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Exam Notes

Childhood and Growing Up

:- For :-

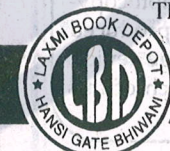
B.Ed. Ist Year

Paper-I

:- By :-

Dr. S.C. Oberoi

Former Principal, Govt. College of Education
Bhiwani, Haryana



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SYLLABUS

CHILDHOOD AND GROWING UP

**B.Ed.
Paper-I**

Time : 3 Hours

Max. Marks : 100

[External : 80, Internal : 20]

Note For Paper Setter :

- (i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- (ii) Q. No. 1 will be compulsory and carries 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- (iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- (iv) All questions will carry equal marks.

Objectives : After completion of the course, student teachers will be able to :

- explain the meaning, concept and characteristics of growth, maturation and development at various stages
- describe the problems of childhood and adolescent age especially with respect to the Indian context
- develop an understanding of different aspects of a child's physical, intellectual, social and moral development
- analyze the impact of urbanization, globalization and economic changes on construction and experience acquired by growing child
- develop an understanding of dimensions and stages of childhood development and developmental tasks; with a focus on cognitive views of learning as well as social-cultural and constructivism
- explain the concept of individual differences and its implications
- enlist the factors influencing individual difference
- differentiate between classical and operant conditioning theory of learning
- explain the Piaget's concept of cognitive development
- differentiate between Kohlberg's theory of moral development and Erikson theory of psycho-social development
- describe the role of teacher in teaching learning situations
- explain the concept and principles of different perspectives in learning
- describe childhood in the context of poverty and globalization

Course Contents

Unit-1

1. **Development of Child at different Stages (Childhood and Adolescence)**
 - Concept, Meaning and general principles of growth and development.
 - Stages of development—growth and development across various stages



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- from infancy to adolescence. (Physical, intellectual, social and moral development.)
- Piaget's concept of cognitive development,
 - Kohlberg's theory of moral development
 - Erikson's psycho-social development theory
 - Factors affecting Growth and development
 - Relative role of heredity and environment in development.
 - Concept of growth and maturation
 - Parenting styles: influencing developmental aspects of childhood and adolescence.
 - Impact of Media on growing children and adolescents : deconstruction of significant events that media highlights and creates.

UNIT-II

2. Understanding Individual Difference

- Concept of individual difference, Factors influencing individual difference, Educational implications of individual differences for teachers in organizing educational activities.
- Dimensions of differences in psychological attributes-cognitive, interest, aptitude, creativity, personality and values.
- Understanding individual from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning
- Understanding differences based on a range of cognitive abilities-learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.
- Methods and Ways to understand Children's and Adolescents' Behaviour : Gathering data about children from different contexts : naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives
- Meaning, characteristics and kinds of Play; Play and its functions : linkages with the physical, social, emotional, cognitive.
- Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

UNIT-III

3. Theoretical Perspectives to enhance Learning among Children and Adolescents

- Learning : Meaning, implicit knowledge and beliefs
- Perspective on Human Learning : Connectionists or Behaviourist (Thorndike, Classical and Operant Conditioning)
- Cognitivist (Insightful learning, Tolman's Sign learning theory)
- Constructivism
- Bruner's discovery learning :
- Concepts and principles of each perspective and their applicability in different learning situations
- Relevance and applicability of various theories of learning for different kinds of learning situations.

- Role of learner in various learning situations as seen in different theoretical perspectives.
- Role of teacher in teaching learning situations.

UNTT-IV

4. Deprivation and Deprived Children : Measures for their Adjustment and Education

- Childhood in the context of poverty and globalization
- Current issues related to adolescents stress and role of the teacher (Increasing loneliness, changing family structures and rising permissiveness)
- Issues in marginalization of difference and diversity
- Children living in urban slum, socially deprived girls : measures to bring improvement in their status
- Child rearing practices of children separated from parents practices of children's separated children in creches; children in orphanages
- Schooling : peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner
- Understanding needs and behavioural problems of children and adolescents: Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence substance abuse, drug addiction,
- Impact of globalization, urbanization and economic changes on construction and experience of children in childhood and adolescent age.

Tasks & Assignments : Any One Of the Following : (10 Marks)

- Administer any two of the following Psychological Test and prepare a report on it :
 - > Intelligence Test
 - > Personality Test
 - > Self-Concept Questionnaire/ Inventory
 - > Creativity
 - > Learning Style Inventory
 - > Parenting Style Inventory
 - > Interest Test
 - > Teaching Attitude
- Conduct a case study on a problematic Child (M.R, L.D, V.I, H.I disruptive behaviour and delinquent child etc.) and prepare a report on it.
- Prepare an observation schedule and observe the behaviour of child in school setting.
- Prepare a survey report on "How media is affecting the behaviour of growing child" on a group of Ten Children of age 6-14 years in terms of enhancing violence and developmental aspects of childhood. (The survey should be based on the collection of the data using a questionnaire).
- Any other task/assignment given by the institution.





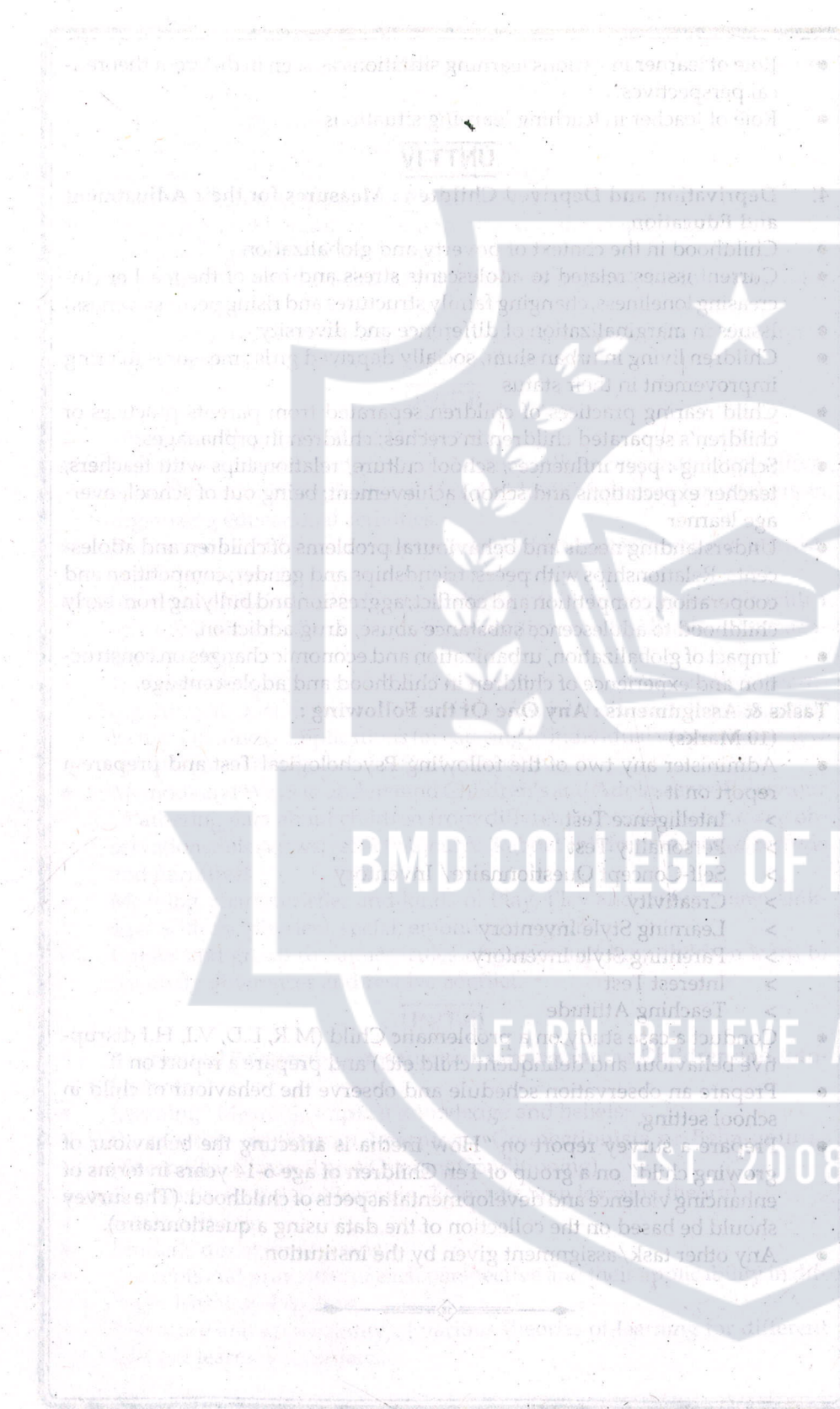
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CONTENTS

UNIT-I

Development of Child at Different Stages (Childhood & Adolescence) 1

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Or
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2. Explain the general principles of Growth and Development.
Or
Write a short note on general principles of Growth and Development.
Or
Elaborate general principles of Growth and Development.
Or
Write a short note on principles of Development.
Or
Describe briefly general principles of Growth and Development in the context of Teaching Learning Process.
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Or
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w.r.t. to the needs and problems of adolescents in Indian context.

or

Discuss in detail the relative importance of heredity and environment in Learner's development.

or

What is Heredity? Establish relative importance of heredity and environment in the development of a learner.

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(c) Children rearing in orphanages. 138



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Unit-I

Development of Child at Different Stages (Childhood & Adolescence)

1. MEANING AND GENERAL PRINCIPLES OF GROWTH AND DEVELOPMENT

A. Concept of Growth & Development

1. What do you mean by growth and development? Differentiate between growth and development.

Or

Define the term Growth and Development. [CRSU, 2018]

Or

Write a note on the concept of Growth & Development.

Ans. Generally people consider growth and development as synonyms. But from psychological point of view, there is a broad difference in the meanings of these two terms.

Meaning of Growth

By growth we mean physical changes. The changes that take place in any part of the body are known as growth. The increase in height of the child, his mass, width and his weight are the results of growth. The size of the child's hands and feet is increasing. He is growing in height. His weight is increasing. There are proportionate changes occurring in his physical structure. All these statements reveal the meaning of growth. L.K. Frank (1944) has said : "The changes that occur in any physical aspect are known as growth. Herbert Sorenson (1948) has likened growth to increase in body and weight."

As the child grows in age his physical structure & weight increase. This growth continues till the end of adolescence. Hurlock (1956) has said that changes in physical structure, dimensions and measurement take place as the child grows. In simple words changes in the physical structure; size and dimensions result from growth. When the child enters adolescence age, the size of his hands & legs grows. We call it growth of the size of the child's hands and legs. Physical growth is the mark of quantitative changes. Growth is perceivable & measurable. After the attainment of maturation, the height, the width, the weight etc. stop increasing. According to A.T. Jersild (1957), in the beginning, the pace of the child's growth is fast, and it grows towards maturation the pace of physical growth becomes slower, and after having attained maturity the growth stops. Hence, it is clear that the changes that occur in the physical structure, size and dimensions are called growth.

(1)

Growth has fine evidences, i.e. size, number, kind, position and relative size. **H.V. Meredith** has explained the meaning of growth in this way : the first evidence of growth & development is the occurrence of changes in the human size, second evidence is the number. Meeting of two cells gives birth to a human being of numerous cells. Third evidence is the changes in human bones, fourth evidence is the occurrence of changes in the position and angles of heart, intestines etc. Fifth evidence is the changes in relative size i.e. head becomes smaller in comparison to legs.

The above description introduces us with the following facts pertaining to growth-

1. Growth results into increase in weight & size.
2. Growth is quantitative.
3. Growth has a general pattern and it is not different in different persons.
4. Growth is the result of division in the fertilized egg.
5. Growth is not continuous.
6. Growth does not have the uniform pace. It experiences changes.
7. Growth occurs till some specific period, after that it stops.
8. Growth occurs internally.
9. Women have faster growth rate than men.
10. Growth occurs due to interaction of heredity and environment.
11. Growth is faster during infancy period but slows down later on.
12. Physical and mental growth have deep relationship.
13. When height increases, weight decreases.
14. Health and food affect the mental growth.
15. It is easier to see physical growth than the mental growth.

Meaning of Development

Development has a wider connotation than growth. The overall changes that come about in the child are called development. Development is not confined to physical growth. Growth is only a part of development. Development marks the advent of qualitative changes in the child. Development does not result only in the growth of the size of the child's hands & feet but also betokens their efficient workability & function. The children perform the functions better & more easily than their counterparts or when they were younger than are developed in a greater measure. In simple words, development implies progress. It implies gradual growth of something so that it becomes more advanced, stronger etc. Thus development takes the child towards qualitatively greater progress than growth does.

The child develops new capabilities as a result of development. Development does not imply growth of a particular part of the body or a change in one particular aspect of behaviour, but it implies the over all changes that come about in the child. The changes caused by the process of development are qualitative in nature and cannot be measured, they can, however, be assessed through keen observation or experience.

The process of development, unlike the process of growth, does not stop on attaining maturation. It continues throughout life. The process of development is a progressive and unceasing process. Development takes place in an orderly manner. It has certain stages through which all the children pass. The child's physical, intellectual, social, emotional, moral, sexual, lingual development etc. belong to the developmental process. In this way the development has a wider implication than

growth. Growth is a part of development. This means that development is the overall, changes that come about in the child. According to **Jersild, Telford and Sawrey**, "Development refers to the complex set of processes involved in the emergence of a mature functioning organism from a fertilized ovum."

According to **Hurlock**, "Development is not limited to growing layer. Instead it consists of a progressive series of changes towards the goal of maturity." According to **Hurlock**, new characteristics and new abilities appear in a person as a result of development.

Like growth, development has its own nature. Development has its definite pattern. It occurs always from general to specific. In fact, the term 'Development' is used for all types of changes which makes a person's working-efficiency, working skill and his behaviour etc. progressive. Hence, the meaning of development is more comprehensive than the growth. Development includes growth. It indicates qualitative changes. Hence development represents various changes occurring in the total personality of a person. Generally, the processes of growth and development occur side by side.

In nutshell, the following facts explain the nature of the 'development' :

- (i) Development has a definite pattern.
- (ii) Development occurs from general to specific.
- (iii) Development does not stop, it is continuous.
- (iv) Development represents all types of changes.
- (v) Development has more comprehensive meaning.
- (vi) The processes of growth & development go side by side.
- (vii) Development is the symbol of qualitative changes.

Libert, Poulos and Manner (1979)—"Development refers to a process of change in growth and capability over time, function of both maturation and interaction with the environment."

E.B. Hurlock (1959)—"Development means a progressive series of changes that occur in orderly predictable pattern as a result of maturation and experience."

B. General Principles of Growth & Development

2. Explain the general principles of Growth and Development.
Or
Write a short note on general principles of Growth and Development.
Or
Elaborate general principles of Growth and Development.
Or
Write a short note on principles of Development.
Or
Describe briefly general principles of Growth and Development in the context of Teaching Learning Process.
Or
Discuss the principles of Growth and Development.

Ans. Principles of Growth & Development : The process of growth and development begins with the perception of the child. Both the process go together till the child is born and attains adulthood. Growth stops in adulthood and the process of development proceeds non-stop. In this context, the psychologists have propounded many theories. These are mentioned below :



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1. Principle of Continuity : The process of development is life-long process and goes on non-stop. This process begins with conception and goes on continuously all through life. The pace of development is not consistent in all children. For example: the physical & mental qualities of the child don't develop all of a sudden. The linguistic development of the child does not take place over night. The child learns to speak gradually over a period of time. Therefore, development is a continuous process. The life begins as a result of fertilization of two cells i.e. sperm and ovum, and thus a fertilized egg or ovum is formed. This fertilized egg (Zygote), after experiencing various changes, becomes a human being and moves towards other aspects of development. In this way the process of development continues slowly and continuously. But it is to be made clear here that the process of this development does not remain consistent in terms of continuity. Various ups and downs occur in it also. This principle also clarifies that any change does not occur suddenly or at once. The change which appears today which have started occurring some time earlier.

2. Principle of Uniform Pattern : Uniformity is seen in the process of development besides too many individual differences. But his uniformity exists in the context of development. For example, language development in children occurs within a certain definite sequence, to what so ever country these children belong. The physical development of these children will take place in a definite sequence. This development starts from the head. In this way we can see that the differences in the pace of development of the children may occur but there uniformity in the sequence of development will exist. Similarly we see that the milk teeth of the children fall at first and others fall afterwards. Hence, the development of the members of the same race occurs in a definite sequence or pattern.

3. Principle of Individual Differences : Psychologists give much importance to the principle of individual differences. The developmental process has been divided into different stages & each stage has different characteristics & due to these difference, their behaviours experience differences in each age group. We cannot ignore these differences.

According to this principle, there exists in each child individual differences at different stages of development. Each child grows at his own unique pace and has an individual aspect of his development. Two children at the same age will have individual physical, mental, emotional and social differences in their development. Each dimension of the children's development has some specific characteristics that distinguish one child from the other. Individual difference can be seen even in the twins also. Hence, all the persons have their growth and development at their own natural pace. Some characteristics or behaviour develop earlier while some develop afterwards. Hence we can see the individual differences in them. All the children don't have similarity in the context of growth & development.

4. Principle of Joint Product of Heredity and Environment : Development is a combination of heredity and environment. Heredity and environment are complementary to each other. The genes and the chromosomes inherited by the zygote (the fertilized ovum of the mother) at the time of conception determine the making of the child and the environment contributes to his development. These two factors-heredity and environments-compliment each other and are the determining factors of the child's social, moral and intellectual life, Development is possible when heredity and environment combine. Neither on its own alone can ensure development of the child. Various studies have proved that heredity and

environment definitely affect the growth and development of the child. The effect of both of them cannot be separated. Heredity is considered as the foundation of the child's personality.

5. Principle of total Development : The development of the human body occurs as a whole. The development of the various aspects of human personality goes on occurring simultaneously, such as social, mental, physical, emotional development. It is also true that all the aspects depend upon the development of each other and are related to each other. From this point of view, the teacher should care the development of all the aspects.

6. Principle of Maturation and Learning : In the process of growth & development, maturation and learning play a very important role. Maturation affects the growth & development and these affected growth and development affect the learning process. A child acquires maturity for any task, but it is not essential that maturity would be appropriate for some other task also. Hence, the maturity level of the children also have differences. These differences or variations affect the learning process. For example, if a child is motivated to learn some task, but for that task, the child's physical development is not sufficient, then the child would be unable to learn that task. Even, we should not expect more from that child.

7. Principle of Developmental Direction : The development of the child follows an orderly pattern. This pattern is of two kinds :

(i) **Cephalo-Caudal Sequence :** This principle points towards development. According to Cephalo Caudal sequence the head of the child develops first of all the womb, followed by the trunk. Last of all develops the child's legs. In simple words this means that the body parts farther from the head develops later.

(ii) **Proximo-Distal Sequence :** According to this principle the child's development follows proximo-distal sequence. This means that it proceeds from the centre to the peripheral areas of the body. The first to develop are the fundamental muscles. Then develop the adjoining parts like the heart, the chest etc. Finally, the child develops control over the farther parts of the body like legs, feet, fingers etc. In this way the child develops in a proximo-distal sequence. Hence, the development proceeds in an orderly sequence. We can also say that in embryonic stage, head develops first, then the lower portion of the body. Similarly first develops spinal cord, then heart, chest etc. develop.

8. Principle of Variation in the rate of Growth and Development : It has become clear from the several studies that the growth of the child proceeds from rapidly in the early years. However, as the child advances towards maturation, the pace of growth slows down.

There are various stages of growth and development. All those stages have different pace of growth & development, i.e. pace of growth & development is not uniform in those stages. During the initial stages, the rate of physical growth is faster but slows down later on. But then a stage comes when the growth ceases to occur. But the qualitative development continues.

9. Principle of Predictability of Development : It has been proved by studies that development can be predicted. For example, it is possible to predict the child's intelligence, personality, interests, capabilities, capacities etc.

10. Principle of Development from General to Specific : According to this principle, the child learns initially general behaviour, then gradually that general



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behaviour advances towards specificity. For example, first of all the child tries to catch hold the object and he uses his hands randomly to do so. But gradually he moves from generality to specificity. As a result of it he moves towards that object only which he wants to pick it up. Similarly, the child learns general words, initially, then he learns specific alphabets. In the beginning, a child calls all the birds as 'Sparrows' or in Hindi as 'Chirya'. But gradually, with the passage of time he learns the names of various birds and starts addressing them with their names.

Also, in the beginning, a child while learning to speak, first of all produces meaningless sounds, later, however, he begins to pronounce some meaningful words clearly. So the language learning follows a specific pattern and moves forward from general sounds to specific words. In the beginning, while weeping, the child moves his whole body. But when he grows up, he makes use of his vocal cords and eyes only. Hence, it proves that the developmental process proceeds from general to specific.

11. Principle of Integration : According to this principle, the child first learns the use of the whole organ, then his specific parts. Then he learns to integrate those parts. For example, first of all the child moves his entire hand, then gradually he moves entire hand, then gradually he moves his fingers & then integrates the movements of entire hand & fingers.

12. Principle of Cumulation & Recapitulation : Development is cumulative. Experiences have a great importance in the process of development. The behaviour is based on prior-experiences. Experiences never lose their validity. They manifest in future behaviour. Therefore, development is cumulative. The attributes of one stage are transferred into another stage, as for example, the self-love during infancy can be seen in adolescence also. In this way, development is cumulative.

13. Principle to think from Concrete to Abstract : According to this principle, child tries to understand cause & effect. He thinks about the objects from concrete to abstract.

14. Principle of Outer Control to Inner Control : Small children depend on others for values & principles. As they grow up, their own value system, self-consciousness & their own set or group of internal control develops.

15. Principle of Correlation : According to this principle, there is a co-relation in the various dimensions of the child's growth and development. A child who is physically handicapped will also be socially handicapped. A child whose intellectual development is above average, his social development too will be above average. In this way the principle of co-relation holds good in the development of the child.

16. Rate of Growth & Development in Male-Female : The rate of growth and development differs in the male and the female children. For example, the girls enter adolescence faster than the boys.

Hence we see that the knowledge of these principles of growth and development is very essential for a teacher to understand the personality of the child in psychological terms.

Educational Implications of the Principles of Growth and Development

It is very necessary for the parents & the teachers to know the principles of growth and development. Their importance in the educational field can be highlighted as below :

1. The knowledge of the principles of growth and development is very helpful for the teacher to understand the problems of the students.

2. This knowledge is also helpful in understanding the individual differences of the students.
3. The knowledge of the educational implications of the principles of growth and development can help the teacher in making a choice of the appropriate teaching methods.
4. The teacher can provide a free environment to the students on the basis of the knowledge of these principles.
5. The knowledge of the principles of growth and development is very useful in organizing various programs and activities in the school.
6. Whether the development of the students is taking place on the right path or not can be known through these principles.
7. The teacher can predict the behaviour of the students on the strength of the knowledge of the principles of growth and development.

In this way the principles of growth and development make a significant contribution in the field of education.

2. PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

3. What do you mean by cognitive development? Describe Piaget's cognitive development theory.

Or

Write a detailed note on Piaget's theory of Cognitive Development.

[CRSU, 2018]

Or

What do you mean by cognitive Development? Describe Piaget's Cognitive Development Theory.

Ans. Meaning of Cognitive Development : Cognitive development means, 'the development of intelligence conscious thought, and problem-solving ability that begins in infancy. Cognitive development is the developmental process by which an infant becomes an intelligent person acquiring knowledge with growth and improving his or her ability to think, learn, reason and abstract.

In science, cognition refers to mental processes. These processes include attention, remembering, producing and understanding language, solving problems and making decisions. Cognition is studied in various subjects or decisions or disciplines, such as psychology, philosophy, linguistics, computer science. This term is used differently in different subjects or disciplines. For example, in psychology and computer science, cognition refers to a person's information processing of psychological function. It is also used in social psychology which is known as social cognition which includes attitudes, attributes and group dynamics.

The term 'cognition' has been derived from Latin word 'Cognoscere' which means 'to know', to conceptualize. Cognition is related to the use of knowledge. The processes of cognition can be natural or artificial, conscious or unconscious. These processes are analysed from the different perspectives within different contexts, e.g. in the field of languages, neurology, psychiatry, psychology, philosophy, anthropology, computer science etc.

Piaget's Theory of Cognitive Development

For years, sociologists and psychologists have conducted studies on cognitive development or the construction of human thought or mental processes.



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Jean Piaget was one of the most important and influential people in the field of Developmental psychology. He believed that humans are unique in comparison to animals because we have the ability to do 'abstract symbolic reasoning.' His work can be compared to Lev Vygotsky, Sigmund Freud, Erik Erikson who were also great contributors in the field of Developmental Psychology.

Cognition as a Social Process : For every individual, the social context in which he is embedded provides the symbols of his social representation and linguistic expression. The human society sets the environment where the new born will be socialized & develop his cognition. For example, face perception in human babies emerges by the age of two months : young children at a playground or swimming pool develop their social recognition by being exposed to multiple faces and associating the experiences to these faces. Education has the explicit task in society of developing cognition. Choices are made regarding the environment and actions that lead to a formed experience.

Language acquisition is an example of an emergent behaviour. Cognition is considered closely related to the social & human organisation functioning.

Cognitive Development as Construction of thought Process : Cognitive development in the construction of thought process, including remembering, problem-solving & decision making from childhood through adolescence to adulthood.

It was once believed that infants lacked the ability to think or form complex ideas and remained without cognition until they learned language. It is now known that babies are aware of their surroundings and interested in exploration from the time they are born. From birth, babies begin to actively learn. They gather, sort and process information from around them, using the data to develop perception and thinking skills.

Cognitive development refers to how a person perceives, thinks and gains understanding of his or her world through the interaction of genetic and learned factors. Among the areas of cognitive development are information processing, intelligence, reasoning, language development and memory.

Study of Cognitive Development

Historically, the cognitive development of the children has been studied in a variety of the ways. The oldest is through intelligence tests, such as the widely used Stanford Binet Intelligence Quotient (IQ) test first adopted for use in the United States by psychologist Lewis Terman (1877-1956) in 1916 from a French model pioneered in 1905. IQ scoring is based on the concept of 'mental age' according to which the scores of a child of average intelligence match his or her age, while a gifted child's performance is comparable to that of an older child, and a slow learner's scores are similar to those of a younger child. IQ tests are widely used in United States but they have come under increasing criticism for denying intelligence too narrowly and for being biased with regard to race & gender.

The most well-known and influential theory of cognitive development is that of Jean Piaget (1896-1980). Piaget's theory first published in 1952, grew out of decades of extensive observation of children, including his own, in their natural environments as opposed to the laboratory experiments of the behaviourists. Piaget envisioned a child's knowledge as composed of schemas, basic units of knowledge used to organize past experiences and serve as a basis for understanding new ones.

At the centre of Piaget's theory is the principle that cognitive development

occurs in a series of four distinct universal stages each characterized by increasingly sophisticated and abstract levels of thought. These stages always occur in the same order, and each builds on what was learned in the previous stage.

They are as follows:

1. Sensorimotor Stage
2. Pre-operational Stage
3. Concrete Operational Stage
4. Formal Operational Stage

1. Sensorimotor Stage : It is the first stage or infancy stage. In this period, intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited, but developing, because it is based on physical interactions and experiences. Physical development (mobility) allows the child to begin developing new intellectual abilities. Some symbolic abilities (language) are developed at the end of this stage.

This stage runs from birth to two years. At the time of birth, the child has only reflex actions only. Piaget has named it 'Innate Schema*'. Through these reflex actions and sense organs the child gains the experience of objects, sounds, juices, smells etc. As a result of repetition of these experiences, the child starts the processes of cognitive assimilation and accommodation. Gradually with the time, he becomes aware of the present environmental stimuli. In this age, the child gains his first experience through his sense organs.

Piaget has divided this stage (i.e. upto 2 years) into the following 6 sub-stages :

1.1 Stage of Reflex Actions or Activities : At this stage, the child performs reflex actions only, e.g. sucking an object is the strong activity. The duration of this sub-stage ranges from birth to 30 days only. At the end of two years, the process of imagination and thinking starts. He starts knowing the result of his activity and controls his behaviour according to that result.

1.2 Stage of Primary Circular Reactions : At this stage, the reflex actions of the children are changed by their feelings or experience, these are repeated and are coordinated to each other. These are the primary or initial reactions of the child's body. These are repeated again & again and that is why these are called as 'circular'. At this stage, children express their experiences free of any fear. This sub-stage stays from one to four months.

1.3 Stage of Secondary Circular Reactions : The duration of this sub-stage is 4 to 6 months. During this stage, children touch the objects and they throw them here and there. They perform some pleasant activities also.

1.4 Stage of Coordination of Secondary Schemata : This sub-stage exists from 8 to 12 months. In this stage, children start differentiating the means of attaining goals. They also start initiating the activities of their elders. Children learn scheme and they start generalizing them.

1.5 Stage of Tertiary Circular Activities : This sub-stage ranges from 12 to 18 months. In this stage children learn the attributes of objects by trial and error method.

1.6 Stage of Invention of New Means Through Mental Continuation : This sub-stage continues from 18 to 24 months. During this stage, children start understanding the existence of those already seen objects in their absence. In short, the stage of sensorimotor has the following characteristics-

- (i) Infant exhibits limited number of reflexes at birth, e.g. sucking, looking etc.



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- (ii) Above mentioned uncoordinated reflexes are then coordinated into simple schemas, e.g. child tries to suck anything which he puts into his mouth.
- (iii) Child reacts to objects outside himself at the age of 8 months,
- (iv) The child steps into logical goal directed actions at the end of the period of infancy.
- (v) Intelligence is demonstrated through motor activities.
- (vi) Knowledge of the world is limited.
- (vii) Some symbolic abilities (language) are developed at the end of this stage.
- (viii) Child gains his first experience through his sense organs.

2. Pre-operational Stage (Toddler & Early Childhood) : Piaget has named 2 to 7 years of age as Pre-operational stage. In this period intelligence is demonstrated through the use of symbols, language use matures, and memory and imagination are developed, but thinking is done in a non-logical, non-reversible manner. Egocentric thinking is predominated. This stage includes toddlerhood and early childhood.

The learning of the language provides him with a good tool for thinking. He begins to utter words to ask for something. Children consider their ideas or thoughts as correct.

This stage also consists of the following two sub-stages :

2.1. Pre-conceptual Period

2.2. Intuitive Stage

2.1. Pre-conceptual Period : The sub-stage has the following main features :

- (i) This sub-stage ranges from 2 to 4 years,
- (ii) During this period, children often learn by imitation and play,
- (iii) Children consider only their ideas as correct.
- (iv) In this stage, animism is in excess i.e. children take non-living objects as living-objects.
- (v) Children identify objects by their names in the early part of this stage. e.g. all men are 'papa'.
- (vi) Their thinking & reasoning is quite illogical at this stage. It is neither inductive or deductive in nature, e.g. a cow is white and big, hence all white & big animals are cows.
- (vii) Their thinking is much imaginative and away from reality.
- (viii) The child sees the world only from his own standpoint. He thinks sun & moon are following him, rain is for his happiness. This, Piaget has termed as 'Egocentric' nature of the child.

2.2. Intuitive Period : Intuitive period has the following features-

- (i) This period ranges from 4 to 7 years,
- (ii) During the period, children learn language,
- (iii) Children form various concepts during this stage.
- (iv) Children start thinking and logic,
- (v) Thinking and logic during this stage has no sequence,
- (vi) Upto 6 years of age, abstract concepts are also formed along with concrete concepts,
- (vii) They learn more by cramming,
- (viii) In this period, the child is not self-centred or selfish. He acquires knowledge by coming in contact with others, (ix) In this stage he gradually learns the symbols,
- (x) At this stage the child is unaware of cause-effect relationship,

- (xi) Children cannot acquire the ideas of others very quickly because they lack logic-powers,
- (xii) Due to mental immaturity, they can focus only one aspect of problem during problem solving. This makes their decisions wrong.

In short, pre-operational stage has the following features-

- (i) Intelligence is demonstrated through the use of symbols.
- (ii) Language use matures.
- (iii) Non-Logic thinking occurs.
- (iv) Language provides a good tool for thinking.
- (v) Child is ego-centric.
- (vi) Child begins to utter words.
- (vii) Child considers only his ideas are correct.
- (viii) This stage consists of two sub-stages.
- (ix) This stage refers to pre-school.

3. Concrete Operational Stage : This stage belongs to elementary and early adolescence. In this stage, intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops (mental actions). In this stage ego-centric thought diminishes.

Piaget has marked this stage from 7 to 11 years. During this stage children are more practical and realistic. Children experience the development of logic and problem solving capacity. In this stage, children start solving the concrete problems but they are not able to solve abstract problems. During this stage, children start categorizing the objects on the basis of their attributes. Thinking is not systematic in this stage.

According to Piaget, the following capacities are developed-(a) Conservation, (b) Numeration, (c) Seriation, (d) Classification, (e) Relationships.

Children understand the concepts of permanence and conservation by learning that volume, weight, and numbers may remain constant despite changes in outward appearance. These children should be able to build on past experiences, using them to explain why some things happen. Their attention span should increase with age, from being able to focus on a task for about 15 minutes at age six to an hour by age nine.

The ability of numeration is also developed sufficiently in the age. They start studying mathematics and counting.

Children develop their capacity to arrange the things in order. According to Piaget, the child of the age group of 7 to 12 years, can categorize the objects from different points of view. Such as sweet things, bitter things, sour things.

At this stage, the child can well understand the relationship between various stimuli, such as which line is longer of these two lines.

Summarisingly, we can pin-point the following characteristics of this stage- CD belongs to elementary and early adolescence.

- (ii) Operational thinking starts.
- (iii) Intelligence is demonstrated through logical and systematic manipulation of symbols to concrete objects.
- (iv) Children become more practical & realistic.
- (v) Develops problem solving capacity, but concrete problems only, not abstract problem.
- (vi) Can categorize objects on the basis of attributes.
- (vii) Thinking is not systematic.



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(viii) Capacities like conservations, numeration, seriation, classification and relationships develop.

(ix) Attention span increases with age.

4. **Stage of Formal Operation** : In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. Early in the period there is a return to egocentric thought.

This stage is the last stage of cognitive development which starts after 12 years and lasts till adulthood. The brain of the child matures till the age of 12 years. His thinking acquires an order. Experiences of the children also increase with the age. Also, their problem solving capacity increases with age.

According to Piaget, Children of this age group can understand the symbols also. The thoughts of adolescents get matured and organised. Capacity of logical thinking is the characteristic of this stage. The child learns to categorize & organize his ideas. He formulates new hypothesis and tries to prove or establish them. He also has the capacity to understand inconsistencies. The child also has the capacity to project real experiences in artificial situations.

In a summarizing way, the following are the features of this stage in nut-shell-

- (i) It is the last stage of cognitive development.
- (ii) Intelligence is demonstrated through logical use of symbols.
- (iii) Capable of understanding abstract concepts.
- (iv) Eco-centric thoughts return in this stage.
- (v) Brain of the child matures.
- (vi) Thinking acquires order and logic.
- (vii) Experiences enrich with the age.
- (viii) Problem-solving capacity increases with age.
- (ix) Thoughts get organized & matured.
- (x) Child formulates new hypotheses & tries to prove.
- (xi) Child can understand inconsistencies also.
- (xii) He can project real experiences in artificial environment.

4. Describe Kohlberg's Theory of Moral Development.

Or

What do you understand by moral development? Describe Kohlberg's theory of moral development. [M.D.U. 2018]

Or

What is moral development? Explain stages of moral development as given by Kohlberg.

Ans. Meaning of Moral Development : Moral development involves children learning how to tell the differences between right & wrong ; to use this knowledge to arrive at appropriate decisions when faced with complicated choices and to have the strength and independence to act in accordance with that right decision despite the fact it may not be a convenient thing to do. Morality is shaped by multiple factors. Children's interpersonal experiences with family, peers and other adults as well as their maturing physical, cognitive, emotional and social skills combine to influence moral development. Moral development is a process through which a child develops proper attitudes or behaviours towards the other people in the society, based on various things such as social & cultural norms, laws & rules. Moral development is every parent's concern because parents have the responsibility to teach a child to distinguish between what is right & wrong and then behave

accordingly. Moral development is a complex issue that-since the beginning of human civilization has been a topic of discussion among psychologists, culture theorists. It was not studied scientifically till the late 1950s.

Piaget, explored how children developed moral reasoning. He rejected the idea that children learn and internalize the rules & morals of society and forced to adhere to them. He recognized that children learn morality best by having to deal with others in groups. Piaget believed that the best moral learning come from cooperative decision-making and problem-solving events. He also believed that children developed moral reasoning quickly and at an early age.

Kohlberg's Theory of Moral Development

Kohlberg, an American Psychologist, extended Piaget's work in cognitive reasoning into adolescence and adulthood. He felt that moral development was a slow process and evolved over time. His six stages of moral development mirrors Piaget's early model.

Assumptions of Kohlberg's Theory of Moral Development

Kohlberg's stages of moral development are based on the following assumptions :

1. Humans are inherently communicative, capable of reason and possesses a desire to understand others and the world around them. The stages of this model relate to the qualitative moral reasoning adopted by individuals, and so do not translate directly into praise or blame of any individual's actions or character.
2. The form & structure of moral arguments is independent of the content of those arguments.
3. Kohlberg's theory centres on the notion that justice is the essential characteristic of moral reasoning. Justice itself relies heavily upon the notion of sound reasoning based on principles.
4. Kohlberg's theory understands values as a critical component of the right. Whatever the right is, it must be universally valid across societies (i.e. moral universalism). Morals are not natural features of the world, they are prescriptive.
5. According to Kohlberg, someone progressing to a higher stage of moral reasoning cannot skip stages.
6. All humans are void of morals, ethics and honesty at birth. Kohlberg identified the family as the first source of values and moral development for an individual.
7. Kohlberg believed that individuals could only progress through these stages one stage at a time. According to him, human beings could neither skip stages nor return to any previous stage.
8. In order to understand the child's moral development, it is essential to analyse the structure of reasoning and thinking. Right prediction of morality cannot take place on the basis of his reactions only exhibited by him. Mostly, the child behaves desirably under the effect of some fear or incentive. Kohlberg has observed a child what he thinks when he is placed in dilemma. On what reasoning he makes decision to behave rightly. Kohlberg has termed it Organismic Approach.

Kohlberg's Theory of Moral Development : Kohlberg has given six stages

(in three levels, with two stages each) of moral development, based on cognitive reasoning, through which each person passes in unvarying and irreversible order. According to Kohlberg, every person begins at stage 1 moral reasoning and develops progressively to stage 2, then stage 3 etc. Not every person makes it through all six stages; in fact people who use stage 5 or stage 6 moral reasoning are quite rare. Kohlberg claimed that his stages of moral development are universal, applying equally to all human beings across cultural divisions.

In brief, Kohlberg's theory of moral development presents three levels :

1. Pre-conventional Morality
2. Conventional Morality
3. Post conventional Morality or Principle Morality.

Each level contains two stages, stage 1 & 2 & hence six stages in all.

1. Pre-conventional Morality

In this stage, a person's moral judgements are characterized by a concrete individual perspective. Behaviour is motivated by anticipation of pleasure or pain. When a child considers some conduct or behaviour as moral or amoral in the context of some external factor or some physical event, then his moral reasoning is of pre-conventional level. This level has the following two stages :

1. Punishment & Obedience or Reward and Punishment stage
2. Exchange stage or stage of Ego or Self Interest Orientation

1. Punishment & Obedience or Reward and Punishment stage : Stage 2 is the stage of reward and punishment. Good or bad depends on the physical consequences. The action leads to punishment or reward. This stage is based simply on one's own pain & pleasure, and does not take others into account. This is the stage when all young children start at. Rules are seen as being fixed and absolute. Obeying the rules is important because it means avoiding punishment.

In simple words, the elders in a family ask a child to do some work. If he refuses, he can be punished. So the child obeys just to avoid that punishment. Hence, in the initial stages of moral development, punishment is made a basis for children's morality development.

It can be called a 'pre-moral' stage. At this stage, obedience not moral sentiments characterizes decision making. A person's moral reasoning results from consequences of actions such as punishment, reward or exchange of favours & from the physical power of authority figures. The first level of moral thinking is that generally found at the elementary school level.

2. Exchange stage or Stage of Ego or Self Interest Orientation : We can call this exchange stage. In this stage, there is increased recognition that others have their own interests & should be taken into account. Those interests are still understood in a very concrete fashion, and the child deals with others in terms of simple exchange or reciprocity. Children in this stage are very concerned with 'What's fair' (One of their favourite words), but are not concerned with real justice.

In short we can say, as children grow older they begin to see that other people have their own goals and preferences and that often there is room for negotiation. Decisions are made based on the principles of "What's in it for me?" For example, an older child might reason, If I do what mother or father wants me to do, they will reward me. Therefore I will do it.

1. Conventional Morality : By the time children enter elementary school, they are usually capable of conventional morality, although they may often slip back into pre-conventional morality on occasion. But this level is called conventional

for a good reason. It is also the level that most adults find themselves in most of the time.

Children begin to understand what is expected of them by their parents, teachers etc. Morality is seen as achieving these expectations.

2. Good Boy/Good Girl stage or Stage of Appreciation : By adolescence, most individuals have developed to this stage. There is a sense of what 'good boys' and 'nice girls' do and the emphasis is on living upto social expectations and norms because of how they impact day-to-day relationship.

This stage is often called the Good Boy/Good Girl stage. The child tries to live upto the expectations of others & to seek their approval. Now they become interested in motives or intentions, and concepts such as loyalty, trust and gratitude are understood. Children in this stage often adhere to a concrete version of the Golden Rule, although it is limited to the people they actually deal with on a day-to-day basis.

A 'sin' or 'bad' conduct is a breach of the conventional expectations of the social order.

Stage 3 refers to group loyalty. It involves :

- (i) Obligation to one's family, gang etc.
- (ii) One earns acceptance by being 'nice'.
- (iii) Behaviour is often judged by intention 'well' they mean well.

Hence, summarizingly, a person's moral reasoning involves maintaining the expectations of one's family, peer group, or nation for one's own sake regardless of the immediate consequences, and a desire to respect, maintain support and justify the existing social order.

3. Stage of Respect for Social System or Stage of Law & Order of Maintaining the Social Order : Children now take the point of view that includes the social system as a whole. The rules of the society are the bases for right and wrong, and doing one's duty and showing respect for authority are important.

