transition from audible private speech to silent inner speech as fundamental process in cognitive development
- Knowledge is constructed by the learner through social interactions.

Vygotsky's Stages of language Development

Stage	Characteristics
Primitive Speech stage	Non-intellectual or thoughtless speech
Naïve psychological Speech stage	Correct use of language structures without the understanding of their logical meaning
Ego centric Speech stage	The use of external signs as aids in the solution of internal problems
In-growth Speech stage	Ability to manipulate thoughts using soundless speech

Development of Speech

- Child adopts various means to communicate
- Crying, babbling, gestures and then formal symbolic language
- As the child grows sound making behaviour is reinforced
- By one year, child might have internalised only about 3 words. The vocabulary increases to nearly 300 words by two years, 1000 by three years and to 2000 by the end of five years
- The order of priority in language learning must be listening ,speaking ,reading and writing

Speech defects

Incorrect speech habits developed by the individual on account of slow maturation or ineffective learning.

1.Lisping : Child finds it difficult to pronounce certain words correctly.

It involves change of sound of letters and words

2.Slurring : Caused by running words together, by which the child is unable to pronounce correctly

3.Stuttering and Stammering : In stuttering the child pronounces the same letter repeatedly while pronouncing a word. In stammering he fails to produce any sound for sometime which results in embarrassing types gestures and facial expressions.

Part A (Each question carries 2 marks)

1. What is ***Cephalocaudal*** ?
2. What is meant by ***motor development*** ?
3. State the features of ***preconventional stage of moral development*** ?
4. Write any two characteristics of conventional level of morality, according to ***kholberg*** .
5. List out any two characteristics of post-conventional level of morality, according to ***kholberg***.
6. What are the processes involved in the organisation of ***schemas*** according to ***Piaget*** ?
7. Describe Erikson's ***stages of Psycho-social development***.
8. Describe the characteristics of motor development during infancy period.

Part B (Each question carries 4 marks)

1. Describe the *characteristics of motor development* during infancy period?
2. What are *speech defects* ? List out any two major speech defects ?
3. Write a short note on Chomsky's theoretical contribution on *language development* ?
4. Which are the *stages of Psycho-social development* according to Erikson ?

Part C (Each question carries 10 marks)

1. Bringout the basic assumptions of *Piaget's theory of cognitive development*
2. Describe the *psycho-sexual stages of personality development* according to Sigmund Freud

Unit 3

TASKS AND HAZARDS OF DEVELOPMENT

Group Members

- 1. Rahma.p**
- 2. Nourin sharaf.**

DEVELOPMENTAL TASKS

Concept of developmental tasks

- ❑ The tasks which help the individual for the successful adjustment in the society are known as developmental tasks.
- ❑ Havighurst has given shape to a specific task model of development. According to him, at each new stage of development there are certain tasks, skills, attitudes and understandings that must be met before a person can move on to a higher level of development.
- ❑ He says, "Developmental task is a task which arises at a certain period in the life of the individual, successful achievement of which leads to his happiness and success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society and difficulty with later tasks."

Developmental tasks and educational planning

- ❑ Individuals who fail in the developmental tasks will be unhappy. The causes for the failure are lack of learning, opportunities and motivation. Hence, teachers should be careful in providing learning opportunities and motivation to their pupils in order to enable them to succeed in developmental tasks.
- ❑ The concept of developmental task is helpful in planning the process of education, in two ways. First, it helps in discovering and stating the purposes of education in schools.
- ❑ Second, it helps the timing of educational efforts. When the mind and body are ripe and when the self is ready to achieve a certain task, that will be the teachable moment.

Developmental needs of various stages

There are three forces from which different kinds of developmental tasks arise. They are

1. physical maturation
2. cultural pressure of society, and
3. personal values and aspirations.

The tasks like learning to walk arises from the first force, tasks like to read arises from the second force, and tasks like choosing and preparing for a vocation develops from the third force

Developmental tasks serve three very useful purposes.

They are:

1. Guidelines to the individual to know what society expect from him at a given stage
2. Show the individual what lies ahead and what they will be expected to do they reach their next stage of development, and
3. Helpful to the teacher to be prèpared to avail the opportunity and preparing appropriate atmosphere to achieve a developmental task.

Developmental tasks of different stages

Havighurst has given a list of tasks at various stages of development. Development tasks of children at the preschool stage, primary school stage and secondary school stage have been enumerated below.

A. Developmental tasks of preschool stage.

1. Learning to walk
2. Learning to talk and respond
3. Learning to eat solid food and drink water and milk
4. Learning to control the elimination of body wastes
5. Learning sex - differences
6. Achieving physiological stability
7. Forming simple concepts of social and physical realities
8. Learning to establish emotional relationship with parents, siblings and other people
9. Learning to distinguish right and wrong and developing conscience
10. Differentiate between good task and bad task

B. Developmental tasks of primary school stage

1. Acquiring physical skills necessary for ordinary games
2. Building wholesome attitude towards oneself as a growing organism
3. Learning get along with age -mates
4. Learning appropriate masculine or feminine roles
5. Developing fundamental skills in reading, writing and
6. Developing calculating concepts necessary for
7. everyday living Developing conscience, morality and values
8. Achieving the sense of personal
9. Developing independence attitudes towards social groups and
10. Developing institutions values and beliefs related to life

C. Developmental tasks of secondary school

1. Achieving stage new and more mature relation with age mates of both sexes
2. Taking up masculine or feminine roles in performing tasks
3. Achieving assurance of economic independence
4. Adjusting with one's physique and using the body effectively
5. Achieving emotional independence from parents and other adults
6. Selecting and preparing for an occupation
7. Preparing for marriage and family life
8. Developing intellectual skills and concepts necessary for civic competency
9. Desiring and achieving socially responsible behaviour
10. Acquiring a set of values as a guide to behaviour according to the norms of society.

HAZARDS OF DEVELOPMENT

Hazards of development

- Each phase of development has its hazards. Each period in the life span has associated with it certain developmental hazards and these inevitably involve adjustment problems.
- The way in which people cope with these hazards have a great effect their personal and social adjustments.
- It is essential that teachers be aware of the hazards commonly associated with each period in the life span. Such awareness may make it possible to prevent or to at least alleviate these hazards

b. Hazards of developmental tasks

- Because developmental tasks play an important role in setting guidelines for normal development, anything that interferes with their mastery may be regarded as a potential hazard. There are three very common potential hazards related to developmental tasks.
- The first is inappropriate expectations; either individuals themselves or the social group may expect the development of behavior that is impossible at the time because of physical or psychological limitations.
- A second potential hazard is the bypassing of a stage of development as a result of failure to master the tasks for that stage of development. The third common potential hazard arising from developmental tasks is the crises individuals experience when they pass from one stage

- Even though an individual may have mastered the developmental tasks for one age satisfactorily, having to master a new set of tasks appropriate for the next stage inevitably brings with it tension and stress that can lead to a crisis. For example, men whose working lives have come to an end often experience a 'retirement crisis, in which they feel that prestige associated with the job have also come to an end.
- Sooner or later all people become aware that they are expected to master certain developmental tasks at various periods during their lives. Each individual also becomes being 'early', 'late', or 'on time' with regard to these tasks. It is this awareness that affect their own attitude of others towards them.
- Although most people would like to master developmental tasks at the appropriate time, some are unable to do so, while others are ahead of schedule.
- The following gives some of the most important factors that influence mastery of developmental task asks

Factors Influencing Mastery Of Developmental Tasks

Handicaps to Mastery	Aids to Mastery
<ul style="list-style-type: none">● Retarded developmental level● Lack of guidance in mastering developmental tasks● Lack of motivation● Poor health● Physical defects ● Low intellectual level● Absence of creativity	<ul style="list-style-type: none">● Normal developmental level● Enough opportunities to learn the developmental tasks● Enough motivation● Good health● Absence of physical defects● High intellectual level● Presence of creativity

- Regardless of the cause, there are two serious consequences of failure to master developmental tasks. One is that unfavourable social judgments are inevitable; members of the individual's peer group regard him as immature, a label which carries a stigma at any age. This leads to unfavourable self-judgments, which in turn lead to unfavourable concepts of self. Another consequence is that the foundations for the mastery of later developmental tasks are inadequate.
- As a result, individuals continue to lag behind their peers, and this increases their feelings of inadequacy. Equally serious, they must try to master developmental tasks appropriate for the next stages of development at the same time that they are trying to complete the mastery of the tasks appropriate for the age level from which they have just emerged.
- Children who are unprepared to enter school will find that their attempts to catch up to their age-mates only intensify their feelings of inadequacy and reinforce judgments of their immaturity.

Part A (Each question carries 2 marks)

1. What is ***developmental principles*** ?
2. Write about ***developmental needs*** of various stages.
3. What is ***developmental task*** ?
4. Write about ***developmental hazards***.
5. Point out 4 major ***developmental principles***.

Part B (Each question carries 4 marks)

1. Write a short note on ***developmental hazards***
2. What is ***developmental tasks***, write a short note on its, tasks of each stage
3. Write a short note on ***principles of development***

Part C (Each question carries 10 marks)

1. Write an essay on ***developmental tasks***
2. Write an essay on ***developmental hazards***
3. Write an essay on ***developmental needs*** of various stages

Unit 4

ADOLESCENCE - PROBLEMS AND COMPLEXITIES

ADOLESCENCE -PROBLEMS AND COMPLEXITIES

Problems of adolescence

- *Perplexity with regard to somatic variation
- *Problems related with intensification of self-consciousness
- *Adjustment difficulties with parents
- *Childhood-Adulthood conflict
- *Adjustment difficulties with school discipline
- *Adjustment difficulties with community

Broken families

A child suddenly loses a parent, either through death, abandonment, or a prolonged separation, the child experiences intense fear, panic, grief (a combination of sadness and loss), depression, helplessness and hopelessness. The child has lost his lifeline, and often his sense of self

Parenting style

The quality of parenting is more essential than the quantity spend with the child. Parenting styles are the representation of how parents respond and demand to their children. Parenting practices are specific behaviour, While parenting style represent broader patterns of parenting practices. Diana Baumrind emphasizes 4 styles of parenting that are associated with different aspects of the adolescents social behaviour- Authoritarian, Authoritative, Neglectful and Indulgent

1-Authoritarian parenting

*Limit and controls on the adolescent and allow little verbal exchange .

*Authoritarian parenting is associated with adolescents socially incompetent behavior.

*Authoritarian parents often are anxious about social comparison, fail to initiate activity, and have poor communication skills

2) Authoritative parenting

- *Encourages adolescents to be independent but still places limits and control on their action
- *Authoritative parenting is associated with adolescents socially competent behaviour
- *Self-reliant and social responsible.

3) Neglectful parenting

- *It associated with adolescents socially incompetent behaviour, especially lack of self control
- *They show poor self-control and do not handle independence well.

4) Indulge parenting

*Indulge parents allow their adolescents to do what they want, and the result is that the adolescents never learn to control their own behaviour and always expect to get their way

*Indulge parenting associated with adolescents social incompetence, especially a lack of self-control

RECENT ISSUES RELATED TO ADOLESCENTS

1-**Changing family structure**

A child's learning and socialization are most influenced by their family since the family is the child's primary social group. Child development happens physically, emotionally, socially, and intellectually during this time. Family structure substantially influences outcomes such as high school dropout rates, high school graduation rates, and age at first pregnancy. For example, young people from non-intact families are significantly more likely to drop out of school, compared to students living in intact families.

I.Cause of changing family structure

- Divorce, remarriage, cohabitation and birth outside marriage
- family instability and parental conflict
- socio -economic conditions
- multiple transition
- Verbal fighting and physical abuse

II. Effects of changing family structure

- -Lower academic engagement, poor cognitive achievement, and more behaviour and emotional problems.
- -Difficulty in sustaining a quality parent -child relationship are the physical separation of divorce
- -Diminished parental involvement of the non residential parent
- -Depressed mood of adolescents impacting their social relations and performance abilities
- -Parents delinquent and illegal behaviour is associated adolescents behavioural problem

III. Treatment of issues related to changing family structure

- Maintaining a family structure that will provide the optimal benefit for adolescent development
- Effective parental involvement and monitoring contributing to avoidance of unhealthy risk behaviours.
- Exercise good family processes, such as a high quality parent-child relationship and low parental conflict for the well being of adolescent children
- Enhanced parent-child emotional ties
- Proper guidance and counseling both at home and educational institutions would enable adolescents to overcome the problems

2-PEER INFLUENCES

Peer influence is the influence a peer group has on its members to fit into a particular way of thinking and behaving .This influence increases as child and young people grow older than reach adolescence.

I. Positive peer influence

- *Avoiding acting in a negative or anti-social manner
- *Participating in group sporting or social activity
- *Developing new skill with a group of their friends
- *Working on a school or university project together

II. Negative peer influence

- *Pressure to try drug including alcohol or cigarette
- *Pressure to have sex ,either by a partner or friends
- *Illegal behaviours such as speeding or shoplifting
- *Cheating on test,copying assignments or letting others copy their work
- *Skipping school or collage for the day to do something else with friends

III. Cause of peer influences

- *Fear of loneliness
- *Desire for acceptance
- *Poor stress management
- *Poor decision making skill
- *To avoid the risk of bullying

IV. Effect of peer influence

- Peer pressure is defined as the impact of social group has on an individual.
- The credibility, authority, power and influence of peers are greater during adolescence than at any other time in life.
- Peer pressure can bring about positive as well as negative changes in adolescents.

Positive changes

- *Learn how to be independent
- *Have a safe place to meet like -minded individuals
- *Take positive risk and test out values and opinion of others
- *Test out their strength and limitations
- *Feel safe boost their self-confidence.

Negative changes

- *Suffer from the loss of their individuality
- *Coercive and conflicting relationship confer developmental disadvantages
- *Perceived and conflicting relationship confer developmental disadvantages
- *Adolescents begin to seek more independence from their parents and careers

V. Treatment of issues related to peer influence

- *Always keep open communication between parent and child.try to be open and open -minded when discussing peer-related issues with adolescents
- *Encourage adolescent children to choose their friends wisely
- *Teach young people how to be assertive in a respectful but firm way
- *Support adolescents to be confident and true to themselves and show them you care.
- *To overcome peer influence,feeling of loneliness ,suicidal ideation ,and any other contributing factors to suicide, adolescents must be resilient.

3 - INFLUENCE OF SOCIAL MEDIA

According to social learning theory ,children and adolescents learn by observing and imitating what they see on the screen , particularly when these behaviours seem realistic or are rewarded .