By this time individuals reach adulthood, they usually consider society as a whole when making judgements. The focus is on maintaining law and order by following the rules, doing one's duty & respecting authority.

Stage 3 reasoning works best in two-person relationships with family members or close friends, where one can make a real effort to get to know the other's feelings & needs and try to help.

At stage 4 in contrast, the respondent becomes more broadly concerned with society as a whole. Now the emphasis is on obeying laws, respecting authority, and performing one's duties so that the social order is maintained.

The subjects of stage 4 make moral decisions from the perspective of the society as a whole. They think themselves as a full fledged members of the society.

Stage 1 children generally oppose stealing because it breaks the law. Stage 2 & Stage 4 subjects give the same response. Kohlberg insists that much probe into the reasoning behind the overt response.

4. Post Conventional Morality or Principled Morality : Post-conventional morality level is also known as principled level, is marked by a growing realization that individuals are separate entities from society, and that the individual's own perspective may take precedence over society's view; individual may disobey rules in consistent with their own principles. Post conventional moralists live by their own ethical principles that typically include such basic human rights as life, liberty and justice. People who exhibit post-conventional morality view rules as useful but



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changeable mechanisms, their behaviour-ideally rules can maintain the general social order & protect human rights. Rules are not absolute dictates that must be obeyed without question. Some theorists have speculated that many people may never reach this level of abstract moral reasoning.

This level 3 has the following stages :

5. Stage of Social Contract : The world is viewed as having different opinions, rights & values. Such perspectives should be mutually respected as unique to each person or community. Laws are regarded as social contracts. Those that do not promote the general welfare should be changed when necessary & this is achieved through majority decisions. Democratic government is based on stage five reasoning. In simple words, people begin to account for differing values, opinions and beliefs of other people. Rules of law are important for maintaining a society, but members of the society should agree upon these standards.

At stage 4, people want to keep society functioning. However, a smoothly functioning society is not necessarily a good one. A good society must be well organized, but it is hardly the moral ideal.

At stage 5, people begin to ask 'What' makes for a good society?' They begin to think about society in a very theoretic way.

Stage 5 respondents basically believe that a good society is best conceived as a social contract into which people freely enter to work toward the benefit of all. They recognize that different social groups within a society will have different values.

6. Stage of Conscience or Universal Principles : Stage 5 respondents 'are working toward a conception of the good society. They suggest that we need to (a) protect certain individual rights and (b) settle disputes through democratic processes.

Moral reasoning is based on abstract reasoning, using universal ethical principles. Laws are valid only in so far as they are grounded in justice, and a commitment to justice carries with it an obligation to disobey unjust laws.

People at this stage have developed their own set of moral guidelines which may or may not fit the law. The principles apply to everyone, e.g. human rights, justice and equality. The person will be prepared to act to defend these principles even if it means going against the rest of society in the process. Kohlberg doubted few people reached this stage. Understanding your own personal beliefs allow adults to judge themselves and others based upon higher levels of morality. In this stage what is right & wrong is based upon the circumstances surrounding an action. Basics to morality are the foundation with independent thought playing an important role.

This is the last stage of moral development. After reaching this stage, a person develops a subjective attitude. Conscience awakens in a person. Personal ideas regarding good & bad, right & wrong also develop. A person's moral decisions rest upon conscience. Hence at this stage, a person becomes capable of interpreting social & government rules according to his own viewpoints. Also he can challenge the validity of rules because those rules do not match his conscience.

4. ERIKSON'S PSYCHO-SOCIAL DEVELOPMENT THEORY

5. Describe Erickson's Psycho-social Theory of Development. What are its merits & demerits?

Ans. Erickson's model of psycho-social development is a very significant, highly regarded and meaningful concept. This is helpful for child development, and adults too.

Erik Erickson first published his eight-stage theory of human development in his 1950 book *Childhood & Society*. The chapter featuring the model was titled 'The Eight Ages of Man'. He expanded and refined his theory in later books and revisions, notably : *Identity and the Life Cycle* (1959); *Insight and Responsibility* (1964); *The Life Cycle Completed : A Review* (1982, revised 1996 By Joan Erickson); and *Vital Involvement in Old Age* (1989).

Various terms are used to describe Erickson's model. For example, Erickson's biopsychosocial or bio-psycho-social theory (Bio refers to biological, which in this context means life); Erickson's human development cycle or Life Cycle. All refer to the same eight stages of psychosocial theory. The word 'psycho social' is Erickson's term, effectively from the words psychological (mind) and social (relationships).

Erickson believed that his psychosocial principle is genetically inevitable in shaping human development. It occurs in all people.

He also referred to his theory as 'epigenesis' and the 'epigenetic principle' which signified the concept's relevance to evolution (past & future) and genetics.

Erickson explained his use of the word 'Epigenesis', 'epi' means 'above' in space as well as 'before' in time, and in connection with genesis can well represent the space-time nature of all development.

Erickson, like Freud, was largely concerned with how personality and behaviour is influenced after birth-not before birth- and especially during childhood.

Erickson used 'crisis' terminology and 'crisis' stages are driven by physical and sexual growth. The 'crises' are not driven by age precisely. Erickson never showed precise ages. Erickson's psychosocial theory essentially states that each person experiences eight 'psychosocial' crisis (internal conflicts linked to life's key stages) which help to define his or her growth and personality.

People experience these 'psychosocial crisis' in a fixed sequence but timings vary according to people & circumstances. Stages and model are represented by the names of the crises or emotional conflicts themselves, e.g. Trust versus Mistrust rather than strict age or life stage definitions. Some of the crisis stages are easier to understand than others. Each stage contains far more meaning than can be conveyed in just two or three words. Crisis stage one is Trust versus Mistrust' which is easier to understand than some of the others. Stage four 'Industry versus Inferiority' is a little trickier. Erickson later refined 'Industry' to 'Industriousness' which probably convey's a fuller meaning.

Characteristics of Psychosocial Stages

1. Erickson believed that personality develops in a series of stages. Unlike Freud's theory of psychosexual stages, Erickson's theory describes the impact of social experience across the whole life span.
2. Erickson believed people experience a conflict that serves as a turning point in development. In Erickson's view, these conflicts are centred on either developing a psychological quality or failing to develop that quality. During these times, the potential for personal growth is high, but so is the potential for failure.
3. Erickson's theory refers to 'psychological crisis' (or psychosocial crisis, being the plural). This term is an extension of Freud's use of the word 'crisis' which represents internal emotional conflict. This sort of crisis may also be described as an internal struggle or challenge which a person must negotiate and deal with in order to grow & develop.



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4. Erickson's 'psychosocial' term is derived from the two source words—namely psychological (or the root, 'psycho' relating to the mind, brain, personality etc. and social (External relationships and environment).
5. Each stage involves a crisis of two opposing emotional forces. Each crisis stage relates to a corresponding life stage and its inherent challenges. Erickson used the words 'syntonic' for the first listed 'positive' disposition in each crisis (e.g. Trust) and 'Dystonic' for the second listed 'Negative' disposition (e.g. Mistrust).
To signify the opposing or conflicting relationship between each pair of forces or dispositions Erickson connected them with the word "Versus", which he abbreviated to V (Versus is Latin, meaning turned towards or against).
6. Successfully passing through each crisis involves 'achieving' a healthy ratio or balance between the two opposing dispositions that represent each crisis (Syntonic and Dystonic). Erickson called these successful balanced outcomes, Basic Virtues' or 'Basic Strengths'. Examples of basic virtues and supporting strengths words are 'Hope & Drive (from stage one Trust V Mistrust).
7. Psychosocial development is not clear cut and is not irreversible. Any previous crisis can effectively revisit anyone. This explains how "high achievers", can fall from grace and how "hopeless failures" can ultimately achieve great things. No one should become complacent, and there is hope for all.
8. The crisis stages are not sharply defined steps. Elements tend to overlap and mingle from one stage to the next and to the preceding stages. It's a broad framework and concept, not a mathematical formula which replicates precisely across all people & situations.
9. Transition between stages is 'overlapping'. Crisis stages connect with each other like inter-laced fingers, not like a series of neatly stacked boxes. People don't suddenly wake up one morning & be in a new life stage. Changes don't happen in clearcut steps. Changes are graduated mixed together & organic.
10. Where a person passes unsuccessfully through a psychosocial crisis stage they develop a tendency towards one or other of the opposing forces (either to the syntonic or the dystonic in Erickson's language), which then becomes a behavioural tendency or even a mental problem.
11. Basic virtue is not the result of simply achieving the positive extreme of each crisis. Basic virtue is attained by a helpful balance between the two extremes. Helpfully balanced experience leads to positive growth. 'Basic psychological virtue' are same thing and this is Erickson's terminology.
12. Erickson's identified on basic virtue plus another virtue (Described as secondary virtue) for each stage. At times he referred to 'basic virtues' as basic 'strengths'. Erickson referred to the first disposition (e.g. Trust, Autonomy etc.) as an 'Adaptive Strength'. He used the term as a firm description of the first disposition in each crisis.

Erickson's Psychosocial Stages

Erickson used particular words to represent each psychosocial crisis. As ever, single words can be misleading and rarely convey much meaning. The following

are the stages or psychosocial crises or psychosocial modalities-

1. Trust vs Mistrust : This stage or psycho-social crisis is similar to the oral stage of Freud's psychosocial development. This state has the following characteristics-

- 1.1 It corresponds to the infancy period of life stage with the age range of 0 to 1½ years.
- 1.2 The infant will develop a healthy balance between trust & mistrust if fed & cared and not over-protected.
- 1.3 Abuse or neglect or cruelty will destroy trust and foster mistrust.
- 1.4 Mistrust increases a person's resistance to risk-exposure & exploration.
- 1.5 This is the first stage of Erickson's theory which centres around the infant's basic needs being met by the parents and this interaction leads to trust or mistrust.
- 1.6 Erickson defines 'trust' as "an essential truthfulness of others as well as a fundamental sense of one's own trustworthiness.
- 1.7 The infant depends on parents, especially the parents for comfort etc. The child's relative understanding of world & society come from the parents & their interaction with the child.
- 1.8 If the parents expose the child to the dependable affection and warmth, regularity, the infant's view of the world will be one of trust. In case of failure of parents in such activities, i.e. failure in providing secure environment & to meet child's basic needs, a sense of mistrust will result.
- 1.9 Development of mistrust can lead to feelings of frustration, suspicion, withdrawal, and a lack of confidence which gives birth to unhealthy personality.
- 1.10 According to Erickson, the development of child's personality must have a favourable ratio of trust & mistrust.
- 1.11 Sometimes mistrust develops in children due to improper care by mothers.
- 1.12 A foundation of healthy personality development is laid down.
- 1.13 When a child solves the conflict between trust vs. mistrust successfully, then a psychosocial strength is produced which is known as 'Hope.
- 1.14 'Hope' is such a psychosocial strength with the help of which a child can understand his cultural environments and self entity meaningfully.
- 1.15 Developing trust is the first task of the ego, and it is never complete.
- 1.16 The balance of trust with mistrust depends largely on the quality of maternal relationship.
- 1.17 The child will let mother out of sight without anxiety & rage because she has become an inner certainty as well as outer predictability.

2. Autonomy Vs. Shame & Doubt : This stage of autonomy and shame lasts from 2 to 3 years. Autonomy means self-reliance. It includes the freedom of ideas, self-activity etc. Shame and doubt means-'What they say? Inhibition in self expression and to develop one's own-ideas. This stage resembles Freud's Anal Stage. This stage has the following features :

- (i) This is independence of thoughts.
- (ii) It denied autonomy, the child will turn against himself/herself urges' to manipulate and discriminate.
- (iii) Shame develops with child's self consciousness.
- (iv) Child remains inspired by his new locomotors skills.
- (v) When a child develops trust, then the traits like autonomy and self-control



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are developed in this second stage. Prior to this second stage, children depend on others.

- (vi) In this stage, neuro-muscular maturity, social discrimination & verbalization capacity develop.
- (vii) Independence does not mean that the children should be given unrestricted freedom. This freedom means-allowing children to do their tasks independently, keeping their control.
- (viii) Children develop the sense of shame when parents don't allow them to do a task due to being too young or small or parents accomplish themselves that task or parents have such expectations from children which are beyond their ability,
- (ix) As a result of above mentioned shame, other psycho-social attitudes develop such as self-doubt, powerlessness etc.
- (x) After establishing a balance between shame and autonomy, a new psycho social strength develops which is known as "will power". It is such a strength which enables the children to do a task according to their interest after gaining autonomy.

3. Initiative Vs. Guilt : This stage falls between 4 to 6 years. This stage just resembles Phallic Stage of Psychosexual development by Freud. It has the following features :

- (i) Children enjoy the tasks of others.
- (ii) The social world of the children presents a challenge to show the initiative. Initiative is the capability to devise actions or projects and a confidence.
- (iii) Guilt means what it says, and in this context is the feeling that it is wrong or inappropriate to instigate something of one's own design.
- (iv) Initiative flourishes when adventure and game playing is encouraged.
- (v) This crisis stage correlates with Freud's psychosexual Phallic Stage, characterised by a perfectly natural interest in genitals, where babies come from.
- (vi) Erickson believes that the third psychosocial crisis occurs during what he calls the 'play age' or the pre-school years.
- (vii) During it, the healthy developing child learns (a) to imagine, to broaden his skills through active play of all sorts, including fantasy, (b) to cooperate with others, (c) to lead as well as to follow, immobilized by guilt, he is fearful.
- (viii) Around age three and continuing to age five, children assert themselves more frequently. These are rapid-developing years in a child's life. According to Bee (1992) it is a time of vigour of action and of behaviours that the parents may see as aggressive.
- (ix) During this period the primary feature involves the child regularly interacting with other children at school. Central to this stage is play, as it provides children with the opportunity to explore their interpersonal skills through initiating activities.
- (x) Children begin to plan activities, make up games and initiate activities with others. If given this opportunity, children develop a sense of initiative, and feel secure in their ability to lead others & make decisions.
- (xi) Through criticism or control, children develop a sense of guilt.
- (xii) It is at this stage that the child will begin to ask many questions as his thirst for knowledge grows.

- (xiii) Too much guilt can make the child slow to interact with others and may inhibit their creativity. Some guilt is, of course, necessary otherwise the child would not know how to exercise self control or have a conscience.
- (xiv) A healthy balance between initiative and guilt is important. Success in this stage will lead to the virtue of purpose.
- (xv) Initiative adds to autonomy the quality of undertaking planning and attacking a task for the sake of being active & on the move.
- (xvi) Such child do not express openly. The exhaust capacity to struggle does not achieve any tangible goal.

4. Industry (Competence) Vs. Inferiority : This fourth stage starts at the age of 6 years and continues upto 11-12 years and this resembles with Freud's psycho sexual developmental stage Latency Period. This stage has the following features :

- (i) At this stage children learn primary skills of culture through the formal education.
- (ii) Children are at the stage where they will be learning to read & write, to do sums, to make things on their own.
- (iii) Teachers begin to take an important role in the child's life as they teach the child specific skills.
- (iv) It is at this stage that the child's peer group will gain greater significance and will become a major source of the child's self-esteem. The child now feels the need to win approval by demonstrating specific competencies that are valued by society and begin to develop a sense of pride in their accomplishments.
- (v) If children are encouraged and reinforced for their initiative, they begin to feel industrious and feel confident in their ability to achieve goals. If this initiative is not encouraged, then the child begins to feel inferior, doubting his own abilities and therefore may not reach his potential.
- (vi) If the child cannot develop the specific skills they feel society is demanding, then they may develop a sense of inferiority. Success in this stage will lead to the virtue of competence. 'Competency' means proper use of physical and intellectual capacities in completing a task.

5. Identity Vs. Role Confusion : This fifth stage of psycho social development is considered to be very significant. This stage ranges from 12 years to 19 or 20 years. This stage has the following main features :

- (i) During adolescence, the transition from childhood to adulthood is most important. Children become more independent, and begin to look at the future in terms of career, relationships, families, housing etc. The individual wants to belong to a society and fit in.
- (ii) This is a major stage in development where the child has to learn the roles he will occupy as an adult. It is during this stage that the adolescent will re-examine his identity & try to find out exactly who he or she is.
- (iii) Erickson suggests that two identities are involved : sexual and occupational.
- (iv) During this stage the body image of the adolescent changes. According to Erickson, adolescent may feel uncomfortable about their body for a while until they can adapt and "grow into" the changes.
- (v) Success in this stage will lead to the virtue of 'Fidelity'. Fidelity involves being able to commit one's self to others on the basis of accepting other even when they may be ideological differences.



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- (vi) During this stage, they explore possibilities and begin to form their own identity based upon the outcome of their explorations. Failure to establish a sense of identity within society can lead to role-confusion, e.g. I don't know what I want to be when I grow up. Role confusion involves the individual not being sure about themselves or their place in society.
- (vii) In response of role confusion or identity crisis an adolescent may begin to experiment with different life styles, e.g. work, education or political activities.
- (viii) Identity means essentially how a person sees themselves in relation to their world. It is a sense of self or individuality in the context of life & what lies ahead, and role-confusion is the absence of identity i.e. the person cannot see clearly or at all who they are and how they can relate positively with their environment.
- (ix) This stage coincides with puberty or adolescence & the reawakening of the sexual urge.
- (x) Young people struggle to belong and to be accepted and affirmed and yet also to become individuals.
- (xi) Erickson later replaced the term 'Role Confusion' with 'Identity Diffusion'. Both terms mean the same.
- (xii) As result of role confusion or identity crisis, adolescents cannot guide their career. They become unable to continue their education.
- (xiii) In this stage, these senses dominate aimlessness, personal disorganisation and futility.
- (xiv) In such adolescents, sometimes negative identity develops i.e. just reverse of the identity which the parents & friends have told.
- (xv) According to Erickson, some adolescents don't want to resolve their identity crisis and want to maintain it. It is known as Psychosocial Moratorium.

6. Intimacy Vs. Isolation : This sixth stage continues from 20 to 30 or 40 years. It has the following features :

- (i) In this stage, after getting married, a person enters his early family life.
- (ii) An adolescent starts earning his livelihood after involving himself in some profession.
- (iii) In this stage, he is, in reality, ready to establish social, sexual and intimate relationships with others.
- (iv) In this stage, a person establishes close relationship with his brother-sister, parents and other relatives. Husband- wife, establish sexual relationship.
- (v) A person also establishes his relationship with himself and develops a healthy personality.
- (vi) Intimacy means the process of achieving relationships with family and marital or mating parents.
- (vii) Isolation conversely means being and feeling excluded from the usual life experiences of dating & mating and mutually loving relationships. It results into feeling of loneliness, alienation, social disdrawal or non-participation, depression etc.
- (viii) When isolation increases, a person develops anti-social behaviour or psychopathic behaviour.
- (ix) When an individual balances intimacy and isolation, the psychosocial strength or virtue thus obtained is known as 'Love'. Love means, the

existence of capacity for mutual devotion in order to maintain the mutual relationship.

Such love is expressed when a person exhibits the tendency of respect, responsibility etc. towards others.

7. Generativity Vs. Stagnation : This stage exists in between 30 to 65 years. This stage has the following features :

- (i) Generativity derives from the word generation as in parents & children. It is the concern of guiding the next generation,
- (ii) Socially valued work and disciplines are expressions of generativity. Simply having or wanting children does not in and of itself achieve generativity.
- (iii) During middle age the primary developmental task is one of contributing to society and helping to guide future generations. When a person makes contribution during this period, perhaps by raising a family or working toward the betterment of society, a sense of generativity results.
- (iv) In contrast, a person who is self-centred and unable or unwilling to help society move forward develops a feeling of stagnation-a dissatisfaction with the relative lack of productivity.
- (v) Central tasks of middle adulthood are :
 - (a) Express love through more than sexual contacts.
 - (b) Maintain healthy life patterns.
 - (c) Develop a sense of unity with mate.
 - (d) Help children to be responsible adults.
 - (e) Accept children's mates & friends.
 - (f) Create a comfortable home.
 - (g) Be proud of accomplishments of self & mate/spouse.
 - (h) Reverse roles with ageing parents.
 - (i) Achieve mature, civic & social responsibility.
 - (j) Adjust to physical changes of middle age.
 - (k) Use leisure time creatively.
- (vi) The persons who resolve this stage crisis successfully, the psychosocial strength thus produced is termed as 'care'. 'Care' is the reverse of the attribute apathy. Care involves the anxiety for others welfare.

8. Ego-integrity Vs. Despair : It is the last stage of Erickson's psychosocial development which is a stage of maturity. It includes the age span from 65 years, till death. In every culture, it has been referred as 'Old Age'. This stage has the following features :

- (i) According to Erickson, no distinct psychosocial crisis is produced in this stage.
- (ii) As we grow older and become senior citizens we tend to slow down productivity and explore life as a retired person.
- (iii) In this stage, we contemplate our accomplishments and able to develop integrity if we see ourselves as leading a successful life. If we see our life as unproductive, or feel that we did not accomplish our life goals, we become dissatisfied with life & develop despair often leading to depression & hopelessness.
- (iv) The final developmental task is retrospection. People look back on their lives and accomplishments. They develop feelings of contentment and integrity if they believe that they have led a happy, productive life. They

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may instead develop a sense of despair if they look back on a life of disappointments and unachieved goals.

- (v) This stage can occur out of sequence when an individual feels they are near the end of their life.
- (vi) In fact, this is a review & closing stage.
- (vii) Later Erickson dropped the word 'Ego' from 'Ego-Integrity' & extended the whole term to 'Integrity Vs. Disgust & Despair'. He also continued to use the shorter form 'Integrity Vs. Despair'.
- (viii) Integrity means feeling at peace with oneself and the world. No regrets. Despair represents the opposite disposition : feelings of wasted opportunities, regrets wishing to turn back the clock & have a second chance.

Merits of Erickson's Theory

- (i) Erickson has considered adolescence very significant in his theory.
- (ii) Erickson has adopted optimistic attitude in his theory. Failure in one stage will lead to failure in another stage, is not essential.
- (iii) Erickson has included all the psychosocial events from birth till death in the interpretation of development and integration of personality which is a peculiarity in itself.
- (iv) In this theory, for the interpretation of organisation and development of the personality, society and the roles of the person himself have been equally emphasized.

Demerits of Erickson's Theory

- (i) Erickson's 8 stages tended to focus on childhood rather than the adult life though it was called a life span theory. It has been argued that it applied to boys more than girls.
- (ii) According to some critiques, Erickson has merely simplified Freud's theory of personality & nothing else.
- (iii) Erickson has adopted over-optimistic attitude. This had led to his impracticability more. But Erickson has denied this criticism. He has also adopted anxiety-arousal attitude in his theory.
- (iv) Some psychologists also claim that the facts, hypotheses which have been explained or interpreted have no experimental support. His all the facts & concepts are based on personal observations which are much subjective.
- (v) Some critiques don't agree with Erickson's statement that a healthy and superior personality can be developed by adjusting according to the changing social conditions. Some critiques agree that there are people who have brought significant changes in the society without experiencing any impact from the social conditions and they are successful in developing a healthy personality.
- (vi) According to Schultz (1990), the last psycho-social stage is incomplete and unsatisfactory. Some critiques agree that in the last stage, a person's personality development is not so much satisfactory as it is indicated in Erickson's Ego-Integrity concept.

RELATIVE ROLE OF HEREDITY AND ENVIRONMENT IN DEVELOPMENT

6. What is the concept of Heredity and Environment? What role do these play in the development of a learner?

or

Explain the role of heredity and environment in the development of a child. [M.D.U. 2018]

or

What is the importance of Heredity and Environment in a learner's development? Discuss the aspects of development w.r.t. to the needs and problems of adolescents in Indian context.

or

Discuss in detail the relative importance of heredity and environment in Learner's development.

or

What is Heredity? Establish relative importance of heredity and environment in the development of a learner.

or

Discuss the effects of heredity and environment on growth.

or

What is the role of Environment in the development of a learner? Discuss the stages of development.

Ans.

Concept of Heredity

Heredity is a process by which mental and physical characteristics are passed on by parents to their children at the time of their conception, the child inherits from its parents the ancestral characteristics, and this is called heredity. According to Peterson, "Heredity may be defined as what one gets from one's ancestral stock through one's parents." Heredity is a constant element that is present from the time of conception. The influence of heredity, continues throughout life from the time of conception. According to Douglas & Holland, "One's heredity consists of all the structures, physical characteristics, functions or capacities derived from parents, other ancestors or species." In simple words, as the parents are, so the children. Hence, if the parents are intelligent, their children would also be intelligent. Similarly, a dog will produce a dog only and a human being will produce a human being. It means like begets like. From this explanation, heredity's meaning has two approach i.e. Narrow concept and Broader Concept.

Narrow Concept : According to this concept, physical similarities are called heredity. But this is a very narrow concept and it is not sufficient to satisfy an illiterate person's curiosity. This concept highlights physical characteristics, such as colour, size, shape etc.

Broader Concept : According to this concept, besides similarities, dissimilarities are also included in the meaning of the heredity. According to broader concept, heredity includes all those factors which are with the child not from the birth, but right from the conception. According to this concept of heredity, the physical, mental and other symptoms of personality are included. According to broader concept,



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heredity is the 'sum total of inborn individual traits'.

According to **Biologists**, "The total sum of the traits potentially present in the fertilized ovum."

According to **Woodworth**, "Heredity covers all the factors that were present in the individual when he began life, not at birth but at the time of conception about nine months before birth."

According to **Douglas & Holland**, "Heredity consists of all the structures, physical characteristics functions or capacities, derived from parents & to other ancestors or species."

According to **Floyed L. Ruch**, "Heredity is the totality of biologically transmitted factors that influence the structure of the body."

According to **Gisbert**, "Heredity refers to the transmission by the parents to their offspring of certain characteristics, biological or psychological."

According to **Ruth Benedict**, "Heredity is the transmission of traits from parents to offspring".

The word Heredity has been derived from Latin word 'Hereditas' which means that much stock which a person receives from his parents. Hence, he can say that heredity is the transmission of biological and other traits from the parents through the reproduction process.

Concept of Environment

It is definite that the traits are transmitted through genes at the time of conception. After conception, these traits are nourished or developed in proper environment and for this proper environment is needed. In the absence of proper environment, the development of these traits or characteristics is not possible. After conception, the environmental forces get activated.

According to **Ross**, "Environment is an external force which influences us."

Gisburt defines the environment as anything immediately surrounding an object and exerting a direct influence on it.

According to **Anastasi**, "The environment is everything that affects the individual except the genes."

In the words of **Woodworth** and **Marquis**, "Environment covers all the outside factors that acted on the individual since he began life."

According to **Douglas** and **Holland**, "The term environment is used to describe in the aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth, development and maturity of living organisms."

It becomes very clear from the above mentioned definitions that environment includes all those objects which leave their impact directly on the other objects by surrounding them. Environment is formed right at the time of conception & exhibits its effect in end. In developing the element of heredity, environment contributes a lot.

RELATIVE IMPORTANCE OF HEREDITY & ENVIRONMENT IN LEARNERS DEVELOPMENT

(A) Effect of Heredity

Heredity affects the total development of the personality of a person definitely. Heredity affects all the aspects of the personality, such as physical, mental, professional, social, emotional aspects etc. For example, the children of taller par-

ents would also be tall. Children of intelligent parents would also be intelligent. According to **Cattell**, Professional efficiency also depends upon heredity. Similarly, the children of socially respectful parents would also be socially respectful. Galton has also said that the greatness of human being is based on his heredity. The life stories of the great personalities have proved this fact.

Arguments in Favour of Heredity Influences

Many methods have been used to study the effects of heredity, such as-

1. Study of Families.
2. Study of Twins.
3. Study of Blood Relationships.
4. Experiments on Lower Animals.

1. Study of Families : Studies conducted on families by Galton are considered to be very important. He studied the life-histories of 971 celebrities which included judges, artists & ministers etc. On the other side, he studied life histories of 977 common & poor people. Out of 971 celebrities, 535 persons were found to be intelligent. Out of 977 common & poor people, only 5 persons were intelligent, rest all were with low or poor intelligence. This was concluded that the intelligence gets transferred from one generation to the other generation.

Similarly, **Goddard** (1916) studied the family of a person Martin Kalikak. He was a soldier & he married twice with two women. One mentally retarded and other was highly intelligent. Mentally retarded woman produced 480 persons while intelligent woman produce 496 persons. Out of 480 persons, 146 were mentally retarded, 32 were prostitutes, 24 drinkers, 46 normal and 36 were illegal, 3 were patients and rest were criminals and of low quality. Similarly, out of 496, only 5 were mentally retarded & characterless. Rest all were successful businessmen, doctors, teachers etc. This reveals that the intelligence gets transmitted from one generation to other.

Dugdale (1877) studied the family of a person Juke. He was a bad character fisherman. He married with a woman of similar character. From 1720 to 1877, he had 1000 persons from five generations. Out of them, 300 died in childhood, 440 were chronic patients, 310 persons reached orphan houses, 130 were criminals. Only 110 persons were normal. Dugdale was a Commissioner of a jail in Newyork. He found some names in his record continuously following in & he was surprised to see those names.

He studied their families. After Dugdale's death, this record reached to **Eastra Brook** (1916). He searched out that family during 1877 to 1915.

Prof. Tryon (1940) conducted experiments on 8 generations of highly intelligent and low-intelligent rats & found that the low-intelligent rats produced low-intelligent rats only and highly intelligent rats produced highly intelligent rats.

2. Study of Twins : In order to see the effect of heredity, twins were also studied. Twins are of two types-identical twins & fraternal twins.

Schwesinger studied identical twins. He conducted studies on 10 pairs of identical twins. One member of each pair was brought up in one type of environment & the other member of each pair in other type of environment. When they grew up, they were subjected to a comparative study. Most of the members of the pairs showed no difference in their intelligence quotient (I.Q.), if it was there, that was too low.

Similarly, **Eysenck** (1956) also conducted a study on identical & fraternal twins. A correlation of 0.82 in identical twins and 0.38 in fraternal twins on the basis of I.Q. were found. Hence the study of twins also gives strength to the impact of heredity.



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3. Study of Blood Relationships : As the degree of blood relationship increases, similarities, among them also increase and dissimilarities go on decreasing. Blood relationship of children & parents is of the nearest relationship. In twins, identical twins are most near to the parents because they develop from the same zygote. The fraternal twin come, because their base is the same woman. After this, other relations come in the list as shown in the following table :

Relationship	Correlation
1. Identical Twins	.85 – .90
2. Fraternal Twins	.55 – .65
3. Siblings i.e. other brothers & sisters	.50 – .60
4. Parents-child	.40 – .50
5. Cousins	.25 – .35
6. Grand son-Grand father	.25 – .35

The above table shows that the nearest relationship has the maximum effect of heredity. Nearest relationships have more similarity in the levels of intelligence.

4. Experiments on Lower Animals : Tolman and his students conducted an experiment on rats in California University. They subjected the active and bright rats for breeding with active & bright rats and dull rats were bred with dull rats. Brightness and dullness of the rats were determined by maze test. In every generation, the same pattern was repeated up to seventh generation. There was no overlapping with regard to their scores on learning. This study reveals that the characteristics are transferred by heredity & it is definite.

(B) Effect of Environment

Environmentalists stress upon the fact that the assessment of a person's personality can be made more from environment than the heredity. In 1873, Swiss writer Decandolle tried to demonstrate that it is environment, not heredity is a main factor which produces most of the genius persons. In order to know the effect of environment, the results of the following experiments can be presented in support of their logic.

Arguments in Favour of Environment

1. Experiments on Children Traced from Jungles : Many humans were found from the forests which had zero socialization. Behaviour of such humans was also just like animals. Ramu was such a boy who was found in a jungle. He was also called as 'Wolf Boy'. He was taken away to the forests by a Wolf in his earlier age. He was brought up in a forest environment. While living in wolves, he learnt their behaviours. Similarly, Zingg studied such 30 persons who lived in forests in their early years of life. But when they were brought to society, they took a long time for learning social tradition. The same is the episode of two sisters : Amla & Kamla. They were also taken away to the forests in their early age. They were found in the forests of Bengal. One was of 2 years old & the other was 9 years old. Their behaviour is also animals like. Their socialization was tried after bringing them to the city. Amla died after some time but Kamla got success in her adjustment to some extent.

2. Kellogg's Experiment : Kellogg conducted an experiment with a 10 months old Chimpanzee along with his son. His son was 7 months old. Both were kept in one similar environment and both were reared alike. It resulted into the learning of

Chimpanzee to eat with spoon & to drink water in a glass. He also started to understand the meaning of some words. This experiment proves the effect of environment.

3. People of Murray Island : People of Murray's island did not know the counting of numbers beyond 6. There was not a single word beyond 6. After occupying this island, Scotland provided them education. After some period, they also acquired the abilities like civilized people.

4. Study of Great Men : Condole, from France studied 552 famous persons of England and France. He studied their life histories. In these studies, he found the great contribution of health and favourable environment.

5. Study of Fay and Edith : Fay and Edith were twin girls which were placed separately from the very beginning. When they grew up, one was married to a business man and the other to a farmer. A lot of difference was found in their behaviours. These differences were found to be due to the environmental differences in the families of their in-laws.

6. Experiments on Intelligent : An experiment was also conducted on twins named James and Race. One of them was brought up in hills and the other in some another village. When their I.Q. was detected, there was a difference of 19 points in the I.Q. of both children. Similarly, Freeman (1927) kept 70 children in a good environment after shifting them from polluted environment. Then an increase of 10 points was recorded in their I.Q. Terman and Merrill also conducted experiment on the socio-economic status and I.Q. of the children.

7. Experiment by Gordon : Gordon studied the person living away from society and on the bank side of the rivers. Their I.Q. was found to be low because they could not get conducive environment for their mental development.

8. A Study of Newman, Freeman and Holzinger : These scholars studied 20 identical twins. The members of these pairs are separated at the time of their birth. Their health, physical development, intelligence and their abilities regard their subject matters were tested through educational tests. Out of these, one girl member developed a strong body. Her weight was also 30 lbs more than her sister who was brought up in a city. On the other side, another girl member who was residing as a wife of a struggling & laborious farmer in a village has 10 lbs lesser weight than her sister who was leading a comfortable married life.

From the above studies, the effect of heredity and environment becomes very clear. These studies also reveal the importance of heredity and environment.

Importance of Heredity

1. As a result of heredity, there are many variations in a person—which become distinct gradually along with the developmental process. On the basis of these differences, a teacher can make educational plans.
2. Heredity makes him aware of innate powers or capacities which can help the teachers in their teaching tasks.
3. Due to heredity, we can come to know about the differences of the learning abilities of the children.
4. Basic instincts are acquired from heredity which can be desirable and undesirable. A teacher can make efforts to repress the undesirable basic instincts of the children.
5. It is due to the heredity, which creates gender differences among boys & girls. It is due to this that they have more or less abilities in different subjects. A teacher manages educates according to these differences.



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6. Physical differences are the results of heredity. A teacher can contribute in the physical development of the children on the basis of his such type of knowledge.

Importance of Environment

1. Environment is active in deciding the direction of child development. It can determine the quality of child development e.g. good men or being bad of a child, to be of high character, to be a patriot or anti-national.
2. If a teacher understands an environment, then he can create such an environment for his students in which their expressions become possible.
3. The existing cultural environment inspires children to immitate the idealistic behaviours. Therefore the teachers should keep intact the cultural environment before them so that the students may go on imitating those ideals.
4. A teacher can manage an environment in accordance with the interests, tendencies and capacities of his students if he understands the environment of the children.
5. Most of the child's time is spent in family, neighbourhood, play ground etc. His personality is definitely, influenced very much. The teacher can pay special attention towards the environment of these institutions or places and can guide the children.
6. The feelings of the children are also influenced by the environment. By controlling the environment, their balanced feelings can be developed. The balanced development of the feelings means—The process of his character formation.

The above description reveals that the heredity & environment have lots of importance in the child's education. The knowledge of both of these is very important for a teacher.

7. CONCEPT OF GROWTH & MATURATION

7. Explain the concept of Maturation. What is its educational significance?

Ans. Concept of Maturation : Learning and maturation are deeply related to each other. It is not wrong to say that the learning is based on maturation. If a person is matured enough to learn a task, only then he would be able to learn that task, otherwise it would be difficult to learn that task. In class-rooms, children are taught to gain maturation in intelligence, ability and capacity. The activities which are to be taught to the children must suit their age group, only then they can acquire maturation. With mental maturity, physical maturity must also be acquired. In lower classes, the children are provided with training to their muscles so that they may become capable of holding the pen, copy, book etc.

In higher classes, the lesson is taught to the children keeping in mind their intelligence, ability, capacity etc. Hence, both types of maturations make the learning process successful.

What is maturation? It is essential to know this thing initially. According to **Martin**, "The term maturation is used to describe the structural changes which improve the coordination of numerous relationships within the neural system."

Gessel and Martin, both believe that the process of maturation in a human automatically goes on and it remains free from environmental effects. In the ab-

sence of maturation, a person cannot be successful in the learning activity. Maturation is essential for learning.

According to **Boring and Others (1962)**, maturation is secondary development which must exist prior to the activity or behaviour to be learnt. The development of physical capacity is said to be maturation. Unless & until the muscles of different body parts do not get matured, behaviour cannot be modified. An individual must have the proper physical & mental maturation.

According to **Gessel**, "Maturation is the net sum of the gene, effects operating in a self limited life cycle."

According to **Boring, Langfield and Weld**, "Maturation means growth and development that is necessary either before any unlearned behaviour can occur or before the learning of any particular behaviour can take place."

According to **Gerry and Kingjelly**, "Maturation is the process whereby behaviour is modified as a result of growth and development of physical structures."

Maturation refers to the attainment, the fullness of development of a function. Sister Barbara has given this definition in her book entitled 'Developmental Psychology'.

Alexander has defined the term as, 'Maturation is essentially a process of modification from within, an innate 'ripening' or development of the capacities of the organisation and a growth in structure and function that occurs by reason of forces inherent in the organism itself.

According to **Gates & Jersild**, "Maturation is growth that proceeds regularly within a wide range of environmental conditions, or that takes place without special conditions of stimulant, such as training and practice.

A persons's behaviour experiences changes due to physical and mental maturation. These changes take place gradually with the age and these are natural. These changes are different from the changes which occur due to learning. Learning and maturation are closely related. In the absence of maturation, learning is not possible. Learning and maturation reveal the following differences—

- (i) The changes caused by maturation are racial while changes due to learning occur in that person only who learns.
- (ii) For maturation, practice is not necessary, while practice is required for learning.
- (iii) The behavioural changes due to maturation are natural while for learning, various activities have to be done by a person for learning which results into behavioural modifications.
- (iv) Maturation continues in both adverse and favourable conditions. On the other side, learning takes place only in favourable conditions, not in adverse conditions.
- (v) In society, a person goes on learning throughout life. The process of maturation almost gets completed upto the stage of 25 years.
- (vi) Maturation is a natural process, hence motivation has no effect on it, while learning is influenced by motivation.

In spite of differences between maturation and learning, both are closely related to each other. The learning process is based on maturation but maturation is not based on learning. For learning favourable maturation is very essential.

Educational Implications

Maturation and learning help the parents and teacher to know 'what' & 'when' should be learnt & when not. If a child lacks maturity required for learning, there



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would be no importance of learning for him. His efforts would go in vain. If the learning efforts are made before learning, then both the time and energy would go waste, Learning process should start only when the child is ready to learn. At this stage, guidance is very essential, otherwise there would always be possibility of elimination of the interest. Maturation sets limits beyond which development cannot progress even with the most favourable learning methods and the strongest motivation on the part of the learners.

PARENTING STYLES : INFLUENCING DEVELOPMENTAL ASPECTS OF CHILDHOOD & ADOLESCENCE

8. What do you mean by 'parenting'? What is the difference between parenting and child rearing practices. Also, introduce with the various aspects of parenting.

Ans.

Meaning of 'Parenting'

The term 'parenting' is used in different contexts. In human context, the term parenting is used in the context of biological parents. In this parenting, government and society also contribute.

Parenting is a process of educating a child from birth till adulthood or adolescence. It is often done by parents. When the parents are unable to do such parenting or they don't want to do so, then in that case, such parenting is done by the close relatives, grandparents or orphanages.

The following are some of the main objectives of parenting—

- To fulfill the physical needs of the children by parents.
- To provide safety to the children.
- Cultural values, skills etc. are to be provided continuously and this process go on till they obtain legally the adulthood.

Hence we can define parenting as 'Performing the role of a parents by a caregiving nurturance and, protection of the child by a natural parents.'

Difference between Parenting & Child-rearing Practices

Difference exists between parenting and child-rearing practices. In parenting, the characteristics of exemplary behaviours and the responsibilities of the parents are emphasized. On the other side in child-rearing practices, the training activities of the children or their interaction with their parents is stressed.

Hence, in parenting, emphasis is on the responsibility and qualities of exemplary behaviours of parents, while in child-rearing practices, the emphasis is on the act of training or bringing up of children and the interaction between parent & child.

Aspect of Parenting

In the entire process of parenting, we can include the following aspects :

- Social development and emotional support.
- Physical look after.
- Social Skill & Etiquettes.
- Moral and spiritual development.
- Financial assistance.

- Expenditure on education and insurance.
- Medical care, providing security and shelter.
- Introducing with ideals & value system.

In this way, parents can help the children develop as adult members of the society by supporting the parents.

Parenting Styles

Meaning : The renowned clinical and developmental psychologists Diana Baumrind in the mid 1960s studied the effects of parenting techniques & determined different types of parenting styles could be grouped into three categories i.e. Authoritative and Permissive. The theory was latter expanded by Maccoby & Martin (1983) to include uninvolved (also known as Neglectful Parenting).

Parenting styles refer to the manner in which parents raise their children. This can refer to the parents' levels of expectations, performance demands, attentiveness to rules etc. as well as the style of discipline that the parents utilize to enforce their expectations.

These styles can range from highly authoritarian (rigid) to an anything goes' attitude.

According to Nancy Darling, "Parenting is a complex activity that includes many specific behaviours that work individually and together to influence child outcomes. Although specific parenting behaviour such as reading aloud, many influence child development, looking at any specific behaviour in isolation may be misleading. Many writers have noted that specific parenting practices are less important in predicting child well-being than is the broad pattern of parents.

Parenting style captures two important elements of parenting : parental responsiveness and parental demandingness. Parental responsiveness (also referred) to as parental warmth or supportiveness refers to "extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being supportive, and acquiescent to children's special needs & demands".

Parenting responsiveness (also referred to as behaviour control) refers to "to claims parents make on children to become integrated into the family whole by their maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys."

Examples of Parenting Responsiveness : The degree of affectionate interaction, interest in the child's daily activities respect for child's view point, consideration for child's personal feelings.

Examples of Parental Demandingness : The discipline and punishment approach, amount monitoring child's behaviour & activities, communication techniques applied.

Parenting Styles are as Follows :

1. **Indulgent Parents** (Also referred to as 'permissive' or 'non-directive') are more responsive than they are demanding. They are non-traditional and lenient, do not require mature behaviour, allow considerable self-regulation and avoid confrontation. Indulgent parents may be further divided into two types :

(a) **Democratic Parents :** They are lenient, more conscientious, engaged and committed to the child.

(b) **Non-directive Parents**

2. **Authoritarian Parents :** They are highly demanding and directive, but not responsive. They are obedient and status oriented, and expect their orders to be



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obeyed without explanation. These parents provide well-ordered and structured environments with clearly stated rules. Authoritarian parents can be divided into two types :

- (a) **Non-authoritarian-directive** : They are directive, but not intrusive or autocratic in their use of power.
- (b) **Authoritarian-directive** : They are highly intrusive.
3. **Authoritative Parents** : Authoritative parents are both demanding and responsive. They monitor and impact clear standards for their children's conduct. They are assertive but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, & self-regulated as well as cooperative.
4. **Uninvolved Parents or Neglectful** : It is considered to be the worst among parenting. As the name suggests in uninvolved parenting, the involvement of the parents in parenting process is zero. They do not communicate effectively with kids or get involved in their grooming. They leave the kids to grow on their own. Uninvolved parenting does not mean that parents leave the kids to grow as orphans. But the responsibility level would be much lower than all other parenting styles. They care only to fulfill the basic needs of children. There won't be any attachment or affectionate practices between kids and parents. It is said that many of the parents at the present time are forced to follow uninvolved parenting style. The busy schedules at work keep parents away from kids. They seldom find time to spend with children. Experts suggest not to follow uninvolved parenting pattern as it is highly destructive method of growing up kids.

Differing Parenting Styles for Male & Female Children

Mothers and fathers tend to pick up different behaviours of parenting based on the sex of their child. Studies have shown that fathers can affect their daughters' emotional adjustment more through the style of parenting. They demonstrate rather than through using disciplinary approaches, such as punishment. Also, both father and mother sometimes tend to use an authoritative style towards their daughter, while feeling more comfortable switching over to an authoritarian style for sons.

Similarly, mothers may use a more authoritative style when they parent their daughters. Also, mothers spend more time reasoning with their daughters but mother tended to favour their sons.

9. IMPACT OF MEDIA ON GROWING CHILDREN AND ADOLESCENTS

9. What do you mean by Media? Explain the impact of media on growing children and adolescents. Also describe the significant events that media highlights and creates.

or

Describe impact of media on growing children and adolescence.

[CBLU, 2018]

Ans. Meaning of 'MEDIA' : In the golden age of technology, people come in contact with media constantly throughout their daily lives. The media has a powerful influence on their thoughts as individuals and as a global society.

Sociologists and communication scholars distinguish between 'mass communication' and 'mass-media'. Mass communication involves the use of mass

media i.e. print media such as news papers, magazines and electronic media such as radio, television, films and internet, to communicate with large numbers of people at the same time. These media reach people in groups or individually.

The new medium computer is changing the notion of a medium, which means the press or print, media and the meanwhile classical electronic media. Since the development of the computer as an universal information carrier, able to integrate all known types of media say "multimedia" and its combination with telecommunication, the term 'new media' includes 'communication'.

'Media' were understood as mere carriers of information, thus the information was passed passive (or dead). Only human beings could transmit 'living information' until the inventions of computers. Today, computers offer interactive information with the capability of self-application, to queries, to problems and data. This affects the process of communication and the notion of media. Internet as a synonymic of the 'new media', not only contains and disseminates information world wide like electronic broadcast media it is also capable of processing information in an interactive manner, since it is computer based, i.e. its information objects are virtual machines. Thus, the potential of the new media is urging us to reconsider the notion of media.

Impact of Media

The influence of the media on the psycho-social development of children is profound. Thus, it is important for physicians to discuss with parents, their child's exposure to media and to provide guidance on age appropriate use of all media including television, radio, music, video games and the internet.

The objectives of this statement are to explore the beneficial and harmful effects of media on children's mental and physical health, and to identify how physicians can counsel patients and their families and promote the healthy use of the media in their communities.

1. **Television** : Television has the potential to generate both positive and negative effects and many studies have looked at the impact of television of society, particularly on children and adolescents. As individual child's developmental level is a critical factor in determining whether the medium will have a positive or negative effects. Not all television programs are bad, but data showing the negative effects of exposure to violence, inappropriate sexuality and offensives' language are convincing.

Current literature suggests the following :

- (i) There is a relationship between watching violent television programming and an increase in violent behaviours by children.
- (ii) Excessive television watching contributes to the increased incidence of childhood obesity.
- (iii) Excessive television watching may have a deleterious effect on learning and academic performance.
- (iv) Watching certain programs may encourage irresponsible sexual behaviour.
- (v) Television is an effective way of advertising products to children of various ages.

Studies show how time spent watching television varies between different age groups and cultures. This is especially relevant when studying the effects of excessive television exposure on disadvantaged populations. Evidence suggests



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that television's influence on children and adolescents is related to how much time they spend watching television. As a result with prolonged viewing, the world shown on television becomes the real world.

Television viewing frequently limits children's time for vital activities such as playing, reading, learning to talk, spending time with peers and family, storytelling, participating in regular exercise, and development of other necessary physical, mental and social skills.

In addition to the time spent in front of the television, other factors that influence the medium's effect on children include the child's developmental level and whether children watch television also or with their parents.

2. Learning : Television can be a powerful teacher. Toddlers can learn valuable lessons about racial harmony, cooperation, kindness, simple arithmetic and the alphabet through an educational television format. Some public television programs stimulate visits to zoo, libraries, bookstores, museums and other active recreational settings, and educational videos can certainly serve as powerful pro-social teaching devices.

Still, watching television takes time away from reading and school work. Researches have shown even 1 to 2 hours television viewing by school-aged children has a significant deleterious effect on academic performance, especially reading.

3. Violence : The amount of violence on television is on the rise. The average child sees 12000 violent acts on television annually, including many depictions of murder and rape. More than 1000 studies confirm that exposure to heavy doses of television violence increases aggressive behaviour, particularly in boys. Other studies link television or newspaper publicity of suicides to an increased suicide risk. The following groups of children may be more vulnerable to violence on television :

- (i) Children from minority and immigrant groups.
- (ii) Emotionally disturbed children.
- (iii) Children with learning disabilities.
- (iv) Children who are abused by their parents.
- (v) Children in families in distress.

4. Nutrition : Because television takes time away from play and exercise activities, children who watch a lot of television are less physically fit and more likely to eat high fat and high energy snack foods. Television viewing makes a substantial contribution to obesity because prime time commercials promote unhealthy dietary practices. The fat contents of advertised products exceeds the current average diet, and nutritional recommendations, and most food advertising is for high calorie foods such as fast foods. The number of hours of television viewing also corresponds with an increased relative risk of higher cholesterol levels in children. Television can also contribute to eating disorders in teenage girls. Eating meals while watching television should be discouraged because it may lead to less meaningful communication & poorer eating habits.

5. Sexuality : Today, television has become a leading sex educator. Television exposes children to adult sexual behaviours in ways that portray these actions as normal and risk-free, sending the message that because these behaviours are frequent, 'everybody does it'. Teens rank the media as the leading source of information about sex, second only to school sex education programs.

Some people believe that the media can influence sexual responsibility by promoting birth control.

6. Alcohol and Smoking : Television is not the only way that children learn

about tobacco and alcohol use, the concern is that the consequences of these behaviours are not accurately depicted on television. Many animated films as well as many music videos show alcohol and tobacco use as normative behaviour without conveying the long term consequences of this use.

7. Advertising : Advertising can have positive effects on children's behaviour, e.g., alcohol manufacturers spend 10% of their budget on advertisements warning about the dangers of drinking and driving.

The developmental stage of a child plays a role in the effect of commercials. Young children do not understand the concept of a sales pitch. They tend to believe what they are told and may even assume that they are deprived of advertised products. Most pre-school children do not understand the difference between a program designed to entertain and a commercial designed to sell. A number of studies have documented that children under the age of eight years are developmentally unable to understand the difference between advertising and regular programming. Advertisements targeting adolescents are profoundly influential, particularly on cigarette use.

8. Video Games : Some video games may help the development of fine motor skills and coordination, but many of the concerns about the negative effects of television (e.g. inactivity, a social behaviour & violence) also apply to excessive exposure to video games. Violent video games should be discouraged because they have harmful effects on children's mental development. Parents should be advised to familiarize themselves with various rating systems for video games and use this knowledge to make their decisions.

9. Internet : Parents may feel overwhelmed by their children's computer and internet abilities, or they may not appreciate that the 'new medium' is an essential component of the new literacy, something in which their children need to be fluent. These feelings of inadequacy or confusion should not prevent them from discovering the internet's benefits.

The dangers inherent in this relatively uncontrolled 'wired' world are many but often hidden. These dangers must be unmasked and a wise parent will learn how to protect their children by immersing themselves in the medium and taking advice from the many resources aimed at protecting children.

The internet has a significant potential for providing children and youth with access to educational information and can be compared with a huge home library.

The amount of time spent watching television and sitting in front of computers can affect a child's postural development. Excessive amount of time at a computer can contribute to obesity, undeveloped social skills and form of addictive behaviour.

There is also the potential for children to be exposed to pornographic material. Parents can use technology to block access to pornography & sex talk on the internet, but must be aware that this technology does not replace their supervision or guidance.

Benefits of the Internet use by Children & Youth

- (i) It is a near limitless information resource.
- (ii) High degree of availability and affordability in most communities in the western world.
- (iii) An asset for research or homework.
- (iv) A communication tool for teachers and university professors with their students.



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Unit-II

Understanding Individual Differences

1. CONCEPT OF INDIVIDUAL DIFFERENCES, FACTORS INFLUENCING INDIVIDUAL DIFFERENCES, EDUCATIONAL IMPLICATIONS OF INDIVIDUAL DIFFERENCES FOR TEACHERS IN ORGANIZING EDUCATIONAL ACTIVITIES

1. What do you mean by individual differences? What are the causes & factors influencing individual differences?

Ans.

Meaning or Concept of Individual Differences

If we go into historical background, we will find that the study of individual differences was done since then. But this study was neither given any importance nor it was studied scientifically. Psychologists did experimental studies on sensation, perception, memory, learning etc. but its impacting aspect was not studied. Even we cannot say that this area remained completely ignored, because Plato has mentioned individual differences in for the first time in his book 'Republic'.

According to James Drever (1968), "Individual differences are deviations from the average of the group, with respect to the mental or physical characteristics occurring in the individual members of the group."

Individual differences are found in all the aspects of a person's personality. According to Skinner (1962), "Today, we think of individual differences as including any measurable aspect of the total personality."

Individual differences means, 'That vast range of variations, which are visible generally in all the humans.'

According to Dr. Abdur Rauf, 'In technical language individual differences are variations or deviations in mental or physical characteristics noticed among individuals which differentiate them from the average of the group.'

Causes of Individual Differences

Why these individual differences occur? Who is responsible for these differences? It is also to be considered whether these differences are inborn or arise after birth. Psychologists & other scientists have made their efforts to seek answers to all these questions. Consequently, some causes have been observed which are described as below—

1. **Heredity** : Heredity means acquisition of characteristics of ancestors by (40)

means of the parents. Heredity is considered as the basic cause of individual differences.

It is surprising when a cat gives birth to a kitten, a cow gives birth to a calf, and a human to an infant. The members of a species have the similar characteristics. Who is responsible for some specific size of the body. Even all the members of a species have the individual differences, such as a child resembles his or her brother-sister, parents sufficiently. Who is responsible for these similarities and dissimilarities? Answer to all these questions is—Heredity.

Hence, a person acquires many things from heritage, such as size of the face, colour of eyes, colour of skin, size of the head, boldness, many diseases, intelligence, abstract thinking, attitudes etc. Hence, heredity is an important cause of heredity.

A person acquires characteristics from his ancestors and parents through the genes of his parents. A child is born depending upon the combination of genes of the parents. Such as, if the genes of mother's height combine with the genes of father's height, the child would also be tall. Similarly if the genes of mother with small height combine with the genes of father with small height, the child would also be of small height. Similarly, if the taller and smaller genes combine, the child would be of average height. Similarly, the other organs of the body are constituted. Intelligence is also limited. Hence these differences occur due to the combination of genes. Even twins too are not similar. Hence we see that the heredity causes individual differences in the following way—

- (i) Heredity determines child's sex.
- (ii) Heredity also plays role in the birth of the twins.
- (iii) Heredity also contributes in physical constitution.

Hence we can say that heredity is also one of the key causes which contributes actively in creating individual differences.

2. **Environment** : Environment means—all those physical, social, natural and educational conditions in which a child takes birth and is brought up or grows.

According to Boring, Lang field & Weld (1961), 'The environment is every thing that affects the individual except his genes.'

According to Woodworth & Marquis, (1948), 'Environment covers all the outside factors that have acted, on the individual since he began life.'

All these forces play their respective roles before the birth in the mother's womb. The child seeks food from mother's blood. Mother's habits, interests & her mental state affect the child's development. After birth, the child enters the outer environment and the external forces leave their impact. External forces work as social or cultural forces. Physical forces include food, water, weather, home environment and our available physical resources. Similarly, the family members, parents, friends, class-mates, neighbours, teacher community, members of the society, mass-communication and entertainment, religious places, clubs, library etc. are included in the social forces. The above forces put their desirable impact on the child's physical, social, emotional, intellectual, moral and aesthetic development continuously from birth till death.

A child acquires voice control inherently but he speaks that language which is spoken usually in his social environment. Similarly the development of his interests, attitudes ideals and values depend on environment. Now it has also been proved that in the development of a person's innate and mental powers, environment plays its own role. For example, if the genes of good health are present in an individual, but he is deprived of air, light, food etc. then his health cannot be good. Intelligence

is considered as innate but now it has been proved that we can enhance intelligence upto 10% through appropriate educational arrangements. In this way we see that the environment leaves its impact on a person in the following way—

- (i) The mental and physical state of the mother affects the child during her pregnancy. Tense, anxiety and emotionality affects adversely the child's growth & development.
- (ii) The environment which a child's mother gets at the time of delivery also affects his growth and development.
- (iii) Pre-mature, normal or through operation, child's birth gives rise to individual differences.
- (iv) After birth, the physical, social, cultural and psychological environment affects each and every aspect of growth and development.
- (v) Every environmental force has much energy. It can give turn to anybody in any directions.

3. **Maturity** : Gradually with increase in age, everybody goes on acquiring maturity. Different persons acquire this maturity at different age levels, and it varies. This maturity goes on affecting a person's behaviours differently. From this point of view, it would not be wrong to consider maturity as one of the causes of individual differences.

4. **Age** : Age is such a factor which when increases, causes to bring difference in one's personality. A person's innate powers also increase with the increase in age. Curiosity for knowledge increases in the children and tendency for sex increases in the youngsters. It becomes natural to arise individual differences.

5. **Creative Power** : Adler has considered creativity as the key cause of individual differences. He accepts the basic causes of individual differences are heredity and environment. But he also adds that in the formation of personality, his constructive spirit or power also contributes. In the development of constructive power or potential, both heredity and environment contribute. Once the constructive power of the child develops, he starts working independently. Life starts following a life style as a result of interaction among heredity, environment and the constructive forces. Life starts adopting a lifestyle.

6. **Caste, Race, Culture and Nation** : Caste, race, culture and nation are all a part of environment. The reason behind expressing them separately is that the caste and race are influential for hereditary characteristics, and culture and Nation affect environmental attributes. It has also been observed that if the members of one caste, race, culture or nation among the people of other caste, race, culture and nation. Then such differences are visible for generations together. Also, even if they look alike externally, their differences exist internally.

7. **Sex** : The physical variations are clearly visible on the basis of sex. Girls get matured earlier than boys. In India, complete womanhood develops at the age of 15 or 16 years, while in boys, manhood appears in 18-24 years. Boys are more anxious to choose the profession than the girls. Hence we see that the individual differences are visible on the basis of sex too.

8. **Poverty** : Due to poverty, parents are unable to meet out the needs of the children. Every child wants to avoid all the facilities, e.g. dresses, games, luxuries, food & tourism etc. But he is deprived of these facilities due to poverty. As a result the child feels frustration. This changes the personality of the child & he becomes different from the rich families. The difference between the behaviour of poor children and rich children becomes obvious.

9. **School Environment** : Sometimes, teacher exhibits more attention towards some children of the class, on the other side, teacher punishes some of the students. This creates individual differences. In other words we can say that hard discipline & soft discipline in the classes result in individual differences.

2. DIMENSIONS OF DIFFERENCES IN PSYCHOLOGICAL ATTRIBUTES—COGNITIVE, INTEREST, APTITUDE, CREATIVITY, PERSONALITY AND VALUES

Cognitive Learning

2. What do you mean by cognitive learning? Describe the various causes responsible for cognitive learning.

or

What do you mean by cognitive learning? Explain the factors affecting cognitive learning. [CBLU, 2018]

Ans. Meaning of Cognitive Learning : In science, cognition refers to mental processes. These processes include attention, remembering, producing and understanding language, solving problems and making decisions. Cognition is studied in various disciplines such as psychology, philosophy, linguistics and computer science usage of term varies in different disciplines. For example, in psychology and cognitive science, it usually refers to an information processing view of an individual's psychological functions. It is also used in a branch of social psychology called social cognition to explain attitudes, attribution and group dynamics.

The term cognition refers to a faculty for the processing of information, applying knowledge and changing preferences. Cognition or cognitive processes can be natural or artificial, conscious or unconscious. These processes are analysed from different perspectives within different contexts in different fields such as linguistics, psychiatry, psychology, philosophy, anthropology, computer science, neurology, anaesthesia. Within psychology or philosophy, the concept of cognition is closely related to abstract concepts such as mind, intelligence, cognition is used to refer to the mental processes (thoughts), mental functions, artificial intelligence etc.

Hence, cognition can be defined as a term referring to the mental processes involved in gaining knowledge and comprehension, including thinking, knowing, remembering, judging and problem solving. These are higher level functions of the brain and encompass language, imagination, perception and planning.

Cognitive learning is a term that is often used in the academic arena but more recently it has started to pop up in the business world.

Cognitive learning is about enabling people to learn by using their reason, intuition and perception. This technique is often used to change people's behaviour. But people's behaviour is influenced by many factors such as culture, upbringing, education and motivation. Therefore cognitive learning involves understanding how these factors influence behaviour and then using this information to develop learning programmes.

Cognitive awareness involves using cognitive learning techniques. Cognitive learning is the result of listening, watching touching or experiencing.

Cognitive learning is a powerful mechanism that provides the means of Knowledge and goes well beyond simple imitation of others.

Cognitive learning is defined as the acquisition of knowledge and skill by



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mental or cognitive processes. Cognitive processes include creating mental representations of physical objects and events and other forms of information processing.

In cognitive learning, the individual learns by listening, watching, touching, reading or experiencing & then processing and remembering the information. Cognitive learning might seem to be passive learning because there is no motor movement. However the learner is quite active, in a cognitive way, in processing and remembering newly incoming information.

Cognitive culture enables us to create and transmit a complex culture that includes symbols, values, beliefs and norms. Because cognitive activity is involved in many aspects of human behaviour, it might seem that cognitive learning only takes place in human beings. However many different species of animals are capable of observational learning. For example, monkey in the zoo, sometimes imitates human visitors or other monkeys.

Factors Affecting Cognitive Learning

The key factors affecting cognitive learning are as following :

1. **Maturation** : The development of concepts in the child are indirectly influenced by maturation. It is essentially required that for the development of correct and general concepts, the mental maturation must match the age level. If it is not according to the age, the child would be unable to understand the meaning of stimuli according to the age level.
2. **Learning Opportunities** : The objective of both, the quantity of development of concepts and the attributes of the concept, is to achieve the learning objective. Problem solving involves the following three stages—
 - (a) The problem is presented before the students in such a manner that they get motivated.
 - (b) Expected discovery of the solution.
 - (c) Evaluation and conclusion.
3. **Effect of Environment on Cognitive Learning** : Environment affects cognitive learning very much. Conducive environment is very much required. The parents and teachers should make hard work for the proper development of the children and for providing conducive environment for this development.
In schools, they should be provided with such an environment in which they can do the practice of solving the problems & which requires insight & courage.
4. **Sense Organs** : In case of faulty sense organs, the sensation and perception can also be defective.
For example—If a child is hard of hearing, the developed concepts related to hearing would also be defective.
5. **Intellectual Abilities** : In case of normal development of abilities such as intelligence, reasoning, thinking, imagination and abilities under the intellectual development of the child, he would acquire the knowledge of his surrounding objects in a normal way. If his such abilities are not normal, then the child would perceive the things incorrectly.
6. **Reasoning** : Reasoning is an higher order cognitive activity which concludes after shaping the ideas in a relevant and in an ordered form. In this, some results are obtained after analysing and interpreting the material given on the basis of some laws and principles, or some problems are

solved. Hence, it can be said that the cognitive understanding & capability development also occurs with the proper development of reasoning capacity in the child.

7. **Thinking** : Thinking is a cognitive activity which depends both on perception and memory. Concepts and theories conduct our thinking. In thinking, the analysis of the objects occurs and the thinking expands the observation area.

For our deep thinking, it is necessary that the clear concepts and clear ideas in the subjects about which we are thinking should exist in our brain and we should know the terms being used. Thinking is not possible without the complete and correct concept.

8. **Heredity** : The cognitive learning of a child depends to some extent, on heredity. If the child's parents or real brother-sisters are mentally well-developed, it affects the child directly or indirectly.

C. CREATIVITY

3. **What is Creativity? Explain the characteristics of Creative Children.**

or

Write general characteristics of creative child.

or

Write a note of the 'Concept of Creativity'.

or

Explain the meaning of creativity with the help of definitions.

Ans. Meaning & Concept of Creativity : To create means to make something happen or exist; to form; to construct; to produce etc. Creativity means discovering new relationship between ideas. Creativity is a wonderful ability that helps a man to solve the most complex problems of life and to make life comfortable. Only such a wonderfully lovely ability can be called creativity. Creativity gives a new fascinating turn to humanity and to a Nation. If we throw a glimpse at the development of the history of civilization, this fact is proved. If the humanity has come out of the darkness of barbarity or savagery in order to step into the light of civilization this has been made possible by those few inventors and discoverers who bore the brunt of persecution and made way for the comfort and happiness of mankind. Only a few creative persons among the multitude of humanity can play an important role in the reconstruction and upliftment of humanity and the Nations of the world.

Nature of Creativity

Many studies have been conducted on Creativity. It can be described in the following manner on the basis of the findings yielded by the studies :

- (1) Creativity is not a product; it is a factor or an ability.
- (2) Creativity is the result of divergent thinking.
- (3) Creativity is a way of thinking. It is not a synonym of intelligence.
- (4) Creativity is Goal-directed. It is useful for the individual as also for a group of individuals and for the society.
- (5) The ability to create depends on the acquisition of the **Accepted Knowledge**.
- (6) Creativity is a kind of restrained imaginative inspiration that attains to some achievement.



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- (7) Creativity, whether it is oral or written, abstract or concrete, is, in any case, unique.
- (8) Almost every person is endowed with creativity. However it varies in degree from person to person. It can be developed with the help of education, training and in a congenial atmosphere.
- (9) **J.P. Guilford-1959** and **E.P. Torrance-1960** have shown that the creative persons are endowed with greater ability of divergent thinking. Creativity is divergent thinking and is mysteriously distributed among people and in which are inherent originality, flexibility, fluent thinking, conviction, determination, self-confidence, flight of imagination, the ability to see new relationship in things etc.
- (10) **W. Dennis** and **H.C. Lehman-1966** have concluded from the studies conducted by them that creativity dawns on people in their childhood and reaches its zenith by the time they grow up to be 30. After that it either stabilizes or begins to decline. **Lehman** has made it clear that one can reach the apex of creativity even before one is 30.
- (11) **E.P. Torrance-1962** and **J.D. Arasteh-1968** have concluded from their studies that creativity is greater in boys than in girls. The main reason for this is that the boys enjoy greater freedom than the girls, and they receive greater encouragement. They get more opportunities of taking initiatives and are more free to learn skills. These are some of the reasons that account for greater creativity in the boys than in the girls.
- (12) The children in smaller families are more creative than their counterparts in the larger families because constraints on them are less. **L.E. Datta-1968** and **R. Eiseman-1969** have found in their studies that the youngest children or those born a few rungs below them (or in the middle rung in the order of birth) are endowed with greater creativity.
- (13) **F-Harrison-1969** and **J.R. Steffieri-1970** have found in their studies on creativity that children born in upper strata of society are gifted with greater creativity. The main reason for this is the greater privileges available to them.
- (14) **M.L. Lembright** and **K. Yamamoto-1965** have concluded on the basis of the studies conducted by them that the children with rural background are less creative than those born in towns and cities. The main reason for this is that they are brought up in **Authoritarian environment**. They enjoy less freedom and have want of resources. These factors impede the development of creativity in them.

Characteristics of Creative Children

Because of the wonderful development of science, we have entered the Space Age. But this does not mean that man has crossed the limits of progress. The fact is that the process of development will continue unceasingly till eternity. But this is also a bitter fact that the existence of man is in peril. The human creativity alone can protect man from this dilemma. **Skinner**, defining the Creative Children, has said that a Creative Child is that who discovers new avenues, is perceptive and sensitive, makes new predictions and draws new conclusions. The main characteristics of the Creative Children are given below :

1. Curiosity : Curiosity is an important characteristic of a creative person and of the creative process. This characteristic is sufficiently manifest in the cre-

ative children. Those children devoid of curiosity do become literate, but they are unable to put to use their learning in their daily life. On the other hand, the creative children are always eager to assimilate all the wonders and mysteries of the world. They see everything minutely. They do not rest content until they have understood completely what they have seen, read and heard. Such children by nature are inclined towards research, and they show this tendency right from infancy. An infant child shows his inquisitiveness in a variety of ways. When the infant handles something and turns it around, when it puts something in its mouth or throws it down and the thing breaks, the child is in fact trying to satisfy its curiosity. Such children are ever curious to understand every thing and deed at home, at school or on the playground. **Torrance**, on the basis of his studies, has made it clear that the curiosity of an infant prodigy to learn is limitless. His desire to know more and more about the environment never ceases. The curiosity to know about what is happening around him becomes a part of his personality and as a result of this, he creates new things.

2. Flexibility : The Creative Children are flexible and not rigid in their thinking. The views they express have a variety not rigidity. If they are asked to suggest reforms in the school, they can suggest removing some outdated things, introducing certain new things, making changes in certain existing things. **Ghiselin Brewster-1961** has said that the Creative Children do not insist on sticking to old ways of thinking or to old ideas. They adapt to the changed circumstances and do their best to change the circumstances according to their principles and ideals.

3. Original Thinking : Originality abounds in the Creative Children. The thinking of such Children is original. They tackle their problems spontaneously and in their own original way; they are not stuck in a rut and their answers to questions are out of the ordinary and original. The answers they give to questions are not only original but practical and factual too; they derive not from ignorance, illusion and mere imagination. If the children are asked what other uses of an inkpot can be made, the Creative Children will suggest a maximum number of its uses. The uses of the inkpot suggested by them will own number those suggested by the less Creative Children. In other words it can be said that the thinking of the Creative Children surpasses that of the ordinary students. According to **Erick Fromm**, the Creative Child's thinking is original. He suggests various uses of a thing.

4. Independent Judgement : The Creative Children are capable of taking independent decisions. They do not depend on others for the solution of their problems. They judge things independently and take decision accordingly. They don't need the help of others for taking decisions, nor can narrow thinking and prejudices influence them. They are above social, political, economical, regional and other prejudices; they have a broader view of these and are non-conservative. Such children are extroverts and do not suppress their thoughts and views and express them freely. They respect the Creativity in others and accept happily new ideas & their usefulness.

5. Concentrated Attention : The Creative Children attend to a problem with concentrated attention. They put to use all their mental powers for solving a problem. They have the capability to work on problems with concentrated attention. Normally if we are engaged in a work, we lose grip over our attention that strays and wanders else where. In this way our mind gets involved in numerous activities. But if we work on something with full concentration, nothing else will interest us, and we shall be absorbed in the work in hand. The Creative Children have this capacity in abundance.



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6. Complex Thinking : The thinking of Creative Children is complex. They are not interested in solving simple problems. They like challenging tasks. There is more complexity knit in their personality. They like complex thinking more than simple thinking. Hard tasks and complex situations fascinate them more than simple tasks and simple situations. They are not afraid of inviting the greatest risks for discovering new facts. They have the courage of Conviction and can stand the strictest opposition in order to give a practical form to their ideas. The uncertainty of a situation does not make them vacillate from their chosen path. J.E. Drevadahl-1956 has this to say in this context—Creativity is that ability of a person by which he can present a new idea.

7. High Energy Level : The thinking power of the Creative Children is of a high order. They keep thinking about the Creative tasks. A creative child will be greatly wonderstruck and astonished on seeing something unfamiliar or on hearing a new thought. In fact this reaction is a creative reaction. Such children are awake to and cautious about their responsibilities.

Once they take a work in hand, they must accomplish it. They do not suffer from inferiority complex. They consider their views of importance and have the ability to communicate them to others easily. They are adept at explaining the job done or a thing seen by them.

8. Risk-taking Tendency : The Creative Children tend to take risks. They do not give into obstacles. They take joy in accomplishing exciting tasks. Such children devote themselves whole-heartedly to achieving their goals, and they do not look back until they have met with success. The failures that they come across on their way are treated by them as mile-stones leading to success. In this way, the creative children accept the difficulties that arise in the course of their struggle and do not try to turn back to escape from them.

9. Courageous : The Creative Children are courageous. They accept new values and beliefs and boycott the polluted social system. The creative children pay attention to unintelligible thoughts that other children cannot comprehend.

They look with doubt at the prevalent convictions and postulates and try a new together proofs of their truth. R. Stagner and T.F. Karwoski-1932 have rightly said that "the creative children are courageous".

10. Power of Imagination : Imagination has a greatly significant role to play in creativity. Many creative abilities derive their sustenance from imagination. The creative children are endowed with fertile imagination. A child endowed with the power of imagination is mentally prompt to produce ideas and has flexible and original thinking and is capable of bringing about a change and novelty in the existing things.

Guilford has made it clear that a creative child has the ability to suggest a number of solutions to a problem confronting him. The solutions suggested by him are original and are multifarious. Besides, he is capable of explaining any idea or a solution to a problem in detail.

11. Desire for Superiority : The Creative Children stand apart from others. They want to prove their superiority through accomplishing tasks and direct their efforts to this end. Their desire for superiority is greater than it is in others. Such children have a deep spirit of self-respect. Jesus Christ, Mahatma Budh, Guru Nanak, Swami Dayananda, Aurobindo Ghosh were creative personages. They fought against the evils prevalent in the society all their life. The creative children maintain their separate identity even when they mix up with other children. They do not go against

decorum under any pressure or for selfish interest.

12. Far Sightedness : The Creative Children are farsighted. Being practised in creative thinking, they are capable of penetrating into the future and foreseeing the events that might possibly occur in the future. They have a spontaneous ability to forecast the possible results of any event.

Besides the characteristics and qualities knit into the personality of the creative children they have certain other characteristics also. They are conscious of others. They remain anxious about something or the other. They are hard-working. They remain absorbed in thoughts. They are self-reliant. They find faults with others without meaning offence. They are creative critics. They are fascinated by mysteries etc.

D. INTEREST, APTITUDE & THEIR ASSESSMENT

5. What is Interest? How is interest related with attention? How are interests measured?

or

Explain the meaning of Interest. Explain its measurement.

or

Write short note on measurement of Interests.

Ans. Meaning of Interest : Interest and aptitude plays an important part in the life of everybody because it is the interest and aptitude that determines what a person will do. A task done without interest is burdensome. Interest is a kind of motivation inculcated. When a person does a job of his own volition he has opted for, the job is inspired by interest. This means that interest plays a pivotal role in the selection of work one likes to do. The word 'Interest' derives from the Latin language which means : 'It matters' or 'It concerns'.

Some definitions of Interest are given below—

1. **Views of Strong—**"Interest in present when we are aware of an object, or better still, when we are aware of our disposition toward the object we like the object when we are prepared to react towards it; we dislike the object when we wish to let it alone or get away from it."—Strong.E.K., 1943

2. **Views of Rummel Remmers and Gaze—**"Interest is presumably the reflection of attraction, and aversion in behaviour of feeling of pleasantness and unpleasantness, likes or dislikes."

3. **Views of Guilford-1964—**"Interest is a tendency to give attention to give attention, to be attracted by, to like and find satisfaction in an activity, object or person"—Guilford J.P.-1964

According to McDougall, "Interest is a stable quality of a person."

According to Sawhery and Telford, "Interest is favourable attitude towards objects."

According to William James, "Interest is a form of selective awareness or attention that produces meaning out of the mass of one's experiences".

McDougall has also said, "Interest is latent attention and attention is interest in action."

From the above definitions, it is clear that the tendency to like and find satisfaction in an activity, object or person is a reflection of interest. It has nothing to do with a person's capabilities or his aptitudes. It can be both inborn or acquired. It stabilizes as one grows older, and it keeps changing with times.

Assessment/Measurement of Interest

The need for educational and vocational guidance has given birth to the development of tests in order to know what one is interested in. The history of assessment of interests is new. The first standard test to gauge interest was evolved in 1914 by the **Kiningsham** Institute of Technology. After this **Minor** made an analysis of the tendency format. The interests of the children of high school were studied and tested by this method. **Yoakam** prepared a list of 1000 items in 1919-1920 for studying the interests of the 30-year olds. **Moore**-1921 evolved a test for the assessment of the mechanical and social interests of Engineers. **Crog** contrived a test in 1924-25 for observing the different kinds of interests of groups of people engaged in different vocations. In 1927 **Cornhagar** designed a General Interest Inventory in 1927. **Hubbard** modified the Minnesota Interest Inventory and published it in 1928 under the title 'Hubbard Interest Analysis Inventory'. **Walor** and **Presley** developed 'Occupational Orientation Enquiry' in 1937 in order to understand the vocational interest of people. **Tharpe** evolved a Vocational Interest Inventory in 1943. **Kudder** developed the 'Preference Record' Inventory. In 1948 **Guilford**, **Rannidman** and **Jimmerman** evolved an Interest Survey in which a person is asked what activity he likes. In 1953 **Thurstone** prepared an Interest Schedule. The Allahabad Bureau evolved an occupational interest Inventory. (The students are advised to check out the spellings of the names mentioned.)

Generally Interest assessment is of two kinds—

1. **Assessment of General or Non-vocational Interest** : The Assessment of interests relating to a person's general life and environment is made through a questionnaire, Interest Schedule and the person's art of writing.

2. **Assessment of Vocational Interest** : Several tests have been evolved for making assessment of a person's occupational interests. These tests are reliable.

Some of the main tests evolved for knowing interests are mentioned below—

1. **Strong's Vocational Interest Inventory** : **E.K. Strong** of the Stanford University evolved and defined the Vocational Interest Inventory. This inventory is a guide to knowing the likes and dislikes of a person. It has 420 items. These items are related to different vocations, Recreational activities, the school subjects and individual qualities. Thousands of people from different walks of life like Lawyers, Engineers, Doctors, Teachers, Insurance Personnel, Shopkeepers, Farmers, Dentists etc. have contributed to the designing of this inventory. On the basis of this Inventory **Strong** discovered that the interests of each category of people vary from those of other categories.

2. **Kudder's Preference Record**—**Kudder's** Preference Record is suitable for use on the students of high schools and colleges and Adults. This Interest Inventory has three parts—(i) Vocational Preference Inventory (ii) Industrial Preference Inventory and (iii) Individual Preference Inventory. The Interest of an individual in different fields can be measured with the help of all the three inventories. These inventories have a total of 368 items and each item contains three sayings or activities. A person has to choose from these activities he likes most and least.

3. **Thurstone's Interest Inventory**—There are 100 pairs relating to vocation in one inventory. The subject has to show his interest through these pairs. This inventory measures interests in the following fields—Physics, Arithmetic, Linguistics, Administration, Art, Music and Social Benevolence.

4. **Zeast Picture Interest Inventory** : This inventory has 44 items, each containing three pictures which have been selected through vocational and non-voca-

tional activities. The aim of this inventory is to measure Interest in general areas. There is no fixed time for the administration of this Inventory.

5. **Hepner's Vocational Interest Quotient** : **Hepner's** contribution to vocational Interest quotient is of great significance. **Hepner** prepared a Check List (inventory) relating to four main work areas. These work-areas include 24 from Professions, 24 from Business Occupation, 20 from skilled trades and 24 from occupations for women. A person can take test in one or more areas. There is a Check List of 167 items to check all the four areas.

6. **Cleeton's Vocational Interest Inventory**—This Inventory has separate models for men and women. **Cleeton** considers this inventory suitable for school children—9th class, for college students and for all adults. It was published in 1943 by **Mcnight** and **Mcnight** publishers. In this list all those principles were incorporated which were adopted in the above mentioned inventories. But this inventory does not give importance to those items towards which a student is not serious. In the model for men there are 630 items which have to be verified and 40 questions which have to be answered in Yes/No. The same is true for women in the model for them. The items have been divided into nine categories. A greater score in a particular category is indicative of interest in that vocation. The inventories for men include professionals like Engineers, Ministers, Teachers, Social workers,, Insurance Agents, Dealers, Biologists, Scientists etc. They have further been divided into separate inventories.

7. **Stewards and Brainard's Specific Interest Inventory**—The Specific Interest Inventory has four models for men, for women, for boys and for girls. The inventories for the boys and the girls pertain to those who belong to the age group between 10 and 16. In each model there are 20 groups of five questions each. The questions can be answered or ascertained. This can be done in five ways because each group contains five different questions. Every person can react in five ways. The 20 groups of questions each group containing five different questions, are related to different kinds of interests, and each kind of interest has been divided into five parts. For example, the group pertaining to mechanical interest has been divided into five parts—(i) Construction (ii) Installation (iii) Repair (iv) Designing (v) Operation.

8. **Kulshreshta's Vocational and Educational Interest Inventory** : **Kulshreshta's** Vocational Interest Inventory includes ten vocational areas—(i) Literature (ii) Commerce (iii) Science (iv) Art (v) Society (vi) Judiciary (vii) Homework (viii) Creativity (ix) Agriculture (x) Practical. There are 200 vocations relating to the above vocational areas. And in the Educational Interest Inventory there are seven educational areas namely—(i) Vocation (ii) Agriculture (iii) Art (iv) Society (v) Home Science (vi) Technology and (viii) Science.

There are 98 educational subjects related to the educational areas. Both of these two inventories are self-administered. Their aim is to give the students vocational and Educational guidance.

9. **R.P. Singh's Interest Inventory** : **R.P. Singh's** Interest Inventory is based on **Guilford's** Factorial Approach Method. This Interest Inventory includes seven factors namely—(i) Mechanics (ii) Business (iii) Science (iv) Society (v) Aesthetics (vi) Clerks (vii) बाल्य The study of these factors is done through 150 paired items.

The purpose of this inventory is to provide vocational and Educational guidance. In it there is no fixed time. Even then it takes about 34 minutes to answer the questions.



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Aptitude

5. What do you understand by 'Aptitude'? What are the various types of aptitudes? Discuss in detail the different methods of measuring the aptitude.

Ans. Meaning of 'Aptitude': People often say that such and such student is clever at dancing; such and such student is gregarious; such and such student has fondness for literature and science since childhood; such and such student has the ability to become a doctor. The above utterances indicate that some students have certain innate talents. Aptitude denotes a person's special skill in a particular field of activity. Aptitudes play an important role in the development and vocational success of a person. The psychologists are not agreed on the definitions of aptitude. According to one view aptitude is an inborn or acquired quality. Another view says that aptitude is a quality or a cumulative effect of many qualities combined. The scholars are not unanimously agreed on the meaning of aptitude. The Advanced Learner's Dictionary (Oxford) defines aptitude as a "natural ability or skill at doing something."

Nature of Aptitude

It is necessary to consider the following three questions in order to understand the nature of aptitude—

1. **Whether Aptitudes are Inborn or Acquired**—While analysing intelligence, a question rose in the minds of psychologists which of the two—heredity or circumstances, is more effective. Till the beginning of the 20th century the psychologists were of the view that aptitude is hereditary. But for the last two centuries the psychologists have realized that besides heredity, circumstances too affect the development of aptitude. This belief has resulted from the researches they have conducted in this respect. But this has now been conclusively proved that both heredity and circumstances influence intelligence aptitude, interests and abilities.
2. **Whether aptitudes are Constant or Subject to Change**: This is a debatable question whether aptitudes are constant or subject to change, whether they can grow under the influence of education, training and circumstances. More researches are needed in this context. However, the psychologists believe that education, training and circumstances do affect, in some degree aptitudes. But this is certain that a quick change in them is not possible.
3. **Whether Aptitudes have Unitary Composition or Multifarious Composition**: The current view point is that aptitudes have unitary composition. But the modern researches have concluded that aptitudes have multifarious composition. Kelly has mentioned seven factors which are as follows—

Assessment of Aptitude

- (i) Numerical
- (ii) Dynamic
- (iii) Verbal
- (iv) Musical
- (v) Recreational
- (vi) Mechanical
- (vii) Social.

But many later Psychologists have contended that the factors are more than 30 in number.

The aptitude tests can be divided into two categories—

- (A) General Aptitude Test and
- (B) Specific Aptitude Test.