I.Impact of emerging social media

Parents, teachers, health professionals,and other adults have been concerned about the influence of the media on children and adolescents for many decades

1- Positive Impacts

- Social media foster socialisation and well being of adolescents
- Develop technical and creative skills
- International link provide greater understanding of global issues
- Positive effect on social skills in children
- Rapid access of information ,gaming,and instant communication
- Enhancing education through various media interfaces

2.Negative impact

- Problem internet use (PIU) or internet addiction
- Negative impact on schooling ,work, relationship or general well being and health
- Sexualization of children leading to mental illnesses such as depression , anxiety and suicide
- Aggression,sexual behaviour ,substance use, disordered eating and academic difficulties
- Bullying,harassing,antisocial beliefs and behaviour
- Sexual predatory activity by adults on adolescent children
- Greater portability of media ,promote greater risk

Treatment of impact of media, internet, mobile

- Parents should be more cognizant about childrens media time,co -view media with their children and discuss the content
- Help adolescents to learn how to distinguish messages that designed to sell products, messages that are products in themselves, and message that are product in themselves, and messages that are informative or entertaining
- Guide children and adolescents to media messages that encourage safety and good health and away from messages that promote unhealthy or high risk behaviours

4 - SEXUAL ABUSE

Child sexual abuse is a phenomenon linked to general attitudes and practices toward children and also to the ways sexual relationships are organised and regulated in a particular society

Child or adolescent sexual abuse may be broadly defined as both direct sexual contact and indirect interactions such such as 'exposure' or internet based activity like sending of electronic sexual images to minors

Causes of sexual abuse

- An atmosphere of silence and poor communication around sexuality contributes to child sexual abuse
- Physical ,emotional ,or cognitive disabilities
- Living in households characterised by instability, interpersonal conflict,and other form of abuse
- Pseudo-affection ,dominating and sadistic behaviours
- Socially deprived and disorganised family and childhood backgrounds

Effects of sexual abuse

- Child sexual abuse contributes to health disparities and numerous adverse health conditions.
- Attachment problems that affects relationships and intimacy
- Child sexual abuse in lowering self esteem in adults
- Learning and development problems
- Drug and alcohol abuse and suicide

Treatment to issues related to sexual abuse

- School based prevention programs that teach avoidance skills to youth show evidence that youth empowerment and safety can be increased ,and also help reduce stigma and self blame for sexually abuse youth

5.SUBSTANCE ABUSE

The process of adolescence and developmental factors such as increased sensitivity to immediate rewards, a focus on peer and social rewards, immature inhibitory and self regulatory process, increased risk taking and sensation seeking ,and difficulty with mood regulation affect the trajectories that lead to substance abuse and addiction

Cause of substance abuse

Factors associated with greater potential for drug use are called 'risk' factors.

1. Individual risk factors

- Alienation or rebelliousness
- Anti-social behaviour
- Anxiety or depression
- Early first use of drugs
- Favorable attitudes toward drinking

2. Family risk factors

- Negative parent/child communication
- Poor parental monitoring
- Unclear family rules, expectation, and rewards
- Parent or sibling drug/alcohol use
- Chaotic home environment

3. Peer risk factors

- Associating with peers who use drug
- Perceived use of substance by others
- Negative peer pressure

4. School risk factors

- Academic failure
- Low commitment to school
- School transitions
- Teaching practices
- Learning disabilities

5. Work risk factors

- Long work hours
- Poor social coping skills

6. Community risk factors

- Drug availability
- Lack of meaningful roles
- Lack of concerted law enforcement

Effects of substance abuse

- Adolescent substance use may result in mental disorder or mental health problems
- Youth who enter substance abuse are likely to manifest delinquent behaviours
- Involving in substance use may progress to abuse or dependence

Treatments of issues related to substance abuse

- Strong bond with family
- Clear rules and expectation
- Opportunities to learn the skills to resist negative peer pressure

6. DEPRESSION AND SUICIDE

Depression is a mood disorder that can lead to suicidal thoughts.

Causes of depression and suicide

- Hereditary and early maturing
- Prevalence of stressful environment
- Negative family interaction and loneliness
- Lack of reinforcement in social interaction
- Bullying and being bullied among adolescents

Effects of Depression and Suicide

- Social withdrawal ,fatigue and difficulty in concentrating
- Expressed feeling of worthlessness,negativity,dysphoria and low self concept
- Neuro chemical imbalances in serotonin, dopamine, cortisol and epinephrine
- Lack of engagement in social situation,less responsive and less active
- Self absorbed or excluded from social interaction

Treatment of issues related to Depression and suicide

- Medication (tricyclic antidepressants)
- Cognitive-behavioural therapy to treat the adolescents perception
- Behavioural therapy for gratifying experiences and shaping replacement behaviours
- Functional analytic psychotherapy (FAP) ,a behavioural reconceptualization of cognitive therapy

7. LONELINESS

Loneliness is marked by feelings of isolation despite wanting social connections. It is often perceived as an involuntary separation, rejection, or abandonment by other people

Causes of loneliness

- A general deficit in social skills
- Deficient family relationship
- Poor social relationships and lack of friendship
- Low socio-economic status
- More parental pressure
- Focusing more on problems
- Psychological disorder (like depression)

Effects of loneliness

- Greater risk of depression and suicide
- Less emotional sensitivity
- Lacking good friendship
- Cardiovascular disease and stroke
- Poor decision making skill

Treatment of issues related to loneliness

- Better family friendships and parental education level
- Frequent participation in social ,cultural and sports activities for better socialisation
- Implementing immediate intervention strategies to reduce victimisation
- Guide and assist children in developing the life skills

8. INFORMATION OVERLOAD

Information overload is the difficulty in understanding an issue and effectively making decisions when one has too much information about that issue, and is generally associated with the excessive quantity of daily information

Causes of information overload

1. Personal factors :

- Limitations in the individual human information processing capacity
- Decision ,scope and resulting documentation needs
- Motivation, attitude, satisfaction
- Personal traits

2. Information Characteristics :

- Intensity of information(number of items of information)
- Uncertainty and ambiguity of information
- Diversity of information

3. Task & process parameters :

- Too many ,too detailed standards
- Simultaneous input of information into the process
- Innovation evolve rapidly
- Interdisciplinary work

4. Organizational Design :

- Centralisation and accumulation of information
- Group heterogeneity
- New forms of team work due to information and communication technologies

5. Information Technology

- e-mail , intranet, extranet , internet
- Rise in number of television channels
- Various distribution channels for the same content

Effects of information overload

- Experience adverse mental and social health issues
- Experience behavioral, learning and attention problems
- Adverse effect on mental health and management of stress
- Symptoms of dysfunction, unease, frustration, and reduced tolerance

Treatment of issues related to information overloading

- Important for librarians become aware of information overload and the way in which students experience it
- Guidance should be given to teachers on avoiding information overload in the class room

9.CYBERCRIMES AND RELATED PROBLEMS

Cybercrime is any crime that involves a computer and a network

Common forms of cybercrime

- Phishing: using fake email messages to get personal information from internet users
- Misusing personal information (identity theft)
- Hacking: shutting down or misusing websites or computer networks
- Spreading hate and inciting terrorism
- Distributing child pornography

Part A (Each question carries 2 marks)

1. What you mean by ***cyber crimes***?
2. How ***social media affects*** the children at their adolescents age ?
3. How the ***family affects*** children's adolescence period ?
4. What you mean by ***information overload*** ?

Part B (Each question carries 4 marks)

1. Write a short note on ***adolescence problems*** and complexities
2. Write a short note on ***gender related problems***
3. Write a short note on ***family influence*** at the time of adolescence
4. Write a short note on ***social media influence*** at the time of adolescence

Part C (Each question carries 10 marks)

1. Write an essay on the topic ***remediation of adolescent*** problems in the present socio cultural complexities
2. Write an essay on ***cyber crimes*** and related problems
3. Write an essay on ***gender related problems***
4. Write an essay on the topic ***substance abuse, depression, suicidal tendencies***

Unit 5

PERSONALITY AND ADJUSTMENT

Group Members

- Afeefa
- Aysha Jubna
- Sharon Anand
- Varsha Ajith John

PERSONALITY CONCEPT AND DEFINITION

Etymology : “Persona “ which means mask

Originated from- Latin

Meaning of Personality

- It includes internal as well as external appearance of a person and much more
- Personality is a dynamic totality which is continuously changing due to the interaction with the environment
- Personality is the way in which an individual adjust with an external environment
- It is the totality of one's behaviour towards oneself and others as well

Definitions of personality

- Personality is the dynamic organization within the individual of these psycho-physical systems that determines his unique adjustment to his environment.

- **G.W Allport**

- Personality is defined as the sum total of an individual behaviour in social situations.

- **Traxler**

- Personality is the sum of activities that can be discovered by actual observation over a long enough period of time to give reliable information

- **Watson**

Characteristics of personality

- Unique and specific
- Includes everything about a person
- Dynamic
- Exhibits self consciousness
- Product of hereditary and environment
- End product of leaning
- Can be measured and appraised

APPROACHES AND THEORIES TO STUDY PERSONALITY

Theories of personality can be classified into three broad categories according to their mode of approach.

1. Trait approach
2. Psycho-analytic approach
3. Humanistic approach

Trait Approach

Traits : Meaning

- A trait personality refers to any distinctive character of a person's thoughts, feelings and actions which makes him different from others.
- A trait must describe the consistent style of behaviour of an individual

Traits : Definition

- A property within the individual that accounts for his unique but relatively stable reactions to environment.
- A trait is some particular quality of behaviour which characterizes the individual in a wide range of his activities, and which is fairly consistent over a period of time

- **Woodworth**

Allport theory (Theory of personal disposition)

- Allport was the first theorist who adopted trait approach.
- Personal disposition is the term he used to represent trait.
- According to him, traits are the basic units of personality.
- Allport distinguished three types of traits namely, **cardinal traits, central traits, secondary traits.**

- Cardinal traits: Cardinal traits are primary traits so dominate in one's personal disposition that they colour virtually every aspect of one's behaviour.
For eg. : Sense of humour
- Central traits: Central traits represent those few characteristic features that can be ordinarily used to describe a person.
For eg.: Honesty, Kindness, and submissiveness etc.
- Secondary traits: secondary traits appear in only a relatively small range of situations and are not considered strong enough to be regarded as integral parts of one's personality.

- Allport's trait theory emphasized that every individual differs from others, but at the same time has common traits at least within the limits of cultural norms.
- Cardinal traits combined with a few central traits form the core of the characteristic traits responsible for giving uniqueness to one's personality.

Cattell's theory (theory of surface and source traits)

Cattell defined trait as a structure of personality, inferred from behaviour in different situations.

He classified traits into four categories

1. Common traits
2. Unique traits
3. Surface traits
4. Source traits

1. Common traits : There are certain traits which are found widely distributed in the population as a whole.
For eg – Honesty, aggression etc.
2. Unique traits : Traits unique to a person are called unique traits.
For eg – temperamental traits, emotional reactions etc.
3. Surface traits : Traits which can be easily recognised by overt manifestation of behaviour.
For eg – curiosity, dependability etc.
4. Source traits : They are the underlying structures or sources that determine the behaviour of the individual.
For eg – Dominance, emotionality etc.

Eysenck's theory of personality

- It is a type – cum - trait approach.
- According to Eysenck, type means a group of correlated traits.
- His theory has two parts :
 1. Eysenck's theory of Hierarchy level
 2. Eysenck's theory of basic dimensions

Eysenck's theory of hierarchy level

According to Eysenck development of personality take place along four hierarchy levels of behavioural organisation.

1. Specific response level : The particular responses to any single act constitute the lowest level in the hierarchy.
2. Habitual response level : Similar response of an individual to similar situations constitutes the habitual level response level of behavioural organisation.
3. Trait level : At this stage the habitual acts which have similarities are organised to form groups called traits.
4. Type level : At the highest level of behaviour organisation, personality types are formed. A group of correlated traits give birth to a definite type.

Eysenck's theory of basic dimensions

According to Eysenck, each of the personality type stands for a dimension along a scale with a high and low end for placing people. These dimensions are given below :

1. Introversion vs Extroversion

- Introversion involves directing attention on inner experiences.
- Extroversion related to focusing attention outward on other people and the environment
- Lower end – A person in high introversion might be quite, reserved, disciplined, well-ordered.
- Upper end - A person high in extroversion might be sociable, outgoing, optimistic, Jolly.

2. Neuroticism vs stability

- Neuroticism refers to an individual tendency to become upset or emotional.
- Stability refers to the tendency to remain emotionally constant.
- Lower end - person who are moody, touchy anxious restless. They have lack of sociability below average emotional control etc.
- Upper end - person who are stable, calm, carefree etc

3. Psychoticism

- This has been related to high level of testosterone. The higher the testosterone leads to higher level of psychoticism, with low levels related to more normal balanced behaviour.
- Lower end – Person tend to be more empathetic and bold
- Upper end – Person tend to be ego centric, solitary, insensitive, impersonal, anti-social and impulsive.

Psychoanalytic Approach

Psychoanalytical theories are based on the assumption that personality is to be understood in terms of interactions and conflicts arising out of needs and impulses of an individual.

The psychoanalytical theory of Freud has two major parts :

1. Theory of personality dynamics
2. Theory of personality structure

Theory of Personality Dynamics

Freud postulated a dynamic concept of personality by exploring the unconscious part of human mind. According to Freud, the human mind has three levels of consciousness

1. **The conscious mind**
2. **The preconscious mind**
3. **The unconscious mind**

The conscious mind :

- Upper layer of the mind.
- Ideas, thoughts and images that we are aware at any moment of our mental life.

The preconscious mind :

- Just beneath the conscious layer
- Individual is not fully aware but can be recalled easily.
- All skills and knowledge which have been learned through experience and training

The unconscious mind :

- Most important part of mind
- Deeper layer
- Contains all repressed wishes, desires, feelings, drives and motives related sex and aggression.
- Not able to recall and responsible for most of behaviour

Theory of Personality Structure

- Freud believes that personality structure is composed of three major systems – **the id , the ego , and the super ego**
- Freud defined the term libido as the psychic energy that provide power for all mental activity

Id

- Functions on pleasure principle
- Seated in the unconscious
- The original system of personality
- Concerned with the subjective experience of the mind
- Represents the biological urge that seeks pleasure
- Is the reservoir of psychic energy

Ego

- Works on reality principle
- Acts as intermediate
- Develops out of id in order to facilitate the goals of id in a more acceptable manner.
- Distinguishes between the subjective experience and the objective truth.
- Represents the psychological needs tackled from the point of view of reality.
- It is said to be the 'executive' of human personality.

Super Ego

- Works on morality principle.
- Seated in the unconscious
- Develops out of the ego's experience with social reality.
- Is the morally and culturally conditioned aspect of the psyche
- It is the social-self which seeks perfection.
- It represents the ideal rather than the real.