(A) General Aptitude Test

These are Battery type tests because several abilities are evaluated on the basis of a single aptitude test. In such tests there are many sub tests in a single aptitude test and each sub test evaluates, in some measure, a specific aptitude. These types of tests can be divided into four parts—

- (i) Audio-Visual Test
- (ii) Occupational or Manual Test
- (iii) Tests to measure Mechanical Ability
- (iv) Clerical aptitude Test

Some of the main tests are given below—

1. **Minnesota Mechanical Assembly Test**: This test is meant both for children and adults. This test aims at evaluating the ability of a person with regard to keeping the mechanical equipment at their proper place. In this test 33 instruments are to be kept in three different boxes. Nine (9) instruments are to be kept in the first box, 8 in the second box and 16 in the third box. There is fixed time for keeping each instrument in the proper box. It takes more than one hour in keeping the entire equipment in the boxes.

2. **Minnesota Spatial Relations Test**: This test is suitable for the students and for the adults. In this test there are 4 boards. Each board carries 58 pieces of different shapes. In this test the subject keeps each piece at its proper place, and his speed and whether the pieces are being kept at their right places are observed. The test takes about 45 minutes.

3. **Minnesota Paper form Board Test**: In this test there are 64 geometrical problems whose scoring is estimated manually and by machine. The problems in this test relate to verbal and functional abilities.

4. **Thurstone's Primary Mental Ability Test**: Thurstone designed this test on the basis of factor analysis. In this test seven abilities of a person are measured which are—(i) spatial ability, (ii) perceptual ability, (iii) numerical ability, (iv) verbal ability, (v) fluency of speech, (vi) Ability to remember and (vii) Reasoning Ability. Different tests have been designed for this purpose under Thurstone's Primary Mental Ability Test.

5. **Minnesota Clerical Aptitude Test**: This test is applied to measure the clerical aptitude of a person. This test has two sub-tests—number comparison and name comparison.

6. **Flanagan Aptitude Classification Test**: This test is suitable for students of 9th to 12th classes, and it enables them to opt for the vocation of their choice. This test can measure the vocational aptitude of the students from out of 21 vocations.

(B) Specific Aptitude Test

This test includes those tests that measure educational and vocational aptitude of persons in specific fields like Art, Music, Medicine, Law, Science, Engineering etc. These tests are a key to learning about the specific inherent abilities in persons. Some of the main Tests are given below—

1. **Seashore Musical Ability Test**: Seashore and his colleagues devised this test to evaluate the musical ability of a person and his aptitude for musical



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notes (sharp, natural, flat) and for discrimination of pitch and rhythm. This test is suitable for students of class 5th and above and for adults also. Yet this test is more suitable for adults because of the stability of their intelligence and interest.

2. **Mayer's Art Judgement Test** : This Test is meant to measure a person's aesthetic aptitude. This test has 100 paired Pictures. Each pair of pictures has two similar forms. One is a material form and the other is its facsimile. This test measures the aesthetic ability of a person, his power of judgement, his creative capability and his imagination.

Indian Aptitude Test

In India the aptitude tests are far and few between. Some of the aptitude tests devised by the Indian psychologists are mentioned below—

1. **Sharma's Mechanical Aptitude Test Battery** : This battery was designed in 1963 by A.N. Sharma. This battery has five sub-tests—Mechanical Ability Test, mechanical understanding, spatial relationship, diagrammatic symmetry & concord.

2. **Kiran's Gupta's Clerical Aptitude Battery** : This battery is concerned with clerical tasks. There are seven sub-tests in it like—Intelligence, numerical ability, Linguistic ability, classification, filing, copying and verification. This battery is useful in the selection of clerks, their promotion and vocational guidance.

3. **Aggarwal Scientific Aptitude Battery** : This battery was devised for the study of science at the high school level, for the selection of students, for their classification and for the guidance of the students. The administration of this battery takes 90 minutes and it takes about 15 to 20 minutes, to instruct the students.

4. **Singh, and Sharma Teaching Aptitude Battery** : This battery was designed by Singh and Sharma in 1974. This battery is of help in the selection of candidates for admission to the Teacher Training Course and for the selection of teachers for teaching the students of primary classes.

Difference Between Aptitude & Interest

Aptitude & Interest can be differentiated in the following manner :

Aptitude	Interest
1. Aptitude involves intelligence, interests, personality, and influence of environment.	1. Interest involves the tendency of a person.
2. Aptitude indicates the state of performance in future.	2. Interest is concerned with the past and present state.
3. Aptitude is inborn.	3. Interest can be inborn or acquired.

E. PERSONALITY : MEANING, NATURE & ASSESSMENT

6. Define 'Personality'. What are the characteristics & Nature of Personality?

or

Write a short note on Meaning of Personality.

Ans.

Meaning and Nature of Personality

The equivalent of personality in Hindi is व्यक्तित्व. Personality is an English word.

It has been derived from the Latin word **Persona** which means a **mask** or a veil or a false visage. In modern India the artists playing Ram Lila wear masks. Therefore **persona** is "the aspects of a person's character that they show to other people, especially when their real character is different" (Advanced Learner's Dictionary). The Dictionary defines personality as the various aspects of person's character that combine make them different from other people. In this way **Persona** means wearing an artificial countenance. This has nothing to do with the masked person's internal or personal qualities. He would be taken as a person he portrayed. Ordinary people take personality to mean how one looks. According to them a person nicely attired has a fascinating, grand and impressive personality. But psychology does not take personality to be such a characteristic.

Besides the literal meaning of the word personality, there are certain angles from which personality is viewed. These are as follows—

- General View** : According to the general view personality means all round development of a person.
- Philosophical View** : From the philosophical point of view personality is a completely ideal characteristics of a person.
- Sociological View** : From the sociological point of view personality is an aggregate of social virtues.
- Psychoanalytical View** : From the psychoanalytical point of view personality is a combination of id, ego and superego.

Characteristics of Personality

After having considered some of the main definitions of personality, we have come to know of some of its characteristics. Some main characteristics of personality are given below—

1. **Personality is the Sum total of Heredity and Environment** : Both **Heredity** and **Environment** play the main role in the development of personality. The development of personality owes to the mutual interaction between heredity and environment. Heredity is the foundation of personality and its development is made possible by the environment. Just as petrol and the machine are necessary for the motor to run, in the same way heredity and environment both are necessary for the development of personality.

2. **Dynamic Organization** : Personality is an organization. It is made up of many units. This organization is dynamic and not static. As an individual grows and develops, his physical and psychological aspects too develop and change with the passage of time.

3. **Psycho-Physical** : Both the mental and neural units have their importance in the context of personality. In this organization the body and the mind occupy an important place. Each activity is psycho-physical. The mind cannot work independent of the body, and the body cannot function independent of the mind. Alfred Adler in this context, has said that personality is the relationship of all the qualities/systems that help in getting along in life.

4. **Unique or Characteristic** : Each person's thoughts and behaviour are unique or characteristic of his being. Different people behave differently. No two persons are alike in thought and behaviour. Each person works uniquely or in his own characteristic way and adjusts himself to the environment. Adler has rightly said that each person's behaviour and personality are unique.

5. **Changeability** : A person behaves differently in different circumstances.



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He keeps changing according to the circumstances. Changes in behaviour take place on account of the experiences and the learning he acquires. As a result of change in behaviour personality too keeps changing. Thus the element of change is inherent in the development of personality.

6. **Self-consciousness** : Self-consciousness is the main attribute of personality. One does not criticise oneself because of self-consciousness. It is because of the feeling of self-consciousness that man is superior to and the noblest of all other beings. H.R. Bhatia has said that, "We do not attribute personality to a dog, and even a child cannot be described as a personality because it has only a vague sense of personal identity." Nor has the table or the chair of an infant or of a girl a personality. In this way personality owes to the quality of self consciousness.

7. **Ability to Adjust** : Personality is a mark of the ability to adjust to the environment. A person has to adjust not only internally but also externally.

8. **Goal Directed** : Personality is goal directed. A person always endeavours to achieve goals. The power of personality inspires a person to work in consonance with his goals.

9. **Strong Will-power** : Personality is endowed with a strong will-power. This will power inspires a person to struggle against odds and make his personality par-excellence. The weak will power upsets and disintegrates life.

Integration of Personality

Talking of things related to personality without referring to Sigmund Freud-1856-1939 is like talking of light without referring to the Sun. Freud tried to explain the integration of personality scientifically. Not only this it was Freud who propounded the theory of psychoanalysis. In spite of criticism Freud's thoughts and convictions became very popular.

Consciousness, Unconsciousness and Semi-consciousness : Freud gave the greatest importance to the mental processes. He emphasized that mind has two important layers-conscious and unconscious. The conscious mind is smaller. Whatever a person does consciously and with all senses alive is a conscious action. The unconscious mind is the biggest. A person is unaware of what is happening in the unconscious mind. Ordinarily a person's unsatiated derives and unfulfilled ambitions lie dormant in the unconscious mind. Among the unsatiated desires Freud has considered sex as an important one. According to Freud there is another layer of consciousness which he says lies between the consciousness and unconsciousness and he has named it as semi-consciousness. Although semiconscious state of mind is related to both the conscious mind and the unconscious mind, yet this state of mind is closer to the unconscious mind. In a way semi consciousness is called memory also.

Freud has divided the entire anatomy of personality in the form of—(i) Id (ii) Ego and (iii) Superego. A mentally healthy person has all the three attributes ingrained in his personality. These three attributes unified and integrated enable a person to get along and adjust in life, and adjust to the environment skilfully and satisfactorily. On the contrary if the three are dismetrical the individual's personality will get disorganized. He feels dissatisfied with himself and with the world and his work efficiency lowers. These three attributes of a person's personality are explained below—

1. **Id**—Id is the part of the unconscious mind which is the seat of beastly and unethical feelings or tendencies. Freud has termed it as a repository of basic

tendencies. The Advanced Learner's Dictionary has defined id as the part of the unconscious mind where many of person's basic needs, feelings and desires are supposed to exist. Its function is to distribute immediately the energy or the tension that is generated in the body excited by the internal and external stimulus. Pleasure which Freud has called to be the basic need is fulfilled by id. The purpose of pleasure is to free a person from tension.

Id is not governed by reason or laws. Nor is it concerned with values or morality. It is inspired by one and only one factor, that is pleasure and its fulfilment. Id is the only attribute in abundance. Id has two tendencies—either to seek pleasure or to give in to ego. Ego controls id. It makes energy to be restrained instead of being expended. Personality is founded on id. Id never grows out of infancy throughout life. It cannot bear tension. It seeks quick satiation. Id is emotional, unintelligent, unsocial, selfish and seeker after pleasure. It is the spoilt child of personality. It is omnipotent because it has the mysterious power of seeking satiation of desires through imagination, illusion and dreams. It does not recognize anything outside of itself. It is like the sea, because like the sea it is self-contained. When a person acts under the influence of emotion, then id is at work in him. For example, if a person throws a stone at somebody in a flurry or beats somebody or commits a rape, he is governed by id. Id is thoughtless. It only craves and acts.

2. **Ego** : In Hindi Ego means अहम्. Ego develops when a person's needs cover ground reality. Ego is steered by the principle of Reality and not by desire for pleasure. Its purpose is to put off the dispersal of energy till the end is realized that will fulfill the need. For example, the child has to learn that everything is not to be put into the mouth when hungry. He has to learn to distinguish food from other inedible things. He has to put off eating till he sees the food. Otherwise the experience can be bitter. A person who is well-adjusted is heaped by his ego in the accomplishment of his tasks. It controls and governs id of a person. It maintains a contact with the outer world in the interest of his personality and for the fulfillment of his future needs. If ego works competently one's personality stays adjusted. If ego abandons its extra power or surrenders to id or to super ego or to the outer world misery succeeds and maladjustment rules the roost. Ego can be considered a complex organization of psychological processes which acts as an intermediary between id and superego.

3. **Super-Ego**—In Hindi super-ego means पराहम्. It is the third main constituent of the personality which according to Freud is the moral arm of the personality. It represents Ideals and its goal is to attain perfection rather than seek pleasure. It seeks after ideals and cares not for realities. Super-ego is a person's code of conduct. It is restrained by parents and the society. In other words a child has not only to learn to follow the principle of reality but also has to learn to follow the ethical way of life of his parents. Super ego is a representative of the traditional values and ideals prevalent in the society and which a person learns from his parents. Primarily its aim is to tame those tendencies whose unrestrained manifestation can imperil the society.

There is no clear demarcation or limit among the three conditions of the mind mentioned above. The classification of mind into id, Ego and super-ego by itself does not mean anything. But they are merely symbols that explain the different processes, activities, and the dynamic forces of the entire personality. Freud has identified the dynamic force with Libido. A person carries out every task with the help of this force.



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3. MULTIPLE INTELLIGENCE : CONCEPT, TYPES & EDUCATIONAL IMPLICATIONS

7. Describe Multiple Intelligence Theory highlighting its educational implications.

or

Describe Garder's theory of Multiple Intelligence with special reference to its educational implication. [M.D.U. 2018]

or

Describe educational implications of Garder's theory of Multiple Intelligence for teaching learning. [CRSU, 2018]

Ans. Harvard Gardner (1983) indoctrinated this theory. This theory is based on the following ideas—

- Intelligence is not a single ability. However, many different intelligences are found which differ from one another.
- These intelligences are free from one another. If a person is superior in one type of intelligence, it would not make clear that how much he would be good or bad in other types of intelligences.
- Different types of intelligences mutually interact with each other, i.e. to solve a problem, multiple intelligence get activated jointly.

It is Gardner's opinion that there are many cognitive abilities and these have very weak correlations. For example, if a child can multiply very easily, then it does not mean that he is more intelligent than the child who multiplies with so difficulty. A child who consumes more time for gaining mastery over simple multiplications, he can learn by multiplying in some other way or he can show superiority in some other field.

Gardner has determined many norms or criteria regarding intellectual behaviour which are as follows :

- Potential for brain isolation by brain damage.
- Place in evolutionary history.
- Presence of Core Operations.
- Symbolic Expressions.
- A distinct developmental progression.
- Existence of other exceptional people.
- Support from Experimental Psychology.

According to Gardner, these norms are satisfied by the following abilities—

1. **Spatial** : This type of intelligence is used during space or sea journeys in order to make mental images & to use them. Spatial intelligence develops more boatmen, engineers, surgeons, pilots, vehicle drivers, sculpturers & artists.

It is an ability to see through the eyes of the mind. A spatial person is better or efficient in Puzzles. Designers, archetects and artists need this type of intelligence so that they may get success in their profession.

2. **Logical-Mathematical** : This intelligence is responsible for all types of abilities, talents and skills in areas related to logic and mathematics. It can be broken down into components like deductive reasoning, inductive reasoning, scientific thinking including solving of logical puzzles, carrying out calculations & the like. Professionals like mathematicians, philosophers, physicists etc. are found to exhibit this type of intelligence in abundance.

This type of intelligence is exhibited in scientific tasks. Hence this field is linked to logic, abstractions, reasoning, numbers & critical thinking.

In this, traditional mathematical ability is less emphasized. More emphasis is laid on reasoning abilities, to identify abstract patterns, scientific thinking, innovative tendency and the ability of complex calculations.

3. **Linguistic** : This type of intelligence is responsible for all kinds of linguistic competence—abilities, talents & skills, available in human beings. Poets or writers exhibit this type of ability more in comparison to other people. People with verbal linguistic intelligence show more comfort with words and language. They are better in writing, reading, reciting & remembering the words and dates. They learn more by reading, writing notes, listening lectures and discussion on their learning. Such people learn foreign language also very quickly. They have higher verbal memory and recalling power.

Linguistic intelligence can be broken down into components like syntax, semantics & pragmatics as well as more school-oriented skills such as written or oral expression and understanding. It is more visible in Lawyers, writers, Lyricists etc.

4. **Bodily-Kinesthetic** : This type of intelligence is concerned with the set of abilities, talents and skills involved in using one's body or its various parts to perform skilful and purposeful movements. A child may be seen to demonstrate such intelligence in moving expressively in response to different musical and verbal stimuli or bending different body parts in organised sports.

5. **Musical** : This field is concerned with sounds, rhythms, tones and music. The persons with musical intelligence have good pitch and they are able to sing. They can play musical instruments and they can compose the music also. The intelligence of these people has a very strong audio-component. They can learn through lectures also. Those who have musical intelligence, they develop language skill very much. They are very much sensitive to rhythm, pitch, metertone, melody or timber. This type of intelligence exists in singers, writers or lyricists and instrument-players.

6. **Intrapersonal** : This area is concerned with the introspection and self-reflective capacities. It includes the deep understanding of the self. What weaknesses and strengths you have which make you unique. People with this type of intelligence are mostly philosophers, psychologists, counsellors and writers etc.

7. **Interpersonal** : This area is concerned to the interaction with others. Interpersonal intelligence is the ability to understand others. The people having this type of intelligence are sensitive to others mood, others feelings, temperament, motives and sensitivity towards the cooperative abilities of others.

Interpersonal intelligence means to understand what the other people want to do. The people having such type of intelligence can deliver a message in an impressive way and can understand others properly. They can learn in a better way while working with others and feel pleasant while discussing with others. In short, they have a capacity for person to person communication & relationships.

In practical life, this type of intelligence is most visible among psychotherapists, teachers, sales people, politicians and religious leaders. It includes the ability to act productively, based on the understanding of others.

8. **Naturalistic** : This area is concerned with the information existing in someone's natural environment. It is associated to identifying vegetation and animals & to discriminate in natural world. This type of intelligence is found more in farmers, gardeners, naturalists, tourists, hunters etc. It includes the classification of plants, animals, rocks and hills etc.



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In short, according to **Gardner** :

1. All the persons have these types of intelligences but their quantities may differ.
2. Every person's intelligence constitution is different.
3. We can improve the education of our pupils by modifying their multiple intelligences.
4. These intelligences are present in the different areas of brain and these work either independently or jointly.
5. These intelligences define human species.

This theory tells us about the simple ways by which we can perceive the world. Gardner has given the name to each way as different 'intelligence'.

Gardner defines intelligence as a group or as a set of abilities which—

- (i) Is autonomous from other human capacities,
- (ii) Have a core set of information processing operations,
- (iii) Has a distinct history, in the stages of development we each pass through,
- (iv) Has plausible roots in evolutionary history.

Benefits of Multiple Intelligence Theory

1. **Curriculum** : Gardner has suggested that the curriculum would be more balanced when proper place is given to arts, self-awareness, communication and physical education. In traditional schools logical-mathematical and linguistic intelligence is more emphasized.
2. **Instruction** : Gardner advocates those instructional methods which suit all the intelligences, such as role playing, music performance, cooperative learning, reflection, visualization, story-telling etc.
3. **Assessment** : According to this theory, the assessment methods should be those which pay attention towards the multiplicity of intelligence, tools of self-assessment which help the students understand their intelligence.
4. **Requirement of All Types of Intelligences** : According to this theory, all types of intelligences are required to do socially useful tasks. Therefore teachers should think that all types of intelligences have equal importance. It is the main difference with traditional education system in which linguistic and logical-mathematical intelligences are emphasized. From this point of view, the teachers should teach a comprehensive series of talent & skills.
5. **All Intelligences should Participate** : There is another utility that the teachers should prepare the material in which all types of intelligences may participate. For example, when the teacher teaches about some revolutionary war, he should show the maps of war, should recite the war-songs, play the role regarding the declaration of independence & signing the freedom documents. This type of presentation would not fill enthusiasm in students, but also help the teacher in reinforcing that material in different ways. By teaching in this way, deeper understanding of the subject matter can be sought.

4. LEARNING DIFFICULTIES

8. How you can identify learning disabled children? What are the causes of learning disabled children?

Ans :

Identification of Learning Disabled Children

Learning disabled children include a variety of disorders such as hyperactivity, dyslexia and hearing problems that can interfere with a person's ability to learn. The learning disabilities have the following symptoms, such as :

- (a) Motor disabilities,
- (b) Math difficulties
- (c) Language difficulties,
- (d) Reading difficulties
- (e) Writing difficulties
- (f) Auditory and visual processing difficulties

(a) **Motor Disabilities** include these disabilities :

- (i) Motor skills such as cutting or writing.
- (ii) Gross motor skills such as climbing, running.
- (iii) Motor coordination such as holding a pencil or buttoning a shirt.

(b) **Math Difficulties** : These include :

- (i) Memorization and organization of numbers.
- (ii) Operation signs, and number facts.
- (iii) Counting problems or difficulty telling time.

(c) **Language Difficulties** : It includes :

- (i) Verbal language skills.
- (ii) Understand or produce spoken language.
- (iii) Inability to retell a story or to understand the meaning to words, parts of speech, directions etc.

(d) **Reading Difficulties** :

- (i) **Basic Reading Problems** : Recognition of letters, words.
- (ii) **Reading Comprehension** : Reading speed and fluency, general vocabulary skills.

(e) **Writing Difficulties** : Difficulty forming words and letters, neatness and consistency of writing, spelling consistency, writing organisation and coherence.

(f) **Auditory and Visual Processing Difficulties** : In ability to distinguish distinctive difference in sound, missing distinctive differences in shape, reversing, letters or numbers, skipping lines, misperceiving depth or distance, having problems with eye-hand coordination.

Difference Between Learning Difficulties and Learning Disabilities

1. They are not the same.
2. Learning disabilities are diagnosable.
3. Children with learning disabilities are eligible for special education.
4. Learning difficulties can be confusing for they have some slightly similar symptoms but not as severe as the symptoms of learning disabilities.
5. Some children may have slight problems with reading or mathematics but not for cerebral problems.
6. Children with learning difficulties need some different instruction techniques, passionate teachers, caring school staff.
7. Learning difficulties are thought to be attributed to cerebral problems (Brain Problems).
8. Learning difficulties are problems that can affect your brain's ability to

receive, process, analyse or store information, e.g. Dyslexia, Dyscalculia, Dyspraxia (which affects hand eye coordination and balance).

Learning disabilities not only affect a way a person learns new things at school, but in the rest of their life too. Children with a learning disability will find it hard to understand new information and cope independently.

A very strong assessment procedure is required for the identification of learning disabled children. We can divide the assessment procedure in the two parts :

1. Informal Assessment
2. Formal Assessment

1. Informal Assessment : Informal assessment includes the observation of daily behaviour, achievement of the students in examination and discussion with the students. This helps in collecting data about the students and these are instructionally relevant. Through informal assessment, a teacher can keep an eye on the students directly. Informal assessment is also of the various types, such as :

- (i) Curriculum based assessment.
- (ii) Criterion referenced assessment.
- (iii) Observation.
- (iv) Interviews, Questionnaires, Check lists etc.

Curriculum based assessment includes Response and Error Analysis, Task Analysis and Teacher Made Tests.

2. Formal Assessment : It is true that the identification of learning disabled persons is not possible with the help of a single instrument. The diagnosis of a disability is not a single event. It is a goal-centred process which is guided by a chain of questions. Through the answers of these questions, data are collected. The learning disabled are identified on the basis of results of these tests.

Formal assessment is often used individually and is done by standardized tests. Generally norm-referenced tests are used. These are the tests which are compared with average performance norms. There are many tests for formal assessment by which learning disabled are identified.

In addition to formal and informal assessments, such children can also be identified on the basis of various symptoms described in this section.

Causes of Learning Difficulties

In most cases, the cause (Etiology) of a child's learning disability is unknown. Many causes have been proposed, a situation that probably reflects the highly diverse nature of students with learning disabilities. Just as there are different types of learning disabilities (e.g. dyslexia, language disabilities, math disabilities), there are likely to be different causes. For suspected causal factors are brain damage, heredity, biochemical imbalance and environmental causes.

1. Brain Damage or Dysfunction : Some professionals believe that all children with learning disabilities suffer from some type of brain injury or dysfunction of the central nervous system. Indeed this belief is inherent, i.e. presumed to be due to central nervous system dysfunction. In cases in which actual evidences of brain damage cannot be shown (and this is the situation with the majority of the children with learning disabilities), the term minimal brain dysfunction is sometimes used, especially by physicians. This wording implies brain damage by asserting that the child's brain does not function properly. The actual structure of the brain of some children with reading disabilities is slightly different from that of children without disabilities (Leonard 2001).

2. Heredity : Siblings and children of persons with reading disabilities have a slightly greater than normal likelihood of having reading problems. There is growing evidence that genetics may account for at least some family links with dyslexia. Research has located possible chromosomal loci for the genetic transmission of phonological deficits that may predispose a child for reading problems later.

3. Biochemical Imbalance : It was once theorized that biochemical disturbances within a child's body caused learning disabilities. For example, Feingold (1975, 1976) claimed that artificial colourings and flavourings in many of the foods children eat can cause learning disabilities and hyperactivity. He recommended a treatment for learning disabilities that considered of a diet with no foods containing synthetic colours or flavours.

It was also suggested that learning disabilities can be caused by the inability of a child's bloodstream to synthesize a normal amount of vitamins (Cott 1972). Some physicians began megavitamin therapy with children with learning disabilities, which consisted of massive daily doses of vitamins in an effort to overcome the suspected vitamin deficiencies. It was found in a study that huge doses of vitamins did not improve the children's performance (Arnold, Christopher). Today, most professionals in learning disabilities give little credence to bio-chemical imbalance as a significant cause of children's learning problems.

4. Environmental Factors : The environmental factors, particularly impoverished living conditions early in a child's life and poor instruction—probably contribute to the achievement deficits experienced by many children in this special education category. The tendency for learning disabilities to run in families suggests a correlation between environmental influences on children's early development and subsequent achievement in school.

Another environmental variable that is likely to contribute to children's learning problems is the quality of instruction they receive.

Although the relationship between poor instruction and learning disabilities is not clear, there is a great deal of evidence showing that many students' learning problems can be remediated by direct, intensive and systematic instruction. It would be naive to think, however that the achievement problems of all children with learning disabilities are caused entirely by inadequate instruction. From an educational perspective intensive, systematic instruction should be the treatment of first choice for all students with learning disabilities.

SLOW LEARNERS

9. Explain the concept of 'Slow Learners'. What are the characteristics of slow learners?

Ans.

Concept of Slow Learners

A person who tends to take longer to understand things than the average person, or someone who requires multiple explanations before they get a concept, is said to be a slow learner.

Slow learners are not a special people, they have just the problem of learning. They want to learn new things but have to face difficulty in learning and remembering new concepts quickly.

A slow learner needs a special care by all the people. Infact, a child who is



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doing poorly in school, yet is not eligible for special education is called a slow learner. A slow learner is one who does not learn successfully due to general socio-cultural problem, languages problems, inadequate use of strategies, lack of interest, due to family background, illiterate parents, avoided by parents in early childhood or due to mental weakness etc.

Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Actually, slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education.

Slow learners should not be confused with students in need of special education or reluctant learners who are non-cooperative. A student may fail to excel in some classes or in some subjects but it does not imply that he or she is a slow learner.

There are basically two commonalities which emerge with slow learners :

- (i) They need more or extra time to complete tasks.
- (ii) The child must be offered appropriate incentives.

Hence, the experience of educators confirm that there are many children who are so backward in basic subjects that they need special help. These pupils have limited scope for achievements. They have I.Q. between 76-89. These students do not stand out as very different from their classmates except that they are always slow on the uptake and are often teased by the other students because of their slowness. Physically, they are well built. They are uncoordinated in movement. Ofcourse, they are no trouble in the school. Inspite of difficulty in their word, they are patient & co-operative. Some of them are very limited in their environmental, emotional which impede their school progress and personal development. Consequently, such children need special help in the form of special class in ordinary school. Most of the slow learners struggle & fail in having special attention which they require.

In nut-shell, slow learners have these features—

- (i) They have very limited ability to deal with abstract & symbolic materials i.e. language, number & concepts.
- (ii) Their reasoning is very limited, i.e. can be said 'inferior' in comparison to average children.
- (iii) Slow learners differ from normal students in learning ability.
- (iv) Slow learners are unable to deal complexities.
- (v) External stimulation & encouragement is badly needed.

According to **Burt (1937)**, the term 'Slow Learner' or 'Backward' is reserved for those children who are unable to cope with the work normally expected of their age group.

According to **Jenson (1980)**, 'dull normal' student, with I.Q. 80 to 90, are generally slower to 'catch on' to whatever is being taught in case it involves symbolic, abstract or conceptual subject matter. In the early grades in schools, they most often have problems in reading and arithmetic as they lag behind in developmental readiness.

The handicaps of the slow learners are not always so obvious. Their handicap is related to their power of thinking and ability to learn.

The learning difficulties of such children increase if the teaching is not suitably graded to their slower rate of progress, and modified to achieve the most effective ways of learning.

Hence there is a greater need for special educational measures for the slow

learners. We have to give them special attention on humanitarian grounds.

Kirk (1962) refused to equate slow learners with mentally retarded because the former is capable of achieving a reasonable degree of academic success even though at a slower rate than average student.

Characteristics of Slow Learner

The characteristics of slow learners can be enlisted & explained in the following manner—

1. Poor Memory : Flavell (1977) and Flavell and Wellmen (1977) define memory as a series of cognitive processes, including recognition and recall, knowledge, cognitive strategies. Each of these processes has an influence on learning. Slow learners have a poor memory power.

2. Distraction and Lack of Concentration : K. Curtis and J.P. Shaver (1980) reveal that the attention span of the slow learners is relatively short. Also, they lack concentration. They cannot concentrate on teacher's instructions which are mostly verbal. Such slow learners need short and frequent lessons for better perceptions. Personalised system of instruction can meet the needs of slow learners. Application of media in the instructional process draws and sustains the attention for longer time and promote concentration also. Multimedia instructional strategy suits the promotion of concentration for slow learners. The ability to concentrate is the product of experience and training. Creative and practical activities promote and develop good attention and of work habits.

3. Inability to Express Ideas : Children's ability to express themselves orally and to comprehend is more important. This is where the slow learners are lacking. Slow learners have difficulty in finding and combining words, their immaturity and emotional reluctance being one of the chief reasons for their backwardness in expression. They often have resource to gestures or to action rather than words. To express ideas, one must be good at communication which involves listening as well as talking. Slow learners are poor at remembering messages and listening to instructions. Consequently, slow learners are unable to express ideas with clarity.

4. Limited Cognitive Capacity : Slow learners have limited cognitive capacity. Slow learners fail to cope with learning situations and to reason abstractly. Rational thinking becomes practically impossible for them.

5. Some Other Characteristics : Slow learners have some other characteristics, such as :

- (i) Slow learners do poorly in schools and they are immature in their relations with others.
- (ii) They cannot do complex problems.
- (iii) They do not easily master skills that are academic in nature.
- (iv) They are unable to have long term goals. They have problems with time management due to short attention span and poor concentration skills.
- (v) They lose track of time and cannot convey what they have learnt from one task.

We should remember that if a child is not doing well in one class does not mean that the student is a slow learner. Very few children stand out in all subject areas.

10. What educational programmes can be suggested for slow-learners? Explain in detail.

Ans.



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Educational Programmes for Slow Learners

Various educational programmes have been recommended by psychologists and educationists to cope with the problems of slow learners. Most of the measures are within the purview of the teachers. To solve the problem of slow learning, a clear perception of the educational programmes meant for slow learners is very much required. The following are the remedial measures which constitute the educational programmes for slow learners.

1. Individual Attention : 'Individual Attention' refers to the attention given by the teacher to a particular student. Of all students, the slow learners require individual attention from the teachers. Recognition of the individual differences is badly and properly needed in order to respect the individuality of the child. The teacher should be positive in ascertaining the specific disability of the slow learners. Then, the teacher should devise his remedial teaching or instructional strategy which should meet the needs of slow learners. Teachers should be kind & sympathetic towards slow learners. The teachers-in-charge for instructions to slow learners should be offered some incentives. Hence, better individual attention can be paid to the slow learners by enforcing these remedial measures.

2. Elastic Curriculum : Pratt (1980) identifies two assumptions : (i) knowledge should be pursued for its own sake, (ii) curricula should be designed to meet the immediate and long term needs of students. The knowledge centred curriculum focuses on the content of subject areas, whereas the needs centred curriculum assumes that human needs serve as the foundation for curriculum. The teachers should not lay stress on abstract and theoretical study because slow learners cannot understand the abstract concepts very easily. Only concrete presentation of instructional content enables the slow learners to understand in a better way. It enhances their learning capacity and learning rate to much extent.

3. Healthy Environment : We must remember that the school environment should be healthy and free for slow learners. Poor environmental factors enhance slowness. These poor environmental factors should either be handled properly or be removed at the earliest in order to create congenial atmosphere aiming at effective learning of slow learners.

4. Periodical Medical Check-up : Some times slow-learning is the result of physical anomalies, e.g. poor health and other malfunctions have adverse effect on the learning of slow learners. If a particular anomaly is correctly diagnosed, a slow learner can become a normal learner as a result of remedial treatment. In the absence of such periodical medical check-ups, a teacher would not have any opportunity to diagnose the causes of slow learning and to ensure the possible medical therapy.

5. Motivation : The word motivation 'refers' to a 'drive', 'need' or 'desire' to do some thing. The word 'motivation' can be applied to behaviour in a wide variety of situations. Motivation has multiple effects, such as-

- Poor motivation leads to learning failure.
- Motivation is a general tendency to strive towards certain types of goals.
- Success of a teacher largely depends on how effectively he motivates the students to learn.
- When the teacher succeeds in motivating the students, his instructions will be effective and the educational objectives can be achieved.
- Teacher's positive attitude will make his motivational techniques work successfully.

- Motivation not only instigates the behaviour of slow learners but also reinforces the on-going behaviour.
- Motivation makes the slow-learners desirous of learning to apply him to the task.

6. Development of Self-confidence : Before admission to the school, slow learners experience years of failure and frustration. Constant lack of academic success; rejection by other children, faulty instruction and mis-management by parents lead to emotional disturbance, feelings of inadequacy and personality and conduct disorders. The interplay between causes and symptoms becomes more & more complicated and difficult. This circle cannot be broken unless the school establishes a special educational programme for the slow learners. The teacher should make all efforts and make use of all possible opportunities to restore and develop self-confidence in slow learners.

7. Learning Contracts : A learning contract refers to an agreement between the teacher and the student to study and share information about a specific topic. It helps the classroom teacher organise the instructional programme for some exceptional children. According to Dunn and Dunn (1974), the contract includes a list of media or resources and activities the students will use as well as any methods the students will use to report what has been learnt. Contract also indicates how the students performance will be evaluated.

8. Peer Tutoring : Earlier, students realized that students could help one another learn. When one student teaches another, this is called peer tutoring. Peer-tutoring can be of two types : cross age tutoring and same age peer tutoring. In the cross age tutoring, the tutor is several years older than the student being taught. In the same age peer tutoring, one student tutors or teaches a classmate rules for tutors be quite explicit, i.e. tutors show or tell their students what to do then watch as the students perform. They repeat the demonstration or instruction if the student makes any error, and then praise the student on student's correct response. Hence teacher-monitoring of the tutors is an integral part of the system. It is not time consuming but it is extremely important. Hence, peer-tutoring is an effective way to provide appropriate levels of instruction to students. This is more relevant to slow learners who need more additional instructional time.

9. Remedial Instruction : The following guidelines should be followed to conduct remedial teaching classes or special classes as suggested by Rastogi (1978) and Narayna Rao (1987)-

- Lessons introduced should be short instead of long lessons every week.
- The teacher must know the fact that a friendly approach in remedial teaching is highly conducting.
- Stress may be laid on effective use of art, music & drama in order to generate interest, social skills & confidence in slow learners.
- The teacher dealing with the slow learners should give due importance to practice, drill & review which all facilitate the comprehension and retention of slow learners.
- The instructional content must be very carefully graded keeping in mind the capacity, requirement, education and experience levels of students.
- As the slow learners are able to grasp concrete ideas rather than abstract ideas. Therefore there must be ample use of audio-visual aids in the instructional process which can provide the unique experience to the slow learners in the presentation of content.



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(vii) Special remedial classes should be arranged for slow learners.

10. Methods of Teaching : The following special teaching methods may prove fruitful in the case of slow learners :

- (a) **Audio and Visual Instructions :** Slow learners need extra-time for remedial activities. Slow learners can avail the facility of audio-instruction in the school. The slow learners can listen to audio-instructions on their subject units in the evening hours. They can use such audio-instructions home and can make use according to their convenience. Also they can listen to relevant educational radio programme which also has positive effect on the learning process of slow learners.
- (b) **Mastery Learning Strategy :** Mastery learning refers to a system of instruction which insists on the achievement of instructional objectives by all students by allowing learning time which varies. Once the slow learners have the experience of mastery learning and attain a predetermined mastery level, the learning will build on learning leading them to a remarkable success or achievement.
- (c) **Computer Assisted Instruction :** Computer assisted instruction is a kind of individualised instruction administered by a computer and its roots has in programmed instruction and in the behavioural theories of learning. CAI insists on drill and practice exercise. It gives instant knowledge of results & provides immediate feedback which are very essential for slow learners. In this method every student can learn at his own rate.
- (d) **Modular Instruction :** Module is a self-contained auto instructional package dealing with a single conceptual unit or subject matter. Such instructions through modules have been found very effective for all levels of students. It is more effective with regard to slow learners & low achievers. Modules can be used individually or in small groups. It accommodates instructions to individual differences. In a module, the learning material is presented for each objective, the project work. Modular instruction takes care of concrete presentation of subject matter by incorporating necessary diagrams, pictures, sketches, worksheets, examples etc. at appropriate places. Hence, modular instruction proves very suitable for slow learners.

5. METHODS AND WAYS TO UNDERSTAND CHILDREN'S AND ADOLESCENTS' BEHAVIOUR : GATHERING DATA ABOUT CHILDREN FROM DIFFERENT CONTEXTS

Naturalistic Observation

- 11. What do you mean by Naturalistic Observation?**
OR
What are its merits and limitations?

Ans : Meaning of Naturalistic Observation : Naturalistic observation refers to the collection of data without manipulation of the environment. The goal of naturalistic observation in psychology is to study the behaviour of an organism (including a human) in natural settings. For example, a scientist who is developing a theory about gender differences in social settings may wish to spend some time in restaurants, bars and shopping malls in order to determine for which behaviours and in

which settings such gender differences are most relevant. One problem with observational studies is that subjects who know that they are being observed may alter their behaviour to try to gain approval of the experimenter.

Naturalistic observation is a research method commonly used by psychologists and other social scientists. This technique involves observing subjects in their natural environment.

Naturalistic observation differs from structured observation in that it involves looking at a behaviour as it occurs in its natural setting with no attempts at intervention on the part of the researcher.

Hence, naturalistic observation is a research tool in which a subject is observed in its natural habitat without any manipulation by the observer.

'Naturalistic' relates to an unchanged normal environment within which the subject of the study functions. Observation stands for the necessity of watching how some one behaves in order to gather data. Naturalistic observation, therefore, is a method of observing people in their normal environment. Researchers using this method of data collection are interested in observing a subjects unaltered behaviour in his normal environment.

In naturalistic observation, the tasks people perform and the people they interact with are all genuine elements of their lives. Thus, their behaviour is much more likely to represent normal daily interactions. The study should be carefully designed to reduce the impact of the researcher's presence in the environment.

In nut shell, naturalistic observation is a study method that involves covertly or overtly watching subject's behaviours in their natural environment, without intervention. This technique is great because the experts can see the subject's behaviour in their own natural settings.

Advantages of Naturalistic Observation

1. **Natural Behaviours :** When there is no influence on the behaviours of the subject, the data collected is much more genuine. People show their true feelings, reactions and behaviours when they are not being examined or watched.
2. **Aids in Research Validation :** Often times, naturalistic observation is used to validate results from experiments that have already been done. They help to confirm or disprove this data because it gives a truly accurate account of results.
3. **Puts Thing in Real World View :** Tests can be conducted in a real world setting. This makes the answers that are obtained much more relevant to the hypothesis's impact in true, real life settings. This is a type of view that is much more difficult or nearly impossible to get with other types of experiments and observations that can be done.
4. **Allows to Study Unethical Topics :** There are many things that need to be studied in depth in order for us to understand them better. However, not all circumstances are fit for throwing people into a scientific study of their behaviours or emotions. Naturalistic observation allows researchers to gather valuable data, without interrupting the emotional well being of the subject.

Disadvantages of Naturalistic Observation

1. **Outside Influences :** When conducting naturalistic observation you don't have control over the influences around your subject. These interferences could easily impact the results of the test and render useless.
2. **Difference of Opinion :** Every one looks at things differently and this



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includes researches and scientists. Two people can observe the same subject, do the same exact thing and yet they may draw two very different conclusions from the actions or behaviours.

3. **Difficult to Keep it Natural** : It can be difficult to conduct an examination or experiment on a person without knowing him. You would often have to be at such a distance that you may not get the full scope of what is happening or the behaviours that are being exhibited.

4. **Can Take a Long Time** : In order to draw true results, you have to observe the same subject doing the same thing for a long period of time. This shows you what the true data and results of the experiment are. Some naturalistic observations can last months or even years to complete.

5. **Difficult to Determine Exact Cause** : It includes the fact that it can be difficult to determine the exact cause of a behaviour and the experimenter cannot control for outside variables.

6. **Conformity with Researcher's Expectations** : People may try to behave in a certain way in order to conform with what they think the researchers expect to see.

7. **Violation of Privacy of Observed Subject** : Naturalistic observation technique faces another problem, when humans are involved as subjects, involves the ethical question of violating the privacy of the observed subjects. The researcher has an ethical obligation to obtain informed consent from subjects to protect the confidentiality of data. In the case of naturalistic observation studies, obtaining informed consent before hand would defeat the purpose of the method itself. For this, the researcher may seek subject's consent for the inclusion of collected data in your study.

Interviews

12. What do you mean by 'Interview'? What are its objectives? Describe its main characteristics.

Ans :

Meaning of 'Interview'

An interview is a conversation where questions are asked and answers are given. The word 'interview' refers to a one-on-one conversation with one person acting in the role of the interviewer and the other in the role of the interviewee. The interviewer asks questions, the interviewee responds, with participants taking turns talking. Interviews usually involve a transfer of information from interviewee to interviewer, which is usually the primary purpose of the interview, although information transfers can happen in both directions simultaneously. It is a bi-directional communication.

According to Gary Dessler, "An interview is a procedure designed to obtain information from a person's oral response to oral inquiries."

According to Thill and Bovee, "An interview is any planned conversation with a specific purpose involving two or more people."

According to Dr. S.M. Amunuzzaman, "Interview is a very systematic method by which a person enters deeply into the life of even a stranger and can bring out needed information and data for the research purpose."

According to P.V. Young, "A scientific method through which a person enters into the life of a stranger."