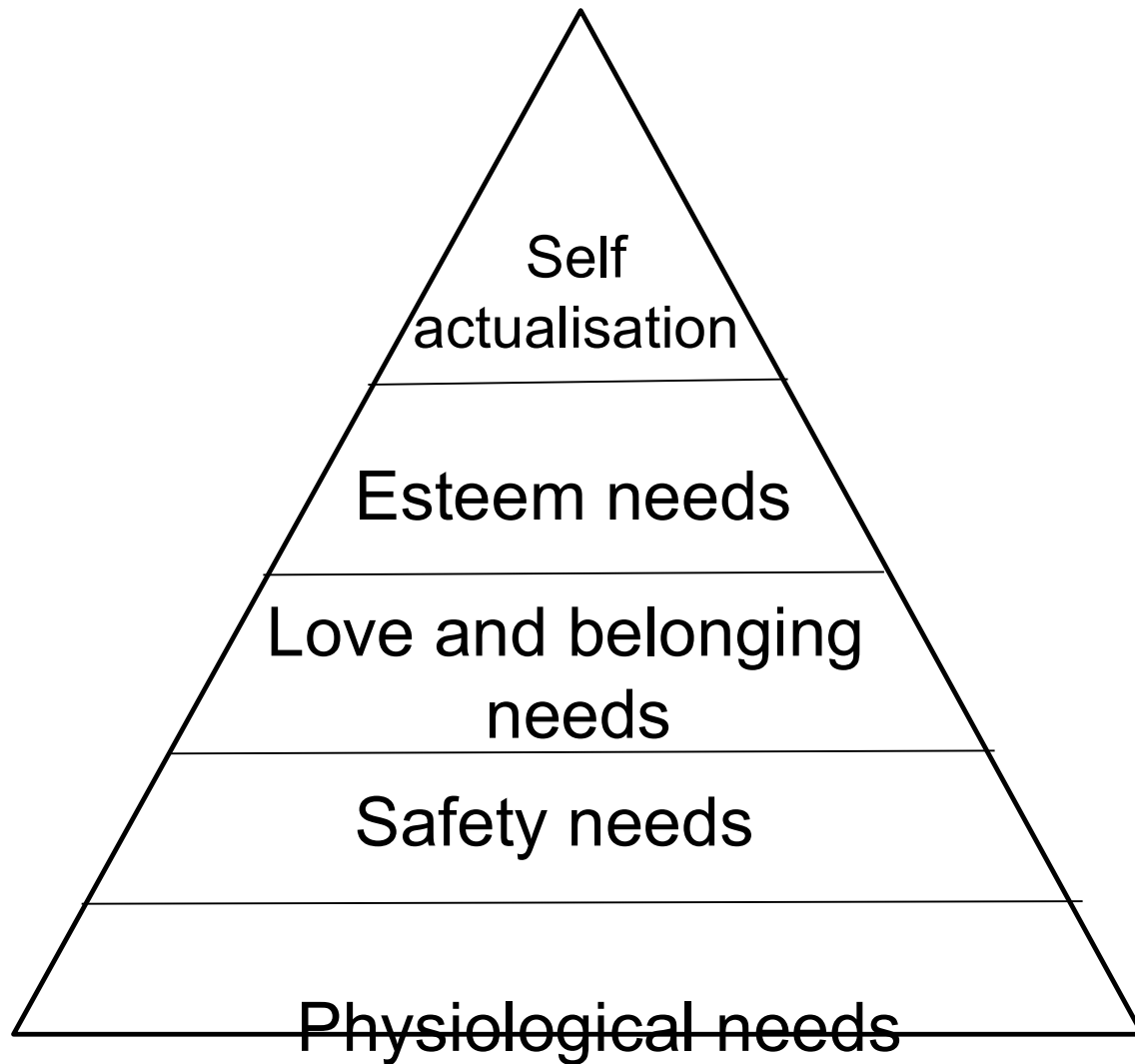
Humanistic Approach

- Contribution of the humanistic school of psychology.
- It believes in the goodness of man and his positive nature.
- Human experiences influences his personality
- Human being has the potential for self-actualization through spontaneity, creativity, and personal development.

Abraham Maslow's Self Actualization Theory

- According to Maslow human beings are basically good and there lies in everyone an for the fulfillment of one's personality.
- The personality of an individual thus depends upon his style of striving towards the ultimate goal of **self actualization**.
- The need of a higher order does not surface until a need of lower order has been gratified.

- Maslow considers self-actualization as the noblest of human needs.
- The ultimate goal of personality development according to Maslow's theory is self-actualization



fifth level

fourth level

third level

second level

first level

Carl Rogers' Self Theory

Structure of personality

Rogers considers personality is a function of the interaction between 2 systems – the organism and the self.

1. The organism : It represents the totality of one's experience – both conscious and unconscious.
2. The self : It is the totality of ideas, feelings and attitudes the individual has about himself.
 - Real self
 - Ideal self

Dynamics of personality

The way in which people behave and react to each other in a particular situation.

According to this theory :

- The organism continually strives to develop and expand the self.
- The basic force motivating the organism is self-actualization.
- The development of an ideal self, which is unattainable or too difficult in view of one's real self may result in maladjustments or serious personality disorders.
- If incongruence happens between any of the components of personality and the external reality, the individual will become abnormal.

Characteristics of Mature Personality

According to G.W Allport, a mature personality has 3 characteristics.

1. **Self-extension** : A mature person will never be ego-centric. He will have a definite goal in life. He will not deviate from this.
2. **Self-objectification** : A mature person is capable of looking at himself objectively. He evaluates himself in terms of his potentialities and performances and accepts his weaknesses.
3. **Unifying philosophy of life** : A mature personality lives according to some accepted philosophy of life developed to his own satisfaction.

TRANSACTIONAL ANALYSIS

- It was first introduced by **Eric Berne**, in his book *Games People Play* in 1964.
- Berne defined Transactional Analysis is the method of studying interaction between individuals.
- The fundamental unit of social interaction is **transaction**.
- **Transaction = Transactional stimulus + Transactional response**

- Transactional Analysis involves identification of the ego states behind each and every transaction.
- Berne defined **ego state** as a consistent pattern of feeling and experience directly related to a corresponding consistent pattern of behaviour.
- Transactional Analysis involves four types of analysis, namely, structural analysis, transactional analysis, game analysis and script analysis.

Structural Analysis (how to analyse personalities)

- Structural analysis is a psychological structure of personality which comprises of a group of ego states.
- According to Eric Berne each person has three ego states which influence his transaction with other people.
- Ego here means the state of mind.

3 ego states

- Parental ego (taught concept)
- Adult ego (thought concept)
- child ego (felt concept)

Parental ego state

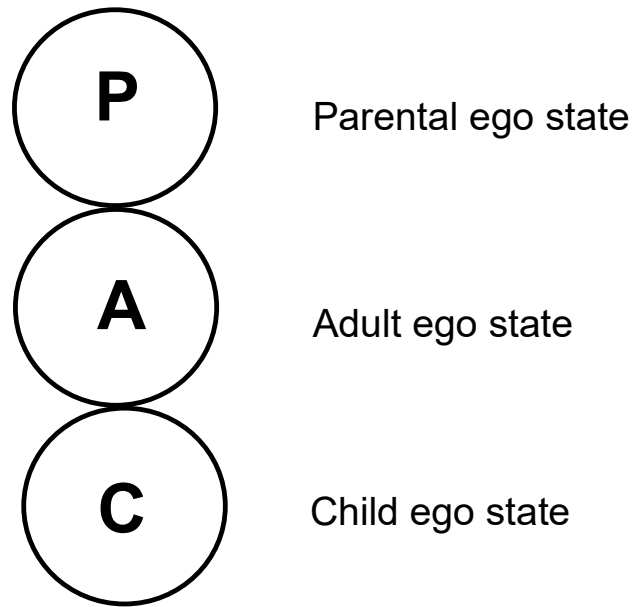
- Parent ego state is a set of feelings, thinking, messages and behaviour that we copied from our parents and significant others.
- When one is in this state, he tends to feel, think, act, talk and respond just as one of his parents did when he was young.
- For eg : A boy tell his younger brother “ if a snake bites, we die “.
- There are two kinds of parent ego States
 1. Nurturing parent
 2. Critical parent

Adult ego state

- Adult functions reasonably and non emotionally provide an unbiased information.
- Adult ego state evokes behaviour that could be described simply as logical reasonable, rational and unemotional.
- Behaviour from the adult ego state is characterized by problem solving analysis and rational decision making
- **For example** : Suppose a person being in parent ego state tells you if snake bites we die and we react same snake do not bites unless they are provoked and all snakes are not poisonous.

Child ego state

- The child ego state is associated with behaviour that appear when a person is responding emotionally
- When one is in this state, he behaves as a little boy as he did in his childhood.
- For example, shivering occurs when an elderly person sees a snake.
- Two kinds of child ego state :
 1. Happy Child
 2. destructive child



Structural Diagram (P-A-C diagram)

Transactional analysis (how people communicate)

- What the person to do and say to each other.
- It is the heart of transactional analysis.
- It helps us to determine which ego state is most heavily influencing our behaviour and the behaviour of other people with whom we interact.
- Transaction = transactional stimulus + transactional response

Types of transactions

There are three basic kinds of transactions :

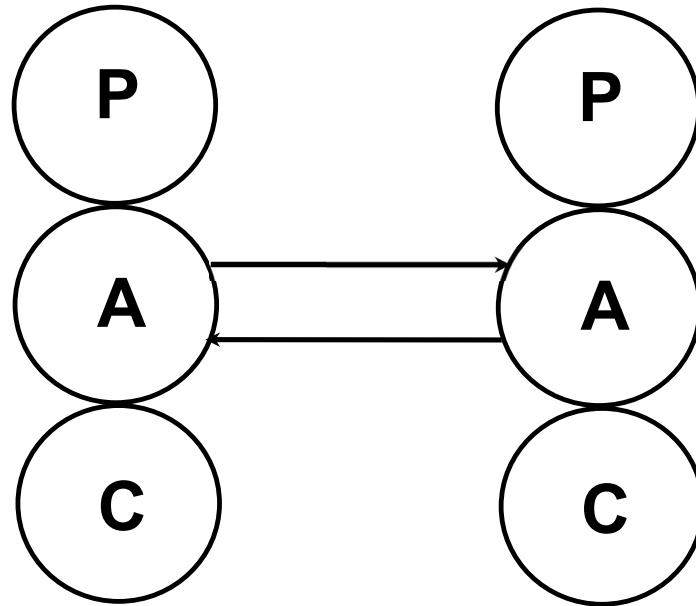
1. Complementary transactions
2. Crossed transactions
3. Ulterior transactions

Complementary Transactions

- The stimulus person and response person are in identical or complementary ego states.
- In complementary transaction the lines of communication are parallel and therefore conversation can go on indefinitely.
- In complementary transaction the sender can usually predict the response he will get.
- For example:
 - Wife : Where is my purse?
 - Husband : It is in shelf.

Stimulus

Response



Complementary Transaction

First rule of communication

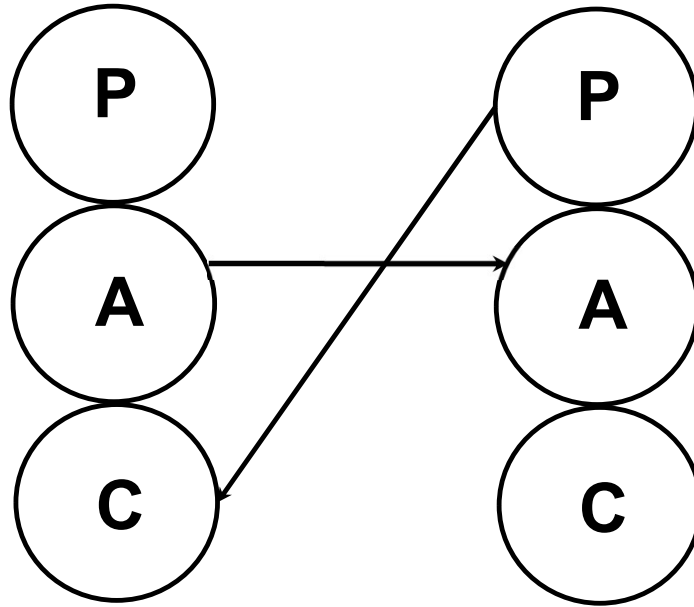
- When transactional stimulus and a transactional response on P-A-C diagram make parallel lines, then the transaction go on indefinitely.

Crossed transactions

- This type of transaction occurs when communication takes place between different pairs of ego states.
- A crossed transaction is one in which the sender sends message on the basis of his ego states, but this message is reacted to by an unexpected ego state on the part of the receiver.
- for example :
 - Wife : Where is my purse?
 - Husband : Don't you know that purse should be kept carefully? Go and search where you have kept it yesterday.

Stimulus

Response



Crossed Transaction

Second rule of communication

- When transactional stimulus and transactional response in a P-A-C diagram cross each other communication stops

Ulterior transactions

- Transaction is one in which two ego states operate simultaneously and one message disguises the other.
- In an ulterior transaction two messages are conveyed at the same time. One of these is an overt message/ social level message. The other one is covert/ psychological level message.
- These are transactions in which one thing is being said on the surface and quite another thing is being said below the surface.

There are two types of ulterior transactions

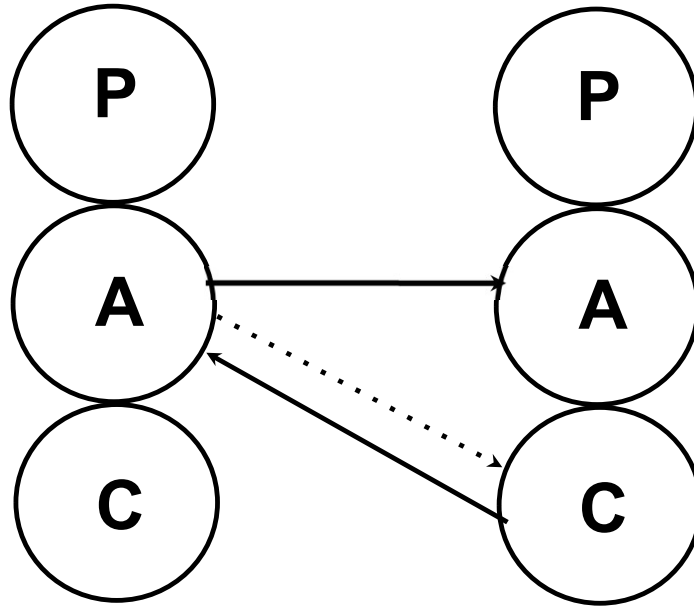
1. Angular Transaction
2. Duplex Transaction

Angular transaction

- An angular transaction is described as one in which one person gives an open message, accompanied by a hidden message and the second person gives an open message which is a response to the hidden message.
- For eg :
 - Salesman : “This one is better, but you can’t afford it.”
 - Customer : “That’s the one I will take.”

Stimulus

Response



Angular Transaction

Duplex transaction

- This is a two level transaction in which beyond the obvious transaction between the two ego states of the persons concerned.

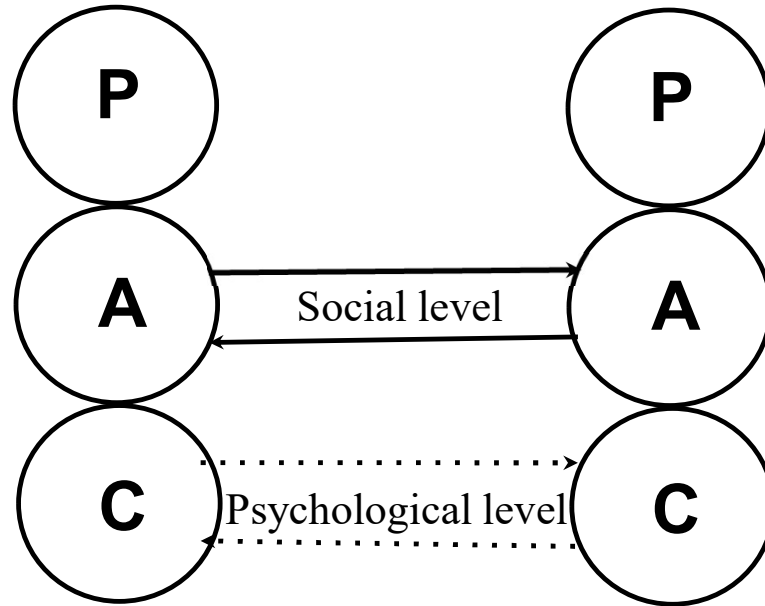
- For eg :

Office boss : “I need you to stay late at the office with me to complete my works”.

Lady staff : “Of course”.

Stimulus

Response



Duplex Transaction

Third rule of communication

- The behavioural outcome of an ulterior transaction is determined at the psychological level and not at the social level.

Game Analysis (Understanding transactions between individual that lead to bad feelings)

- Games are a series of transactions with familiar pattern and predictable outcome.
- A game is a process of doing something with an ulterior motive.
- **Game** : An ongoing series of complementary ulterior transactions progressing to a well defined, predictable outcome
- A game involves recurring set of transactions.

Script Analysis

- **Script** : The life plan you made for yourself when you were a child.
- Script Analysis is the method of uncovering the early decisions, made unconsciously, as to how life shall be lived.
- It is one of the five clusters in transactional analysis.
- The purpose of script analysis is to aid the client (individual or organizational) to achieve autonomy.

Life Positions

- Transactional analysis constructs the following classification of the 4 possible life positions :
 1. I am not OK- You are OK
 2. I am not OK- You are not OK
 3. I am OK- You are not OK
 4. I am OK- You are OK

1. I am not OK – You are OK (Depressed)

Such people feel inferior when they compare themselves with other. These people are depressed and withdraw from others.

2. I am not OK – You are not OK (Despairing)

Such people become deeply sick and lose interest in living. They might end up in mental hospitals or kill themselves or others.

3. I am OK – You are not OK (Distrustful)

Such people feel victimised, and they blame other for their miseries. These people may turn persecutors.

4. I am OK – You are OK (Optimistic)

Such people are mentally healthy. People in this position are happy and intimate relationship.

YOU ARE OKAY WITH ME

I AM NOT OKAY WITH ME

<p>I am not ok You are ok</p> <p><i>One down position</i></p>	<p>I am ok You are ok</p> <p><i>Healthy position</i></p>
<p>I am not ok You are not ok</p> <p><i>Hopeless position</i></p>	<p>I am ok You are not ok</p> <p><i>One uu position</i></p>

I AM OKAY WITH ME

YOU ARE NOT OKAY WITH ME

NEURO LINGUISTIC PROGRAMMING (NLP)

Neuro Linguistic Programming is the study of how interaction of your brain (**NEURO**), your language (**LINGUISTIC**) and body produces patterns of behaviour (**PROGRAMMING**).

Definition :

"A system of alternative therapy based on this which seeks to educate people in self-awareness and effective communication, and to change their patterns of mental and emotional behavior".

N-Neuro

L-Linguistic

P-Programming

Meaning of N, L, P in NLP

Meaning:

N(Neuro)	L(Linguistic)	P(Programming)
<ul style="list-style-type: none">• refers to the brain and nervous system.• Is all about how we think and how we process our thoughts.• Nervous system through which experience is received and processed through the five senses.	<ul style="list-style-type: none">• refers to language skills.• It includes both verbal and non - verbal expression through which we communicate to represent what is stored inside.• It is the study of what we speak and how we influence our experience.	<ul style="list-style-type: none">• refers to the unconscious programs that are run by us in our mind.• The ability to organize our communication and neurological systems to achieve specific goals and results.

Benefits of learning NLP

Learning of NLP will help to :

- Develop scientific outlook.
- Improve personal relationship through communication.
- Attain success by modelling successful personalities.
- Remove negative emotions like inferiority, jealousy, anger, fear etc.
- Accelerate your ability to learn.
- Continually develop new ways of thinking
- Build high quality relationships with significant people.

NLP Enhances ability to:

- Create rapport
- Understand body language
- Improve interpersonal skills
- Influence
- Improve management skills
- Sales and achievement performance
- Motivation
- Being effective in meetings, negotiations and selling
- Personal development

Four legs of NLP

- Rapport
- Outcome orientation
- Sensory acuity
- Behavioral flexibility

Rapport

- Communicate in the language of the other person
- Is matching the way you communicate to the way the other person takes in information
- Increases the likelihood that the message you send will be the one they receive
- Promotes trust and comfort between people

Outcome orientation

- The second leg is to know what you want.
- Without knowing what you want you cannot define success, celebrate when you achieve, or map your journey towards your goals.
- You need to ask yourself the following questions:
 - What do I want?
 - What do I want?
 - What do I want?
 - What do I want?

Sensory Acuity

- Notice what is happening to you and to others around you. Become more curious and aware of the effects and impact of what you do. Only then will you truly know if you are on course to achieve your goal.
- You can then use this feedback to adjust what you are doing.
- You need to ask yourself the following questions:
 - How will I know when I have got it?
 - What will I be seeing when I have got it?
 - What will I be hearing when I have got it?
 - What will I be feeling when I have got it?
 - What will you see me doing, when I have got it?
 - What will you hear me saying when I have got it?

Behavioural Flexibility

- If what you are doing isn't working do something different.
- If you always do what you've always done, you will always get what you've always got
- It is useful to look at the world from different perspectives and points of view.
- The more behavioural flexibility you have the more choices you will discover.
- Keep changing what you do until you get what you want

Modalities

- Our model is updated through our senses.
- We each take in information through a natural preferred combination of senses (called modalities):
 - Visual
 - Auditory
 - Kinesthetic / Tactile

Visual

- They write answers in their own sentences.
- Letters are big in size, leave more space between words.
- They will cut words while writing and draw pictures on their paper.
- They like diagrams, drawing and colouring.
- Looks up while thinking.
- They remember faces and forget names.

Auditory

- Recognize people by sound.
- They write same sentences in examinations.
- Listen lecture carefully and enjoys.
- Explains many times orally.
- Looks side ways while thinking.
- They remember names but forget faces.
- Like songs and music.

Kinesthetic

- They like journey and movement.
- Different letter size in different time.
- Moves legs while listening, becomes restless soon.
- Changes places while reading.
- They like action movies.
- Learns with action, likes combined study.
- Look down while thinking.
- Very sensitive, if someone else is in trouble they feel sad.

MEASUREMENT OF PERSONALITY

To have an adequate knowledge of one's personality for the purpose of guidance, selection of personnel etc measurement of personality is essential.

Some of the the tools and techniques for measuring and assessment of personality tools include :

- . Questionnaire
- . Inventories
- . Projective Techniques

Questionnaire

Refers to a device for securing answers to questions by using a form which the respondent himself fills in.

Definition:

"The term questionnaire generally refers to systematic compilation of questions that are submitted to a sample of the population about which information is desired"

-Barr and others

Procedure:

- form consisting of a series of questions is used.
- The subject responds to the printed questions is used.
- The answers are then examined and the results used for personality measurement.

Advantages :

- . It is a flexible tool for gathering quantitative and qualitative information.
- .It is easy to construct and administer.
- .Less expensive
- .It ensures uniformity in the approach to the problem, in the manner of administration and collecting of responses.

Disadvantages :

- . Inadequate coverage.
- . Misinterpretation of questions.
- . Lack of understanding and co-operation of respondents.
- . Administration of questionnaire itself has its own difficulties.

Inventories

Some inventories include:

1. Personal Data Sheet(PDS) :

- . The inventory consists of 116 questions to be answered with check marks.
- . All questions are related to feelings, worries, fear, symptoms of mental disorder.

2. Minnesota Multiphasic Personality Inventory(MMPI) :

- . Best known personality inventory.
- . Consists of 500 items.
- . Each item is printed on separate card.
- . The individual reads the questions and then, according to the category of response-yes,no or doubtful puts them at three places.

3. Ascendance - Submission Reaction Study(A-S)

- One of the first tools used to measure traits.
- It had been designed to test extroversion-introversion, sociability - solitariness and ascendance - submission traits of personality.

4. Eysenck Personality Inventory (EPI)

- Developed by Eysenck for assessing neurotic tendencies.
- Developed on the assumption that there are only two dimensions of personality, the stable-unstable and introverted-extroverted.

Difference between questionnaire and inventory

Inventory resembles with questionnaire in so many aspects like administration, scoring, interpretation etc. The differences can be seen in two ways as below :

- Questionnaire is a general device that is widely used for collecting all kinds of information.
- The questions set in questionnaire are generally addressable by the investigator to the second person that is the respondent.

- Where as inventory is specially designed to seek answers about the person and his personality traits
- In inventory, the items are usually addressed to the first person in the sense that the respondent is asking the question to himself.

Projective Techniques

- The most suitable technique for assessing personality, especially in cases having personality disorders.
- Is based on the phenomenon of projection
- Unstructured stimuli are provided to the testee who is asked to structure them in any way he likes.
- The projected expressions of the individual give an understanding of that individual.

Important Projective Tools

1. Rorschach Ink-Blot Test
2. Thematic Appreciation Test(TAT)
3. Word Association Test (WAT)
4. Children Apperception Test (CAT)
5. Sentence Completion Test(SCT)

1.Rorschach Ink - Blot Test

- Devised by Swiss Psychiatrist Hermann Rorschach.
- The test consists of 10 cards each of which has a bisymmetrical ink-blot in it.
- The cards are presented one after another in the prescribed sequence.
- The respondent is asked, 'what does it look like and what could be this'. Then the following are interpreted by the experts:
 1. A verbatim record of responses
 2. Exact details of the time elapsed between presentation of each card.
 3. The first response to it
 4. The total time required for each card etc.

2. Thematic Apperception Test (TAT)

- Devised by **Morgan and Murry**.
- The test consists of 20 pictures each vague and indefinite, showing one or two human figures in different poses and actions
- The respondent is asked to narrate a story centered on the incident portrayed in the picture
- The story is recorded and later interpreted by experts.
- The test is more useful in knowing the general nature of one's personality rather than diagnostic aspects.

3. Word Association Test (WAT)

- Developed by **C.G.Jung**.
- The respondent is told or showed a number of personality - indicating words and is asked to say or write a word which he thinks associated with those presented.
- On the basis of this test Jung divided personality into introvert, extrovert and ambivert among other types.

4. Children Apperception Test (CAT)

- Developed by **Leopold Bellak**.
- To measure the personality of children between 3 to 10/11 years of age.
- Test consists of 10 cards depicting situations involving animals or pictures of animals
- When the cards are presented one by one the subject is asked to make up stories out of them.
- As per the quality of description, nature of anxieties, confidence, language used etc, the child's personality is assessed.

5. Sentence Completion Test (SCT)

- This test includes a list of incomplete sentences generally open at the end, which require completion with one or two words.
- The subject is asked to as quickly as possible.
- For eg: My hero is.....

ADJUSTMENT AND MALADJUSTMENT

Adjustment

- Imply the process by which a person changes his behaviour to achieve a harmonious relation between himself and his environment.
- A well adjusted person is one who has come to terms with his environment.
- Adjustment is not static condition.
- It is relative and temporary.
- Directly connected with the needs and problems of life
- Refers to the behavioral patterns through which needs are satisfied or problems are solved habitually.

Maladjustment

- Refers to the degree of harmony between the person and his environment.
- It indicates the failure of the individual to adjust to a situation.
- A maladjusted person solves his problems usually in a destructive way and in this process disturbs harmony.
- Maladjustment always results from frustration and conflict.

Frustration

- Occurs whenever one's goal seeking activity is obstructed.
- Environmental obstacles, social restrictions and personal limitations all produce frustration.
- One of the major sources of frustration is motivational conflicts.
- Immediate reactions to frustration are restlessness, tension, aggression, fantasy and regression.
- Intensity of frustration depends upon the significance of the goal and strength of the blockade.

Conflict

- A state of tension brought in by the presence of two opposing desires in the individual.
- Arises as a result of interaction between the individual and his physical environment.
- A conflicting situation creates tension and feeling of restlessness in the mind.
- Three types of conflicts :
 1. Approach - approach conflict
 2. Approach-avoidance conflict
 3. Avoidance-avoidance conflict

Types of Conflicts

Approach - approach conflict :

Arises when the individual is faced with the problem of making a choice between two positive goals that are equally motivating.

Approach-avoidance conflict:

Arises when the individual is faced with problems of making a choice a positive goal and negative goal where a negative goal indicates the goal of avoiding pain.

Avoidance-avoidance conflict:

Arises when individual is faced with the problem of making a choice between two equally strong negative goals.

Treatment for Maladjustment

- The teacher should make a realistic approach to problems of pupils for which he must possess deep knowledge of psychological problems.
- The teacher should maintain an objective attitude towards pupils.
- The basic psychological needs of children must be fulfilled.
- Goals specific for a particular individual should be selected taking into consideration his abilities and available facilities.

Contd...

- Unrealistic and unattainable level of aspiration should never be set.
- Curriculum must be life oriented and flexible.
- Methods of teaching should be selected based on the level of intelligence of the pupils.
- Involvement of students in teaching learning process should be encouraged.
- Co-curricular activities should be promoted

Defence Mechanisms

- The common strategies which the individuals adopt to defend or escape from conflicts and frustrations.
- Also known as *adjustment mechanisms*.
- Are protective devices which an individual may resort to, for safe guarding him against psychological dangers and distresses.
- Important defence mechanisms are:

Repression, Compensation, Projection, Regression, Identification, Aggression, Rationalization, Withdrawal, Sublimation, Negativism, Fantasy or Day dreaming

Repression

- A mechanism in which painful experiences, shameful thoughts and unfulfilled wishes are pushed down into the unconscious.
- A very dangerous mechanism as it perpetuates the emotional disturbance by concealing it.
- Repressing hostile feelings is the chief cause of neurosis.

Projection

- Seeing one's own defect in others is called projection.
- Most common defence mechanism which is used by all people in day to day life.
- It is a mechanism which relieves the individual of the frustration.
- Excessive projection leads to hallucinations.

Identification

- In this mechanism, an individual is to found to achieve satisfaction from the success of other persons, groups or institutions by identifying with them.
- For eg: Children often identify themselves with their parents, film stars or cricket players.

Rationalization

A mechanism by which the individual justifies his shortcomings, failures and incompetence by giving false reasons.

Two types of rationalization :

1. Sour grapes:

In this type, the individual attempts to rationalize his external conditions rather than his inability.

For eg: A student who gets low mark in exam might come forward with an explanation that even if high marks are scored there is no use for it.

2. Sweet lemonism:

In this type, the individual is not satisfied with his achievement, he accepts it as good.