According to Good and Hatt, "Interview is a close face to face conversation or a dialogue between the investigator or interviewer and interviewee."

According to Kerlinges, "Interview is a face to face interpersonal situation in which one asks questions from the other to get answer about a social problem."

Objectives of Interview

Following are the main objectives of interview :

1. Collect information about an existing social problem.
2. Create relation between interviewer and interviewee.
3. Gain inner feelings of the respondent.
4. Create a source of knowledge.
5. Provide rich hypothesis.
6. Reduce the distance between human beings.
7. Observe the situation quickly.
8. Collect additional information.
9. Draw quantitative facts.
10. Gain new knowledge about an area.
11. Verifies the information obtained through application form and tests.
12. Gives the candidate necessary facts and information about the job and the organisation.
13. Helps establish mutual understanding between the company and the candidate and build the company's image.

According to Richard Calhoon, employment interview serves the following objectives :

1. It is the only way to see an applicant in action, how he looks, his manners, his bearing.
2. It is the only way to witness how he interacts and how he responds, his way of thinking, the effect of his personality.
3. It is perhaps the best way to get at the 'will do' features of a performance motivation, initiative, stability, perseverance, work, habits and judgements.

Characteristics of an Interview

Interviews encompass unique characteristics that distinguish them from other types of communication. We examine the following characteristics of interviews :

1. **Goal Driven** : Interviews are generally more goal-driven than other types of communication, especially those taking place between two people. All communication achieves something beyond the simple exchange of symbols, but these achievements and creations are not always purposeful and intended. Interviews have a clear purpose, a goal to be achieved. Information may be desired, a problem may need to be resolved, persuasion may be desired, some one may need assistance with a personal problem, or an employer may be seeking the best person for a job opening and a potential employee may be looking for a good employer.

2. **Question Answer** : Another characteristic of interview is the question-answer nature of the transaction. The majority of an interview consists. One person (sometimes more than one) asking questions and another person answering those questions. Everyday communication includes occasional questions and answers—especially if people are getting to know one another, but not to the extent of an interview. Further more in most everyday communication; it is not usually the case that one person is in charge of asking the questions while the other person is in charge of answering them.



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3. **Structured** : Interviews also tend to be structured than other types of communication. Whereas a casual interaction between two people may happen spontaneously and have no clear focus, interviews involve planning and preparation and also tend to have a clear sequence. Certain actions are expected during an interview in order to reach the clarity defined goal.

4. **Controlled** : Interviews are generally controlled by an interviewer, who is responsible for moving the interview toward its intended goal. The amount of control exerted during an interview depends on the goal, which is achieved in part by the questions asked and the communication environment established. Once again, this—specifically whether an interview is characterized as directive or non-directive.

5. **Unbalanced** : This characteristic of interviews is that the time spent talking by an interviewee and an interviewer is usually un-balanced. Typically the interviewer will speak for 30% of the time, and an interviewee will speak for 70% of the time of course, the type of interview will dictate exactly how much time each party spends talking, but more often than not, and an interviewer will talk more often than not, an interviewee will talk more an interviewer will talk less.

Reflective Journals about Children

13. What do you understand by 'Reflective Journals'? Why is it important? How reflective journal is written?

Ans :

Meaning of Reflective Journal

Reflective journals are note books or pieces of papers that students use when writing about and reflecting on their own thoughts. The act of reflecting on thoughts, ideas, feelings, and their own learning encourages the development of metacognitive skills by helping students self-evaluate and sort what they know from what they don't know. The process of examining one's own thoughts and feelings is particularly helpful for students who are learning new concepts or beginning to grapple with complex issues that go beyond right and wrong answers.

Importance of Reflective Journal

Need or importance of reflective journal is as follows :

1. Reflective journals provide opportunities to students for practicing the writing skills in an open-ended format.
2. The most powerful learning happens when students self-monitor or reflect.
3. Reflective practice can be supported in class-rooms by creating opportunities that allow students to think about their learning, their own lives, and the world around them. The process often illuminates problems, misunderstandings and confusions and helps determine new growth, independence and responsibility for learning.
4. Reflective journals open the windows of a student's mind, they also allow teachers to look in.
5. Journals become a useful assessment tool that gives teachers additional insight into how students value their own learning and progress.
6. Learners continue to distinguish what they know from what they need to re-evaluate or re-learn, they begin to translate discoveries they have made about their own learning into plans for improvement.

7. Reflective journals help the students how to transfer their thinking into writing, not necessarily how to produce a finely polished piece of writing. Students can take from 3-15 minutes to write reflective entries in their personal journals before, during or after a learning activity. The entries may build on areas covered in classroom or promote student's thoughts about their own lives or the world beyond the classroom.
8. Reflective journal writing encourages students to begin to think about their own thinking.
9. The reflective process transfers the responsibilities of self-appraisal and understanding the elements of quality work from the teacher to the student.
10. Reflective journals encourage students to develop their own personal values, going beyond summary conclusions such as 'I hate this class'. or 'I don't learn anything'.

How to Write Reflective Journals

Writing a journal is the key aspect of reflective journal. The following things are to be observed in this connection :

1. The most important aspect of reflective journal writing is to encourage students to begin to think about their own thinking.
2. The reflective journal should be written by thinking aloud, debating what and what not to write. The main idea is to show students how to transfer their thinking into writing, not necessarily how to produce a fine polished piece of writing.
3. The entries may build on areas covered in the classroom or promote student's thoughts about their own lives or the world beyond the classroom.
4. Reflective journals should encourage students to develop their own personal values, going beyond summary, conclusions such as 'I hate this class' or 'I don't learn anything'.
5. Students should consider what they personally think and feel, drawing their own conclusions instead of just repeating what the teachers think.
6. Journal prompts and questions should not be superficial but should encourage students to explore their thoughts in depth.
7. Questions should not be vague.
8. Journaling should be regularly scheduled activity.
9. Reflective journaling takes much time and practice. Creating a routine of journaling will give students an opportunity to anticipate and prepare for other writing activities.
10. Encourage student, to re-read and revise previous entries as well as any they have just written. Help them observe the progression on their thoughts and understanding by letting them re-write or comment on earlier entries. This exercise will help the students appreciate their own learning and process they have gone through to arrive at an understanding of concepts and knowledge.
11. When journals are not formally assessed, students are free to experiment without fear of outside evaluation.
12. Open assignments, or having students choose topics to write about, can allow students to express ideas in new forms and contexts. Encourage

students to extend, defend, debate and question their own ideas.

13. If you do assess the journals, give students feedback on what they have written. It may not always be possible to comment on each entry, so try using stickers to recognize what students have written. A smiley face sticker can give positive feedback while a star can be used to signify good ideas or thinking.

Management of Journal

After writing reflective journal, it's management is also important. The following points are to be observed for this purpose :

1. Students should keep their journals in a folder or spiral or bound notebook. This allows students to review what they have written and monitor their own reflective process and thoughts throughout the school year.
2. Establish a system for identifying each entry in the journal, and create a shared understanding concerning the time frame allowed for journal writing.
3. Some students will want to have time to reflect before they begin to write. Others will need to know when journal time is about to end. A timer may be used to warn and then signal the end of the reflection time.
4. Depending on the grade level of the students, you may want to keep the journals in a place that is easily accessible. Students should know where to find their journals and understand that they need to be returned to this area.
5. You may want to establish a clear procedure for the distribution and collection of journals.
6. Older students may want to keep their reflections between themselves and the teacher, and it may be more appropriate to have students keep track of the journals individually.

Anecdotal Record

14. What do you understand by 'Anecdotal record'?

Anecdotal record means writing a diary by a pupil, events history and cumulative record prepared by teachers, etc. Daily supervision of the pupils by the teachers makes the picture of pupil's behaviour absolutely clear.

John D. Willard has defined anecdotal record as— "An anecdotal record is a simple statement of an incident deemed by the observer to be significant with respect to a given pupil."

According to **Raths Louis**, "An anecdotal record is a report of significant episode in the life of a student."

Similarly, in the words of Arthur J. Jones, the definition of anecdotal record is given as follows :

"It may be defined as 'on the spot' description of some incident episode or occurrence that is observed and recorded as being of possible significance. When these reports are gathered together, they are known as anecdotal record."

An anecdotal record is an objective description of a pupil's behaviour and his personality observed by a teacher. This record is the result of a regular observation which is done without any preparation. It is also known as an informal observation.

According to **Strang**, "Anecdotal record is a specialized form of incidental observation. It is a description of the child's conduct and personality in terms of frequent, brief, concrete observation of the pupil made and recorded by the teacher."

According to **Rath**, "An anecdotal record is a report of a significant episode in the life of a student."

Brown and Martin have said while defining anecdotal record, "Anecdotes are descriptive accounts of episodes or occurrences in the daily life of the students."

Qualities of a Good Anecdotal Record

The following qualities should be assigned to a good anecdotal record :

1. **Objectivity** : A good anecdotal record must be objective. It should be free from teacher's own interests, disinterests, jealousy and favouritism.
2. **Complete View** : A good anecdotal record should present a complete view of a person or an incident.
3. **Information of the Background** : A good anecdotal record must present the information of the background of a person or a pupil.
4. **Description and Sequence of Events** : The events described in the anecdotal record should be in proper sequence and their description too. The words used in the description of the events should be proper.
5. **Selective Information** : A good anecdotal record should include the main events only. Only then the diagnosis is possible. Also, the events described in the anecdotal record should be relevant and meaningful. This makes the diagnosis possible.

Advantages of Anecdotal Record

The following are the advantages of anecdotal record :

1. This record creates interest in the teachers for their pupils. This makes the relationship between a teacher and his pupils more strong.
2. Anecdotal records also highlight the problems of the pupils. Hence, this is very useful in the guidance work.
3. Fresh teachers in the schools can know much about their pupils by studying these records in a very shorter time.
4. With the help of these anecdotal records, a teacher can make necessary changes in the curriculum keeping in mind the interests and needs of the pupils.
5. On the basis of this type of anecdotal record, personality of a pupil can be assessed correctly. This assessment helps the counsellor in educational and vocational guidance.
6. These records inspire other teachers too to write descriptions.
7. After studying these records, the counsellor becomes aware of the pupil's problems. This leads him to think more in depth about the solution of these problems. By studying these records, the counsellor can conduct the interview very impressively.
8. The teacher can pay his attention towards every pupil through these records.
9. These records enable us to understand the responses made by the pupils in the different situations. This helps the counsellor simplifying the guidance process.
10. These records also help the pupils in self-awareness.



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11. Anecdotal record's study attracts the attention of the teacher towards the development of the pupil after withdrawing his attention from the bookish knowledge.
12. These records are useful in clinical services.
13. These records exhibit the variety of descriptions.

Limitations or Demerits of Anecdotal Records

These anecdotal records suffer some demerits which delimit their use. Hence, these limitations of anecdotal records are as follows :

1. **Subjectivity** : The chief defect of these records is their subjectivity. A teacher writes what he wants. The observer cannot be separated from observation.
2. **Difficulty in Maintenance** : Writing of these records is a very difficult task because our schools are too much crowded with regard to the students-population. Secondly, if anecdotal record of all the pupils is written, then its maintenance becomes a big problem.
3. **Difficult to Interpret** : After studying these anecdotal records, their interpretation is considered very difficult and complicated. If its interpretation is erroneous, the guidance work cannot be free of its side effects.
4. **Recording of Undesirable Behaviour** : In these records, there is every possibility of recording undesirable behaviours by the teacher.
5. **Own Reactions** : Sometimes, fear arouses whether a teacher registers his own reactions instead of the real description.
6. **All Types of Descriptions** : These records include only good or bad facts. These should record all types of informations.

NARRATIVES

15. What do you mean by 'Narratives'? Describe the characteristics of Narratives.

Ans :

Meaning of 'Narratives'

A narrative is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story itself but rather the telling of the story—which is why it is so often used in phrases such as "Written narratives", "Oral narrative", etc. While a story is a sequence of events, a narrative recounts those events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others.

A narrative in its broadest sense is anything told or recounted; more narrowly, and more usually, something told or recounted in the form of a causally-linked set of events; account, tale; the telling of a happening or connected series of happenings whether true or fictitious.

A narrative or story is any report of connected events, actual or imaginary, presented in a sequence of written or spoken words, or still or moving images.

Narrative is found in all forms of human creativity, art, and entertainment, including speech, literature, theatre, music and song, comics, journalism, film, television and video, radio, game play, painting, sculpture, drawing, photography and other visual arts, as long as a sequence of events is presented.

The word 'narrative' is derived from the Latin verb 'Narrare' which means 'to tell'.

Oral storytelling is perhaps the earliest method for sharing narratives. During most people's childhoods, narratives are used to guide them on proper behaviour, cultural history, formation of a communal identity, and values. There are many approaches to narratives :

1. **Aesthetic Approach** : Narrative is a highly aesthetic art. Thoughtfully composed stories have a number of aesthetic elements. These elements include the idea of narrative structure, with identifiable beginnings, middles and ends, climax. Also it includes the retention of the past, attention to present action and future anticipation.

2. **Psychological Approach** : Narratives lie at foundation of our cognitive procedures and also provide an explanatory framework for the social sciences. Narrative is often used in case of study research in the social sciences.

3. **Inquiring Approach** : An approach called narrative inquiry was proposed resting on the assumption that human beings make sense of random or complex multicausal experience by the imposition of story structures.

4. **In Music** : Narrative terms are also present in the analytical language about music. There are several views on the concept of narrative in music and the role it plays, e.g. Music recites itself, in its own context, narrates without narrative, certain gestures experienced in music constitute a narrating voice.

5. **In Cultural Story Telling** : A narrative can take on the shape of a story, which gives listeners an entertaining and collaborative avenue for acquiring knowledge. Many cultures use storytelling as a way to record histories, myths and values. These stories can be seen as living entities of narrative among cultural communities.

6. **Some Other Approaches** : Narrative film is usually thought of in terms of fiction. Narrative film usually uses images and sounds on film to convey a story. Narrative poetry is poetry that tells a story. Narrative photography is photography used to tell stories. A narrative case study is a case study that tells a story.

Narrative is not strictly verbal. It is visual, bodily, kinetic, musical and mixtures of all these. Hence, in the layman's language, narrative is a story or account of events, experiences, or the like, whether true or fictitious. In nut shell, a narrative is simply a mode of expression that tells a story. Typically (in writing especially), we say that a narrative must contain a conflict, rising action, climax and resolution. This is a basic plot line. Depending on the length of the work, there can be one or multiple plot lines.

Within writing, the term 'narrative' can apply to the following formats : fiction, non-fiction, speech, poetry, prose (short story).

Narrative is not simply designated as a writing term. Narrative as a mode of expression can be applied in art, music, film, theatre, dance, even video-games.

The narrative is a personal style of expository writing. Narratives tell a story from the view point of the writer/story teller. Most often the narrator will follow the plot format in incorporating a fictional element as a means. Sensory details are used as a means of getting the reader more involved in the actual story. Verbs should be vivid and to the point. The message of the story or the point to the story is usually expressed in the opening sentence. The story then develops following plot :

- (i) **Exposition** : setting, main characters, time and place.
- (ii) **Rising Action** : details about the main characters.
- (iii) **Conflict** : the source of tension between the protagonist and the antagonist.



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(iv) **Climax** : the conflict is resolved though may not be resolved in a positive out come.

(v) **Resolution** : bring closure to the story.

Sometimes the narratives are told from the characters point of view using 1st person. For this, words like I, 'me' and 'my' are used. These 1st persons are of two kinds : the first is where the narrator is an observer. The character does not really participate in the conflict or climax, but is there to watch everything happen. The second type of 1st person narrator is one that actively participates in the conflict and climax.

Purpose of Writing Narrative Essay Writing

A narrative essay is a story written about a personal experience writing a narrative essay provides an opportunity to get to know and understand yourself better. One of the best ways to reveal who you are is to write about how you become aware of something, gained a new way of seeing the world, a new insight.

Characteristics of Narrative

A good narrative has the following characteristics :

1. **Involves Readers in the Story** : It is much more interesting to actually recreate an incident for readers than to simply tell about it.
2. **Relates Events in Sequence** : The creation of specific scenes set at actual times and in actual places. Show, don't tell. Re-create an event by setting it in a specific time and space.
3. **Includes Detailed Observations of People, Places and Events** : Use actual or re-created dialogue. Give actual names of people and places.
4. **Presents Important Changes, Contrasts, or Conflicts and Creates Tension** : Do you grow from change? Is there a conflict between characters? Is there a contrast between the past and the present?
5. **Author's Point of View** : It is told from a point of view, usually the author's point of view.
6. **Connection Between Past Events** : If focuses on connection between past events, people or places and present. How relevant is the event today? How relevant will it be in your future?
7. **Communicates the Main Idea** : It makes a point, communicates a main idea or dominant impression. Your details, specific scenes, accounts of changes or conflicts, and connections between past and present, should point to a single main idea or dominant impression for your paper as a whole. While not stanting a flat moral of the story, the importance of your memory must be clear to your reader.

6. MEANING, CHARACTERISTICS AND KINDS OF PLAY FUNCTIONS, LINKAGES WITH PHYSICAL, SOCIAL, EMOTIONAL, COGNITIVE

16. Explain the meaning of 'Play'. Throw light on its characteristics.

Ans : Meaning and Definitions of 'Play' : 'Play' is a range of voluntary, intrinsically motivated activities normally associated with recreational pleasure and enjoyment. Play is commonly associated with children and juvenile-level activities, but play occurs at any life stage and among other higher-functioning animals, most notably mammals.

Many prominent researchers in the field of psychology, have viewed play as confined to the human species, believing play was important for human development.

Play can range from relaxed, free spirited and spontaneous. Play is not just a pastime activity, it has the potential to serve as an important tool in numerous aspects of daily life for adolescents, adults and cognitively advanced non-human species. Not only does play promote and aid in physical development (e.g. hand-eye coordination), but it also aids in cognitive development and social skills.

According to **Crow & Crow**, "The play can be defined as the activity in which a person engages when he is free to do what he wants to."

According to **Hurlock (1978)**, "It means any activity engaged in for the enjoyment it gives, without consideration of the end result."

According to **Russell**, "Play may be defined as a joyful bodily or mental activity which is sufficient to itself and does not seek any ulterior goal."

Characteristics of Plays

Following are the characteristics of play :

1. **Play is Self-chosen and Self-directed; Players are Always Free to Quit** : According to **Peter Grey** play is 'What one wants to do, as opposed to what one is obliged to do. In a good Montessori pre-school program, children have three hours every morning and two hours after every afternoon where they choose freely which of the hundreds of activities in the classroom they want to engage with. There are no required group activities, no teacher talking them what to do, or when to stop an activity, or how long to keep at it.

A teacher simply assists (the child) at the beginning. The ultimate freedom in play is the freedom to quit. This freedom is always honoured in Montessori.

2. **Play is an Activity in which means are more Valued than Ends** : Children are focused on processes, not ends. Every Montessori teacher can tell stories of children who carefully polish a mirror until it shines beautifully. The adult may move to put the mirror away.

Play often has goals but goals are experienced as an intrinsic part of the game.

3. **Play is Guided by Mental Rules** : Often when parents observe in a Montessori classroom, they are struck by the focus, the structure, the calmness of the children. It is obviously a very different environment than the chose we associate with early childhood. Yet does the presence of rules means that these children are not playing. Play always has structure derives from rules in the player's mind. The rules are not like rules of physics, nor like biological instincts, which are automatically followed. Rather they are mental concepts that often require conscious effort to keep in mind. Every form of play involves a good deal of self-control. Play draws and fascinates the player precisely because it is structured by rules that the player herself or himself has invented or accepted.

4. **Play in Non-literal, Imaginative, Marked off in Some Way from Reality** : Play often involves engaging activities that are 'serious yet not serious, real yet not real'. Play may involve imagination pretending to do things, fantasy. For children, the pretending often involves acting like adults, preparing and serving a snack to the dolls, using pretend tods, pretending to sweep floors, going on imaginative journeys to fantasy lands populated with princesses, knights and dragons.

5. **Play Involves an Active, Alert, but Non-Stressed Frame of Mind** : Because play involves conscious control of one's own behaviour, with attention to

process and rules, it requires an active, alert mind. Players do not just passively absorb information from the environment, or behave automatically in accordance with habit. Moreover, because play is not a response to external demands or immediate strong biological needs, the person at play is relatively free from the strong drives and emotions that are experienced as pressure or stress. And because the player's attention is focused on process more than outcome, the player's mind is not distracted by fear of failure. So the mind at play is active and alert, but not stressed.

Lev Vygotsky (1978) characterized children's play as activity that is :

- desired by the child.
- always involves an imaginary situation.
- always involves rules (which are in the minds of the players and may or may not be laid down in advance).

Kenneth Rubin & his colleagues (1983) characterized play as behaviour that is :

- intrinsically motivated.
- focussed on means rather than ends.
- distinct from exploratory behaviour.
- free from externally imposed rules.
- actively engaged in by the players.

Play is not necessarily all-or-none, but can exist in matters of degree. An activity can be characterized as play, or described as playful, to the degree that it contains these characteristics :

- Play is self chosen and self-directed activity.
 - Intrinsically Motivated.
 - Guided by mental rules.
 - Imaginative.
 - Conducted in an active, alert but relatively non-stressed frame of mind
- play reflects what a child knows, has observed and can do. Play is how a child learns and makes sense of the world.

Play provides the context to build and extend on knowledge, skills and understanding in a way that will only make sense to the world. Play forms the foundation for learning and growth. Play has some more key characteristics :

- Play should be self-chosen and self-directed.
- Play should be voluntary.
- Play should be meaningful to the participants.
- Play is fun.
- Play should be spontaneous, flexible, creative.
- Play offers the ability for children to explore in a low risk environment.
- Play is universal.
- Play allows children to express themselves. Through play they can express their feelings and emotions, and work through feelings and emotions, and work through their conflicts and make sense of the world around them.
- Child learning is focused on play as play is the major vehicle for a child's view on development.
- Play is the best way for a child to learn as learning is not just remembering. It is remembering as well as understanding.
- Learning occurs when a child makes sense of their experiences. In order to do this, children's play may or may not involve equipment or have an end product. Children play on their own and with others. Their play

may be energetic or quiet, lighthearted or very serious.

- Play behaviours develop in several stages, e.g. in infant consists mainly of mouthing and simple manipulation. The quality of spontaneous play is linked to the cognitive development whereas it's not so much with adult directed play. Therefore, it is important to expose children to endless opportunities.

7. GAMES AND GROUP DYNAMICS, RULES OF GAMES AND HOW CHILDREN LEARN TO NEGOTIATE DIFFERENCES AND RESOLVE CONFLICT

- What do you mean by Group Dynamics? Describe the process and importance of group dynamics in learning.

or

Highlight the characteristics of a social group. Discuss the importance of group dynamics and group cohesiveness in learning.

or

Discuss the process and importance of group dynamics in learning.

or

Explain Group Dynamics in detail.

[M.D.U. 2018]

Ans. Meaning of Group Dynamics : Group dynamics is linked to social psychology and is an important concept. This concept was indoctrinated by Kurt Lewin in 1945.

According to Lewin, group dynamics means those forces of a group and influences especially of small groups, with the help of which the behaviour of the members changes in a definite direction. In other words, group dynamics means those forces and pressures within the groups which affect the behaviours of the members to the extent that the important changes take place.

The social psychologists have emphasized the study of various processes which occur within a group under group dynamics such as power, power shifts, group formation, leaderships, reactions towards other group, decision making etc. The impact of all these processes is very clearly visible in small groups, therefore the use of group dynamics is limited upto small groups only.

According to Fisher (Social Psychology, 1983, P-7), "Group dynamics is area of study focussing on the social forces or pressures that affect the behaviour of the individual in a small group."

According to Kreach and Crutch Field, 'Group dynamic implies changes that take place within group.'

Nature and Characteristics of Group Dynamics

- Like an individual, group has also its behaviour which is changeable according to the conditions or situations.
- Group interaction is also known as social interaction. The changes which occur as a result of social interaction are studied in group dynamics.
- Due to group dynamics, every group forms field of effectiveness which can be expanded.
- The bases of social interaction are cooperation, competition, organisation and assimilation. This causes the social development of the group.



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- (v) Change in the group behaviour occurs as a consequence of interaction between a person with other person, between a person and the group and between a group & other group.

Factors Affecting Group Dynamics

Group dynamics is affected by many psychological factors which are as follows :

1. **Individual & Group Goal :** All the members of a group work at their own in order to achieve their own goals. An individual's objectives can be satisfied by joining some group. Similarly, the group depends upon the cooperation of its members.
2. **Imitation :** Imitation compels the members to work in groups and affects the group-behaviour. By imitating the behaviour of others, a person tries to behave in the similar manner. Imitation occurs randomly.
3. **Suggestion :** 'Suggestion' allows all the members of the group to think simultaneously and affect the group behaviour. From this point of view, an individual's thinking is absorbed in the collective thinking. After suggestive, all the members of the group start thinking in the same direction.
4. **Sympathy :** Sympathy awakes the group feeling and affects the group behaviour. An individual gains the ability to understand the psychological condition of another person. That person also starts feeling like such. From this point of view sympathy teaches all the persons to work cooperatively.
5. **Group Cohesiveness :** A group has an important socio-psychological characteristic also which is known as group cohesiveness. It is also considered as a group cohesiveness.

Importance of Group Dynamics in Education and Learning

The process of education is so comprehensive that every person has his own contribution to it. There are various types of groups in the schools, such as class, students, Parliament, Literary and Cultural Committee, Science Clubs and Teacher's Council etc. All these groups contribute in the field of education according to their capacities. The members of these group are affected by external & internal conditions and this impact is revealed in their changed behaviours. For this very reason, the dynamicism occurs in the behaviours of these groups. This dynamicism must be positive and this we shall have to study. This is known as the study group dynamics. In the process of education, such a study proves useful in the following manner :

1. **Group Consciousness :** It is very essential to be conscious for own group. The manager, principal & teachers keep their students alert for their duties by reviewing each others' task, by highlighting the traditions & ideals and objectives of the school. The students develop sense that they are all the members of the school & they too have some duties and rights.
2. **Group Teaching Technique :** A habit of group-working can be formed by group discussion, seminars workshops etc.
3. **Teaching of Aesthetic Subjects :** The subjects like music, poetry, drama, craft etc. should be taught in groups. Large groups have the capacity to become a good medium for providing the motivation and inspiration.
4. **Celebration of Days & Festivals :** Celebration of birthdays of great men in groups, group organisation of national festivals, sports days & alumni meet etc.

create respect among the students for ideals. Good values and good habits develop among them. Also a sense of mutually cooperation grows. Living in groups encourages tendencies of cooperation, sympathy, guidance and imitation in the people.

5. **Moral & Religious Teaching :** Through moral and religious education, a sense of groupism can be maintained continuously.
6. **No Scope for Conflict :** In group dynamics, the methods used are such that there is no possibility of any conflict among the members of the particular groups. Conflict of course put obstacles in the working of group members but through group dynamicism, the situation can be brought under control.
7. **Creation of Democratic Environment :** By obeying the rules & assumptions of group dynamics, a healthy democratic environment and conditions can be created. Consequently, the group members gain the opportunity to learn according to their ability & capacity. Also, they get an opportunity to adopt the ideas of others as a result of group mind.
8. **Knowledge of Group's Nature :** Group dynamics helps in knowing the nature of the group. We come to know about the characteristics of the group. When the students in a group think collectively, they constitute a brain. They are sensitive for suggestion, imitation and sympathy.
9. **Satisfaction of Basic Needs :** In-group, living encourages satisfaction of basic needs. The opportunities of developing these needs are sought in the groups. Hence, the teachers must pay attention towards the group life of the students.
10. **Development of Creativity :** The process of group dynamics develops cohesiveness in the group along with the cooperation & creativity.



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Unit-III

Theoretical Perspectives to Enhance Learning among Children & Adolescents

A. LEARNING : MEANING, IMPLICIT KNOWLEDGE AND BELIEFS

1. What do you mean by Learning? Explain its nature. Describe the nature of Learning.

Ans.

Meaning and Definitions of Learning

Various psychologists have explained learning from different point of view.

According of behaviourists, "Learning is the modification of behaviour as a result of experience. The child brings changes in his behaviour after gaining experiences from the environment."

According to **Gestalt View**, "The basis of learning is to gain knowledge after observing the whole structure. Responding towards the entire situation is learning.

Similarly, the hormic view emphasizes upon the goal-centred structure, i.e. learning occurs keeping in view the goal.

Kurt Lewin has presented the field view of learning and explained the learning as the direct cognitive organisation of a situation. Motivation has a significant role & place in learning.

According to **Woodworth**, "The process of acquiring new knowledge and new responses is the process of learning."

According to **Crow & Crow**, "Learning is the acquisition of habits, knowledge & skills."

According to **J.P. Guilford**, "Learning is any change in behaviour resulting from behaviour."

According to **Cronbach**, "Learning is shown by a change in behaviour as a result of experience."

Characteristics of Learning

The process of learning has its own characteristics which are described as below :

1. **Learning is a Continuous Process** : The process of learning starts from mother's womb. After birth, the child acquires skill from experiences obtained from environment. Hence, learning goes on throughout life formally or informally and directly or indirectly. Learning is considered as a process, not as a product. During

this process, knowledge, skills, habits, attitudes and aptitudes get developed during this process. Learning results into the storage of knowledge and this storage continues throughout life.

2. **Learning is Change in Behaviour** : The result of Learning process is obtained in terms of behavioural changes. What ever the type of learning is, the result would be the same i.e. change in behaviour. This change can be in any form. But in the process of learning, focus should be on the changes in desirable direction and desirable form, i.e. these changes should occur in positive direction.

3. **Learning is a Universal Process** : Learning is considered as a universal process. Because learning is not the right of any one nation, caste or religion. It is meant for all, for every place, for every caste and for every religion. Every person has full capacity to learn. Opportunities are needed. Whatever the differences in learning are visible, must be due to the differences in opportunities.

4. **Learning is Adjustment** : Learning has special contribution to adjustment. At the time of birth, the child is cent-percent dependent upon others. But gradually with time, he has to mould his internal responses according to the changing conditions. First of all, he establishes adjustment to his environment, but the basis of this adjustment is his learning.

5. **Learning is Purposive and Goal-oriented** : Learning is always purposive and goal-oriented. If we don't have any objective and goal, then the process of learning will not show any effect. Through the process of learning, we can move towards pre-determined goal. As we learn, we move towards our goal.

6. **Learning is a process of Development** : Learning can occur in any direction—desirable or undesirable. But we are concerned with the individual's development in desirable direction. If a child learns stealing or pick-pocketing, it is learning undoubtedly, but it is undesirable. Society would not opt for this type of learning. Hence, learning is always viewed as development.

7. **Learning is New Organisation of Experiences** : The basis of learning is—the acquisition of new experiences. Their behaviours change as a result of new experiences. New experiences are acquired on the basis of old or past experiences and hence, a new system evolves.

8. **Learning is the Product of Activity and Environment** : To interact with environment is very essential for the learning process. In the absence of such interaction, no result of learning process can be possible. If the interaction of the children with the environment is excessive, their learning would also be more in quantity. Hence, there cannot be any result of learning in the absence of activity and interaction. This interaction provides experience to the children and consequently, changes occur in the behaviour of the children.

9. **Learning Helps in Achieving Teaching-learning Objectives** : There are different objectives in teaching-learning situations. In order to achieve them, help is to be sought from learning process. To make learning process effective, knowledge, insight, interests, skills and attitudes should be developed. Only after acquiring them, changes in behaviour of the individual can be expected. Hence, for achieving teaching-learning objectives, the learning process play the major role.

10. **Learning is Transferable** : The learning acquired in one situation is capable of transfer to some other situation. The knowledge acquired in one situation proves helpful in acquiring the knowledge in other situation. This is known as transfer of learning. Sometimes the previously acquired knowledge creates obstacles in the way of acquiring new knowledge.



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11. **Learning is Related to Individual and Social Needs :** Man is a social animal and is an integral part of the society. He meets out his needs while living in the society. Every person has different needs which can be physical, mental, emotional, social or religious. But all needs of all persons are never fulfilled. In such a situation, he tries to control his own needs. This process of controlling is said to be 'Adapting to the conditions'. Hence, the learning process creates balance between the person and needs. In the absence of social environment, an individual's learning process does not remain effective.

12. **Learning Helps all Round Development of Personality :** Every person wants a balanced and all-round development of the personality. In balanced and all-round development, learning plays a significant role and contributes significantly.

13. **Learning is Research :** Researching is also a sort of learning. During research, a person makes efforts differently and after doing many activities, reaches at some result or conclusion. From this point of view, research is also learning.

14. **Learning is Determined by Conscious As Well As Unconscious Experience :** Learning is determined by conscious and unconscious experiences. It is acquired by the learner deliberately or unknowingly.

15. **All Modes of Behaviour are Affected by Learning :** Learning affects all the aspects of behaviour, which includes skills, knowledge, attitudes, personality, motivation, fear etc.

16. **Learning is the Fundamental Process of Life :** Learning has been considered the fundamental process of life. Without this neither the entity of life is possible, nor any type of progress is possible. It functions as the basis for the progress of the civilization.

17. **Learning is Total Reaction of the Individual to Total Situation :** Learning is the total reaction of the individual to total situation, i.e., how he reacts towards some situation, it would be known as his learning.

18. **Learning is Creative and Active :** The process of learning is always active, i.e. the learner himself participates in learning process. Only then he would be able to learn something. Hence, learning is active. Similarly, learning is considered to be as creative.

19. **Learning is Intellectual :** Learning cannot be considered as a mechanical process. It is an intellectual task. Nothing can be learnt in the absence of some thinking. Also, success is not possible in any task without any thinking. Hence, the task can be learnt very rapidly in which intelligence is used.

20. **Learning is the Relationship between Stimulus and Response :** Learning is generally, a relationship between stimulus and response. A person is considered as a learnt-person if he reacts according to the task to be learnt. Through learning, a person learns reactions according to the stimuli associated with the environment and other aspect of life.

1. THORNDIKE'S TRIAL AND ERROR LEARNING

2. What do you mean by Learning? How does learning take place? Discuss Thorndike's Theory of Learning.

or

Throw light on educational implications of Thorndike's Theory of Learning.

Ans.

Thorndike's Trial and Error Theory

It is universally known that all human beings learn by experiences. But how does learning take place? It is a debatable question that needs explaining. In order to find an appropriate answer to this question, the psychologists have propounded many theories. Some of the main theories of learning are given below :

(4.1) Thorndike's Trial and Error Theory ;

(4.2) Pavlov's Classical Conditioning Theory

(4.3) Skinner's Operant Conditioning Theory;

(4.4) Gestalt or Insight Theory;

The following is the description of the above theories :

The theory of trial and error was propounded by **Edward L. Thorndike-1874-1949**, an American psychologist. He propounded this theory in 1898 and was published in 1913. This theory is known by several names such as : 'Thorndike's Connectionism', 'Stimulus-Response Theory; Thorndike's Bond Theory' and the Theory of 'Learning by Selection of Successful Variants' etc.

According to the trial and error theory if an organism is kept in a new situation, it shows different kinds of responses unwittingly. Its responses are faulty. When that being is repeatedly kept in that situation, its errors in responses keep decreasing. In the first trial (attempt) the errors are numerous, but as the number of attempts increases the errors decrease. After putting the being through a number of trials repeatedly a situation is reached when there is no error in the being's response; it shows those responses that are suitable in a specific situation. On reckoning the average of errors during several trials, we find that the average of errors gradually decreases. In this way we find that a being learns through trials and errors.

In the presence of a stimulus, the response is spontaneous. If explained simply, it means that a situational stimulus does attract a variety of responses. Some of the responses are erroneous. After a number of trials and errors, the number of errors comes down, gets finally eliminated by stamping in the correct responses and stamping out the erroneous one's, thus associating the correct responses with the stimulus. This is what Thorndike proved through experimentation and called it "Learning by selecting and connecting."

Thorndike has thus affirmed that "Learning is connecting. The mind is man's connection system." So, therefore, learning takes place through trial and error of connecting the response with the stimulus. This connection can be varied, and in the process of learning, physical activities play an important role and have an important contribution to make.

Essential Elements of Trial and Error Theory

1. **Definite Goals :** Learning needs definite goals. One learns because one wants to achieve a definite goal. The contribution of motivation in the process of learning is of great importance. Motivation and learning are closely and positively related. No one can learn without motivation. And motivation arises from necessity that inspires a person to work for the achievement of a goal. Thus the maxim that necessity is the mother of invention proves true.

2. **Obstacle :** One faces obstacles in the achievement of one's goal. The person tries to overcome the obstacle in order to achieve his aim.



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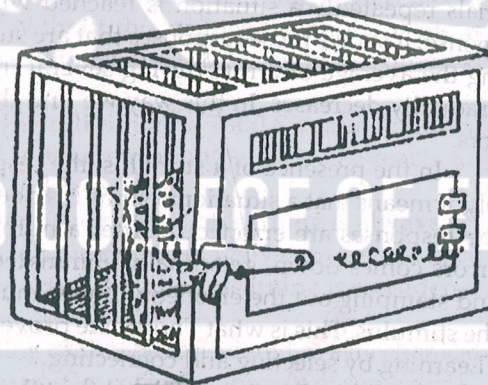
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3. **Various Responses :** The achievement of the goal provokes various responses. These responses may be useless, meaningless and unsuccessful. But the unsuccessful responses help indirectly in the achievement of the goal.
4. **Chance Success :** Some of the various responses provoked in a person to achieve the goal are appropriate success which comes by chance while one responds to a stimulus in a variety of ways.
5. **Elimination of Unsuccessful Responses :** When success comes by chance the number of unsuccessful responses is gradually reduced.
6. **Establishment of Right Responses :** The response that has succeeded in making one achieve the goal is repeated again and again. If an animal is placed in the same situation again, it would react only in a right and in an appropriate way.
7. **Achievement of the Goal :** The achievement of the aim is the ultimate characteristic of the theory of Trial and Error. When the goal is realized, it leads to satisfaction.

Thorndike's Experiment : Thorndike has expounded his theory of Trial and Error on the basis of many experimental studies. He conducted his experimental studies on rats, cats, monkeys, chickens, fishes etc. His experiments on cats were widely acknowledged. He prepared a puzzle box with iron bars. The door of the puzzle box could be opened by pressing a lever. He put a hungry cat in the puzzle box with the door closed. A fish was placed outside the box. The cat could eat the fish only if it could get out of the puzzle box. The door of the box could be opened only by manipulating the lever. The fish was a stimulus for the cat. The cat could see the fish but did not know how to get out of the box and eat the fish. The stimulus (the food in the form of a fish) began to work up the hunger of the cat. The cat reacted in a variety of ways to come out of the box. It jumped about within the box. The only motive of the cat jumping about in the box was to get out of the puzzle box and get at the food.



The hungry cat wanted to come out of the puzzle box. But it did not know how to. It made all possible attempts to come out. In the beginning, it made a number of random movements. It jumped about; it scratched at and pushed the door; it tried to rip the lever with its teeth; it tried to stretch its paws as far as possible to reach out for the fish; it scratched the floor of the puzzle box. Thorndike has given the following description of the cat's attempt to come out of the box : "It tries to squeeze through every opening; it claws and bites at the bars or wires; it thrusts its paws through any opening and it claws at everything it reaches." However, it managed to lever the door open. When the door opened, the cat came out and ate the fish.

In yet several other trials, the same process was repeated. The cat was kept hungry. It repeated the same random efforts to come out of the box. Gradually and

by repeated attempts it came to learn that the key to opening the door lay somewhere near the lever. Now the cat's efforts were confined around the area where the lever was located. Therefore, it started to move around in the vicinity of the lever. During the experimentation it was observed that the cat stopped making incorrect responses and the time spent on its endeavours to come out of the box narrowed down considerably. Finally it came to realize that the door opened when the lever was pressed. All other responses ceased with this realization. Now when it was kept hungry in the box, it would at once press the lever and come out and eat the fish kept outside the box. The cat's behaviour thus got organized impelled by the motive. In this way the cat learnt to open the door on the basis of the relationship between stimulus and response.

Thorndike made this experiment for five days in succession. He gave the cat 10 (ten) trials each in the mornings and in the evenings. The cat was given 100 trials in all. The cat was given nothing to eat in the intervening periods of trials. As the number of trials increased the cat learnt by selecting and connecting. Thus the process of Trial and Error makes learning to take place by the association of stimulus-response relationship. It also makes the goal more easily achievable and less time-consuming with fewer errors occurring.

Thorndike drew the following conclusions on the basis of this experiment :

- (i) For learning, the subject needs to have a problematic goal or situation.
- (ii) The subject is eager to learn.
- (iii) The achievement of goal is not easy.
- (iv) In the beginning the subject does not know what trial it will go through.
- (v) The situation or the goal provokes a number of responses.
- (vi) In the beginning the subject reacts to the problematic situation as a whole. It does not make any specific response to the stimulus.
- (vii) As the trials proceed the unnecessary responses get eliminated i.e. the number of responses decreases.
- (viii) The subject makes every possible effort to achieve the goal.
- (ix) The subject, having achieved the goal, will show the right response if placed in the same situation again.
- (x) The goal having been achieved the subject's tension disappears and a sense of self-satisfaction shows in its place.

In this way it is clear that the subject learns through the process of Trial and Error. The errors keep decreasing with the number of trials increasing. A time is reached when errors do not recur; only the right response occurs each time the situational stimulus provoking it is presented. In this way learning takes place after the goal having been achieved. All living beings (organisms) of the world learn through this process of trial and error.

Educational Implications of Trial and Error Theory

The following are the educational implications of the Trial and Error Theory :

1. **Setting Goals :** When somebody has a goal before him, he wants to attain it. In this way the individual learns. Keeping the principle in mind, the teacher should set goals for the students. In this way the students feel motivated and learn.
2. **Motivating the Students :** The theory of Trial and Error lays emphasis on motivating the students to learn. Before the teacher takes up a lesson to teach, he should motivate the students. He can do this through reward and punishment and through setting up goals as a motivation for the students to achieve them. He can



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motivate the students by natural and artificial means as for example, he can achieve this end by means of reward and punishment and by setting goals to make the students feel motivated to achieve them. The achievements of the students who are duly motivated are greater.

3. **Learning is a Gradual Process** : According to the theory of Trial and Error, learning is a gradual and systematic process. The students learn gradually. Therefore, they should not be pressured to learn things quickly.