For eg: An officer who has been dismissed may say that by the punishment he gets enough time to look after the family.

Sublimation

- A concept formulated by Freud.
- It is the process by which unacceptable desires are channeled into activities that have strong social approval.
- An individual may make his personality dominant and remove many of his shortcomings through sublimation
- It is a constructive mechanism supplies an outlet for blocked and intolerable drives.
- It prevents emotional conflicts, helps to maintain mental health and contributes to personality development

Compensation

- A mechanism by which an individual tries to cover up his deficiency in one field by exhibiting his strength in another field.
- Compensation grows out of a feeling of inferiority.
- It reduces tension and promotes mental health.
- For eg: A boy who fails in academic subjects may save his self-esteem by distinguishing himself in athletics.

Regression

- A mechanism whereby the individual returns to an earlier stage of development.
- It is a reversion of progressive sequence of development.
- Some regression is normal and good for keeping mental balance in the social environment.
- When used habitually in all problematic situations, it may lead to schizophrenia.

Aggression

- It arises from frustration.
- Individual adopts the mechanism by attempting to destroy the source of frustration.
- Two types of aggression:

Direct aggression:

For eg: The boy who is insulted by his friend attacks him physically.

Indirect aggression:

For eg: The boy who is ridiculed by the teacher pushes another boy into a mud puddle.

Withdrawal

- Means retreating from the situation that causes a sense of failure or frustration.
- It is a mechanism of escape in which the individual evades a field of action in which he is sure to fail.
- Frequent withdrawal from difficult situations may make an individual timid to face real life situation.

Negativism

- A mechanism by which an individual draws the attention of other persons.
- The individual refuses to co-operate with others.
- Disobedience is an expression of negativism.

Fantasy or Day dreaming

- It is an attempt to gratify desires or to find comfort by means of imaginary achievement.
- It provides an escape from frustration by giving imaginary satisfaction.
- A mechanism of wish fulfilling.

MENTAL HEALTH AND MENTAL HYGIENE

MENTAL HEALTH

Definitions :

- “ *Mental health is the full and harmonious functioning of the whole personality*” - **Hadfield**
- “ mental health is a state of well being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productivity and is able to make a contribution to his or her community” - **WHO**

Mental Health of the Learner

- There should be some provision for regular physical training and medical care of the students in the school.
- Student should be helped in acquiring balanced emotional development and exercise control over their emotions.
- Favourable and unfavourable comparison should be avoided .
- In classroom a democratic climate should be maintained.
- Find out rejected and maladjusted children and help in their adjustment with classmates and others by arranging group activities.
- Develop pupil's self-respect and self-esteem
- Avoid corporal punishment and encourage self discipline in the democratic line

Mental Health of the Teacher

Characteristics of mentally healthy teachers :

- Democracy and courtesy in relations with pupils.
- Flexibility in opinion, beliefs and attitudes .
- Physical fitness and good health status.
- Acceptance and understanding of children.
- Respect for oneself and one's profession.
- The ability to help pupils with personal as well as educational problems.
- Pleasing personal appearance and manner.
- Ability to work together, to share our experiences with other staff members

Importance of Mental Health

- ✓ Helps in the development of desirable personality.
- ✓ Helps in proper emotional, social, moral and aesthetic development.
- ✓ Helps in actualizing one's potential.
- ✓ Helps in seeking proper adjustment.
- ✓ Helps in seeking goals of life.
- ✓ Helps in the progress of the society.
- ✓ Helps in preventing mental illness.

Role of teacher in promoting mental health

- The teacher should have positive attitude towards teaching.
- Take genuine interest in students and their welfare.
- His approach to the students should be that of a friend, philosopher and guide.
- Teacher can play an important role in developing a sense of co-operation, team spirit and group participation among his students.
- A class should be conceived as a shared environment .
- The teacher should take up the role of a motivator ,facilitator and counsellor

MENTAL HYGIENE

Definitions :

- “ Mental hygiene is a science that deals with human welfare and pervades all fields of human relationship”. - **Crow and Crow**
- “ Mental hygiene is the science of maintaining mental health and preventing the development of psychosis ,neurosis or other mental disorders”. - **Encyclopaedia Britannica**

Importance of mental hygiene

- Prevention of mental disorders.
- Preservation of the mental health.
- Rehabilitation of the mentally disturbed.
- Help individual in coping in the stressful world.
- To deal with the social problems that comes under the review of social psychiatry from drug addiction to suicide prevention.

MENTAL DISORDERS

Definition:

Mental disorders represent certain types of abnormalities, malfunctioning or deficiency in the behaviour or personality of an individual resulted from his maladjustment with the self and the environment .

Causes of mental disorders

- Inherited traits
- Negative life experiences (traumatic)
- Environmental exposures before birth
 - Viruses, toxins, alcohol or drugs
- Brain chemistry
 - Hormonal imbalances

How mental disorders are diagnosed

- A medical history
- A physical exam and possibly lab tests, if the provider thinks that other medical conditions could be causing symptoms of the affected individual
- A psychological evaluation. Individual will answer questions about his thinking, feelings, and behaviours.

Classification of mental disorders

Two major systems of classification

1. **ICD (International Classification of Diseases) by WHO**
2. **DSM (Diagnostic and Statistical Manual of Mental Disorders) by APA (American psychiatric Association)**

DSM

- Diagnostic manual used by counsellors, psychologist and psychiatrists
- Help guide diagnostic decision making
- The most recent edition, DSM-5, appeared in 2013
- It contains descriptions about mental disorders and lists criteria that must be met in order to make a particular diagnosis

PREVIOUS YEAR QUESTIONS

Part A (Each carries two marks)

1. What is meant by *mental health* (Apr 2015)
2. Write four characteristics of a *mature personality* (Dec 2016)
3. What do you mean by *mental hygiene* (Dec 2016)
4. What is *DSM* classification (November 2017)
5. Diagrammatically represent the *hierarchy of needs* (Nov 2017)
6. Define *trait* (December 2018)
7. What is *NLP* (December 2018)

Part B (Each carries 4 marks)

1. Discuss the characteristics of *mature personality* (Apr 2015)
2. What are the school factors contributing to *maladjustment* in children (Apr 2015)
3. Discuss the structure and *dynamics of personality* according to Sigmund Freud (Apr 2015)
4. Briefly explain *Maslow's hierarchy* of motives (Dec 2015)
5. Define *adjustment*. Explain any two *defence mechanism* used by school children (Dec 2015)
6. Explain the role of teachers in promoting *mental health* of students (Dec 2015)

7. Explain the categories of ***traits according to Allport*** (Dec 2016)
8. Explain the ***structure of personality*** according to Carl Rogers (Dec 2016)
9. Describe any two common types of ***mental disorders*** (Nov 2017)
10. What is ***mental hygiene*** and write a short note on the role of curriculum in establishing it (Nov 2017)
11. Explain any four ***adjustment mechanisms*** (Nov 2017)
12. Discuss about ***neuro linguistic programme*** (Nov 2017)
13. Write a short note on ***trait approach of personality*** (Nov 2017)

Contd...

14. Explain ***mental health*** and mention role of teacher in inculcating mental health(Dec 2018)
15. Define ***maladjustment*** and explain the role of education in creating good adjustment capacities among students (Dec 2018)
16. Describe any four objective techniques for the ***measurement of personality*** (Dec 2018)
17. Who is a ***matured person***? Describe the characteristics of a matured person (Dec 2018)
18. Write a short note on ***Erik Bern's contribution to personality studies*** (Dec 2018)

Part C (Each carries 10 marks)

1. Describe the psycho- sexual stages of personality development according to Sigmund Freud (Dec 2015)
2. Explain how the theory of transactional analysis helps to improve communication (Dec 2016)
3. Explain the theory of transactional analysis. Discuss the relevance of PAC model in communication (Nov 2017)
4. Define personality and discuss about trait approach of personality (Dec 2018)
5. Explain adjustment and the role of education in catering adjustment .Discuss briefly about any five adjustment mechanisms(Dec 2018)

UNIT 6

UNIQUENESS OF THE INDIVIDUAL

Group members

- Abhirami k.s.
- Anwitha p
- Athira m
- Fasna k.m.

INDIVIDUAL DIFFERENCES

INTRODUCTION

- No two persons are alike . All individuals differ from each other in many a respects.
- Children born of the same parents and even the- twins are not alike.
- Dissimilarity is a law of nature.
- Learning is most effective when differences in learner's language ,cultural and social behaviour are taken into account.
- A teacher's challenge is to acknowledge and celebrate the differences among children and work to maximize the growth in each child.

Meaning

The differences among individuals that distinguish them from one another and make each one a unique individual .

Definitions :

“The variations or deviations among individuals in regard to a single characteristic or a number of characteristic, those differences which in their totality ,distinguish one individual from another”.

- Carter B.Good

“Dissimilarity between persons that distinguish them from one another .”

- Osborne

Types of Individual Differences

Individual Difference can broadly divided in two :

- ❖ **Inter Individual Differences**

When abilities , interest and personality of individuals differ that is called Inter individual differences.

- ❖ **Intra Individual Differences**

Difference from one ability to another within one's own self is marked, it is known as Intra individual differences.

AREAS OF INDIVIDUAL DIFFERENCES

Individual differences are found in the following area :

1. Physical differences

Individuals differ in height, weight, colour of skin, colour of eyes and hair, size of hands and legs, shape of mouth and nose, facial expression, mannerism in speech and walk, and other such native or acquired physical characteristics.

2. Difference in intelligence

Difference in intelligence level is seen in individuals into different categories such as genius ,gifted, superior, bright, averages and slow learners on the basis of their intelligence level(IQ level).people differ in intellectual abilities and capacities like reasoning and thinking ,power of imagination, creative expression, concentration etc.

3.Emotional differences

Individuals differ in the manner they express their emotions .In some individuals positive emotions like love, affection, amusement etc. are more prevalent whereas in others negative emotions are more powerful ,some are emotionally stable and mature while others unstable and immature.

4.Social and moral differences

some are found to be adjusted properly in the social situations and lead a happy social life while others are socially handicapped , unsocial or antisocial. similarly, people are found to differ in respect of ethical and moral sense.

5. Differences in interest and aptitude

people differ in their tastes and interests. some take interest in meeting people, attending social functions and are very fond of group activities, others feel happy in solitude and avoid social gatherings. In the same way, people are found to have different aptitudes. some have mechanical aptitude, while the others have scholastic, musical or artistic aptitude.

6. Differences in attitudes

individual difference can be observed in the beliefs, opinions and ideas of people. people are found to possess varying attitudes towards different people, groups, objects, political and religious philosophies etc.

Educational Implications of Individual Differences

- Aims of education, curriculum, method of teaching should be linked with individual differences considering the different abilities and traits individuals .
- Curriculum should be designed as per the interest, abilities and needs of different students.
- The teacher has to adopt different types of methods of teaching considering individual difference related to interest, need, etc.
- Some co-curricular activities such as drama, music, literary activities should be assigned to children according to their interests .
- Various methods such as playing method, projective method , Montessori method, story telling methods are to be used considering/discovering how different children respond to task or problem.

Factors causing Individual Differences

Heredity and Environment

Heredity

- Heredity is the sum total of physical and mental qualities that an individual inherits from his parents.
- These qualities are transmitted to the person from his parents through *genes* in the *chromosomes*.
- According to **Peterson** , Heredity of an individual may be defined as what he gets from his ancestral stock through his parents.
- Heredity is of two types – *biological heredity and social heredity*

Biological Heredity

It involves all those physiological and psychological characteristics which a person inherits from his parents through genes in chromosome .

Social Heredity

It refers to all that one generation gets from preceding generations in the form of social customs, traditions, ideals, values, beliefs, morals, conventions, skill etc.

Environment

- Environment is everything other than heredity that influences an individual's growth and development
- According to **woodworth** , Environment covers all the outside factors that have acted on the individual since he began life.
- Environment is of three types-
 1. Physical environment
 2. Socio cultural environment
 3. Mental environment

Physical Environment

It includes physical atmosphere like home, school, buildings, village, food, climate temperature etc.

Socio Cultural Environment

It includes parents ,members of the family, relatives, playmates, friends, Neighbours, teachers and society at large.

Mental Environment

It consists of books around the child, libraries, laboratories, radio, museum, recreation rooms, associations and interest of the parents.

Interest

Meaning

Interest is a state of curiosity about something .it is a feeling and sense of attraction, liking or bonding towards particular object or person.

Definitions

- “Interest may be refer to the motivating force that impels us to attend to a person, thing, or an activity or it may be the effective experience that has been stimulated by the activity itself”

-Crow & Crow

- “A thing that interests us is just something that concerns us or matters to us”

-J.S Ross

Nature and characteristics of Interest

- It is linked with our wants ,motives , drives and basic needs
- Interests are innate as well as acquired
- It is great motivating force
- Interest and attention are closely related
- Pursuit of one's interest is always satisfying
- Interests get changed as a result of maturation and learning. They are not fixed or permanent.
- They are unique to an individual

Importance of Interest

- Whenever there is discussion regarding the student's vocational plans, knowledge of his interest may serve as good indicator.
- Interest help him to realise the aims and goals set by him.
- Knowledge of an individual's interest provide a sound basis for educational and vocational guidance.
- Interest inventory helps the teacher to understand the performance of bright and poor students.

Factors Affecting Interest

Personal factors

- Physical and health environment
- Mental health & development
- Social development
- Age & sex
- Emotions, sentiments & complexes
- Wishes, ideals, motives and goals of life

Environmental factors

- Socio –economic status of family
- Education and training
- Opportunities available to him for exploring the potential difference

Types of tools for measuring Interest

The tools for measurement of interest are of two types –

- Formal methods
- Informal methods

- ***The formal methods*** are specialized and standardized measuring instruments such as interest inventories, interest test batteries.
- ***The informal methods*** include person's own statement , a record of his activities and observation by the parents and the teachers.

Interest Inventory

An interest inventory is a testing instrument designed for the purpose of measuring and evaluating the level of an individual's interest in, or preference for, a variety of activities. Testing methods include direct observation of behaviour, ability tests, and self-reporting inventories of interest in educational, social, recreational and vocational activities. The activities usually represented in interest inventories are variously related to occupational areas, and these instruments and their results are often used in vocational guidance.

Important Interest Inventories

1. The Strong vocational Interest Blank(SVIB)

- In 1927, psychologist E.K.Strong developed the first interest inventory.
- This tool measured individual's interests and compared them to those of people working in various occupations.
- This inventory consists of 400 items and is available in two forms – one for men and the other for women.
- The items consist of occupations ,amusement activities ,school objects, personal characteristics,etc.
- The inventory can be scored for 40 occupations. The score given as A, B+, B, B-, C.
- The blank is most useful with persons at least 17 years old.

2. The Kuder Preference Record

- This has been prepared by G. Frederic Kuder.
- An occupational interest inventory designed to measure the respondent's relative levels of interest in ten occupational areas:clerical, computational,art,music,social service, outdoor, science, persuasive, literary ,mechanical .
- For each of 168 items ,of the scale consists of three activities from which the respondent selects the least liked and the most liked
- Kuder inventories are designed for use with children from grade 9 onwards and with adults.

Attitude

Meaning

An attitude is a positive ,negative or mixed evaluation of an object that is expressed at some level of intensity.

Definitions

❖ “Attitude is a little thing that makes a big difference”

-Winston Churchill

❖ “Attitude is a particular feeling about something. It therefore involves a tendency to behave in a certain way in situations which involve that something ,whether person ,idea or object. It is partially rational and partially emotional and is acquired ,not inherent in an individual.”

- Sorenson

Nature of Attitude

- Attitudes are formed due to an individual's experience and interaction with real situations.
- Attitudes are the complex combination of things we tend to call personality, beliefs, values, behaviours and motivations.
- All people irrespective of their status or intelligence, hold attitudes.
- An attitude exists in every person's mind. It helps to define our identity, guide our actions and influence how we judge people.
- Although the feeling and belief, such components of attitude are internal to a person, we can view a person's attitude from his or her resulting behaviour.

Components of Attitude

1. Cognitive components(Elements): It consist of knowledge and beleifs. One's attitude depends on knowledge which is logical and rational.
2. Feeling element: Attitude always arouses one's feeling and emotions. We like some people and dislike some others. These are based on our feeling.
3. Action : Both the knowledge and feeling urge an individual to act. This action- tendency in an attitude enable others to infer the feeling and understanding.

Measurement of Attitude

- ❖ Direct Method- Measuring the verbal report of the attitude
 1. Thurstone Attitude Scale
 2. Likert Attitude Scale

- ❖ Indirect Method- Interpretation of attitude from indirect responses
 1. Projective Technique

Direct Attitude Measurement

1. Thurstone scale

- The Thurstone scale was the first technique to measure attitude. It is the first formal method design to measure attitude.
- It was developed by *Louis Leon Thurstone* in 1928
- It is also known as *method of Equal appearing interval*
- It is made up with a statement on particular issues.
- A Thurstone scale is an attitude scale consisting of items(in the form of statement)with which the respondent has either to agree or disagree.
- Only those items with which they agree are scored.

2. The Likert scale

- Likert scales were devised in 1932 as a development of Thurstone scale
- An extremely popular means for measuring attitudes.
- It is also known as *Summative rating scale*.
- Likert scale is an attitude scaling method in which respondents indicate the extent of their agreement with each item on a scale (e.g. a five - or -seven point scale). Their score on the scale is the sum of the scores for each item.
- Respondents indicate their own attitude by checking how strongly they agree or disagree with statements.
- Response alternatives : “strong agree”, “agree” ,“uncertain”, “disagree” and “strongly disagree”.
- Likert scale are relatively easy to construct.

Indirect Attitude Measurement

Projective Techniques

A Projective test is involves presenting a person with an unclear or incomplete stimulus (eg:picture or words).The stimulus requires interpretation from the person. Therefore, the person's attitude can be measured from his response.

The assumption about these measures of attitudes it that the person will “project” his or her views, opinions or attitudes into the unclear situation, thus revealing the attitudes the person holds. This method of attitude measurement is not objective or scientific which is a big criticism.

Aptitude

Meaning :

- Aptitude is the aptness or quickness to succeed in a specific field of activity
- Aptitude - Aptos means '*fitted for*'
- Aptitude = capacity + Interest
- It is an innate capacity of an individual in a particular field of action.

Definitions

- ❖ “Aptitude is a set of characteristics ,symptomatic of an individual’s ability to acquire with training, some specified knowledge ,skill or set of responses”

- Warren

- ❖ “Aptitude as a pronounced innate capacity for, or ability in, a given line of endeavor , such as particular art, school subject or vocation”.

- The Dictionary of Education

- ❖ “Aptitude refers to those qualities characterising person’s way of behaviour which serve to indicate how well he can learn to meet and solve certain specified kinds of problem”

- Bingham

Nature of Aptitude

- Aptitude is future oriented
- Aptitude is a result of both heredity and environment
- It is relatively constant
- It implies facility of learning or readiness to acquire a particular job
- It is innate as well as acquired.
- It is an integrative part of personality
- Aptitude looks to the future , predicting what he may become.

Measurement of Aptitude

- Aptitudes are measured by employing *Aptitude Tests*.
- An Aptitude Test is a device design to identify and ascertain an individual's potential ability for performing a certain type of activity of a specialised nature.
- It is an excellent predictors of future scholastic achievement.
- It provides a profile of strength and weakness.
- It can uncover hidden talents in some children.
- There are two types of aptitude tests:
 - 1. General/ Differential Aptitude Test**
 - 2. Specific/ Specialised Aptitude Test**

1. General/Differential Aptitude Test- They measure aptitude in one or more areas at a time

- Eg:
1. Differential Aptitude Test Battery(DATB)
 2. General Aptitude Test Battery(GATB)

2. Specific/Specified Aptitude Test –They measure the aptitude of individual in various specific fields.

- Eg:
1. Minnesota Mechanical Assembly Test(MAT)
 2. Finger Dexterity Test
 3. Mechanical Dexterity Test
 4. Clerical Aptitude Test
 5. Musical Aptitude Test

Differential Aptitude Test Battery (DATB)

- DAT is developed by *Psychological corporation, New York*
- Founders – *Bennet, Seashore and Wesman*
- The battery consists of **eight subsets** designed to measure eight different abilities
- The subsets are
 1. Verbal Reasoning
 2. Numerical Reasoning
 3. Abstract Reasoning
 4. Clerical speed and accuracy
 5. Mechanical Reasoning
 6. Space Relations
 7. Language usage – spelling
 8. Language usage - sentence

General Aptitude Test Battery (GATB)

- It is developed by *United States Employment Service Bureau*
- It consists of *12 tests* which measure *9 aptitudes* important for success in a wide variety of occupation.
- Eight of the test are paper-pencil tests and other four are Apparatus tests.
- **The tests are**
 - 1.Name comparison
 - 2.Computation
 - 3.Three dimensional space
 - 4.Vocabulary
 - 5.Tool matching
 - 6.Arithmetic reasoning
 - 7.Form matching
 - 8.Mark making
 - 9.Place
 - 10.Turn
 - 11.Assemble
 - 12.Disassemble

Specific Aptitude Tests

1. Minnesota Mechanical Assembly Test(MAT)

- It is the first test of Mechanical Aptitude devised by **J.L Stenquist**
- This test measures a person's ability to put together the parts of mechanical device such as bicycle bell, a double action hinge, a door lock , mouse trap etc.
- It consists of 33 disassembled mechanical devices.
- The subject to be tested is asked to assemble the parts of the devices in a fixed time.
- Each item, correctly assembled, within the time allotted ,receives a score of 10,and partial credit is given in proportion to the amount of work correctly done.

2. Finger Dexterity Tests

It measures a person's hand eye coordination .It helps to evaluate the fine motor skill abilities of individuals.

3. Mechanical Dexterity Test

It measures a person's ability in using mechanical devices.

INTELLIGENCE

Concept of Intelligence :

It is the ability which helps an individual to make adjustment with the environment, make abstract thinking and learn from experience.

Definition :

- ❖ Intelligence is the aggregate of global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment. - **Wechsler**
- ❖ Intelligence is the ability to adapt to one's surrounding. - **Piaget**
- ❖ Intelligence as the capacity to learn and adjust to relatively new and changing conditions. - **Wagnon**
- ❖ Intelligence is the ability of an individual to direct his behaviour towards a goal. - **Binet**

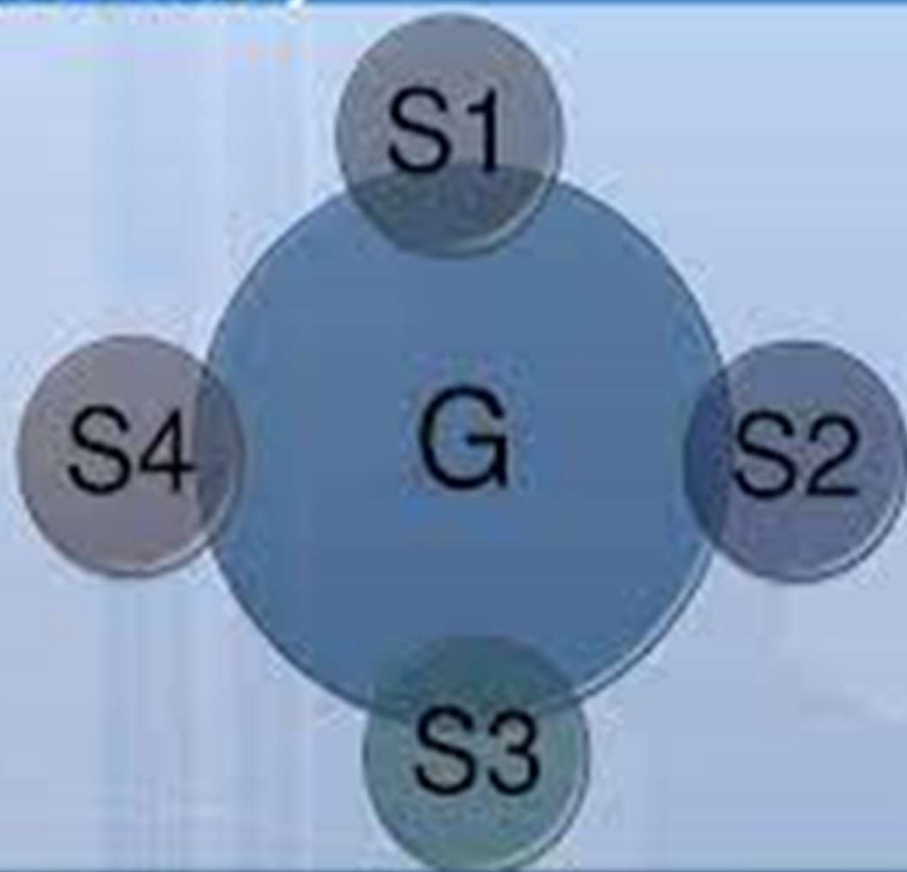
Theories of Intelligence

Two factor theory - Charles Spearman

- According to Spearman intelligence consists of two factors - a general factor (g) and a specific factor (s).
- The performance of an individual is determined by the combination of g factor and s factor.
- Each and every individual has a different combination of g and s factor.
- It results in the individual differences.
- **General factor (g)** - It is the general mental ability of an individual.
- It is inborn and innate
- It is constant in nature
- It cannot be modified through education or training

- It is hereditary
- It varies with the individual.
- It is the general component running through all the different tasks.
- It is the common factor in all tasks.
- It is used in every activity of life.
- **Specific factor (s)** – it is the specific capacity that helps the person to deal with specific problems.
- It varies from activity to activity in same individual.
- It can be acquired from the environment.
- It is highly specific in nature.
- It can be modified through education and training.

Spearman's Two-Factor Theory or Eclectic Theory



Guilford's SI model of Intelligence

- It is a three dimensional model developed using the statistical technique of factor analysis.
- Every intellectual activity can be described in terms of three different basic parameters- operations, contents, and products.
- Operations- refers to the act of thinking.
- Contents- refers to the term in which we think.
- Products- refers to the idea we come up with.
- He identified 6 operations 5 contents and 6 products.
- In this model a maximum number of factors is $6 \times 5 \times 6 = 180$
- Each factor has a trigram symbol one symbol each from *operation*, *content* and *product*.

Operations

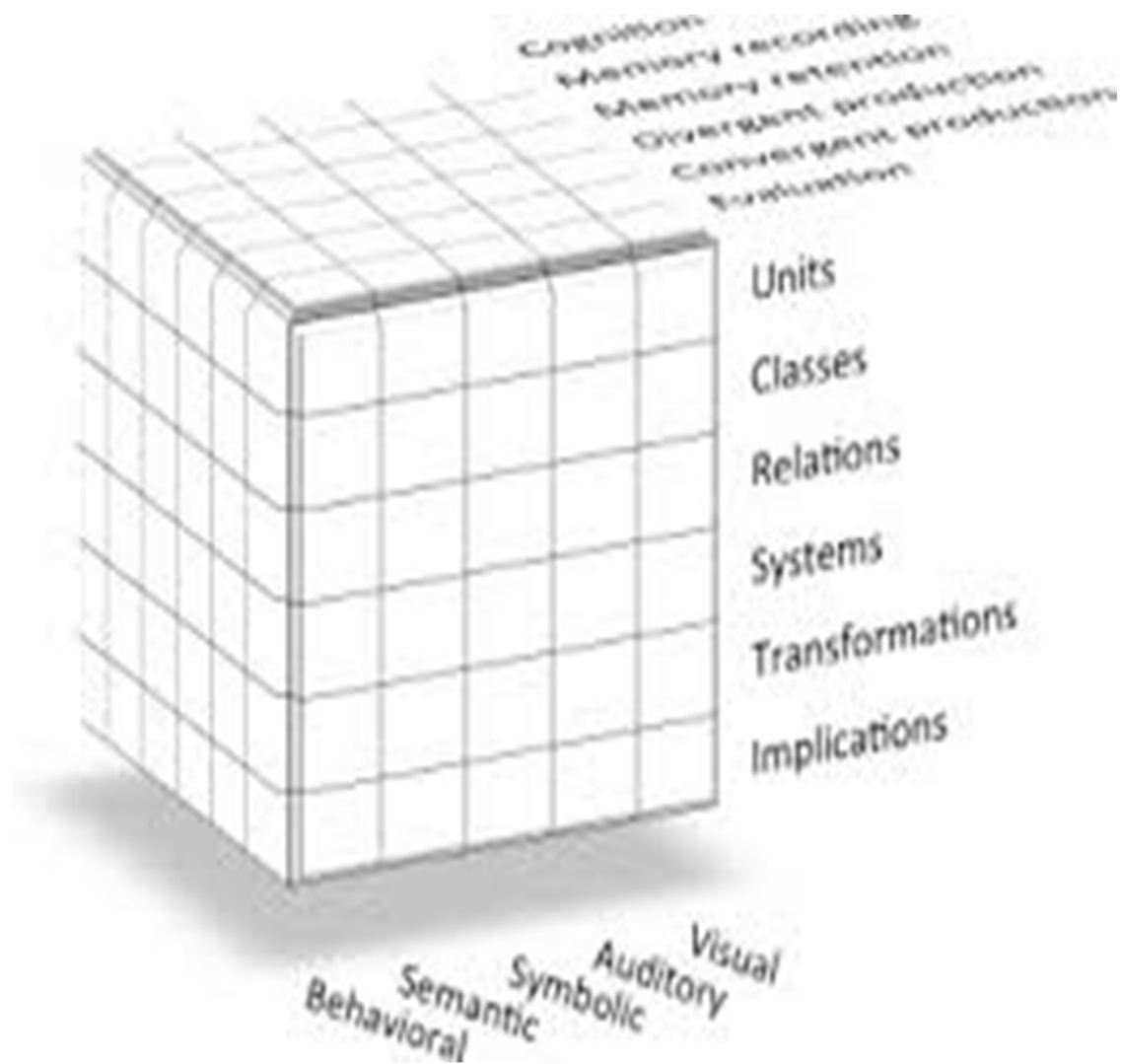
1. **Cognition** - Ability to understand ,comprehend, discover and become aware of the information.
2. **Memory recording** – ability to encode information.
3. **Memory retention** – ability to recall information.
4. **Divergent thinking** – ability to generate multiple solutions to a problem.
5. **Convergent thinking** – ability to produce a single solution to a problem.
6. **Evaluation** – ability to judge whether or not the information is accurate consistent or valid.