4. **From Easy to Difficult** : The theory of Trial and Error lays emphasis on proceeding from simple to the complex. While teaching, the teacher should keep this principle in mind. He should take up simple topics to begin with and proceed on to take up the difficult ones.

5. **Emphasis on Exercise** : The theory of Trial and Error lays emphasis on exercise and practice. This means that exercise or practice occupies an important place in the process of learning. Learning takes place in a greater measure through exercise. The difficult concepts become easily intelligible through practice. The students become proficient in the subjects like Mathematics and Science only through diligent practice.

6. **Useful for the Mentally Retarded Students** : The theory of Trial and Error is particularly useful for the mentally retarded students. This theory lays emphasis on the fact that learning is a gradual process, and practice occupies an important place in this process. The mentally retarded students learn slowly. Such students need practising to learn their lessons. In this way, the theory of Trial and Error is very useful for the mentally retarded students.

7. **Development of Positive Attitudes** : The theory of Trial and Error is very helpful in developing in the students positive attitudes. This does not allow for the development of inferiority complex.

8. **Development of Good Habits** : The theory of Trial and Error can be made use of for inculcating good habits in the students like respecting the teacher, not telling lies, non stealing etc. This theory is also helpful in making the students cultivate forbearance and diligence.

9. **Development of Skills** : The theory of Trial and Error is useful for the development of skills in the students as for example, skills like dancing, singing, playing, music, type-writing can be successfully learnt through trial and error.

10. **Self-Learning** : The theory of Trial and Error has great importance in education. The students can self-learn with the help of this principle. They endeavour to learn on their own and commit errors. Gradually with practice the errors are curtailed and in this way they self learn. The students at the lower level are taught subjects like language, Mathematics etc. in this way.

11. **Learning by Doing** : The theory of Trial and Error lays emphasis on the students learning by doing. This makes their concepts clearer.

Criticism of the Trial and Error Theory

The Behaviourists and the Gestaltians have criticised Thorndike's Theory of Trial and Error. The following is the basis of their criticism of the Theory of Trial and Error :

1. **It lays More Emphasis on Useless Efforts**—The critics contend that Thorndike has laid more emphasis on useless efforts in his theory of Trial and Error. They say that greater emphasis on useless efforts is a wastage of time.

2. **Descriptive** : The critics contend that the Trial and Error Theory is de-

scriptive. We get to know from this theory that a subject (a being) does learn but how it learns has not been explained.

3. **Learning is Mechanical** : According to the theory of Trial and Error learning, the critics contend that learning is a mechanical process. This theory does not give importance to mental faculties. Learning, they say, is impossible without the use of these.

4. **More Emphasis on Rote-Learning** : According to the critics of the Trial and Error Theory, it lays greater emphasis on rote-learning. Rote learning is temporary. This theory is not of much use for the future.

5. **Kohler, Criticising the Theory**, has said that this theory does not give any importance to insight while it is impossible to learn without insight.

In spite of the criticism Thorndike's Theory of Trial and Error is of great importance. In this theory much emphasis has been laid on trial. This theory, besides having educational value has great usefulness in other fields also.

Laws of Learning

Thorndike has propounded some principles of learning on the basis of results drawn from experiments. The laws propounded by Thorndike can be divided into the following two parts :

(A) The Primary Laws of Learning

(B) The Secondary Laws of Learning

These laws are explained below :

(A) The Primary Laws of Learning

The primary laws of learning as propounded by Thorndike are given below :

1. **Law of Readiness**—Readiness implies physical and mental preparedness to undertake a task. Readiness is the basis of learning. The more eager a person is to accomplish a task the quicker he learns. The person in a state of readiness at once assimilates the material concerning the job. A person who is not ready to learn cannot learn effectively. The law of readiness as propounded by Thorndike is as follows :

"When any conduction unit is ready to conduct, for it to do so is satisfying. When any conduction unit is not in readiness to conduct, for it to conduct is annoying. When any conduction unit is in readiness to conduct, for it not to do so is annoying."

Educational Implications : The following is the nature of the contribution of the law of readiness in the field of education :

(i) **To Motivate the Students** : It is the duty of the teacher to motivate the students before beginning to teach the class. He can prepare the students physically and mentally for learning. A motivated student is quick to learn.

(ii) **To Arouse Interest** : Arousal of interest in the students to learn is essential. For example the small children have interest in the alphabet. But when the alphabet is identified with multi-coloured play things, and the children are made to play with them, they begin to take interest in learning the alphabet and are quick at it.

2. **Law of Exercise** : According to Thorndike the law of exercise is foremost in the process of learning. If a response to a stimulus is repeated again and again, a connection gets established between the stimulus and the response. This connection firms up with practice and weakens with disuse. A person learns by practice and repetition. In this context the maxim goes : 'Practice makes a man



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perfect.' The more the practice one does the easier the learning becomes and without errors occurring. This is the **law of exercise** as propounded by Thorndike.

The law of exercise has two sub parts :

- (a) Law of Use
- (b) Law of Disuse

According to the law of use, in the words of Thorndike : "When a modifiable connection is made between a situation and response that connection's strength is, other things being equal, increased.

According to the law of disuse, again in the words of Thorndike : "When a modifiable connection is not made between a situation and response, during a length of time, that connection's strength is decreased."

Educational Implications : The law of exercise contributes in the following manner to education :

- (i) **Formation of Good Habits :** Good Habits can be developed in the students with the help of the law of exercise. When the students continue indulging in good activities, they develop in themselves good habits like speaking the truth, respecting others etc. The teachers can develop good habits in the students through repeated practice of good activities.
- (ii) **Eradication of Bad Habits :** The teacher can eradicate the bad habits of the students like chewing the finger nails, sucking on the thumb, telling lies etc. with the help of the law of exercise.
- (iii) **Correct Pronunciation :** The teacher can develop in the students, the ability to pronounce words correctly through practice.
- (iv) **Improvement in Handwriting :** The teacher can improve the hand-writing of his students through practice.
- (v) **Development of Skills :** The law of exercise is helpful in developing skills like dancing, singing, playing music, learning type-writing etc. by making use of the law of exercise.

3. **Law of Effect :** This law is also known as the law of satisfaction and dissatisfaction. Success and failure impact the process of learning. If a learner meets with success, he has a sense of satisfaction. And if failure comes his way, he feels depressed and dissatisfied. Satisfaction strengthens association and dissatisfaction has a contrary effect. According to the law of effect reward encourages learning and punishment has a reverse effect. For example the accomplishment of a task gives pleasure and the learner likes to do it over and over again. And on the other hand if the learner does not derive pleasure from a task, he will feel a repulsion for it and will lose interest in it. In the words of Thorndike : "When a modifiable connection between a situation and response is made and is accompanied or followed by a satisfying state of affairs, that connections' strength is increased. When made and accompanied or followed by an annoying state of affairs, its strength is decreased."

Educational Implications : The law of effect contributes to education in the following manner :

- (i) **Formation of Good Habits and Attitudes :** Good habits and attitudes can be developed in the students with the help of the **law of effect**. The teacher can develop in the students good habits and attitudes with the help of reward, praise etc.
- (ii) **Pleasant Experience :** The class-room environment should be congenial. If the students get pleasant and meaningful experiences in the class-room, they feel inspired and motivated to learn.

- (iii) **Emotions :** The negative emotions like anger, jealousy etc. can be removed with the help of the law of effect by associating them with disrespect and insult.
- (iv) **From Easy to Difficult :** The law of effect helps in making the school activities proceed from simple to complex. This saves the students from the fear of failure.
- (v) **Novelty :** This law makes it convenient for the teacher to present the study material in the class-room in a novel manner.
- (vi) **Eradication of Delinquent Behaviour :** The teacher can eradicate the delinquent behaviour of the students with the help of the law of effect. The students easily give up those activities that they apprehend will bring punishment, reproof, humiliation and unhappiness.
- (vii) **Praise and Encouragement :** The students derive pleasure and satisfaction from praise and encouragement. The teacher should use these positive inducements for the students to make them learn.

(B) The Secondary Laws of Learning

The following are the **secondary laws of learning** as propounded by Thorndike :

1. **Law of Multiple Response :** This law implies that if a new problematic situation presents itself before an individual (or a being) he/it responds to it in a variety of ways, the response having been based on previous experiences, to solve the problem. These diverse responses finally lead him on to the correct response that solves his problem and he has a sense of satisfaction. Responses keep being provoked, one after the other, until success is achieved. This is known as a **law of multiple response**.

Educational Implications : The law of multiple response has a great importance in the class. The teacher can create diverse situations in the class, and the students can respond to them in a variety of ways and learn on their own through trial and error. This enables the students to gain greater experience and gets him an opportunity to learn through self-experiment. The teacher can indeed help the students if they need his help.

2. **Law of Mental Set or Law of Attitude :** The law of mental set is also known as the law of attitude. How an organism will respond to a specific stimulus depends on the learner's attitude or mental set. One learner may be very keen to learn a task and another individual may have no interest in learning the task. For example, if a person hates the English language and hates also the English people, he will be lacking in the aptitude for the language. Therefore, this law of attitude points to the mental set or attitude of an individual.

Educational Implications : The law of attitude comes into play when the student shows keenness or disinclination to learn. An incident may be a happy event for one person and quite discomforting for another person. This depends on the mental attitude of the learner. For the learning to take place, it is necessary for the learner to have positive mind set or attitude. The teacher can prepare the students for different activities. He can encourage them to take keen interest in domestic, school and community activities. The study material should be meaningful. The environment of the school should be congenial. The teacher can mentally prepare the students to learn, and he can develop in them a positive outlook.

3. **Law of Partial Activity :** An individual responds in a variety of ways in order to solve a problem, depending on the theory of Trial and Error. In the process



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he selects the necessary responses and leaves out the unnecessary ones. According to the law of partial activity, the organism does not have to go into the depth of the problem. He perceives the main elements of the problem and reacts according to them. This is what **Thorndike** named as the **law of partial activity**.

Educational Implications : The law of partial activity has great importance in the field of education. The students can be easily made to learn with the help of this law. This saves them time and labour.

4. **Law of Assimilation or Law of Analogy**—The law of assimilation is also known as the law of analogy. A new situation provokes similar responses in an individual that he had made earlier in similar situations and had met with success. This is what **Thorndike** called the law of assimilation or the law of analogy.

Educational Implications : An endeavour should be made to associate the new knowledge with the one gained previously and with the experiences gained routinely. This makes it easy for the students to identify the new knowledge. The study material should be organised in such a manner that it will lead the students from the known to the unknown, and it should be related to the events of life. It is easy to learn by associating the new experiences with the old ones based on the law of the analogy. As long as the new knowledge is not identified with the old one, it can not become a part of the individual's knowledge. Nor can he make use of the new knowledge in new situations.

5. **Law of Associative Shifting :** According to this law a response evoked by a stimulus can be associated with any other possible stimulus. **Thorndike** in this context has said : "We can get any response from the learner of which he is capable, associated with any situation to which he is sensitive." He has expressed the **conditioning Response in the form of Law of associative shifting**.

Educational Implications : A teacher can successfully make use of the law of associative shifting in his class. Good habits, aptitude and interests can be developed in the students with the help of this law.

6. **Law of Recency :** According to this law, new things are learnt rapidly, such as revision of the books before examination.

7. **Law of Primary Efforts :** It is well said that the first impression is the last impression. Hence, in the beginning stage, the acquired impression is permanent. Therefore children & the teacher should be serious from the very beginning.

8. **Law of Belongingness :** This law tells us that if the answer is relevant to the situation, then this relation can be memorized very rapidly.

9. **Law of Intensity of Stimulus :** According to this law if the stimulus is intense, his response would also be intense. If the stimulus is weak, then its response would also be weaker. In schools, the examinations act as strong stimuli for students.

2. CLASSICAL CONDITIONING THEORY OF LEARNING

3. Give a brief account of Pavlov's Classical Conditioning Theory of Learning. Briefly point out its educational implications.

or

What is Pavlov's Classical Theory of Learning? How can a teacher utilize the knowledge of this theory in teaching and learning situations? Justify.

Ans.

Pavlov's Classical Conditioning Theory

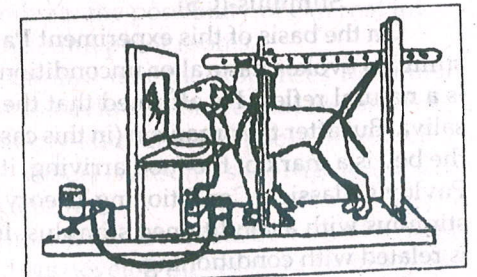
The Russian Physiologist, **Ivan D. Pavlov-1849-1936**, propounded the classical conditioning theory in 1903. This Theory besides being known as Pavlovian Conditioning Theory is also known as "Learning by Conditioning" and 'Conditioned Response Theory'. The main interest of Pavlov was in the study of Gastric Secretion of dogs. He won the Nobel Prize for his work on the Digestive Process in 1904. Pavlov presented the idea of associating physiological responses to stimuli. He said that learning is the result of internal physiological responses. He revealed, on the basis of experimental studies conducted by him, that if an artificial stimulus is repeatedly associated with a natural stimulus, the artificial stimulus and natural stimulus are associatively conditioned and the artificial stimulus modifies the organism's behaviour. In this way the organism shows a conditioned response to the conditioned stimulus. This is what Pavlov called the Classical Conditioning Theory. Conditioning is that process in which an ineffective stimulus (thing or situation) becomes so effective that it begins to produce a response. In this way in the process of learning the artificial stimulus gets associated with the natural one. Pavlov said that the process of learning is associative or it is learning by conditioned. In this process, the natural stimulus was replaced by an artificial stimulus.

During his experiment on Digestive Process, Pavlov observed that when a dog sees food it begins to secrete saliva. The saliva is a psychic secretion. Pavlov, while presenting the facts, made it clear that the saliva forms in the mouth of the dog after it sees the food. But if, after a number of trials an artificial stimulus is added to food which is a natural stimulus it too can produce saliva in the mouth of the dog. This is what is called Classical Conditioning Theory. Classical Conditioning is a kind of learning in which an artificial stimulus is presented together with the natural stimulus. After some trials the natural stimulus is replaced by an artificial stimulus. The artificial stimulus provokes the same response. Pavlov has clarified that if an artificial stimulus that cannot evoke a physiological reflex is associated with the natural stimulus it begins to produce the natural physiological reflex.

E.N.Kerlinger-1964, highlighting Pavlov's Classical Conditioning Theory, has said that in the classical conditioning if an artificial stimulus, which by itself is not capable of evoking a specific response, is associated with the natural stimulus it will cause the response to show provided it is repeatedly presented with the stimulus that evokes a specific response. According to Kerlinger the Classical Conditioning Theory points to conditioning happening through the process of association.

Pavlov's Experiment

Pavlov conducted his experiment on a dog. He was studying the digestive process of dogs at the end of the 19th century. He wanted to know the connection between the saliva and the digestive process. He cut a small hole in the throat of a dog. He attached a tube into the hole that helped in collecting the saliva in a pot. He kept the dog hungry for 24 hours. He contrived a special instrument in which to make the dog stand. The dog was tied into the instrument and kept in a sound proof room.



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1. The hungry dog was given food. On seeing the food the dog secreted saliva from its mouth. The secretion of saliva (a natural response) by the dog is natural when it sees the food (a natural stimulus). The secretion of saliva produced in the dog's mouth on seeing the food is natural reflex. This means that the secretion of the saliva is a natural response to the sight of the food that is a natural stimulus. Whenever food is placed before a dog, it will begin to secrete saliva.

2. Now **Pavlov** linked the ringing of a bell with the food. He would ring the bell (artificial stimulus) seven or eight seconds before he gave the hungry dog the food (natural stimulus). On seeing the food the dog would begin to secrete the saliva. The dog, however, would not secrete the saliva on hearing the bell ringing but would do so as soon as the food was offered to it. In due course of time the dog began to associate the ringing of the bell with the food. He learnt that the sound of the bell was a signal of the food arriving. The secretion of the saliva would begin with the ringing of the bell and the food arriving.

3. This process was repeated during several trials. Now **Pavlov** stopped offering food of the dog. The bell would be rung but the food not offered. The secretion of the saliva would begin with the ringing of the bell even when the food was not offered because the dog came to understand that the food would accompany the ringing of the bell. In this way the dog would secrete the saliva. After a few trials, and within a short time, the quantity of the saliva increased. The condition was named as **Conditioned Salivation**. With the increase in trials, the interval between the ringing of the bell (Conditioned Stimulus) and the secretion of saliva (Conditioned Response) began to narrow and the secretion of the saliva began to increase.

Pavlov termed the food as **Natural Unconditioned Stimulus (NUCS)** and the secretion of saliva as **Natural and Unconditioned Response (NUCR)**. The ringing of the bell that had become a mark of the food arriving was termed as **Artificial or Conditioned stimulus (CS)** and the related secretion of saliva was termed as **Conditioned Response**.

The Classical Conditioned processes have been demonstrated in the following manner :

1. Food Saliva	
Natural or Unconditioned stimulus (UCS)	Natural or Unconditioned Response (UCR)
2. Bell + Food Saliva	
Conditioned Stimulus (CS)*	Unconditioned Response (UCR)
Unconditioned Stimulus (UCS)	Response (UCR)
After Training or Repetitions	
3. Bell	Saliva
Conditioned Stimulus-(CS)	Conditioned Response-(CR)

On the basis of this experiment **Pavlov** proved that natural or unconditioned stimulus evokes natural or unconditioned response. Salivation on seeing the food is a natural reflex. He affirmed that the bell by itself cannot cause secretion of the saliva. But after the organism (in this case the dog) is conditioned that the ringing of the bell is a mark of the food arriving, it learns to establish a link between the two. **Pavlov's** Classical Conditioning Theory explains the concept of replacing a natural stimulus with a conditioned stimulus. In this way **Pavlov** concluded that learning is related with conditioning.

Many experiments were conducted on the basis of **Pavlov's** Theory that lent

strength and credibility to it. **Pavlov's** contemporary, a Russian Neurologist, **Bekhterev** also conducted similar studies. The theory he propounded is known as 'Withdrawal Conditioning'. In his experiment **Bekhterev** made use of a natural painful stimulus. This process was widely used in America. The learning process is based on **Pavlov's** Theory. The credit for making use of the learning process based on **Pavlov's** Theory on human beings goes to **Watson** who made experiment on animals and who referred to **Pavlov** the Classical Conditioning Theory. **Watson** created a state of fear with his experiments based on **Pavlov's** Classical Theory of Conditioning. **D.G. Marquis** conducted studies on the new born infants with regard to the process of learning by conditioning.

Some Phenomena of Classical Conditioning

Pavlov and colleagues made many experiments on the Gastric Secretion of dogs. The following are the important conclusions drawn from the experiments.

1. **Intensity of Stimulus** : There is a positive relationship between intensity of and response to stimulus.

As much the stimulus will be intense, so much will the process of conditioning be simple to accomplish. The food was a very strong stimulus for the hungry dog. The ringing of the bell was not so terrible as will pose a danger to life. In this way, through the process of conditioning, the ringing of the bell and the secretion of saliva get linked.

2. **Reinforcement** : The response shown by an organism depends on reinforcement. The psychologists think that reinforcement has an important role to play in the process of classical conditioning.

3. **Simultaneous Stimuli** : It is necessary for the conditioning to take place that both the stimuli are projected almost simultaneously. The second stimulus should be presented before the effect of the first stimulus wears off. In the case of the dog, the food was offered to the dog immediately after the ringing of the bell.

4. **Extinction** : On the basis of experiments conducted by **Pavlov** in 1927, he made it clear that if the dog had not been given food after the conditioning had taken place that is after the ringing of the bell, the reflex response of salivation would have presently ended or become extinct.

5. **Spontaneous Recovery** : By spontaneous recovery is meant that if on a conditioned response having become extinct the conditioned stimulus is presented (that is ringing of the bell in the present case), the conditioned response spontaneously recovers after sometime.

6. **Inhibition** : **Pavlov**, during his experiments, observed that while conditioning a response a new stimulus is introduced it will inhibit unconditioned the conditioning of the response. In order to eliminate the possibility of external interference **Pavlov** conducted his experiments in sound proof rooms.

7. **Generalization** : Generalization implies that the responses to similar stimuli are also similar. During his experiments **Pavlov** observed that like an artificial or conditioned stimulus, the unconditioned stimuli are capable of inducing conditioned response. For example the baby, **Albert** (**Watson's** son) frightened of a rabbit later began to be frightened of cotton and fur.

8. **Discrimination** : During his experiments **Pavlov** found that together with generalization of conditioned stimulus, the dogs develop the capacity for discrimination. The learner learns to discriminate between any two stimuli. To what extent the learner will make a discrimination between the two stimuli depends on how



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much training has been given to the organism in the process of conditioning and according to what mode. That is to say how and to what extent learning has been imparted (conditioned) and the organism.

9. **Motivation** : Conditioned Response is affected by motivation. Motivation is required.

10. **Repetition** : For conditioned response, repetition is very essential, e.g. ringing of bells repeatedly.

Criticism of Classical Conditioning Theory

Some psychologists have criticised the theory of classical conditioning. According to them this theory has failed to give a tangible answer to a number of questions regarding mental activities and voluntary activities. Nor can this theory provide a satisfactory answer to the complex thought process. Only some specific learning can take place with the help of this theory. Zener-1937 has pointed out that a dog, besides salivating at the presentation of food, does some other activities like chewing, swallowing etc. and these activities are not concerned with the ringing of the bell. Finch-1938 has termed the classical conditioning theory as Paradoxical Conditioning. Black-1965 has highlighted the fact that in some organisms the heart beat increases, when the lightning strikes, but on the other hand, it causes it the palpitation of the hearts of the swine to slow down. Siegal-1979 has termed this as 'Conditioned Compensatory Response'.

In spite of the criticism of the theory of classical conditioning some psychologists : have supported it and have said that it is an adequate theory. Wegner-1981 and Eikelboom and Stewart-1982 have produced evidence in favour of this theory. This theory describes learning as an associative process, and it is very useful and beneficial in the field of education.

In simple words, conditioning theory has the following defects—

- (i) This theory is unsuccessful in explaining higher thoughts and the process of logic.
- (ii) This theory is unsuccessful in explaining voluntary activities.
- (iii) It failed in explaining the thought process.
- (iv) This theory does not explain the role of readiness, repetition, effect, motivation environment factors and physical conditions.
- (v) Such type of learning is temporary.
- (vi) It is more applied on children and animals.

Factors of Conditioning

According to Deese, the following are the factors of conditioning—

1. **Relationship of Time with Two Stimuli** : In Pavlov's experiment, natural stimulus i.e. food, and ringing of bell i.e. artificial stimulus go simultaneously from 'time' point of view. For this reason the artificial stimulus creates the similar effect which is produced by natural stimulus. Behaviour gets conditioned with artificial stimulus also.

2. **Intensity of Stimuli** : It has been found that a response will occur when the natural stimulus along with artificial stimulus would be sufficiently strong.

For example, food is a very strong stimulus. The ringing of bell continues with it. The stimulus in the form of ringing bell also becomes so strong along with the food. Contrary to this, if the stimulus in the form of bell is associated with the other stimulus towards which the dog does not pay attention, then the bell would also be not capable of working and would also be unable to produce any response.

3. **Repetition of Stimuli** : When the stimuli are repeated i.e. when the stimuli are presented again & again, then the response gets associated with it. Once the response gets conditioned, the learnt behaviour becomes strong. The secretion of saliva starts when the ringing of bell takes place along with presentation of food.

Hence, on repetition of stimuli, the process of responding starts immediately. Thinking and trials get reduced. Such behaviour is known as learnt behaviour. Therefore, repetition is necessary for learning.

4. **Controlled Environment** : Sometimes, there are certain elements present in the environment which put obstacles in learning. In the presence of such elements, the stimuli are unable to put their complete impact. Stimuli are influential only when the environment is free from obstacles. If a teacher recites a poem in the class, peace must be the part of environment in order to enjoy the poem and the students must concentrate in poetic recitation. The class should be full of light and should be free from distracting factors.

5. **Strong Artificial Stimulus** : The artificial stimulus should be repeated along with natural stimulus, only then it can be strong. After getting strength, artificial stimulus would become stronger like artificial stimulus. If artificial stimulus does not get stronger, the expected behaviour would not get conditioned to artificial stimulus.

6. **Mental and Physical Health** : Mental and physical health are essential for human being. For example, in Pavlov's experiment, if the dog does not have good health and if the dog does not have interest in food, then the response in the form of secretion of saliva would have not been conditioned to the ringing of bell.

Hence, we can say that the environmental factors can put their impact on nervous system when the sense organs are in good health. If these stimuli fail to put their impact, then the expected response cannot be produced. In other words the response does not get conditioned to the stimulus and consequently no learning occurs.

7. **Distribution of Trials** : It has been found that the duration between the trials affect the conditioning in one or the other way. According to psychologists, long or short time periods between the trials affect the conditioning. Hence, the proper distribution of trials affect the conditioning positively.

8. **Characteristics of Unconditioned Stimulus** : Some characteristics of conditioning affect the natural stimuli. For example, the quantity of natural stimulus affects the conditioning positively. Besides the quantity, the increase in period of natural stimulus affects the conditioning positively upto a certain limit.

9. **Individual Differences** : Individuals have many types of differences. There are individual differences in the view points or attitudes towards conditioned response.

Components of Classical Conditioning

There are some components of classical conditioning which are as follows :

1. **Unconditioned Stimulus or US** : It is that stimulus which produces a specific reliable response without any pre-training. In Pavlov's experiment, food is US. The food (US) produces saliva in the mouth of the dog in a natural way. It also produces reinforcement.

2. **Unconditioned Response or UR** : Unconditioned response or UR is that response which is produced from unconscious stimulus (US). After presenting US, UR starts immediately, such as food is US and just after presenting it, UR begins i.e.



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saliva secretion starts. This saliva secretion is UR. The closing of eye-lids in the air-blows is UR. UR can be inborn or cannot be inborn. According to most of the psychologists, UR is inborn.

Educational Implications of Classical Conditioning Theory

The Classical Conditioning Theory is useful and important in the educational field in the following way :

- 1. Developing Good Habits :** The Classical Conditioning Theory lays emphasis on association. Social spirit like a sense of discipline, cultivating good habits like cleanliness, respect for the elders can be developed in the students with the help of this theory. The bad habits of the students like telling lies, stealing, chewing on the finger nails etc. can be removed by associating them with reward and punishment.
- 2. Helpful in Language Learning :** The students can be taught languages with the help of the process of conditioning. The classical conditioning theory is based on associative linking. This is the basic and natural principle. Therefore, this theory is helpful in language learning and in cultivating good handwriting. The students who are good at learning and who accomplish a task well should be rewarded.
- 3. Repetition and Conditioning :** The classical conditioning theory lays emphasis on conditioning. The learning becomes easier with practice and repetition.
- 4. Motivating the Students :** The students can be motivated to learn and study with the help of the theory of classical conditioning. The students should be given rewards. This will definitely motivate them to learn. The achievements of the motivated students are much greater than those of other students.
- 5. Helpful in Discipline :** The theory of classical conditioning helps in establishing discipline in the school. Crow and Crow have rightly said that a sense of discipline can be created in the students with the help of this theory.
- 6. Helpful in Adjustment :** This theory helps in the socialization of the students and in their adjustment to the environment.
- 7. Elimination of Fear :** Some psychologists make use of this theory in removing the sense of fear prevalent among the students. The abnormal behaviour of the students can be explained with the help of this theory.
- 8. Elimination of Superstitions :** This theory of classical conditioning is helpful in eradicating superstitions. The students are prone to cultivating superstitions. They learn to consider it ominous if somebody sneezes just when they are about to initiate a task, or when they set out on an important journey for some work or if a cat crosses their path. They consider sneezing or a cat crossing their path ill-ominous because of bad happenings having taken place in some cases co-incidentally. On the contrary if nothing bad happens even after an ill-omen, the established superstitions begin to become ineffectual.
- 9. Helpful in Developing Culture & Civilization.**
- 10. Elimination of Bad Habits.**
- 11. Development of Attitudes.**
- 12. Helpful in Emotional Integration.**

3. OPERANT CONDITIONING THEORY

4. What is Operant Conditioning? Explain with suitable example and discuss its educational implications.

or

Explain in detail Skinner's Operant Conditioning.

[M.D.U. 2018]

or

Discuss the meaning and types of Operant or Instrumental Conditioning.

or

Elucidate the Learning Theory of Skinner's Operant Conditioning and explain its educational implications.

or

What is Operant Conditioning Theory of Learning? How does learning take place according to this theory?

or

Give a brief account of operant conditioning theory of learning. Bring out its educational implications.

or

What is Operant Conditioning? Explain it in detail.

or

Define Learning with the help of examples, discuss classical and operant conditioning theories of Learning.

Ans.

Skinner's Operant Conditioning Theory

The operant conditioning theory was propounded by B.F. Skinner, an American Psychologist, in 1938. This theory is based on Stimulus-Response. This theory is called Operant Conditioning Theory because it denotes specific actionability and activity. An organism has to perform an activity for getting a suitable reinforcement. Operant Conditioning Theory is a process of learning that makes learning effective by reinforcement.

Skinner gave great importance to reinforcement. Reinforcement (reward) can give a desirable direction to behaviour, that is to say, that behavioural modification can be strengthened with reinforcement. Reinforcement (reward) increases the possibility of response. An organism's behaviour can be given a specific direction with the help of reinforcement. The response is reinforced in the presence of a stronger stimulus. Even very small children can be made to learn easily with the help of this principle. In the operant conditioning the organism is given an opportunity of playing an active role. In this way operant conditioning is a process of learning in which an organism has to perform an activity for getting suitable reinforcement. The organism cannot get reinforcement without performing an activity.

Characteristics of Operant Conditioning

The following are the characteristics of the operant conditioning :

- In the operant conditioning theory those processes are used that promise reward or in which reward is the stimulus.
- In the experimental operant conditioning process the organism is inspired to show a specific response.
- The organism plays an active role in order to show its response.



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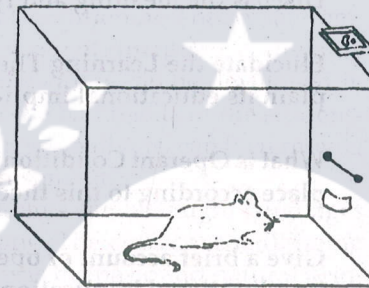


- (iv) In the experimental scheme of operant conditioning only those responses are conditioned that are under the control of the organism.
- (v) In the operant conditioning an organism shows a specific response and is rewarded for that.

Skinner's Experiment

Skinner conducted an experiment on rats and pigeons, and with the help of reinforcement he made the pigeons dance. One of his experiments is given below.

Skinner contrived a special box for his experiment. This box is known as Skinner's box. Skinner locked a hungry rat inside this box. The rat needed food for satisfying its hunger. There was a lever attached to a wall of the box. This lever was connected to the food bowl above that wall. Skinner had placed a few pellets of food into the bowl. Just under the lever was placed a food tray. A system was so designed in the box that if the rat pressed the lever a crumb of food would drop into the tray below.



Skinner's Box

The hungry rat was free to do anything it liked in this box. It began to jump about in the box. It would sometimes sniff the floor, or sometimes it would scratch the walls. While doing these activities, the lever got pressed by chance. As a result of this, a pellet of food fell into the tray. The rat at once ate the pellet. Thereafter the rat once again began to react in a number of ways. After sometimes the lever got pressed once again by chance and a pellet fell into the tray, and the rat ate it. Now the rat became more active in the vicinity of the lever. This went on for sometime and the rat began to get food immediately after it would press the lever. The rat learnt that food could be got only by pressing the lever. After a number of trials a situation was reached when as soon as the rat would be put in the box it would press the lever and would get its reward. The food worked as a reinforcement for the rat. That is to say that the manipulation of the lever got reinforced. If the rat was not hungry, it would not press the lever.

As the trials increased the tendency to press the lever also increased. The learning was measured against the interval of time the rat took to press the lever. In this experiment it was seen how many times the rat would press the lever in order to get food during a definite period of time. The reward (the food) or (reinforcement) provoked some responses in the rat. The rat's trying again and again resulted from reinforcement. From the experiment conducted by Skinner it became clear that in the operant conditioning the reinforcement depends on a specific response occurring. The organism gets reinforcement by making a specific response. In this operant conditioning the reinforcement is a stimulus that lends force to the response. In this way learning is a process that is augmented with the growing number of trials efforts and becomes stronger gradually.

Skinner has described two types of behaviour on the basis of his experiments.

1. **Respondent Behaviour:** Respondent Behaviour is internal and individual. Respondent Behaviour is stimulated by a stimulus. The organism has no control over his behaviour. A dog salivating on seeing food is a respondent behaviour. Other examples of respondent behaviour can also be cited, as for example, one blinks in the

bright light; one immediately withdraws one's hand when pricked with a needle.

2. **Operant Behaviour:** Operant Behaviour is external and it can be measured. The operant behaviour is different from the Respondent Behaviour. This behaviour is not under the control of a direct stimulus. The organism initiates the operant behaviour on its own. The behaviour of the rat in the Skinner's experiment is operant behaviour. The operant behaviour does not come into play unless the organism is inclined to initiate the behaviour on its own. Responding to the ringing of the telephone bell depends on the will of an individual because the ringing of the telephone bell by itself can not compel him to answer the call contrary to his wish. Unless one is inclined to act to his will, his behaviour cannot be taken as an operant behaviour. In this way, the operant behaviour is that behaviour in which the will of the organism is inherent.

Operations in Operant Conditioning

There are certain operations inherent in operant conditioning. These operations are as follows:

1. **Shaping:** Shaping plays an important role in operant conditioning. Shaping implies that the behaviour of an organism can be modified desirably with the help of reinforcement. Just as a mud ball may be shaped in any desirable form, the behaviour of an organism may be shaped with the help of reinforcement. Skinner taught the pigeons to dance and play Ping Pong. A person's behaviour can be modified to give it a specific direction with the help of reinforcement. For example, we wish a child of seven to develop the habit of early rising. When the child is woken, he begins to cry. But if the child is given a chocolate to eat as inducement for early rising, the habit of rising early can be developed in the child.

2. **Extinction:** After conducting experiments on the rat Skinner came to the conclusion that if the conditioning has taken place in the rat, and if the food stops dropping into the tray continuously for sometime, the response of pressing the lever will wane. And if the rat keeps trying sans reinforcement (without food pellet dropping into the tray) its conditioning will become extinct.

3. **Spontaneous Recovery:** By spontaneous recovery is meant that if the conditioned response becomes extinct, and if the reinforcement is reintroduced the recovery of the initial conditioned response will spontaneously take place.

4. **Reinforcement:** Reinforcement has an important role to play in operant conditioning. The behaviour can be given a specific direction with the help of reinforcement (reward). The nature of reinforcement can both be positive and negative. This is explained in the following way:

(i) **Positive Reinforcement:** Positive Reinforcement is a stimulus to which an organism responds by doing something. In the positive reinforcement the stimulus: food or water or sex acquires reinforcing properties by being associated with the environment of the organism. The positive reinforcement lends strength to the stimulus.

(ii) **Negative Reinforcement:** Negative Reinforcement is stimulus that deactivates the active response. The organism tries to avoid this stimulus. In this kind of conditioning when an organism responds to a stimulus, it is given pain.

5. **Generalization:** The greater the similarity between two stimuli, the greater the generalization of the stimulus with the conditioned response. And the lesser the similarity between the two stimuli, the lesser the generalization of the



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stimulus with conditioned response. The keener the hunger, the greater the generalization. The level of the Drive affects generalization. S.A. Mednic-1960 observed in his experiments that in the process of conditioning the greater the reinforcement, the greater the generalization.

6. **Discrimination**: Together with the generalization of the stimulus is found among the rats the capacity to discriminate. In discrimination there are at least two conditioned stimuli. Besides similarity in the stimuli, there is some difference too. The organism learns to discriminate between the similarity and the difference.

Educational Implications of Operant Conditioning Theory

The Operant Conditioning Theory is useful in the following manner in the field of education.

1. **Shaping the Behaviour**: The behaviour of the students can be improved with the help of this theory. For example, if the hand writing of a student is not legible, the teacher should not punish him. The teacher can identify the good aspects of the student's handwriting and reward him for this. In this way the students handwriting could be improved gradually through reinforcement. The teacher is like an architect who can bring about desirable changes in the behaviour of the students.

2. **Elimination of Fear**: Some psychologists make use of this theory to remove fear from the minds of the students. The school environment is responsible for the student's apprehensions. The fear prevalent among the students can be eliminated with positive reinforcement. If the elimination of fear is associated with positive reinforcement it can indeed prove very effective. For example, if a student gives up the habit of stealing he/she should be rewarded.

3. **Reinforcement**: The method of reinforcement has great importance in the class room. The behaviour of the students can be given a desirable direction for the modification of their behaviour, and their achievements can thus be encouraged to improve upon. The positive reinforcement can be given in the form of reward. A student can be encouraged to respond positively to a specific stimulus by presenting to him a pencil as a reward. This will improve his behaviour. Sometimes negative reinforcement also becomes necessary. The teacher should, however, make greater use of positive reinforcement in the class.

4. **From Easy to Difficult**: The operant conditioning Theory lays emphasis on proceeding from the easy to the complex. Skinner, through his experiments on rats and pigeons, has proved how behaviour can be managed and systematised. If the teacher makes use of the right kind of positive reinforcement at the right time, the difficult subject matter can be made easily intelligible.

5. **Motivating the students**: With the help of operant conditioning theory, the students can be motivated to learn.

6. **Repetitions**: The operant conditioning theory lays greater stress on exercise (practice) and repetitions and revision. The learning lasts longer with repetition.

7. **Vocabulary**: The theory of operant conditioning acquaints the teacher with the value of positive reinforcement. The teacher can improve the vocabulary of the students with the help of this theory.

8. **Programmed Learning**: Skinner has developed the principle of programmed learning. The teacher determines the educational aims on the basis of the students, capabilities and programmes his teaching accordingly. In this way, the

students learn on their own. In programmed learning the study material is presented to the students through instruments or through small booklets. This method is of great use in the study of Science and Mathematics.

9. **Small Steps**: The operant conditioning theory lays emphasis on dividing the study material into small steps. This makes learning easier and more convenient for the students.

10. **Satisfaction**: On the basis of experiments conducted by Skinner it has clearly been proved that the accomplishment of a task gives a sense of satisfaction to the organism, and this in turn makes him more eager to learn. The students can be inspired to learn by rewarding them. In this way they have a sense of satisfaction and their performability improves.

Criticism of Operant Conditioning Theory

Some psychologists have criticised Skinner's Operant Conditioning Theory. They contend that the concept of stimulus-Response-Reinforcement is practicable only within the environment of the laboratory, not outside the laboratory. Chomsky has critically examined Skinner's Operant Theory and found faults with it. He has found the following weakness in this theory:

- (i) The use of the operant conditioning theory is appropriate only in the natural environment.
- (ii) Skinner has not given importance to the genetic factors in his theory.
- (iii) The Operant Conditioning Theory is incapable of measuring the curiosity and the creativity of the organisms.
- (iv) Skinner has given no importance to the intrinsic capabilities of the organisms. According to him behaviour is acquired, and it is a life long process.
- (v) The Operant Conditioning Theory lays emphasis on mechanization and the organism in it is treated as a machine.
- (vi) This theory is not successful in comprehending the depth of the mind.

In spite of the criticism of Skinner's Operant Conditioning Theory, it still holds good and is useful. With the development of the theory of operant conditioning, researches began all over the world. Different methods and techniques to modify behaviour began to be used on the basis of the principles of this theory. Most psychologists agree that Operant Conditioning Theory is an important and useful theory.

Difference Between Operant and Classical Conditioning

5. Highlight the characteristics of learning. How is operant conditioning different from classical conditioning?

or

Differentiate between classical conditioning and operant conditioning.

[CBLU, 2018]

Ans. We can divide the differences between classical and instrumental or operant conditioning into the following two categories:

1. Procedural Differences.
2. Theoretical Differences.

1. **Procedural Differences**: These types of differences occur due to the differences in manipulating the relationships of stimuli, responses and reinforcement:

- (i) **Contingency of Responses and Results**: In instrumental or operant re-



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sponses, the responses & the results of responses depend mutually, while in classical conditioning, this contingency exists between conditioned stimulus (CS) and Unconditioned Stimulus (US).

- (ii) **Clarity of Stimuli** : Classical conditioning possesses identifiable CS & US, which in instrumental or operant conditioning, no stimulus can be identified or recognized.
- (iii) **Role of Reinforcement** : In classical conditioning, US functions as reinforcement because without it conditioning is not possible. In instrumental or operant conditioning, reinforcement is provided to some definite or determined response.
- (iv) **Experimenter's Control Over Response** : In classical conditioning, that response is under the control of the experimenter which he wants to condition. He can produce that response which he wants to condition by providing US to the subject as and when he wishes. Contrary to this in instrumental conditioning, the experimenter has no such stimulus by which he can get response.
- (v) **Response Type** : It has been proved by various studies that only classical conditioning processes can study autonomic responses, such as saliva secretion. But in instrumental conditioning or operant conditioning, only the responses related to nervous system can be conditioned.

2. **Theoretical Differences** : According to Scholberg (1937), in classical conditioning, association between stimulus-stimulus gets established. In classical conditioning, the properties of unconditioned stimulus (US) are acquired by conditioned stimulus (CS). Scholberg has given the name 'Success Learning' to instrumental or operant conditioning because in a problematic situation, a person learns those responses out of various responses, with the help of the succeeds in getting the reinforcement. Thorndike has given the name to this phenomenon as learning by Trial and Error. From this point of view, the classical conditioning is of S-S type and instrumental or operant conditioning is of S-R type conditioning. Both of these conditionings are of two types of learning.

According to Soloman (1967), the responses which are controlled by Autonomic Nervous System, occur by the process of classical conditioning, and the responses which are controlled by Peripheral Somatic Nervous System are conditioned by the process of instrumental conditioning or operant conditioning.

According to Skinner, in classical conditioning, the reinforcement is related to excitement, while in instrumental conditioning, there is a positive relationship between a response and reinforcement. The reinforcement to instrumental conditioning depends on the type of response a subject produces. According to Mednic (1964), the respondent behaviour is related to the classical conditioning which is simply practical and is under the control of excitement. On the other side, the behaviour related to instrumental conditioning is called 'operant' which is voluntary.