Contents

1. Visual – information perceived through visuals
2. Auditory – information perceived through hearing.
3. Symbolic – information perceived through symbols for signs.
4. Semantic – information perceived through verbal meaning and ideas.
5. Behavioural – information perceived as acts of an individual.

Products

1. **Units** – single items of knowledge.
2. **Classes** – sets of Units sharing common attributes.
3. **Relations** – units linked in Association, sequence or analogies.
4. **Systems** – multiple relations interrelated to form networks.
5. **Transformations** – changes perspectives and conversions to knowledge.
6. **Implications** – predictions, influences, consequences or anticipation of knowledge.



Guilford's model of the structure of intellect

Gardner's theory of multiple intelligences

- Howard Gardner introduced the theory in his book *Frames of mind* in 1983.
- He questioned the idea that intelligence is a single entity.
- He argued that intelligence cannot be measured via IQ test.
- He viewed intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural setting.
- He originally postulated seven types of Intelligence.
- In 1999 he introduced two more intelligence which is described in the book "*Intelligence reframed : Multiple intelligence for 21st century*".

9 types of Intelligence by Howard Gardner are :

1. Visual - spatial intelligence
2. Verbal - linguistic intelligence
3. Logical - mathematical intelligence
4. Bodily - kinesthetic intelligence
5. Musical intelligence
6. Interpersonal intelligence
7. Intrapersonal intelligence
8. Naturalistic intelligence
9. Existential intelligence

1. Visual / spatial intelligence

- It is the ability to perceive the visual.
- It involves the potential to recognise and use the patterns of wide space and more confined areas.
- They are good at solving problems using spatial orientation, creating, building, arranging, decorating etc.
- Careers- Artist, Architects, engineers, interior designers...

2. Verbal / linguistic intelligence

- It is the ability to use words and language.
 - They are good at learning languages and they will have the capacity to use language to accomplish certain goals.
 - They will have good listening, speaking, writing, and explaining skills.
- Carees- teacher, lawyer, journalist, tractor..

3. Logical / mathematical intelligence

- It is the ability to use reason, logic and numbers.
- People who are strong in logical mathematical intelligence are good at reasoning, recognising patterns, carry out mathematical operation, analyse problem logically, excel in calculating numbers, completing puzzles etc.
- Careers- mathematician, computer programmers, accountants

4. Bodily/ kinesthetic intelligence

- It is the ability to control body movements and handle object skillfully.
- They are said to be good at body movements, performing actions and physical control.
- They have good sense of balance, hand eye coordination, motor skills and have strive to learn by doing rather than seeing or hearing.

Carees- dancer, Circus artist, athletes, sportsman.

5. Musical / Rhythmic intelligence

- It is the ability to produce and appreciate music.
- It involves the skill in understanding musical structure, rhythm, notes, composition etc.
- They enjoy singing, playing musical instruments, Remember songs and melodies.
- Careers - singers, composer, musician

6. Naturalist intelligence

- It is the ability to recognise and categorise plants, animals and other objects in nature.
- People with high naturalistic intelligence are often interested in nurturing exploring environment, learning about other species etc.
- These individuals are said to be highly aware of even the subtle changes to the environment.
- They enjoy camping, gardening, hiking and exploring outdoors
- Careers- Farmers, agriculturist, geologist, gardener.

7. Interpersonal intelligence

- It is the ability to understand others, interact with them and establish pleasant relation
- Those who have strong interpersonal intelligence are good at understanding and interacting with other people.
- These individuals are skilled at assessing the emotions, motivations, desires and intention of those around them.
- Carees- counselor, politicians, salesperson

8. Intrapersonal intelligence

- Individuals who are strong in intrapersonal intelligence are good at being aware of their own emotional states, feelings, and motivations.
- They have realistic knowledge of his feelings, thoughts, attitude and personal strength and weakness.
- Careers –philosophers, writers, scientists.



Types of intelligence tests

Based on method of testing :

- Individual test – only one individual at a time.
- Group test – a group of individuals at the same time.

Based on the medium of testing:

- Verbal test – make use of language.
- Non verbal test - make use of activity or performance.

Emotional intelligence

- ❑ It is the ability or capacity to perceive, assess and manage the emotion of one's self, of others, and off groups.
- ❑ The term emotional intelligence was coined by salovey and mayor.
- ❑ It was popularised by Daniel Goelman.
- ❑ Four areas of emotional intelligence are :
 1. Identify emotions
 2. Utilising emotions
 3. Understanding emotions
 4. Managing emotions.

Definition

- ❑ **Emotional intelligence as the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationship**

- Goleman

- ❑ **Emotional intelligence is a form of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them, and to use this information to guides one's thinking and action.**

- Salovey and Mayer

Goleman's 5 emotional competencies

1. The ability to identify and name one's emotional states and to understand the link between emotions, thought, and action.
2. The capacity to manage one's emotional states.
3. The ability to enter into an emotional state associated with a drive to achieve and be successful.
4. The capacity to read, be sensitive to, and influence other people's emotions.
5. The ability to enter and sustain satisfactory interpersonal relationships.

Characteristics of emotional intelligence

- **Self awareness** : knowing what we are feeling in the moment, and using those preferences to guide our decision making.
- **Self regulation** : handling our emotions so that they facilitate rather than interfere with the task at hand.
- **Self motivation** : using our deepest preferences to move and guide us towards our goals.
- **Empathy** : sensing what people are feeling, being able to take their perspective and cultivating rapport with a broad diversity of people
- **Social skills** : handling emotions in relationship well and accurately reading social situation and networks.

Emotional quotient : It is defined as a relative measure of one's emotional intelligence at a particular period of his life.

Importance of emotional intelligence

- A person's emotional intelligence might be greater predictor of success than his intellectual intelligence.
- It is essential for interpersonal and intrapersonal relationship.
- Emotions are critical source of information for learning.
- There is no separation of mind and emotions. So emotions thinking and learning all are linked.
- It is helping to focus on what is meant to be a complete human being.

CREATIVITY

- Creativity is the ability of an individual to produce or compose something totally or partially new.
- In other words, it is the capacity of a person to create, produce or discover a new or novel idea or object, including rearrangement for reshaping into a new form of what is already known to him.

Definitions :

“Creativity is the capacity of a person to produce composition products or ideas of any sort which are essentially new or novel and previously unknown to the producer”

– *Drevdahl.*

“ Creativity is the act of turning new and imaginative ideas into reality”

– *Naiman.*

“ Creativity is the ability to produce a work that is original, but still appropriate and useful.”

– *Berk.*

Nature of creativity

- Creativity is universal
- Creativity is innate as well as acquired.
- Creativity carries ego involvement
- Creativity rests more on divergent thinking
- Creativity is not completely spontaneous
- Creativity always involves novelty
- Creativity involves adventurous and open thinking

Contd...

- Intrinsic motivation and anxiety are closely related to creativity
- The scope of creativity is unlimited
- The field of creative expression is very wide
- Creativity is required in day to day life

Stages of creative process

Creative process involves four distinct stages

1. Preparation
 2. Incubation
 3. Illumination
 4. Verification
- **The stage of preparation** : In this state the problem is analysed and the plan of action is formulated for it's Solution. Relevant facts and materials are collected for reaching at the solution.

- **The stage of incubation** : Following the preparatory stage there is a period of rest but there is no obvious activity and progress. But the data collected are stored in conscious level of the mind. The unconscious mind continues to search and the clues provided for the solution.
- **The stage of illumination** : This stage is called ‘eureka’ stage. The clue leads to third stage, At this stage the searcher experiences a sudden appearance of the solution to the problem.
- **The stage of verification** : During this stage a new theme is checked to determine whether the solution emerging from the inside is the correct one. The individual rethinks, revises and refines the solution.

Levels of creativity

1. **Expressive level** : This level is characterized by spontaneity and freedom. This is typical for children at the early childhood.
2. **Productive level** : On the basis of expressive creativity, the individual acquire a certain ways, techniques and expressions for his idea.
3. **Discovering level** :The individual discovers something new from past knowledge. New problems and problem situations are revealed which the less creative individual will not notice.
4. **Innovative level** : At this level, on the basis of comprehension of the principle of cause effect relations of problems, the individual make innovations and improvements in what already exist at a higher level.
5. **Emergency level** : At this level previous knowledge and notations are restructured leading to the emergence of new theories and trends or a new school of thought. This level is attained by only few people.

Strategies for nurturing creativity

1. Synetics

- Developed by *Gordon and Prince* in 1961.
- Derived from Greek word ‘synectikos’ which means ‘bring forth together’.
- Synthetic thinking is the process of discovering the links that unite normally disconnected elements.
- A way of mentally taking things apart and putting them together to furnish new Insight.

2. Brainstorming

- Term coined by Osbron in 1957.
- It is a popular method of group thinking.
- In this technique, a group is allowed to explore ideas without judgment or censure.
- These responses are received in a free and friendly way.
- The method is useful in obtaining effective and Creative Solutions to problems by generating every possible idea.
- This technique increases divergent thinking.

3. Lateral thinking

- The term proposed by Edward de Bono in 1967.
- Lateral thinking is for modifying concepts and perception.
- It refers to creative problem solving - usually by Reformulating the problem or reviewing it from a fresh angle.

4. Elaboration

- The individual is provided with the Skeleton outline of a problem and by use of his imagination he completes the problem.
- This techniques gives the individual an opportunity to develop his thinking, reasoning and problem solving ability.

Characteristics of creative children

1. He demonstrate originality in ideas and actions.
2. He develops intuition regarding problems faced.
3. He owns a high degree of sensitivity towards problem.
4. He demonstrates the ability to transfer learning from one situation to another.
5. He possess curiosity and foresightedness.
6. He holds a high degree of keenness, attentiveness, alertness and power of concentration.
7. He demonstrates very rich creative imagination and is divergent in his thinking.

Fostering creativity – teacher's role

- Providing freedom to respond :

Encourage the children to think about as many ideas as they can for the solution of a given problem.

- Giving opportunity for ego involvement :

Children take pride in making of doing something by themselves. So this is ego involvement fosters creativity.

- Encouraging originality and flexibility :

Discourage Rote learning, copying, passive reception etc.

- **Creating an atmosphere feasible for creative thinking :**

The curricular and co curricular activities must provide the learners with proper opportunity for creative action and divergent thinking.

- **Developing healthy habits :**

They should be made feel that whatever they create should be unique and should stand against the criticism of their creative expression.

- **Making maximum use of the resources of the community :**

Give the chance to get inspiration from centers of creative art as well as scientific and industrial concerns.

- **Wiping out fear and hesitation :**

Many children are afraid to speak out an act before others. So care may be given to remove unwanted fear and hesitation.

- **Using modern techniques :**

Like brainstorming, role play can be used to develop creativity.

- **Remove the blocks to creative thinking :**

The authoritarian nature of teachers, forced discipline, rigid curriculum, finding fault for deviated thinking etc should be avoided.

Factors hindering the development of creativity

- Partiality of parents. The discrimination of parents with regard to facilities provided to boys and girls.
- Unfavorable home conditions.
- Broken families, lack of provision of play materials at the time of childhood.
- Poor status and large size of family.
- Unfavourable School conditions.
- Lack of freedom to respond
- Lack of opportunity for ego involvement
- Hesitation and fear

Contd...

- Lack of encouragement of originality and flexibility in thinking.
- Lack of using creative resources of the community
- Faulty method of teaching.
- Over a emphasizes on marks.
- Forced discipline
- Authoritarian attitude of teachers and parents
- Fixed and rigid habit of work
- Anxiety and frustration

Identification of Creative individuals

- The identification of Creative potential is possible by the following measures :
 1. **By observation of behaviour.**
 2. **By conducting interviews**
 3. **By using standardized tests**
 4. **By studying the cumulative record.**

- Standardized test Available to measure creativity :
 1. **Minnesota tests of Creative Thinking**
 2. **Guilford divergent thinking instruments**
 3. **Torrence tests of Creative Thinking**

EXCEPTIONAL CHILDREN

Introduction

- ❑ Exceptional children are those children who deviates significantly from the normal ones in terms of physical development, mental ability, social behavior and emotional reactions
- ❑ Therefore, the exceptional child may be significantly below average or above average. That is, they may be either exceptionally inferior or superior.
- ❑ They need special care and education for making them better adjusted and to enable them utilize their abilities to the maximum possible.

Types of Exceptional Children

Mentally Exceptional Children

- Gifted Children (or Creative Children)
- Slow Learners (or Backward Children)
- Underachievers

Physically challenged children

- Deaf and dumb
- Crippled
- Ophthalmically Challenged
- Orthopaedically Challenged

Contd...

Emotionally Exceptional Children

- Delinquents

Socially and Culturally Disadvantaged Children

- Underprivileged Children

Multi-exceptional Children

- Children with more than one defect

Gifted children

- ❖ The gifted children is who has been endowed with great natural ability, intelligence or talent.
- ❖ Gifted children have high cognitive ability, creativity and superior talent in special areas.
- ❖ Some psychologists argues that giftedness based IQ, but gifted children need not necessarily possess a very high IQ.
- ❖ If they neglected, they would become maladjusted and create problems. Thus, special care should be given to them.
- ❖ Acceleration, ability grouping, enrichment programs are the common programs suggested to them.

Identification of Gifted Children

Scholastic attainment is alone is not a foolproof determinant of giftedness. Nowadays, gifted can be recognised to a fair degree of certainty using some the tests and methods :

- Intelligence test
- Test of creativity
- Standardised achievement test
- School marks and cumulative record of pupil achievement
- Interest inventory
- Opinion and records of friends and teachers
- Aptitude test

Characteristics of Gifted Children

- Have large vocabulary
- Express curiosity about many things
- More interested in abstract thinking rather than manual activities
- Interested in difficult than in easy subjects.
- Self critical
- Express themselves well
- Asks thoughtful questions
- Use previous knowledge in new situations.
- Have longer attention span
- Quick comprehension

Contd...

- Keen observers
- Restless and Learn fast
- Desire to be excellent/ desire to work independently
- Order things logically
- Have good memory
- Prefer company of old children
- Prefer discussion on ideas
- Desire to be excellent

Educational Provision for the Gifted Children

- **Acceleration or Double promotion:-** If the child shows extraordinary achievement in one class, suitable test can be administered to him to assess the standard of achievement. He might be promoted and which saves time, cost and effort.
- **Ability grouping:-** Instead of a heterogenous grouping that consists of bright, dull, average students (here, dull cannot be catch up with others and bright feel bored and hence they create problems in class), groups the people according to their ability(homogeneous grouping). Hence the learning experience can be organised and worked out effectively in accordance with their ability.
- **Frame special curriculum:-** Provides subject addition along with the normal subjects.