We can describe the differences between classical conditioning theory and operant conditioning theory in the following manner also :

Difference between Classical Conditioning Theory and Operant Conditioning Theory

The following are the differences between the Classical Conditioning Theory and the Operant Conditioning Theory—

Classical Conditioning Theory

1. This theory was propounded by IVAN P. Pavlov, a Russian Physiologist in 1903.
2. In this kind of conditioning the behaviour is affected by the stimulus.
3. In this kind of conditioning the organism is not rewarded for every attempt (trial)
4. In this kind of conditioning the link between the stimulus and Response is based on the law of proximity.
5. In this kind of conditioning the behaviour of the organism is controlled by Automatic Nervous System.
6. In this kind of conditioning the organism exhibits its inner behaviour.
7. In this kind of conditioning the organism remains passive.
8. In this kind of conditioning two stimuli are presented simultaneously. When one of the stimuli is removed after sometime the organism responds to the stimulus present.
9. In this kind of conditioning the reinforcement (the reward) is offered to the dog before it begins to salivate.
10. In this kind of conditioning the organism shows respondent behaviour. This kind of behaviour shows in response to a stimulus. Pavlov has used the term 'elicited' behaviour.
11. This kind of conditioning is stimulus based conditioning.
12. In this kind of conditioning there is an associative relation between the two stimuli.

Operant Conditioning Theory

1. This theory was propounded by B.F. Skinner, an American Psychologist, in 1938.
2. In this kind of conditioning the behaviour is free from restraints.
3. In this kind of conditioning the organism is rewarded for each successful attempt.
4. In this kind of conditioning the relationship between the stimulus and the response is based on the law of Effect.
5. In this kind of conditioning the behaviour of the organism is controlled by the Central Nervous System.
6. In this kind of conditioning the external behaviour of the organism is exhibited.
7. In this kind of conditioning the organism remains active and to be rewarded it must act.
8. In this kind of conditioning two stimuli are presented simultaneously.
9. In this kind of conditioning the rat acts before it gets the reward.
10. The behaviour in this kind of conditioning is operant behaviour. The operant behaviour as propounded by Skinner is 'emitted' behaviour.
11. This kind of conditioning is respondent behaviour.
12. In this kind of conditioning there is an associative link between the stimulus and the response.

3A. COGNITIVE LEARNING (INSIGHTFUL LEARNING)

6. Give a brief account of Gestalt Theory of Learning. Bring out its educational implications.



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or
What is Gestalt Theory of Learning? How does learning take place according to this theory?

or
What is Gestalt theory of learning? Discuss Kohler's experiment and his conclusions in this regard.

or
What is the concept and importance of learning? Briefly discuss the theory of Insightful learning.

Ans.

Gestalt or Insight Theory

Three German psychologists professing a similar ideology established for research the Gestalt School in 1912 in Germany. These psychologists were **Max Wertheimer, Kurt Koffka and Wolfgang Kohler**. These psychologists made a significant contribution in developing the Gestalt-Psychology. Wertheimer is considered the founder of Gestalt psychology.

Gestalt is a German word which has no English equivalent. The word, however, implies 'Pattern', 'Shape' and 'Configuration' connoting an organized whole. The Gestaltists have made it clear that behaviour results from totality of a situation. The whole is greater than parts. An organism perceives a thing in totality rather than in parts. It learns through total perception. The whole contains the real form of a thing. The organism learns from the whole not from the parts. It perceives a thing as a unit and after seeing the whole it views its parts.

Kohler—Wolfgang Kohler propounded the theory of Insight. Kohler has criticised Thorndike's Theory of Trial and Error and proved on the basis of experimental conclusion that an organism learns through insight. Kohler made use of the word insight first of all for describing the process of learning by monkeys and chimpanzees. Insight or sense is a mental capability that is found in the higher species of organisms. The organism finds a sudden solution to a problem through insight. Simply put, insight means a sudden solution to a problem that starts a process that moves along according to the situation and the solution emerges from the insightful perception of the whole. In his experiments **Kohler** observed that an organism perceives the situation in totality and finds a solution to the problem all of a sudden. It succeeds in finding the right solution to the problem all of a sudden. Kohler has given great importance to the total perception of a situation. The insight develops only after perceiving the situation in totality, and the organism finds a solution to the problem all at once.

Characteristics of Insight

The main characteristics of insight are as follows :

- (i) Insight is a sudden enlightenment.
- (ii) When the insight begins to develop the erroneous responses begin to narrow down.
- (iii) Insight is a capability by which an organism finds a sudden solution to the problem.
- (iv) Once the insight dawns its recurrence becomes very easy.
- (v) Insight is a phenomenon that occurs in new situations.
- (vi) Insight changes the problem solving perception.

- (vii) A unity develops among the problems on the basis of insight. For this reason the solution to the problem emerges spontaneously.
- (viii) Based on insight an organism solves the problem easily, spontaneously and without errors.
- (ix) Insight is related to the intellect (intelligence). Man has superior intelligence to other organisms.
- (x) Previous experiences are helpful in the occurrence of insight.
- (xi) Insightfulness increases with the passage of time during which the organism keeps.
- (xii) Insightfulness increases with the passage of time during which the organism keeps gaining experiences.

Kohler's Experiments

Kohler, conducted his experiments on dogs, chickens, monkeys and chimpanzees and confirmed the Gestalt psychology that says that an organism learns by insight. Insight makes a significant contribution to the process of learning. In order to prove his concept, he conducted experiments on nine chimpanzees during the first world war on the Spanish Island named Teneriffe. He named one of the Chimpanzees as Sultan. The following were the experiments Kohler conducted on Sultan :

Experiment No. 1 : Kohler, in his first experiment, locked a hungry chimpanzee inside a cage. The chimpanzee could somewhat move about in the confines of his cage. Kohler kept a bunch of bananas outside the cage at a distance. Sultan could clearly see the bananas. Kohler had kept a stick inside the cage that could be used by the chimpanzee to draw the bunch of bananas close to the cage. Sultan tried for sometime to reach out for the bananas with his hands. But he could not get at the bananas which lay at a distance away for his hands to reach them. Tired, Sultan sat down. He glanced around in the cage and saw the stick lying inside. All of a sudden he had an insight. He drew the bunch of bananas inside the cage with the help of the stick and satiated his hunger.



Experiment No. 1

Experiment No. 2 : In the second experiment the bananas were kept at a longer distance and could not be reached by Sultan with one stick. Kohler had now kept two sticks in the cage that could be joined together. The rest of the situation was the same as before. Sultan tried to draw the bananas with each of the sticks. He failed in his attempt and gave up his efforts to draw the bananas. He then began to play with the sticks. Incidentally the two sticks got joined together. Sultan then drew the ba-

bananas inside the cage with the help of the longer stick and ate them. This experiment was repeated the next day. Sultan took relatively shorter-time to join the two sticks.



Experiment No. 2

Experiment No. 3—In his third experiment Kohler made a few changes in the situation. In this experiment he hung a bunch of bananas from the roof of the cage and placed boxes in place of sticks. He locked the hungry Sultan inside the cage. Sultan saw the bananas hanging from the roof of the cage. He began to try to get at the bananas but did not succeed in his efforts. Disappointed he sat down. He saw a wooden box lying in a corner of the cage. Suddenly Sultan on seeing the box had an insight. He picked up the box and kept it under the bananas. Standing on this box he reached out for the bananas, got them, ate them and thus satisfied his hunger.



Experiment No. 3

Experiment No. 4—In his last experiment Kohler once again made changes in the situation. He hung the bananas from the roof higher than in his third experiment. Now instead of one box Kohler kept two boxes inside the cage. He then locked the hungry Sultan inside the cage. Now Sultan knew that the bananas could not be reached with hands. He picked up one box and kept it under the bananas as shown in experiment No. 3. Standing on it he tried to get at the bananas but did not succeed. Disappointed he sat down. He looked round and found another box lying in the cage. Suddenly an idea came to his mind. He picked up the other box and perched it over the first box. Thus he was able to get at the bananas, plucked them from the roof and ate them and satisfied his hunger.



Experiment No. 4

How is insight produced? This question has been explained by Gestalt Psychologists (Max Wertheimer, Kurt Koffka and Wolfgang Kohler) through the following five main concepts (i) Goal (ii) Obstacle (iii) Tension (iv) Organization and (v) Reorganization. An organism is confronted with a problem where in he finds

obstacles impeding the achievement of a goal. It is not easy to attain the goal. The obstacles create tension. How intense the tension is will depend on the importance of and clarity in the achievement of the goal. The intensity of tension is proportionate to the importance of and clarity in the achievement of the goal. The organism succeeds to realize the goal only by trying to remove the obstacle confronting it. The intenser the tension, the greater the effort the organism makes to achieve the goal. It is due to tension that the perceptual organization and reorganization in an organism takes form in the face of a problem and the situation giving rise to it. The responses in the form of organization and reorganization continue forming as long as the clear perception of the achievement of the goal emerges. If Sultan had been less hungry the need for the bananas and the tension and the organization and reorganization too would have been less. As a result of this the insight too would have been less keen. It has also been observed that the wider the perceptualization of a problematic situation, the keener will be the insight of the organism. In this context R.S. Woodworth has said that the insight is sometimes foresight and sometimes hindsight. The foresight foresees the path that will lead to the goal and the hindsight comes after following the path leading to the goal. When the whole situation is open and perceivable, the hindsight has just one chance. But when the important characteristics of a situation are hidden from sight, the maximum hindsight can be expected. H.G. Birch-1945 repeated Kohler's experiments on the chimpanzee with the sticks placed in the cage on six chimpanzees. In his experiments he found that experience has a significant role to play in the context of insight. The study of problems relating to insight later yielded place to the problem solving studies. The conclusion then emerges is that the organisms learn by insight.

Essentials of Learning by Insight or Gestalt Method

Kohler has mentioned the following essentials of this theory of insight—

1. **Comprehension as a Whole** : In this theory, the situation should be understood as a 'whole' for learning.
2. **Clear Goals** : According to this theory, the goal of learning should be very clear. This clarity should be from the very beginning.
3. **Power of Generalization** : The Learner must have the power of generalization.
4. **Sudden Solution** : In insight, the problem gets the solution suddenly. The solution to a problem strikes suddenly. In this method, long-term thinking is not required.
5. **New Form of Objects** : As a result of insight, the things associated with the situation look in the new form.
6. **Transfer** : The transfer of knowledge, learnt through insight, is also possible. Anything learnt in one situation can be used in the other situation.
7. **Change in Behaviour** : Anything learnt through insight changes the behaviour of a person definitely.

In the presence of all these essential elements, learning through insight can be possible.

Laws of Insight Formation

1. **Capacity** : Insight also depends upon the physical capacity. These capacities vary in the different persons. Along with person's development, his capacities also go on developing. Hence as much a person develops, so



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- much his insight capacity would get developed.
2. **Previous Experiences** : Relevant previous experiences also put their impact on insight. Insight depends upon these past experiences. Therefore, prior to insight, there must be some past experiences, maturity, trials and errors etc.
3. **Experimental Arrangement** : Insight development is also associated with the experimental arrangements.
4. **Fumbling and Search** : Sometimes, fumbling and trials of searching result into the birth of insight.
5. **Readily Repeated** : Whatever the solution to a problem is found through insight is never forgotten. That can be repeated again & again forgotten.
6. **Useful in New Situation** : Sometimes, it is observed that the learning acquired through insight can be used in a new situation.
7. **Wholesome Experience** : Sometimes, it has been observed that the experience gained through insight is 'total' in itself. Incompletion does not exist in it. This totality cannot be equal to its parts.

Criticism of Insight Theory

Some psychologists have criticised the theory of learning by insight. C.G. Sherrington conducted his experiments on the off spring of monkeys and has proved that they lack insight. He has also contended that sudden solution to a problem is a matter of chance not of insight. He has said that the experimental situations taken up by Kohler are very simple. The process of learning among children and animals is to a great extent, based on trial and error and on conditioning not on learning by insight. Kurt Lewin has contended that the Insight Theory is incomplete. According to him the explanation of all psychological facts is not possible under the principle of Gestalt Psychology. The laws of Gestalt-Psychology cannot fully explain the human behaviour and its psychological aspects, and therefore, the Gestalt concept is incomplete. Kurt Lewin propounded his field theory after finding faults with the concept of Associative and Gestalt psychology.

In spite of the criticism of the Theory of learning by insight, it is a useful theory. The experiments conducted by Gestalt psychologists are significant in that their conclusions and the clarifications offered have duly been acknowledged.

In spite of criticism the Insight Theory is useful. The experiments conducted by Gestalt Psychologists have great significance in throwing light on the fact relating to the propounding of the theory of Insight. The contribution of the Insight theory in the field of learning is of great significance. This theory has played an appreciable role in filling the gaps found in the Stimulus-Response Theory. The Gestalt-Psychologists have taken help from the problem-solving capability of the results of the experience with regard to the formulation of the theory of Insight based on intelligence, perception and insight.

Educational Implications of the Insight Theory

The Insight Theory is important and useful in the field of education in the following manner :

1. **Presenting the Subject Matter as a Whole** : The Insight theory lays emphasis on presenting the subject matter as a whole. The teacher should first of all present the whole subject material before the students in the class, and thereafter acquaint them with its break up units.

2. **The Curriculum Should be Integrated** : The Insight theory lays emphasis on the integration of the curriculum. All the subjects and parts thereof prescribed in the curriculum should be integrated. They should be suitably related.
3. **Studying the Learner as a Whole** : The Insight theory lays emphasis on studying the learner in totality. The study of the learner should be based on all the aspects of his/her behaviour and not on just one aspect.
4. **Setting of Goals** : The theory of learning by insight lays emphasis on setting goals. The goals have special importance in the process of learning. The teacher must set goals for the learner to achieve. The setting of goals causes tension among the students and this tension motivates them to learn. Goals help in making the students perform.
5. **Motivating the Students** : The Insight theory lays stress on motivating the students. The students should be motivated before initiating the process of learning. Motivation makes learning easier.
6. **Developing Insight** : The theory of learning by insight is helpful in developing insight among the students. This helps in solving the questions relating to Science, Geometry and Algebra. As for literature the insight theory does not hold good. Learning by insight takes lesser time and lesser labour. The talented students learn quicker by insight. The things learnt by insight can be used by the students in other situations also.
7. **Development of Problem-Solving Attitudes** : The Insight Theory is helpful in the development of problem solving attitude. The teacher should present, the subject matter in such a way that the students may be able to perceptualize the relationship between the different aspects of a problem. In this way the problem-solving attitude can be developed among the students.
8. **Development of Intelligence** : The Insight learning theory lays emphasis on developing the student's intelligence. It gives greater importance to intelligence than to mechanical learning. Therefore, the study material should be such as will develop the student's intelligence.
9. **Conducive Environment** : The environment affects the personality of the students in a significant way. Therefore, the school should provide a conducive and balanced environment to the students. The students feel motivated to learn if the environment is congenial.
10. **Useful for Difficult Subject** : The theory of learning by insight makes difficult subjects like Science, Mathematics etc. easier for the students to understand and for the teacher to teach.
11. **Previous Experiences** : The teacher should endeavour to understand the experiences already gained by the students and make use of them in his teaching. The teacher can relate the study material to the intelligence of the students with the help of their previous experience. This makes acquiring new knowledge easier, more spontaneous and convenient.
12. **Meaningful Learning** : If the subject matter is meaningful, the learning too becomes meaningful. The teacher should relate the study material to the daily life of the students and to their needs so that the maximum transference of learning can take place. The study material should be meaningful and should accord with intellectual level of the students.
13. **Helpful in Developing the Power of Imagination, Reasoning and Think-**

ing: The theory of insight is helpful in developing & improving the power of imagination, reasoning and thinking. This theory also plays a role in constructive and creative activities.

14. **No Conclusion on the Basis of Single Act:** In classroom, the teacher should never draw any conclusion on the basis of single act, because this theory emphasizes to observe a child in totality or as a whole, not his partial behaviour.
15. **Aspiration Level:** While imparting knowledge to the students, a teacher must see whether the students are physically and mentally able to the level of receiving this new knowledge. If their level of aspiration is general, then they can acquire properly only the general knowledge.
16. **Relating Topics to the Experiences:** The topics taught in the classroom should be related to the experience of the children and hence we can move towards the goal.

3B. COGNITIVE LEARNING (TOLMAN'S SIGN LEARNING THEORY)

7. Discuss in detail Tolman's Sign Theory of learning along with its educational implications.
or
Describe experiment concerning through sign-learning theory. [CRSU, 2018]

Ans: Edward Chace Tolman (1886-1959) was an American Psychologist and propounded a theory of learning purposive Behaviour in Animals and Men. It is also known as Sign or cue learning. Tolman's theory was the midway between the behaviouristic S.R. Theories and cognitivist gestalt or cognitive field theories.

Tolman's theory is under the purposive psychology. The main importance of this theory is the emphasis on purpose or goal in learning. In this theory the dog starts running after hearing the whistle because he will quickly get food, and the whistle gives him a cue that the food is ready. Thus the food which is the goal, motivates it to put in practice whatever it understands. In this way dog's running is not mechanical but is dependent on some of its knowledge. If the dog is not hungry, it will not run on hearing the whistle.

Tolman's theory considers that learning consists of the formation of cognitive maps. A rat when responding knows its path. It does not learn the definite behaviour pattern due to reinforcement. In accordance with Tolman, reward, punishment and conditioning are those signs which tell the rat the path which it has to choose. They are not such agents as to force him to do the related actions or to stop them.

The main difference between Tolman's and Hull's theories is that Tolman believes that for attaining the goal, the learner follows the signs and cues, and he learns meanings while Hull emphasizes activity learning.

In the school situation Tolman's theory seems to be better. When a child is solving some mathematical problem or performing some skill, this all happens due to the self-organized activity. If the teacher observes nonsense activities in the students and watches them making trials and errors he knows that there is something wrong definitely. The child may be lazy or backward. That's why he may be performing those irrelevant activities. After the beginning, learning the main characteristic of class learning is that there occurs self-organized activity.

Tolman's theory of learning is just like a bridge between the simple, initial

learning and the later complex learning in the class. Tolman was the first to forcefully argue that all learning is purposeful and goal oriented rather than response oriented. According to him, understanding and map making rather than conditioning or building up S-R connections is the essence of learning. So we can say that each individual acts according to his cognitive mapping of the environment to reach his goal. His all attemptation made by him in this direction become important, showing positive or negative signs as depending upon the type of reinforcement each sign leads to another, giving a clear indication of what leads to what: thus the individual ultimately learns to proceed along the correct path.

Types of Learning

There are six types of learning according to Tolman as given below:

1. **Cathexis:** This type of learning to be formed between certain objects and certain drive states. For example persons belonging to cold countries where liquors are consumed in normal way for satisfying the thirst drive, even water has not been associated with the satisfaction of the thirst drive.
2. **Equivalence Belief:** Sometimes, a sub-goal like scoring of high grades provides the same motivation as might be provided by the main goal like winning love and appreciation etc. The learning performed in such a condition is said to be equivalence beliefs learning.
3. **Field Expectancy:** In this learning the learning takes place on account of the expectancy of something occurring in one's environment. By seeing a sign then it expects the other sign will follow. This type of reward of learning is to fulfill the expectation. Such learning as may be understood, is not the usual S-R-learning but rather sign-sign learning based on the expectation of signs in one's environment.
4. **Motor Patterns:** In such learning, the motor patterns are associated with or conditioned by behaviour.
5. **Drive Discrimination:** This type of learning requires the learner to identify and determine his own drive state and respond accordingly. In this learning there is a difference between two drive means the thirst drive and drive for love and affection. It is called need of behaviour of satisfaction.
6. **Field Cognition Modes:** This type of learning involves the learning of a strategy or we can say a way of approaching a problem solving situation by arranging the perceptual field which is new for each who is present at that time.

Educational Implications

The educational implications of Tolman's theory is as follow:

1. This theory highlights the role and importance of purpose in the task of learning. What is to be taught to the child. The teaching to the learner should be clear, purposeful, aimable and full of objectives.
2. Tolman's theory emphasized that no learning is wasteful. Every learning is meaningful. So every effort should be taken to get good learning. Learning is beneficial because it surfaces when the need of such learning arises in the accomplishment of a task.
3. This theory clarified that learning is neither a simple straight forward and not an intelligent task in which the organiser has to draw a cognitive map of the environment to come out with a proper solution of a problem.



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- Children should be encouraged to explore as many paths as possible for solving the problems and performing the tasks.
- There is no need of a reward or reinforcement for every step taken towards reaching a goal or learning a particular behaviour. It is clear that we gain and learn many things in our whole life and do not get any reward or reinforced but a satisfaction we have of the same. Therefore, we motivate and get values of life. These values are helpful in the process of teaching-learning. But outside rewards and expectations give us joy for a short while.
 - Every effort should be made to make process note of these variables like environment surrounding, past learning drives, age, experience and influences of learning process etc. These variables teach us in many ways to live in different-different methods. The learning situation is to derive the maximum benefit.

4. CONSTRUCTIVISM

8. What do you mean by Constructivism? While explaining its concept, describe the planning and development of learning experiences.

or

Describe the theory of Constructivism.

Ans.

Concept of Constructivism

Constructivism is basically a theory-based on observation and scientific study about-how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it without previous ideas and experience, may be changing what we believe, or may be discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore and assess what we know.

In the class-room, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he understands the student's pre-existing conceptions, and guides the activity to address them and then build on them. Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become 'expert learners' This gives them ever-broadening tools to keep learning. With a well planned class-room environment, the students learn How to Learn.

Assumptions

Constructivist epistemology assumes that learners construct their own knowledge on the basis of their interaction with their interaction. Following epistemological assumptions are at the heart of what we refer to as 'Constructivist Learning.'

- Knowledge is physically constructed by learners who are involved in active learning.
- Knowledge is symbolically constructed by learners who are making their own representations of action.

- Knowledge is socially constructed by learners who convey their meaning making to others.

Constructivist learning implies an initial concern with what knowledge is and how knowledge is actively constructed by the learner. Advocates of constructivism agree that acquiring knowledge or knowing is an active process of constructing understanding rather than the passive receipt of information. Constructionism and Constructivism are often used interchangeably. It is believed by constructivists that representations of physical and biological reality, including race, sexuality and gender, as well as tables, chairs and atoms are socially constructed. Constructivism has its roots in philosophy, education and social constructivism.

Constructivism criticizes objectivism, which embraces the belief that a human can come to know external reality (the reality that exists beyond, one's own mind). Constructivism holds the opposite view, that the only reality we can know is that which is represented by human thought (assuming a disbelief or lack of faith in a superhuman God). Reality is independent of human thought or knowledge is always a human construction.

In the context of constructivism, more emphasis has been laid on learning design. In the traditional lesson plan, focus was on the things or activities to be done by the teacher. But in constructivism, if a design of learning experiences is to be prepared, the teacher has to emphasize the tasks or activities to be done by the students. Instead of planning the things to be done by a teacher, those things or activities should be organized which are to be done by the learners.

In the previous years, constructive learning appeared as a main approach in teaching. Behaviourists concentrated on intelligence, domains of objectives, levels of knowledge and reinforcement. But the constructivists assume that the learner constructs his knowledge on the basis of his interaction with the environment. The majority of planning model of the conventional teacher is based on verbal explanations or on some visual demonstration of a procedure or a skill-which the student practises afterwards. In such a study conducted by Goodland (1984) entitled 'A place called a school', it was found that most of the teachers' remain in conversation with the children. The students have reported that they like the subjects like physical education, fine arts, industrial art etc. because they have to do something in them. They were active participants, not passive recipients. It is the primary message of constructivism.

Constructive Learning Design

Conventional learning planning focuses on what the teacher will do. If learning is teacher directed, then the focus of the lesson plan is on what the teacher does. When designing a learning experience for students, teachers focus on what students will do. Our language encourages teachers to focus on thinking about how to organize what learners will do rather than plan their teaching behaviours.

Constructive learning design focuses on the development of situations as a way of thinking about the constructive activities of the learner rather than the demonstrative behaviour of the teacher. Most conventional teacher planning models are based on verbal explanations or visual demonstrations of a procedure or skill by the teacher-which are then combined with practice of this method or skill by the student. The constructive learning design emphasizes the following six elements :

- | | | |
|--------------|--------------|-----------------|
| 1. Situation | 2. Groupings | 3. Bridge |
| 4. Questions | 5. Exhibit | 6. Reflections. |



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These elements are designed to provoke teacher planning and reflection about the process of student learning.

1. **Situation** : Teachers develop the situation for students to explain, select a process for groupings of materials & students. What situation are you going to arrange for students to explain? Give this situation a title and describe a process of solving problems, answering questions, creating metaphors, making decisions, drawing conclusions or setting goals. This situation should include what you expect the students to do and how students will make their own meaning.

2. **Groupings** : There are two categories of groupings :

- How are you going to make groupings of students; as a whole class, individuals, in collaborative thinking teams of two, three, four, five, six or more and what process will you use to group them; counting off, choosing a colour or piece of fruit, or similar clothing. This depends upon the situation you design and the materials you have available to you.
- How are you going to arrange groupings of materials that students will use to explain the situation by physical modelling, graphically representing, numerically describing, or individually writing about their collective experience. How many sets of materials you have will often determine the numbers of student groups you will form.

3. **Bridge** : This is an initial activity intended to determine student's prior knowledge and to build a 'bridge' between what they already know and what they might learn by explaining the situation. This might involve such things as giving them a simple problem to solve, having a whole class discussion, playing a game, or making lists. Sometimes this is best done before students are in groups and sometimes after they are grouped. You need to think about what is appropriate.

4. **Questions** : Questions could take place during each element of learning design. What guiding questions will you use to introduce the situation, to arrange the groupings, to set up the bridge, to keep active learning going, to prompt exhibits, and to encourage reflections? You also need to anticipate questions from students & frame other questions to encourage them to explain their thinking and to support them in continuing to think for themselves.

5. **Exhibit** : This involves having students make an exhibit for others of whatever record they made to record their thinking as they were explaining the situation. This could include writing a description on cards and giving a verbal presentation, making a graph, chart or other visual representation, acting out or role playing their impressions, constructing a physical representation with models, and making a video tape, photographs, or audio tape for display.

6. **Reflections** : These are the students' reflections of what they thought about while explaining the situation and then saw the exhibits from others. They would include what students remember from their thought process about feelings in their spirit, images in their imagination, and languages in their internal dialogue. What attitudes, skills and concepts will students take out the door? What did students learn today that they won't forget tomorrow? What did they know before; what did they want to know; and what did they learn?

This brief overview above indicates how each of these six elements integrate and work as a whole, but all need further explanation.

Steps to Control the Elements

The following steps are to be followed to control the six elements :

1. **Assessment** : Assessment becomes an integral part of every step in this learning design. Teachers design the situations based on their assessment of students' learning approaches, interests & needs. Teachers design a process for groupings based on their assessment of materials of available and desired mixture of students. Teachers design a simple assessment of what students already know as a bridge to what they want students to learn. Teachers design questions to assess students understanding of concepts, skills or attitudes they are trying to learn. Teachers arrange an exhibit for students to record what they thought and submit it to others for assessment. Teachers arrange for reflections about what students have learned and their internal process of representations as a context for self-assessment of individual learning.

2. **Applications** : The planning approach we are proposing is based on actively engaging students in situations that involve collaboratively considering their own explanations for phenomena, resolutions to problems or formulation of questions. Students are asked to actively construct their own knowledge by making meaning out of the situation by themselves with support and guidance from the teacher. Teachers organize the situation & then provide encouragement and questions groups of students who are trying to construct and to display their own explanations. For example, composition teachers might ask students to construct the simplest sentences and compare structures, literature teachers might ask students to explain the motives of a character, social studies teachers might ask students to assume the roles of two adversaries in a meeting, science teachers might demonstrate a phenomenon and ask students to explain what was observed, math teachers might ask students to find examples of sloping lines in the world around them and then introduce grids to determine equations, language teachers might engage students in conversational immersion without resorting to English translations, art teacher might ask students to transform clay with their hands without looking at it, music teachers might ask students to identify rhythms in a piece of music using their own annotations. The constructivist approach can be adapted to any subject area or curriculum by involving students as active participants in making meaning instead of passive recipients of information given to them by the teacher. This approach can be incorporated into 45 or 50 minutes class periods to teach a particular concept, skill, or attitude. Concepts, skills and attitudes convey different dimensions of knowledge. Skills and attitudes are something different than knowledge or that knowledge is merely a collection of facts or information. Constructivist learning implies in initial concern with what knowledge is and how knowledge is actively constructed by the learner. Advocates of constructivism agree that acquiring knowledge or knowing is an active process of constructing understanding rather than the passive receipt of information.

Difference Between Traditional and Constructivist Classroom

9. Differentiate Traditional and Constructivist classrooms. Describe characteristics, uses and criticism of constructivism.

or

Classify the difference between constructivist classroom and traditional classroom. [CRSU, 2018]

Ans. : In the constructivism classroom the focus tends to shift from the teacher to the students, The classroom is no longer a place where the teacher (expert) pours knowledge into passive students, who wait like empty vessels to be filled. In the

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constructivist model, the students are urged to be actively involved in their own process of learning. The teacher functions more as a facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. One of the teacher's biggest jobs becomes asking Good Questions.

In the constructivist classroom, both teacher and students think of knowledge not as inert factoids to be memorized, but as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view.

The chart below compares the traditional classroom to the constructive one—

Traditional Classrooms	Constructivist Classrooms
1. Curriculum begins with the parts of the whole. Emphasizes basic skills.	1. Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
2. Strict adherence to fixed curriculum is highly valued.	2. Pursuit of student questions and interests is valued.
3. Materials are primarily text books and workbooks.	3. Materials include primary sources of material and manipulative materials.
4. Learning is based on repetition.	4. Learning is interactive, building on what the student already knows.
5. Teachers disseminate information to students; students are recipients of knowledge.	5. Teachers have a dialogue with students' helping students construct their own knowledge.
6. Teacher's role is directive, rooted in authority.	6. Teacher's role is interactive, rooted in negotiation.
7. Assessment is through testing, correct answers.	7. Assessment includes student works, observations and points of view, as well as tests. Process is as important as product.
8. Knowledge is seen as inert.	8. Knowledge is seen as dynamic, everchanging with our experiences.
9. Students work primarily alone.	9. Students work primarily in groups.

Characteristics of Constructivism

Constructivists use many techniques in the teaching process, such as—

- Prompt students to formulate their own questions i.e. inquiry.
- Allow multiple interpretations and expressions of learning i.e. multiple intelligence.
- Encourage group work and the use of peers as resources i.e. collaborative learning.

Following are some main characteristics of constructivist classrooms—

1. Learning is Constructed : Students are not blank states upon which knowledge is etched. They come to learning situations with already formulated knowledge, ideas & understandings. This previous knowledge is the raw material for the new knowledge they will create.

2. Learning is Active : The student is the person who creates new understanding for him. The teacher coaches, moderates, suggests, but allows the students room to experiment, ask questions, try things that don't work. Learning activities require the students full participation. An important part of the learning process is

that students reflect on, and talk about their activities.

3. Learning is Reflective : Students control their own learning process, and they lead the way by reflecting on their experiences. This process makes them experts of their own learning. The teacher helps create situations where the students feel safe questioning & reflecting on their own processes, either privately or in group discussions. The teacher should also create activities that lead the student to reflect on his prior knowledge and experiences. Talking about what was learned and how it was learned is really important.

4. Collaborative Learning : The constructivist classroom relies heavily on collaboration among students. There are many reasons why collaboration contributes to learning. The main reason it is used so much in constructivism is that students learn about learning not only from themselves, but also from their peers. When students review & reflect on their learning processes together, they can pick up strategies and method from one another.

5. Learning is Inquiry Based : The main activity in a constructivist classroom is solving problem. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions & answers. As students explore the topic, they draw conclusions, and as exploration continues, they revisit those conclusions. Exploration of questions leads to more questions.

6. Learning is Evolving : Students have ideas that they may later see were invalid, incorrect, or insufficient to explain new experiences. These ideas are temporary steps in the integration of knowledge. For instance a child may believe that all trees lose their leaves in the fall, until he visits an evergreen forest. Constructivist teaching takes into account students' current conceptions & builds from there.

Uses of Constructivism

- Children learn more and enjoy learning more when they are actively involved, rather than passive listeners.
- Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.
- Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.

4. Constructivism gives students ownership of what they learn, since learning is based on students' questions & explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the students initiatives and personal investments in their journals, research reports, physical models and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways.

5. By grounding learning activities in an authentic, real world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.

6. Constructivism promotes social and communication skills by creating a class-room environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing a group projects. Students must therefore exchange ideas & so must learn to 'negotiate' with others & to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they



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will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

Criticism of Constructivism

1. Constructivism is elitist critics say that constructivism and other "progressive" educational theories have been most successful with children from privileged backgrounds who are fortunate in having outstanding teachers, committed parents and rich home environments. They argue that disadvantaged children, lacking such resources, benefit more from more explicit instruction.

2. Social constructivism leads to "group think". Critics say the collaborative aspects of constructivist classrooms tend to produce a "tyranny of the majority", in which a few students voices or interpretations dominate the group's conclusions, and dissenting students are forced to conform to the emerging consensus.

3. There is little hard evidence that constructivist methods work. Critics say that constructivists by rejecting evaluation through testing and other external criteria, have made themselves unaccountable for their students' progress. Critics also say that studies of various kinds of instruction, in particular, Project Fellow through, a long term government initiative have found that students in constructivist classrooms lag behind those in more traditional classrooms in basic skills.

Bruner's Discovery Learning

10. Write a note on 'Discovery Learning', a concept given by Jerome Bruner.
or

What do you mean by Bruner's Discovery Learning? Describe its relevance applicability and the role of learner and teacher in this theory. [CBLU, 2018]

Ans. Discovery Learning : Discovery Learning has been defined as-'Learner makes a discovery through a variety of learning activities'. In mathematics, the learner makes a truth through inductive or deductive process.

Purposes of Discovery Learning

This type of learning has the following purposes-

- Students will learn some procedures that are necessary in figuring things out themselves.
- Develop attitudes & practice strategies used in problem solving, inquiry & research.
- Increase student's ability to analyze, synthesize and evaluate information.
- Intrinsic rewards such as satisfaction when making a discovery motivate students in a class-room.
- Students are actively involved.
- Learn to find patterns in abstract & concrete situations.
- Develop effective ways in working in a team.
- Skills & concepts learnt in discovery lessons are more meaningful to students.

Discovery Learning Strategies

The best is guided discovery where the teacher-

- Encourage students to discuss with one another.
- Direct discussions towards useful outcomes.
- Monitor the flow of ideas and activities in the class-room.

- Teachers should answer students questions.
- Ask leading questions.
- Provide some useful information when students need help.
- After a discovery has been made, the teacher should help in formulating an understandable statement and to test its reliability and validity.

Drawbacks or Demerits or Fears for Discovery Learning in Class

- It takes too much time.
- It may lead to frustration when students cannot discover.
- Students may discover the wrong thing.

Guide to Create a Guided Discovery Lesson Class

For discovery learning in class, the following guidelines or precautions should be observed-

- Have specific small objectives.
- Ask leading questions.
- Give useful resources to students.
- Be prepared to guide students and give information.
- Class activities should include-
 - Discovery Lessons for your class.
 - Discussion in 2-3's
 - Presentation to your classmates.

Benefits of Discovery Learning

The following are the benefits of discovery learning-

- Increase of Intellectual Potential :** It increases the intellectual potential of the child in the following way-
 - Helping students learn how to learn.
 - Learning the skills of problem-solving & inquiry, enables them to arrange & use what they learn in new situations & learn further concepts.
- Shift From Intrinsic Reward to Extrinsic Reward :** It helps in shifting from intrinsic reward to extrinsic reward. In other words, it gives self-satisfaction.
- Opportunity to Learn the Heuristic of Discovery :** Heuristic is the method of training a person to discover things for himself.
- Helps the Process of Memorizing :** This discovery learning helps the children in the process of memorization.
- Knowledge that Produced through Discovery is Easier to Remember and More easy to Recall :** Through discovery, the knowledge acquired is generally very easy to remember and hence, it is more easy to recall.

Discovery Learning in Science

Discovery learning in science involves the following activities-

- Children should be given the learning opportunity to discover a concept themselves.
- The teacher prepares the atmosphere and facilities and only helps if necessary.



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Unit-IV

Deprivation and Deprived Children : Measures for their Adjustment and Education

1. CHILDHOOD IN THE CONTEXT OF POVERTY AND GLOBALIZATION

1. Explain impact of globalization on childhood. [M.D.U. 2018]
or
Discuss in detail the childhood in the context of poverty and globalization. [CRSU, 2018]
or
How globalization has been responsible for the exploitation of the poverty ridden children? Discuss.
or
Throw light on the issue, 'Childhood in the context of poverty and globalization'.

Ans :

Childhood in the Context of Poverty

We know that poverty is a great sin and poverty ridden children are the most sufferers in terms of various types of deprivations and disadvantages suffered by them on one or the other accounts.

Education is largely affected by poverty. Many people living in poverty are unable to afford the necessary coaching or school supplies. Others may not have a way for their children to get to school. There is a clear correlation between families living in poverty and their lack of education. Poverty affects the development of a deprived child. The following ways are in the context of poverty :

1. The poverty ridden children may inherit many of the hereditary diseases and ailments, inabilities and incapacities, weaknesses and limitations. So we can say that poverty ridden defective environment and humiliating conditions of living and working. The defective inheritance may prove weak structure of a child life.
2. In the womb of the mother these poverty ridden children do not get full nourishment and care for their proper growth and development. Because their mothers are helpless in supplying them due nourishment as they themselves may be found in passing through the state of starvation, unhygienic living and physical ailments and mental agony or stress.

(124)

3. The most common effect of poverty is malnutrition. This is especially seen in children of poor families. Children living in poverty rarely have access to highly nutritious food. Even if they have access to these foods, it is unlikely that they are able to purchase them. The healthiest foods are usually the most expensive, therefore, a family on a very small budget is much more likely to purchase food that is less nutritious, simply because that is all they can afford. So, Malnutrition can lead to many health issues.
4. **Society** : Poverty also has social effects. Many children living in poverty are homeless, which puts them on the streets. There also seems to be a connection between poverty and crime. When people are unemployed and homeless their children also; so social unrest may take over and lead to increase in crime. When children have no proper society guidance and no money to buy necessities, they may be forced to turn to theft in order to survive. Homelessness and high crime rates impact of a country's people and can create many problems in a society. So, poverty is harmful for whole society.
5. **Health** : One of the severe effects of poverty is the health effects that are most always present. This includes things from diseases to life expectancy to medicine. Diseases are very common in children living in poverty because they lack the resources to maintain a healthy living environment. Sanitation conditions are usually very low, increasing the chances of contracting a disease. Poverty cannot afford appropriate medicines to treat these illnesses. Life expectancy and child mortality are greatly affected by poverty.
6. **Economy** : Among the effects of poverty includes its impact on the economy of the country. Mainly the number of people living in poverty influences employment rates heavily. Without an education, people are unlikely to find a paying job. A high unemployment rate can impede a country from progressing in all aspects. The labour force suffers when a large part of the citizens cannot contribute to economic development.
7. **Cognitive Abilities** : The deprivation suffered by the poverty ridden children may cast quite an adverse and retrogressive impact upon the development of essential cognitive abilities. So, the over all development, adjustment and progress of the poverty ridden children may also suffer on account of the denial of proper educational facilities to them. It may be properly visualized that a child's poverty and low socio-economic status may prove quite costly to him or her in terms of his or her adjustment development and progress in school, society and life.

Children in the Context of Globalization

Here we would be studying about the concept of globalization and its impact on the development and welfare of the children and adolescents. In this paragraph we are discussing ill impacts and evil influences brought through the courtesy of globalization to childhood of developing children especially in developing country like India.

1. **Child Labour as Exploitation of the Children** : We see there is a heavy industrialization and competitive market of import and export on the scene through the courtesy of globalization, children in a quite large number are getting exploited in the shape of child labour. If we see in big industrial or big organisation and various



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small industries there is quite in human conditions of the children. We may find them in small Dhabas cleaning the utensils, serving foods and making risk works. Even they are working in chemicals and tobacco products factories in miserable conditions. So this exploitation takes it worst shape when the children are kept as bonded and treated in humanity like slaves.

2. **Exploitation of Children in the form of Prostitution :** Globalization has made possible visit and tour of the places and quite pleasing matter. By increasing in number of tourist and visitor to the place of their choice. In the time of this globalization number of attractions are given to the visitors and tourists by a hotel or a place. In a report of UNESCO it has been pointed out a quite alarming factor for the well being of the children all over the countries. But in economic-poverty or in developing countries there is big factor where the people maintain their way of life but poverty ridden children can be easily forced into prostitution. Here the girls and boys of tender age are both involved in pleasing and serving the sex desire of the visitors and tourists who come to these countries.

3. **Exploitation of Children in the form of Sale Commodity and Adoption :** There is another form of exploitation made possible through globalization now a days which exists in the form of buying the younger children as a commodity for their exploitation in one or the other ways. It is most practiced by the Sheikhs of oil rich gulf countries. They buy younger girls from many parts of our country for simply their own satisfaction of their lust and using them as slaves. There is a fresh example going on in our state Haryana where the proportion of sex ratio is very low of girls. That's why they purchase girl children from the poverty ridden state like Bihar, Jharkhand etc. for marrying has been emerging quite fast. In the same way poverty ridden younger boys and girls are also being purchased for getting exploited as domestic servants.

4. **Exploitation of the Children in the form of Child Pornography :** We know that globalization has brought arena of rapid computerization and revolution in machinery age. In this age the spreading of internet, multimedia, audio-video recording and other electronic appliances or technology are damaging the girls and boys. Because poverty ridden children especially from the developing, economy fail countries are being mainly utilized for this purpose. In India also this menace has taken its shape in a big way.

By discussing above points the exploitation of children is proving too costly for the development and well being of the developing children. It is not a good matter that our childhood has snatched in the society. The present time is ruining their future with all ill aspects. As a result, they have no future or present in terms of their proper growth and development physically, mentally, morally, emotionally etc. They are deprived with all the essential facilities for their adequate adjustment development and progress in life. Even our government as well as N.G.O. are not taking pain to remove these exploitation and not stepping in for their protection and welfare in a systematic way.