- **Enrichment programs:-** This means the inclusion of greater variety of learning experiences at a more advanced level of curricular content to the gifted children according to their abilities. This experiences include:- advanced work and assignment, responsibility of arts and science club, quiz competitions, debates, seminars and projects.
- **Special schools for gifted:-** Adequate facilities should be provided in these schools so that the gifted ones may be helped in developing their specific abilities and potentialities.
- **Early admission**
- **Engage them in peer tutoring**
- **Summer school**

Slow learners or backward children

- ❖ Slow learner is a state of being below the normally accepted level in learning of things.
- ❖ In other words, a child who shows the educational efficiency compared to the other peoples of same age.
- ❖ In general, Backwardness is applied to cases where their educational attainment falls below the level of their natural abilities.
- ❖ According to Burt- "A slow learner is a child who is unable to cop with the work normally expected of his age group"

Types of Slow Learner

- **General Backwardness:-** Such slow learners are found weak in all school subjects.
- **Specific Backwardness:-** This group consists of child suffering from specific backwardness lags behind in one or two specific subjects.

Identification of slow learners

- Achievement test
- Diagnostic test
- Aptitude, Attitude, Interest test etc.
- Medical examination
- Students records mainly cumulative records.

Characteristics of slow learners

Physical Characteristics:-

- Poor muscular coordination
- Slow reaction time
- More physical defects of eyes, nose and serious speech defects

Mental Characteristics:-

- Lesser capacity of abstract thinking and to correlate various experience
- Lack of reasoning ability
- They lack the ability to analyse and think in critically.

Social and moral characteristics:-

- Classmates reject him
- Parents are ashamed of such children and make sharp remarks and unfavorable comparison
- These children develop undesirable social traits
- But they make good adjustment in non academic pursuit as a compensatory defence mechanism
- Due to low intelligence, the incidence of cheating is higher in them.

Educational Provision for Slow Learners

- ❑ **Special coaching and proper individual attention:-** It can be given in terms of more practice, drill, repetition, review, explanation, etc.
- ❑ **Readjustment in the home and school:-** Emotionally starved and mentally perturbed children need proper love, affection and security. Social agencies and government should come forward to remove the miserable handicaps caused to the children due to poverty and other social maladies.
- ❑ **Regular medical check-up and necessary treatment:-** Here backwardness is a contribution of physical defects and ill-health. School authorities with the help of parents and government should take steps for the treatment of such children.

- ❑ **Special schools or special classes:-** Backward children are segregated from other children and kept in small groups either in special classes or special schools.
- ❑ **Rendering guidance service:-** Proper personal and educational guidance will help children to succeed in their curricular activities.
- ❑ **Controlling negative environmental factors:-** The social surrounding and peer group play a dominant role in colouring one's interests, attitude and vision of life. Therefore, due care should be taken to reduce the influence of these negative environmental factors which are responsible backwardness.

Underachievers

- ❖ An underachiever is a learner whose achievement consistently falls well below his potential ability.
- ❖ In Educational science, the term underachiever is used to refer children who are performing below their intellectual potential or below the standards that are set for their age or their grade level.
- ❖ **James** defined underachievers as those subjects who achieves academically at a level below what would be expected for the individual's ability level.
- ❖ Underachievement is operationally assumed to be present when a student's performance in some predetermined task is lower than was planned for or where a student fails to achieve below what is expected of him, he is usually termed an underachiever.

Types of Underachievers

- **Situational underachiever:-** This type of children only achieve on occasions on, depending on their mood. Generally, such children have few long-term problems if they can get immediate help to overcome their difficulty and if their progress at school is closely monitored.
- **Chronic underachievers:-** This type of individuals seldom achieve up to their ability, their underachievement is mostly due to physiological or developmental reasons. They show permanent emotional problems.

Characteristics of underachievers

- They show a discrepancy between ability and achievement because, they fail to work up to their ability in school subjects.
- The primary characteristic is one of low self-esteem. These students don't believe that they are capable of accomplishing what others expect from them.
- Poor study habits, un-mastered skills, and social and discipline problems are common among underachievers.
- Poor school performance and behavioural problems.
- They have poor test results at school and no hobbies or interests at home.
- They possess low levels of self-confidence.
- They have little motivation with poor study habits.

Educational provision for underachiever

- ❑ **Early identification and counseling:-** The school counselor should take steps to identify underachievers at the early school years with assistance from teachers and parents.
- ❑ **Special classroom:-** This is designed to create more favorable environment for gifted underachievers. Thus students typically have more freedom and control of their own learning.
- ❑ **Adjusting school activities:-** Flexibility of curriculum, adjusting instructional strategies to meet individual needs, varied learning style options, setting goals not far from student ability, etc.

Contd...

- ❑ **Home school interaction:-** Involve the family in a close, working relationship with the school. Parents and teachers should establish a strong parental posture to learning.
- ❑ **Unlearning of underachievement:-** Often unlearning is a learned behaviour; thus, it can be unlearned if the appropriate help is provided. Therefore, psychologists role is to help identify gifted children who are underachieving. Then, they can help teachers, parents and children recognize the factors that cause, support and reward underachievement.

PHYSICALLY CHALLENGED CHILDREN

- ❖ Physically challenged children mean the children with physical disability.
- ❖ They may be **Blind, Deaf, Dumb or Crippled**.
- ❖ Each of these categories of children needs special care and type of education.
- ❖ For teaching Blind persons the aids such as Braille writer, Brailleslates and stylus for pupils, Braille papers tape recorders, abacus for teaching mathematics are needed.
- ❖ For the deaf students, teaching of sign language is important. Signs using fingers, hand etc. is to be familiarized. Finger spelling and speech reading techniques too may be focused.

Educational Provision for Physically Challenged Children

- **Vocational Training:-** Provide some sort of training in avocation suited to their physical condition. Vocational adjustment will develop in them self-respect and self-reliance. For this, proper vocational guidance leading to appropriate placement should be given.

Delinquent child

- Delinquent child (Juvenile delinquent) is a child who has violated a criminal law or engaged in disobedient behaviour and is in need of rehabilitation.
- Juvenile delinquency is an anti social or criminal behaviour of a children or adolescents.
- They are self interested.
- They disrespect the values the society respects.
- They disobey the standards of the society.
- They are not interested in social welfare.
- Hence, delinquent behaviour is an outburst of aggressive impulses against social norms and codes. These children commit serious crimes such as sexual abuse, attempt to murder and robbery.

Characteristics of Delinquent Child

- Indecent behaviour
- Violation of law
- Telling lies
- Poor social skills
- Aggressiveness.

Educational provisions for delinquent child

- Educate the parents to understand their children and make them aware of providing proper environment for them.
- Save the child from bad company and antisocial environment.
- Creating awareness about good behaviour.
- Make school education and school environment healthy and congenial.
- Improving family conditions of the learner.
- Modification of the curriculum.

LEARNING DISABILITY (LD)

- Learning Disability is an imperfect ability to listen think, speak, read, write or to do mathematical calculations
- It is not only due to the visual impairment, hearing impairment, motor handicap etc. But due to a disorder in the psychological process in understanding or in using language.
- Learning disability refers to a retardation, disorder or delayed development in one or more process of speech, language, spelling, reading resulting from cerebral dysfunction or behavioural disturbance -Dr. Samuel kirk

Characteristics:

- ❑ Ability level varies between average to above average
- ❑ They are either hyperactive or hypoactive
- ❑ They are unable to concentrate on any task for a very long time.
- ❑ LD children have awkward with poor gross motor Co-ordination.
- ❑ They are unable to distinguish between visual stimuli and sounds.
- ❑ They have slow development of speech articulation, inability to organize words , sentences and clause etc.
- ❑ They are impulsive in nature. And lack of social competence.
They organize work poorly

Cause of learning disability

- **Genetic or hereditary factors ;**
 - Learning disabilities are transmitted from generation to generation.
- **Organic or Physiological factors ;**
 - Brain Damage - By accident or lack of oxygen supply cause neurological difficulties that may affect the learning ability
 - Damage or injury to spinal cord or nervous system
 - Dysfunction of central nervous system - By biochemical imbalance such as vitamin deficiency, metabolic disorder.

1. Psychological factors ;

- Disorder in basic psychological functions like perception, recall and conceptualization.
- LD children show difficulties in motor impairment distractibility and inattention.

2. Environmental factors ;

- Physical environmental
 - Pre- natal and post natal factors : due to pregnancy complications, malnutrition, low birth weight etc
 - Maturation lag, Minimal brain dysfunction

○ Educational Environment ;

- Poor and unskilled instructions by elders
- Attitude ; lack of motivation
- Inadequate and improper skill development ; insufficient early experience

○ Socio- cultural Environment ;

- Use of drugs and Intoxicating substance
- Defective learning Models and deprivation

Types of learning disabilities

- 1) **Reading disability**
- 2) **Writing disability**
- 3) **Arithmetic disability**

Dyslexia (Reading disability)

Causes of Dyslexia

- Visual-spatial deficit
- Maturation delay
- Delayed development in the capacity to employ and sustain selective attention.
- Inadequate language development
- Visual-auditory and visual-memory deficits.

TYPES OF DYSLEXIA

- Primary Dyslexia;

- Genetic form
- Problem with letter, number identification, spelling, reading, arithmetic
- These Dyslexics are right brain dominant thinkers

- Secondary Dyslexia;

- Also called developmental Dyslexia
- Problem develops with brain development in a fetus
- Generally respond well to phonics
- Developmental dyslexia diminishes as the child matures

Contd...

- **Trauma Dyslexia ;**

- Caused by serious illness or brain injury.
- Difficult in sounding words out, spelling and learning to read.

Dysgraphia (Writing disability)

Difficult with actual act of writing due to a processing conflict between brain and hand.

Causes of Dysgraphia

- Inability to copy shape.
- Disorder of visual perception.
- Poor motor muscle control.
- Poor readiness skill

Types of dysgraphia

- **Dyslexic Dysgraphia :**

- Spontaneous written text is illegible
- Oral spelling is below age level
- Fine motor Speedway is normal

- **Motor Dysgraphia :**

- Spontaneously written and copied text of the child may illegible
- Oral spelling normal, drawing usually problematic
- Finger tapping speed abnormal

- **Spatial Dysgraphia :**

- Handwriting is illegible to most readers with unevenly spaced and sized letters
- Drawing, colouring, painting are always below normal functioning.
- Finger tapping speed is normal

Dyscalculia (Arithmetic disability)

- Learning disability that results in problems with arithmetic applications.
- Difficulty in manipulating numbers and understanding them , problem in simple addition or subtraction
- Involves both problems in abstract reasoning, calculation and memory with numbers

Causes of dyscalculia

- Problems on working memory
- Neurological problems
- Hereditary reasons
- Disturbances in short-term memory.
- Inability to remember the arithmetic calculations or formulae,
Lack of motivation, lack of readiness, deficit in auditory
reception, perceptual errors.

Types of dyscalculia

- **Lexical Dyscalculia:**
 - Disability involves the ability to understand mathematical and arithmetic ideas during articulation.
 - They can read numbers but unable to remember them in a larger picture.
- **Verbal Dyscalculia :**
 - Inability to articulate mathematical ideas or concepts.
 - No problem with writing and reading numbers and equations.
- **Ideognostic Dyscalculia :**
 - General inability to understand maths in a holistic manner

Contd...

- **Graphical Dyscalculia :**

- Inability to write numbers, equations or symbols.
- Person understands arithmetic but unable to write them to express understanding

- **Practognostic Dyscalculia :**

- Inability to use mathematical concepts in practical applications such as in day to day living.
- Application level of the learner is weak

- **Operational Dyscalculia :**

- Inability to perform mathematical calculations such as addition etc. He can't manipulate the calculations

Attention deficit hyperactivity disorder (ADHD)

- This is a common condition that affects children and adolescents and can continue into adulthood.
- Inappropriate level of attention, concentration, activity distractibility and impulsivity.
- It shown to have long term adverse effects on academic performance, vocational success.
- They usually have functional impairment across multiple setting include home and school.

Characteristics

- Hyperactivity
- Distractibility
- Impulsivity

Causes of ADHD

- Hereditary
- Chemical imbalance
 - Imbalance in brain chemicals that transmit nerve impulses may be a factor.
- Brain changes
- Poor nutrition, infections, exposure to toxins injury to the brain or a brain disorder

Types of ADHD

- **Inattentive ADHD**

- Impaired attention and concentration, tendency to make careless mistakes in school or other activities.
- Distracted by irrelevant stimuli, unable to sustain attention on tasks or activities
- Difficulty in finishing school work or paperwork

- **Hyperactive and impulsive ADHD**

- Often squirms, fidget or bounces when sitting.
- Difficulty playing quietly and talks excessively
- Child is always moving such as running or climbing
- Impatient, dash around initiating conversations at inappropriate times.

Contd...

- **Combined hyperactive impulsive and inattentive ADHD**
 - Involves a combination of the symptoms of ADD and hyperactive ADHD.

Identification of learning Disabled children

This identification is in 2 ways :

- ❖ **Non testing devices**
- ❖ **Testing device**

Testing devices

- Standard Diagnostic Tests
- Ability Tests or process Tests
- Achievement Tests
- Daily Assessment System

Non-testing Devices

- Observation, rating scale, check list, interview

Educational provisions for learner diversities

Materialising the need of students in terms of individual difference calls for certain provisions in schools.

For this the suggestions are :

- Proper knowledge of the individual's Potentialities
- Ability grouping
- Adjusting the curriculum as flexible.
- Adjusting the methods of teaching
- Adopting special for individualising instruction

PREVIOUS YEAR QUESTIONS

Part A (2 Mark Questions)

1. What do you mean by *learning disability*?
2. Mention different types of *intelligence tests*
3. Expand *ADHD*
4. Name any two *aptitude tests*.
5. Define *EQ*.

Part B (4 Mark Short Essays)

1. What are the different *dimensions of individual differences*?
2. Who are *gifted children*? Suggest a few measures for meeting the needs of gifted children.
3. Differentiate between *Attitude, Aptitude and Interest*
4. Describe *spearman's theory of Intelligence*
5. What are the characteristics of *gifted children*?
6. Briefly explain the strategies for *nurturing creativity*
7. Substantiate your views regarding special school for the academically backward

Contd...

8. What is *creativity*? Explain the various levels of creativity.
9. Briefly discuss about *Emotional intelligence* theory
10. Write a short note on *Learning Disability*
11. Suggest any four programmes for *fostering creativity*
12. Explain the *exceptionalities in learning*

Part C (10 Mark Essays)

1. Creativity is not completely spontaneous. Explain your views by giving the *characteristics of creative children*
2. Write an essay on any 5 *exceptionalities in children* and also suggest various educational provisions for catering the needs of the exceptionalities
3. Define the major *theories of Intelligence*. Compare and express your opinion about the relevance of Gardner's contribution in the field of intelligence
4. Describe *Gardner's theory of multiple intelligence* with examples.