2. CURRENT ISSUES RELATED TO ADOLESCENTS STRESS AND ROLE OF THE TEACHER (INCREASING LONELINESS, CHANGING FAMILY STRUCTURES AND RISING PERMISSIVENESS)

2. Discuss the issues related to adolescents? What is the role of teacher in resolving issues related to adolescents. [M.D.U. 2018]

Or

What are the problems and dilemmas of Adolescence? How can a teacher be helpful to solve them?

Or

What are the problems of adolescence? How can you help them in overcoming such problems?

Or

Discuss problems of Adolescents.

Ans.

Adolescence is a Difficult Period

Most of the psychologists, teachers and parents are of the view that adolescence is a period of stresses & strains. Anna Friend has considered this stage as the stage of serious conflict. Kilpatrick has also said that adolescence is the most difficult period of life. The view of various scholars are based on the following facts—

The most important fact is that in this period, urge of sex becomes very strong. But a study by Offer declines this fact. According to him this study, the adolescents get involved in masturbation, and consequently they don't have to face any specific problem. But in India, the situation can be different. If Indian adolescents feel some stress, that can be due to Indian culture, not psychological. In India brahmchara is emphasized. Suppressing the sex-urge is considered to be a great moral duty. But suppressing it with intense efforts creates tension. On the other side, in India, the adverse side-effects of the masturbation are propagated vigorously. These side effects or results of this masturbation can appear in the form of venereal diseases etc. This type of propaganda also creates tension & fear in the adolescents. In fact, if a very little semen is wasted, its effect on health would be negligible. It would be harmful only if it is wasted in large quantities.

Needs of Adolescents

An adolescent is higher a child nor an adult. Teachers do not pay attention towards this fact. In adolescence, young boys & girls have their own needs and meeting out these problems is very significant from psychological point of view. Some main needs of adolescents are as follows :

- Life Philosophy :** During adolescence, adolescents feel the need of some life-philosophy. They take interest in religious matters. They want to develop their own personal viewpoint regarding every aspect of life.
- Emotional Needs :** Every adolescent wants appreciation from his friends & other people while living in the society. Similarly, an adolescent requires affection, security & respect from the society, family & teachers etc to aim down the sex urge is also a need of adolescence. Also, it is their need to attract opposite sex through various means.
- Need of Physical Development :** During adolescence, boys & girls need their maximum physical development so that they may have an impressive personality.
- Self Dependence :** Adolescents like to make themselves self-dependent. An adolescent tries to achieve self-dependence and freedom in tasks & ideas like adults.
- Social Need :** Each & every young boy and girl wants to be matured. They form their own groups and try to make their position in their groups.



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- (vi) **Independence** : All adolescents want independence. They need independence in every field, e.g. they don't like to live under the control of their parents.
- (vii) **New Experiences** : Every adolescent opts for new experiences. They take interest in acquiring novel experiences. For this, they wish to go around the world also.
- (viii) **Food** : Adolescence is such a stage when he requires a balanced diet, because during this stage, all the interest and external parts of the body grow and develop very rapidly. Hence the food of quality and in quantity is the need of adolescents.

Problems of Adolescents

Just after entering adolescence, the child has to face number of problems, because it is the most difficult stage of the human life. Adolescent boys & girls pass through a storm, i.e. the changes occurred during this period are much intense multiple aspects of the adolescents. Consequently many problems and inferiority complexes crop up in them. As a result of those problems and inferiority complexes, the balance between the various aspects of development, the child gets disturbed.

The major problems of adolescents are as follows—

1. **Individual Differences** : In this age, the adolescents boys & girls get worried due to their fatty look and over-weight etc. They get more worried as they mutually compare these aspects. Sometimes they develop the inferiority complexes too. Hence, due to speedy physical development, the boys and girls of this age group become more upset. With these changes, the adolescents feel difficult to adjust.
2. **Intensification of Sex-Consciousness** : The intensification of sex-consciousness is also an important problem of this stage. Man & Woman get attracted towards each other and they create many problems by indulging in masturbation. Sexual development rapidly occurs in the adolescents. Sexual changes are so intense that the adolescents get disturbed emotionally. When blood flow due to menstrual cycle in girls creates multiple doubts & fears, inferiority complexes also develop among them. Similarly, due to the semen formation and its discharge give rise to inferiority complexes, multiple doubts and fears in them. Adolescent boys & girls are unable to adjust with these changes and face many problems.
3. **Problem of Adjustment with Opposite Sex** : Almost all the adolescents wish to attract opposite sex and they show interest in establishing friendship with them. This age can also be called as 'Exhibition Age', because the boys and girls of this age group exhibit their dresses, makeup & excellent clothing in order to attract each other. They remain always in the queue for gaining popularity sometimes, they fail to fulfill these 'needs' and on being unsuccessful, they have to experience jealousy. Some-times boys & girls leave their homes also.
4. **Problem of Adjustment in Family** : Since the needs of the child increase, his problems is but natural. Adolescents oppose the imposition of others ideas and decisions. They consider themselves as free from any drawback and usually discuss other's drawbacks. They want freedom but their parents doubt accept their freedom. They usually accept their parents as defaulters for not meeting out their needs. In many tasks they wish to be dependent upon their parents but their such dependence is not acceptable to their parents.

Therefore, the adjustment of such adolescents in the family becomes difficult

and such a situation leads to the tension in the family.

5. **Problem Regarding Emotional Adjustment** : During adolescence, the development of emotions take place very quickly which creates unstability and disturbance in their behaviour. In such adolescents, the emotions of anger, jealousy, fear etc. can be very distinctly seen. They are sometimes happier and sometimes are seen in tears. This affects their mental health and they suffer from anxieties.

6. **Intensification of Awareness** : During this stage, boys & girls become more aware about themselves. They want to attract each other. They show their awareness by self-exhibition in variety of ways.

7. **Problem of Adjustment in Society** : Sometimes adolescents boys & girls fail to adjust in the society due to social values, because they refuse to accept these values and they go against these values. They consider these values as an attack on their freedom. Consequently, they develop anti-social tendencies among themselves. They want to violate social traditions and rigid discipline. They imagine of an ideal society but they face only disappointment. As a result of all these, adolescents feel difficult to adjust in the society.

Nature of Education in Adolescence

As it has already been mentioned that every aspect of the child during adolescence remains affected by various changes. In order to keep these changes under control, they need special education or training because they are to face different problems and have to bear many difficulties for their adjustment. Now the question arises that what should be the nature of their education? In this regard, the nature of their education can be decided keeping in mind the following :

1. **Democratic Environment** : Keeping in mind the problems referring to the development of adolescences, democratic environment must be provided to them. Democratic environment means providing them various opportunities for development. A sense of rebel awakens in case they are not provided with democratic environment for their education.
2. **Education for Mental development** : It is necessary to provide education to the adolescents according to their interest, attitudes and abilities etc. for their mental development. Hence, for their mental development, they should be provided with the knowledge of art, science, literature, geography, history etc. They should be taken to the historical places. Besides this, they should be subjected to process of catharsis, i.e. to express their suppressed desires is a must so that their mental health can be maintained.
3. **Education According to Individual Differences** : Enough individual differences are found in a person. Therefore at the time of providing education, a child's individual differences must be kept in mind. This will fulfil the needs of adolescents also.
4. **Education of Philosophy of Life** : Since the adolescents are more anxious about their future life therefore they have to seek help from some philosophy of life, i.e. they need guidance. Its entire responsibility lies totally on schools. Hence, while deciding the nature of education, the need of philosophy of life must be kept in mind.
5. **Physical Education** : As it has already been mentioned that during adolescence, physical development occurs very rapidly. Therefore they must be educated for physical development. They should be provided with



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education regarding physical exercises. Their interests should be created in different games. Their curriculum must include games or sports in it. But the games should be according to their interests.

6. **Co-curricular Activities** : In adolescence, the interests of the children increase in number. These interests also get matured. There should be more & more co-curricular activities in schools, such drama, sports, speeches, photography, debate competitions, music etc. This will give a direction to the potential of the children and their interests could be used in the best way.
7. **Proper Curriculum** : The utility of the curriculum is a must for the adolescents. While constructing curriculum, the physical, intellectual, emotional and social development of the adolescents must be kept in mind. The curriculum of adolescents should include those subjects which are pleasing to them and provide enjoyment to them. After studying that curriculum, they can become independent, i.e. they can stand on their own feet. With the help of good curriculum, an appropriate balance can be established in their development.
8. **Moral & Religious Education** : Adolescence is such a stage when the moral and religious interests start developing in the adolescents. But utilizing this situation, such education should be imparted to them which can strengthen their moral and religious development. In order to achieve this objective, the birth days of religious celebrities should be celebrations. In this way, adolescents can be saved from being mislead in wrong direction. They follow or imitate their teacher considering him their ideal. But, for this, teacher too should present himself as an ideal figure.
9. **Meetings of Parents and Teachers** : A contact between the parents and the teacher of the adolescents is a must in order to solve their education and personal problems, for such a contact, meeting should be organized from time to time. Its benefit is that the teacher can get reliable information regarding adolescents from their parents and in the light of that information, a teacher can help the adolescents properly.
10. **Responsible Tasks or Duties** : In order to calm down the ego of the adolescents, some responsible assignments or tasks or duties should be given to them, because they wish to perform some responsible duties and they expect appreciation by doing so. They don't want to be a burden on others. They want to carry their own weight by themselves and make efforts for this too.
11. **Sex Education** : Sex urge is the main problem and feature of adolescents. Therefore providing sex-education to them is very essential. For this purpose, they should be educated scientifically. In India, conducive environment could not have been created as yet to impart sex education. That is why their sex-problems are increasing day-by-day. Therefore, there should be adequate provision regarding sex education to the adolescents.
12. **Guidance & Counselling Centres** : Adolescents need guidance & counselling at this stage. For this, sufficient number of centres should be opened. The centres must have experienced guidance workers and counsellors. For guidance and counselling individual differences must be kept in mind.
13. **Affectionate & Sympathetic Behaviour** : The teacher should behave af-

fectionately & sympathetically with the adolescents. There should be a rapport between students and teachers. The teacher should recognize the personality of the adolescents.

3. ISSUES IN MARGINALIZATION OF DIFFERENCES AND DIVERSITY

A. MARGINALIZATION

3. What do you mean by Marginalization and Educational Marginalization? What are the causes of Educational Marginalization? How can it be overcome?

Ans. Meaning of 'Marginalization' : It is a term used widely in Europe and was first used in France. It is used across disciplines including education, sociology, psychology, politics and economics. Marginalization is a process whereby something or someone is pushed to the edge of a group and accorded lesser importance. This is pre-dominantly a social phenomenon by which a minority or sub-group is excluded, and their needs or desires ignored. For example, marginalization of black people as a whole went on unopposed throughout much of the twentieth century, fortunately things are improving, some products will undergo marginalization when they no longer have the need to fill that they used to have in the past.

The term 'marginalize' is used as a verb with some object as 'to place in a position of marginal importance, influence, or power: the government's attempts to marginalize criticism and restore public confidence.'

Hence, marginalization is the social process of becoming or being made marginal (especially as a group within the larger society, e.g. the marginalization of underclass, the marginalization of literature.)

A society that labels certain people as outside the norm – hateful or useless, marginalizes those people, edging them out. People who are poor, disabled, elderly, or who in other ways are seen as not quite fitting may belong to such people.

Its Latin root is 'margo' i.e. edge, brink or border. Since the late 1920's marginalize has referred not to a literal edge, but a powerless position just outside society.

Educational Marginalization

Education for all (EFA) cannot be achieved without overcoming marginalization. As we have seen in the previous text, there is no agreed definition of 'marginalization'. The 'Education for All' Global Monitoring Report 2010 : Reaching the Marginalized, however, defines marginalization as "a form of acute and persistent disadvantage rooted in underlying social inequalities," e.g. girls & women, hard to reach groups, ethnic minorities, poor households, people living in informal settlements, individuals with disabilities, rural populations, nomadic population these affected by armed conflicts and HIV & AIDS, and street and working children.

Reaching marginalized children, youth, and adults requires political commitment backed by practical strategies and policies for inclusive education. Measuring and understanding marginalization is an important first step to overcoming. Household surveys and other data provide insights into the relationship between poverty, health, ethnicity parental literacy and education.

Develop data collection system to identify marginalized groups and areas characterized by high levels of deprivation and monitor their progress. Identify the drivers of marginalization in specific groups.

To help government and development partners chart the dimensions of marginalization, identify patterns of individual and group disadvantage and therefore inform policy design & public debate.

The 'Education for All' Global Monitoring Report, 2010, focused on three core areas :

- The bottom line** : To measure absolute deprivation defined in terms of years in school.
- The bottom 20% with the least years of education** : This analysis examines the number of years individuals aged 17 to 22 have accumulated in education to identify the individual and group characteristics of the "bottom 20% knowing the characteristics of the "bottom 20% in education" helps understand the relative national scale of deprivation.
- The quality of education by assessing learning achievement** : Within a given time, what children actually learn depend on a wide range of factors, including the quality of education and home circumstances. This analysis looks at marginalization in learning achievement using national evidence.

The achievement deficit is widely spread across individuals and groups facing broader educational disadvantages, predominantly in the poorest countries, but also in richer countries.

Marginalized individuals and groups do not just accumulate fewer years of education. They often receive a poor-quality education that result in low levels of learning achievement. Evidence from schemes to measure learning shows that factors such as household wealth, parental education and home language, exercise influence on learning achievement.

Causes of Educational Marginalization

Underlying causes of educational marginalization are diverse and interconnected. The main causes of educational marginalization are as follows :-

- Household Poverty** : It is one of the strongest & most persistent factor contributing to educational marginalization, and hence it is a formidable barrier to 'Education for All'. The effects of poverty are strongly conditioned by social attitudes. Poorest households cannot ensure their children continue to receive schooling when faced with external shocks such as droughts, floods or economic downturns.
- Child Labour** : 166 million children aged 5-14 years engaged in labour in 2004, child labour remains a barrier to education. The group-based identities such as race, language or culture or ethnicity are also among the deepest fault lines in education, and are often reflected in human geography.
- People in slums** : People living in slums, remote, rural areas or conflict affected zones are typically among the poorest and most vulnerable in the society, and are undeserved in education.
- Disability** : Disability remains one of the least visible but most potent factor in educational marginalization.
- HIV and AIDS** : HIV and AIDS also have a wide-ranging impact on

education. Also these different groups face distinct challenges, they share discrimination and stigmatization which limit their educational opportunities.

Overcoming Educational Marginalization

Political commitment by inclusive and holistic policies to overcome educational marginalization are of crucial importance which address the structure and underlying causes of inequality and equalize opportunity by addressing unequal power relationships. There is no single formula, but sustained political commitment to social justice, non-discrimination, equal opportunity and basic rights leads to progress.

So, 2010 GMR recommends the following triangle :

- Accessibility & Affordability
- Learning Environment
- Entitlement and opportunities

To achieve these targets, the following line of action was recommended :

- Adopt an integrated inclusive policy approved that addresses interlocking causes of disadvantages, within education and beyond.
- Strengthen political leadership - to tackle marginalization through clear policy objectives & education targets.
- Improve coordination within government through active engagement of civil society, the private sector and marginalized groups.

(a) Accessibility & Affordability : First of all make education affordable. In many countries government has abolished formal school fees but indirectly formal charges continue. It is to keep the school out of reach for millions of children. Private supplementary tutoring affect affordability. First step towards improving affordability would be to eliminate all school fees. Incentives covering other costs linked to school attendance can play a vital role in enabling marginalized children to participate in school.

Ensure Schools Accessibility : Ensure that schools are accessible. Distance to school remains a major barrier to 'education for all' in particular for girls, due to security risks associated with long distances between school and home. Equitable allocation of school and classroom construction that addresses the needs of marginalized areas and population can improve physical accessibility & reduce distance to schools. Mobile schools can open the doors to education for some marginalized groups especially in rural areas. The use of technologies can also complement teacher-student contact at times when children cannot make it to school.

Many marginalized children youth and adults lack an entrance or way back into education: A large percentage of out of school adolescents are denied a second chance, often due to lack of flexibility in national educational systems. Youth and adults are deprived of minimal education.

Literate parents can act as agents for change to stop the vicious cycle of marginalization. NGOs communities and the private sector can provide education that puts children, youth & adults on route back into the formal system.

Reopening doors to education can also be done through provision of learning programmes. They also play a vital-role in post-conflict setting. For the above targets, the following have been recommended :

- Construct class-rooms closer to marginalized communities.
- Explore more flexible approaches to provision, such as mobile schools



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for rural populations, multi-grade teaching in remote areas, distance learning with the use of technologies.

(iii) Provide a first or second chance to adolescents and adults and out of school children as a route back into formal schooling or into meaningful employment.

(b) Learning Environment :

Develop inclusive learning environment : Learning environment matters. Typically those who enter school carrying the weight of disadvantage receive the worst education. They are often taught by poorly trained teachers, sometimes in a language. They do not understand. Textbooks are frequently unavailable or include material that depicts negative stereotypes. Governments can address these problems by creating learning environment beginning with providing incentives for skilled teachers to work in marginalized areas. Ensuring that teachers & schools are equipped to support children with disabilities is equally important. Ability grouping should be avoided as it seldom helps the marginalized.

The following recommendations have been made to achieve the above targets :

- (i) Change patterns of teacher recruitment and deployment by encouraging people from marginalized communities to become teachers and by providing financial incentives to encourage well-trained & motivated teachers to be allocated to marginalized areas and schools. Train teachers to address marginalization.
- (ii) Target financial support to schools in the most disadvantaged regions or that have many marginalized schools.
- (iii) Ensure that a relevant curriculum in -an appropriate language is offered. Promote intercultural and bilingual education where appropriate.
- (iv) Make rules, attitudes and systems responsive to the needs of the children, youth and adults with disabilities. Integrate children with disabilities into the standard education system.

(c) Entitlements and opportunities : Laws, norms and rules play a role in empowering marginalized people, overcoming discriminations & realizing the right to education. National legislation can prohibit formal discrimination and create an environment that enables greater equity. Laws are most effective when linked to social and political mobilization on the part of marginalized people.

To achieve the above, these were recommended :

- (i) Ensure that national legislation is aligned with human rights principles those of equal educational opportunities set out in international instruments. Enforce laws against discrimination.
- (ii) Expand the entitlements of the marginalized through political and social mobilization.
- (iii) National budget can play a vital role in equalizing educational opportunities. Increase resource mobilization for education and strengthen equity in public spending.

4. CHILDREN LIVING IN URBAN SLUM, SOCIALLY DEPRIVED GIRLS : MEASURES TO BRING IMPROVEMENT IN THEIR STATUS

4. Throw light on the following issues related to deprived or disadvantaged children :

- (i) Children living in urban slums
- (ii) Socially deprived girls

Ans :

1. Children Living in Urban Slums

A rapid increasing in modernization, industrialization and urbanization resulted through the process of globalization. Day by day the population of our country increasing and many problems are creating now. In big towns and cities, there is a big problem of livelihood. So the people are compelled to live in slum areas means Jhuggis, tin sheds, pathways and roads near by etc. The slum areas or localities may be seen to portrait the real picture of our living country. The living of human beings in the manner and what they are facing problem as follow :

1. Slum areas are often located in the unauthorised or waste lands near by big towns and cities. Even this, these areas also be seen near railway track, dirty drainage or collective water areas and in the low lying polluted facting areas.
2. They have no facilities of essential living such as proper sewerage system, water for drinking, sanitation arrangement, no providing of electricity and gas supply etc.
3. The condition of their shelters are just like a heap of garbage, means their houses built through Temporary stuff tents, plastic sheets, bamboo sticks, muds and thatches which are unable to bear the brunt of summer, winter or rain etc.
4. There is a heavy dose of chemicals, air, water and noise pollution.
5. In fact these slum areas are located in the unauthorized land which are not falling with in the jurisdiction of the municipal committee or city boards, parks, edge of drainage, open places for the recreation and playing of their children, elementary schools and community centres.
6. There is no provision of toilets and bathrooms, people have to bath in open and toilet in the areas adjacent to their localities which causes hygienic problems to them.
7. About failing of these essentials they are not much conscious about their own health, sanitation, cleanliness and other essential health measures being taken for the health and well being of the emergencies like pregnant mother and developing children.
8. In these slums areas mostly inhabitants are of poverty ridden masses, labourers, serving in the nearby factories, rickshaw pullers, porters, house keeping servants, low earning people, garbage picking families means illiterate or semi-illiterate people.

Impact on the Development, Adjustment and Education of the Developing Children

Children belonging to the Urban slums may be found to suffer from a host of deprivations, deficiencies, affecting their adjustment, education development. They



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suffered in many ways and with negative influences. These are called poverty ridden children.

1. They may be found to get inflicted with a number of diseases and ailments on account of poor sanitation and unhealthy conditions and the adverse impacts of such unhealthy environment may cost them dearly in the impairment of their health and physical development.
2. The children belonging to slums are usually found standing on the cross roads with no path available to lead towards some satisfying development and progress. The frustration coupled with lack of confidence, initiative, pushes them towards unemployment or forcing them to seek employment as manual labour or other lower category jobs and their coming generation also entrap them in the same poverty or slums.
3. The people living in these slums have no solid environment, observations, imitations etc. Their elders also give the guidelines to their coming youths. These localities are mostly connected with drug addicts, gamblers, pick pocketers, smugglers dropouts, problem children, alcoholics etc. Their immoral nature is harmful for the whole society. They may be entrapped deliberately interested in the world of crimes and immoral behaviour.
4. They may face a lot of discrimination, deprivation, marginalization on this account. Their lowering of morale make them cruel and criminal type. In this way we can say that the impact on the development adjustment, education of the developing children are much affected by these slum people.

Measures to bring Improvement of their Status

Our government and non-government organisation discuss on these topics that how we are able to remove these difficulties and to educate them time to time. Many of the measures are adopted for helping these slum people. First we educate them, then we think over further steps of removing poverty. The following measures are to be needed for their welfare and employment process :

1. First we attempt for bringing improvement in the living conditions of slum dwellers. These slums should be regularized in a systematic way and arrangement should be made for equipping them with the needed living amenities like toilets, pure drinking water, supply of electricity, gas supply, pucca house, proper roads and drainage system, community centres, parks and transport facilities.
2. The slum people must be helped in making them literates and also helping them further learning pursuits.
3. They must be properly educated so as to behave and live smoothly. They should feel their responsibilities of providing opportunities to their children for their education. They do not do anything which may influence the behaviour and habits of children in a negative way.
4. Attempts or to give suggestion not to adopt the bad company or bad elements. In case they are somehow entrapped in these types of activities; they should be helped in coming out and lead a good life.

2. Socially Deprived Girls

We know that there is a great indifference, marginalization, hatred etc. between a girl or a boy. In spite of all programs of protecting girl child, there is a great differ-

ence in both. The girl child has been a clear cut object of social deprivation being witnessed in many ways and manners as below :

1. Today in the most Indian families, the birth of a girl is not the subject of celebration. She is considered unfortunate and cursed by all family members and counted as bringing misfortune to the family.
2. Here we discuss how this difference and discrimination in the upbringing of the girl and boy child on the part of parents and elders such as :
 - (a) Boys enjoy all facilities, special care attention from all family members. Even look after every need but a girl child is never given a special care.
 - (b) Girls are denied the opportunity of schooling and to allow to go services of any other job. Mostly say that they only take birth for house hold duties.
 - (c) Even girls are denied balanced and nutritious diets on the plea that boys require more energy and status for performing responsibilities, that's why they should be healthier and stronger in comparison to girls.
 - (d) We see that the behaviour of girl child is punished and parents bother about their activities. But boys are condemned about their activities and never bother about wheather he is at fault.
 - (e) Girls are denied opportunity to participate in outside activities, games and sports and other sports activities. But boys can go every where at any time and take part in all activities.
3. There is great differentiation observed by the society. Girls are always neglected in comparison to the boys. Women and girls are always treated just like commodities, the things of utilizing in the service of manhood. There is a great difference or gender equality is not in society. As a result today we see more incidents like eve-teasing, sex, abuse, rape, molestation and gender violence against the girls. That's why they suffer a lot of humiliation, disrespect and blame able agonies. This insecurity and fear loses their self-confidence, morale, self respect and other participation. In fact this type of imbalance shows a great indifference between a boy child and a girl child.
4. In schools also girls have to suffer from the menace of gender discrimination, deprivation. They are not allowed to study engineering, computer etc. the study areas of boys. Even they are deprived with the opportunities and activities promoting constructivism and discovery on their part. They are discouraged to have competition with boys in every type of adventurism activities.

Above all this there is a good news that things are changing fast on account of globalization.

Measures to Improve the Girl Status : The fast changing urbanization, modernization mass-media or spread of literacy and development of ICT computer science is helpful in encouraging participation of girls in every field of modern life. People are also aware about in giving good education and give facilities equivalent to boys to girls also. Even our government is also taking strict action and punishment against those who abuse every type of violence to girls. In schools also necessary measures have now been in progress for minimizing the effect of marginalization and deprivation on the girl children. In our society there is a need of awaking and



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conscious at every movement and take help if necessary against such cruelties to the girls and women. In spite of all these there should be hard penalties and give rights to legal authorities for dealing with the offences and crimes against girl children or women. About all this if the whole community is made aware to do with full unity, then it is possible to remove such type of acts and cruelties. I think girls and women self also aware and come out from fear and fight against this type of violence.

5. CHILD REARING PRACTICES OF CHILDREN SEPARATED FROM PARENTS PRACTICES OF CHILDRENS SEPARATED IN CRECHES; CHILDREN IN ORPHANAGES

5. Write a detailed note on children separated from their parents.

OR

How are the rearing practices and the resulting consequences in the following cases of children separated from their parents?

- Children rearing in the boarding houses and institution.
- Children rearing in creches.
- Children rearing in orphanages.

Ans : The fast going world progresses much but today every person is in a hurry. There is no importance of a person whether he/she is related to ours. Any person has no time to look after and care towards their words. In foreign countries parents never much bother about their new born baby and school going children in the same way Indian is also going that type of path. So we can say that all children are not so fortunate as to enjoy protection, care, love and affection of their parents from their birth onwards. Infact these types of case are seeing in money minded people or they have no spare time to look after them. They are always thinking and working for money or how to make money their aim.

So many children are found to get separated from their parents on a number of grounds such as :

- Accidental separation from the parents and family in a fair crowd, visit to places and rail, motor or air accidental.
- Time bound separation from the parents for full day or few hours.
- Leaving the children in boarding houses or institutions.

Now the question is to these children who get separated from their parents on one or the other ground and are reared or guarded by some body else. We discuss about those separated children which are creches, orphanages and boarding lodging institution.

(a) Children Rearing in the Boarding Houses and Institution : The children who are studying in boarding and loading institutions. They want special needs of care by their parents. It is true that parents send their wards to boarding houses for good education and to prove beneficial to them but in the same manner their needed adjustment, education and progress well within their capacities and limitations.

(b) Children Rearing in Creches : With an increasing pressure of work and other tensions on the parents to earn money for their living and for next generation. They want that their ward become in good career building so both mother and father may be found to remain away from their infants because both are in job. They are not able to proper care of their infants.

So, they have the compulsion for leaving the infant under the care of the other

member of the family such as grand parents or some care taker. But today this type of facilities are rarely available for the care taking in the absence of wards parent. It is called a crech, where working parents can keep their infants in these places for care. In big cities and towns we see many creches because we may find heavy concentration of the educated working mother attending different types of schools and offices for a considerable length of the day. Let us think about the functioning and rearing practices adopted in these creches :

- These creches are situated in a dense locality of well-educated middle class. Every parent wants that the creches are nearby their houses or on the way where they are daily travelling to work or the reputation of their good rearing practices.
- Parents arrange himself how much time they leave their infant in the crech whether full day or half day. These need totally depends on parents. But for the little older children they work under the pattern of play schools where they perform the responsibilities of making the infants learn rudiments of primary classes along with physical, social and general knowledge development.
- For caring small babies or infant the creches hire girls or middle age women and train them according to their own accordance or in own method like glading way, talking way, convincable actions. How to talk with parents when they come to take own words. Even many time a whole family of the owner join hands for running a crutch.
- These creches are working as per the guidance of the parents. Their success depends on the quality maintained, in the rearing practices and the faith and trust of the parents. Only parents satisfaction is the main motto of a crech.
- Running creches is not an easy work but it is a challenging job. Because it is necessary to take much care of the infants. Their responsibilities are feeding, toilet, medical facilities and bath to the infants. Crech members have a big task to give a lot of affection and love to the child. They perform many activities like changing cloth, rest and sleep, play and recreation, sitting and walking, hygiene and health and even transportation and picking and leaving them from their homes.
- The crech rearing practice although keeps the children of very tender age away form the care and protection of their own mothers for a considerable long duration. Even these creches are helpful in many ways in acquiring best attention and timely caring for their individual needs and appropriate development.

(c) Children Rearing in Orphanages : Many children separated from their parents are forced to get shelter in orphanages. There are many reasons behind it i.e.; (i) the death of mother or father, (ii) help from relatives are not available, (iii) when they are kidnappend and sold to others, (iv) mentally upset position; Even some unmarried mothers, widows, illegitimate relationship couples left their children in temples, lonely places or in the orphanages.

These orphanages are run by non-government organisation or on charital trust. In the starting these community service shows humanity with these orphanges. But after some time they exploit orphans. That's why they face many sufferings and exploit at the hands of management personal, politicians, anti-social elements ranging from the ill treatment and starving to bonded labour and sexual exploitation.



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In such a congenial environment, it is quite natural for the children rearing in orphanages to suffer from one or the other deprivation or disadvantages as follow :

1. Deprivation suffered in terms of the satisfaction of their physical needs like availability of enough food for satisfying their hunger. Lack of nutritious food, clean water, cloths and other material of living.
2. They suffer from outer activities like not getting opportunities for having company and interaction with the social and cultural life. They are not allowed to go outside to make friends and talks.
3. Deprivation suffered in terms of satisfying their educational needs. They have their education in a bonded areas or supervision. It means a limited education and schooling for them.
4. They suffer from the satisfaction of their psychological needs such as need to get love and affection, sympathy and co-operation etc.

The above deprivations suffered by the children rearing in orphanages are big enough to block all the ways and means for their adequate adjustment to self and environment. So, we can say that there is no hope for their over all development and progress for these children rearing in the orphanages managed by different organization.

There are many orphanages running and working for these orphanages. In Haryana a organisation named Manav Seva Sangh working and provide quality life and opportunities to these rearing deprived children. These organisation also give them opportunities to take parts in different activities of the school, by which they gain cultural values and confidence in life.

6. SCHOOLING OF THE DEVELOPING

6. What is Schooling? How is the schooling helpful for the children in developing and progress?

Ans : Schooling of the Developing : After family, schools are responsible for the developing qualities of the child because children spend some period in the supervision of teachers. In schools, the teacher occupies the place of parents. After becoming conscious, children remain in contact with the teacher for most of the time. The role of teacher becomes more significant. In spite of this, the school imparts subject knowledge and cultural knowledge which are required for a successful life. School plays a very crucial role in preparing a responsible citizen. The autocratic environment in schools impacts socialization. The democratic environment cooperates in socialization. All the educational institutions are helpful in developing the children mentally. In schools, through books, an opportunity is sought in making oneself aware of others culture and society. It develops the child's full personality. Hence after family, the educational institutions take over the charge of socialization. In this way, we can say that the schools help the child in many ways. According to schooling, the first schooling is an object of fortune maker. This first category includes things like (i) men material resources and their effective utilization, (ii) school culture including the ideals and motto of the school, (iii) the type of curricular and co-curricular experiences available for the necessary development and progress and (iv) type of interaction (v) the nature of school-community relationships.

The second category is related to individuality or personal nature such as (i) The potential of the student for his learning and development (ii) nature of his

inclination, motivation and will to learn (iii) his age and maturity level (iv) the type of environment and facilities available to him for his development.

Here we would be focusing only the following issues related to schooling of the developing children.

- (a) Peer- influences
- (b) School culture
- (c) Relationships with teachers
- (d) Teacher expectations and school achievement
- (e) Being out of school
- (f) Overage learner

PEER INFLUENCES

7. How do peer influences in one's schooling affect his development and progress?

Ans : Peer Influences : The peer available in the school to the developing children in the shape of classmates and schoolmates and the type of relationship existing among the peers exercise a great influence in the adjustment, education, development and progress of the developing children studying in a school. Here we discuss the impact of peer influence on a child :

1. Peer influences has a great impact on children development. Their behaviour helps in developing the acquisition of habits, ways of working, behaving, attitudes, interest, cooperation with each other.
2. If we discuss the positive side of impact of peer influences, it may take a quite favourable turn to the developing change in the shape of inspiring and motivating each other. It helps one another in true cooperation, collaboration and with true spirit. It also works in acquiring school concern curricular and curricula activities. It imbibes many useful traits, attitudes, ways of behaving, skills, habits etc. These activities are helpful in personality development.

According to psychologist Vygotsky and Bruner also confirmed through working experience in a number of situations that a child learns and understands in the company of and able peer than the class and subject teacher or instructor.

3. If we see the negative side, we may see a bad company of the peers comprising the incapable and inefficient, careless and aimless, back benchers, delinquents, failures and frustrated, rule breaker and bad reputation may push the developing children in bad direction. The patterns of peers companion are encouraged to wrong doing.
4. In the era of pre-adolescence and adolescence, the effect or influence of the peer behaviour on the developing children is so intense and deep that they may be found to ignore the advice and warnings of their dearest and respected elders or teachers for the sake of maintaining their ego and showing their loyalty towards their peer groups.

SCHOOL CULTURE

8. What do you understand by the term school culture? Discuss its impact over the development and progress of the students.



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Ans : School Culture : Every community or society irrespective of its location, structure, culture and status of socio-economic conditions belonging to this globe may be found to be engaged in the well meaning attempts for the welfare and progress of its youngsters by caring for their education through the informal as well as formal agencies. The beginning is, however made from the school education. It aims for bringing an all round development in the personality of the children including desired modification in the behaviour for preparing them to play the role of a responsible citizen of a national and global community at large. The education imparted in our schools can achieve its desired objectives only when these are made to function in a desired way. It can only be possible through their effective organisation and management. So the school culture is proved in this way, "The school is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing child's development along desirable lives." Accordingly the term school-culture may function many things like physical, educational environment, socio-cultural environment including there is good interaction between student and teacher, teacher and parents, way of working. Management and working employess and head of the institution. School named is to be termed only based on the development and welfare of the students in every field related to a school. One can tell that school is good in reputation and well cultured. The following points may witness the goodness of a school :

1. The school should be in calm and peaceful area, which is far away from noisy environment. School campus is in non-pollution status. It is also free from pollution and much aware about hygienic conditions of for working and studying members. Every person who is working in this school permits his/her nature may be polite.
2. The children learn that our country is known for its diversity, they learn about different cultures while studying languages and history. This helps them in taking certain decisions and also know what improvements to make. So, the schools help in a protection of a culture and its development.
3. The main objective of schools is to develop social consciousness. So, it is necessary to give education based on community and social environment for a school. It believes in solving all problems with love, sympathy and cooperation. These qualities also leads to the development of national unity and national understanding.
4. The main and must be the good reputation in situated area. It means a school has constructive nature, well disciplined, its ideals and value, procedure of working related to schools democratic set up is necessary.
5. School is an organisation set-up by the social environment, whose level is higher than that of the society. In school efforts are made to develop the character and moral of the children directly or indirectly and from time to time morality are organised.
6. In school premises there is nothing like bad company and bad peer influences available to the students in general for derailing them on their development and progress path.
7. To educate the parents is the duty of the school so that they can make proper arrangements at their homes for their words. The work of the school will remain in complete until there is an arrangement for intellectual, physical, emotional, social and moral development.
8. School must stress on vocational development because it is today's need

for commercial and industrial progress. That's why schools arrange for the vocational and industrial education.

9. The school should provide for leadership. A country can progress only if it has socially, economically, culturally, morally, religiously and politically aware leaders. Educational institutions can produce such leaders and train them for future implementation of their duties in a skilful manner. So students are encouraged to take part in them.
10. School is almost free from the evils and deficiencies like, prejudices, marginalization, discrimination etc. in the society.

In the schools carrying bad reputation in terms of the schools culture we may usually witness the absence of the above cited virtues and goodness helpful in the appropriate development and well being of the developing children.

According to Dewey, "School is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing child development along desirable lines."

So, we can say that a school is not a market where knowledge is distributed among the deserving and the undeserving. It is not a railway platform where people crowd for difference objectives. A school is not a reformatory where adolescent delinquents are kept to be watched. In the end a school is wonderful building which is founded on good will—the good will of the people, and of parents. It is a holy temple, a community center, a state at micro-reign, a beautiful and attractive garden all rolled into one.

RELATIONSHIPS WITH TEACHERS

9. How does relationship with teachers affect the adjustment and development of the children in the school? Explain.

Ans : Teacher has to play a role of good human being and well adjusted individual besides a good professional being by maintaining harmonious relationships with his teacher, colleagues, parents and the society and his head and other superior authorities. The maintenance of harmonious relationship is an essential thing for a teacher not only for this professional adjustment but also for his overall welfare and progress.

In view of relationship a teacher has to play an effective role for the better classroom management. The teacher has to take account of all these situations and try to provide best classroom management within the available means by taking co-operation of the students and the higher authorities. As far as possible, he should try to depend upon his own initiative and cooperation from the pupils. He should try to establish a democratic and effective discipline with the help of students. His own attitude, behaviour, methods of teaching and concern for the welfare of his students will rarely help him in this direction. The teacher has to play various roles in the capacity of his unique position in the teaching-learning process.

The significance of such healthy relationships from the view point of the students we may see that it is most essential for them to have quite satisfactory, and trust worthy relationship with their teachers. The importance of having such healthy relationships can be realized on the following levels :

1. **Management of the Classroom Time and Resources :** The teacher should learn the art of managing the allotted time. He should develop a proper habit of entering in the classroom quite in time. If students know that a teacher is usually late

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or does not start the instructional work in time. A teacher who has no such plan of the management of allotted instructional time is likely to lose control of the students in the class as they by nature, are more interested in fun and play than in working. So, teacher must use his own ingenuity, creativity and resourcefulness for making use of the best available to him at the time of his teaching.

2. **Making Classroom Instruction Interesting and Purposeful :** A teacher must prepare and demonstrate his best in terms of his classrooms teaching and should not leave the minds of his students empty for devil's workshop or provide any opportunity for getting them bored and frustrated from the classroom instructional activities. Teacher adopt proper methods and techniques for making the instructions interesting and meaningful to the students.

3. **Impartial and Just Behaviour Towards the Students :** A teacher must try to demonstrate teacher-like characteristics and qualities in his behaviour specially in dealing with the students in the class. He should not demonstrate any feeling of hatred, enmity, partiality, favouritism towards his students. He must always keep in mind the ideal watch word, that a word of praise is more effective than the hundred words of reproof and thousands means of punishment.

4. **Working for a Friendly, Co-operative and Democratic Environment :** Effective class management requires a friendly, co-operative and democratic environment prevailing in the classroom. The teacher should assert himself as a teacher but he should not impose his undue authority or work as a dictator. The students must think him as a friend, guide and leader who is there to help them in every possible way at the time of need on the path of learning.

5. **Clarity of Directions for Classroom Study :** For the effective classroom management requires the communication of the clear cut directions about the classroom study to the students. What they have to do or what is expected from them as a learner or partner in the teaching-learning process should be clearly known to them.

6. **Management of Classroom Problems :** This aspect of classroom management also falls in the work and responsibilities domains of a class teacher. We would be discussing in detail this aspect in next view.

7. **Reinforcing/Accepting an Acceptable Behaviour of the Students :** It is imperative that effective class control or management will require the observance of these classroom rules and norms and the behaviour of the students who will be abiding by such rules and norms will be treated as acceptable behaviour. Such acceptable behaviour must be reinforced suitably by the non-verbal cues and verbal utterances in the ways as suggested earlier in the case of the reinforcement of attending behaviour.

8. **Reinforcing Attending Behaviour of the Students :** Attention and interest of the students are said to be the most essential requisite for the effectiveness of the classroom instruction and establishment of proper classroom environment. It is quite fruitful to provide proper reinforcement to the individual students who are found to be careful, attentive and involved in the classroom instruction. This reinforcement can be provided through non verbal and verbal reinforces.

TEACHER EXPECTATIONS AND SCHOOL ACHIEVEMENT

10. Discuss in detail about the relationship between teacher expectations and school achievement.

OR

What is the relationship between teacher expectation and school achievement? Write in detail.

Ans : A good teacher expects a good result from his students. Before examination a teacher teach students with his full efforts and also wants good expectations. These expectations may range from a quite high level to a quite discouraging level of achievements expected from the students in one or the other learning pursuit at one or the other learning situation. These expectations made about their students by their teachers carry a wide significance in relation to the development and well being of the developing children based on their capability of exercising positive as well as negative influences on their (children) achievements as below :

Positive Impacts and Outcomes

1. Expectations and aspirations of the teachers about their students are the first step for initiating and igniting the flame of determination and will power. Students always tries best but he scores less but it not means that teacher did not do his best. He always expects that their students do best and wants his teacher successful.
2. It can be seen that the students who are intelligent or we in the eyes of teachers receives much attention, care and guidance in comparison to other students. Teachers give individual attention for such types of children. Because he thought that a particular student can name and fame of that teacher. Teacher always give a favourable side and also ignore his small negligency. It means teacher gives much time to prepare particular students. Day by day teacher expend his expectation from his students.
3. The expectations of the teachers from the students in a positive note may instill and favour students with a new meaning of motivation and expection from their self. Teachers have much self confidence, self efficacy and self-esteem in comparison to those who are estimated as incapable or inefficient in the eyes of the teachers and in continuation to surpass others in terms of good performances and high aim able successful.

Negative Impacts and Outcomes

1. It is true that when we expect more and get less expectation it is topic of frustration. In the same way the teacher has high expectation from a developing child much above his underlying capacities and abilities may frustrate. This means adverse affect on the teacher means he/she loses self-confidence, self efficacy, self-esteem of the developing children and want next good result or performance from the student.
2. The student with low expectations from their teacher begins to underestimate and see themselves through the eyes and expectations of their teachers in spite of the presence of required capability and ability for doing and performing in a better way than the teacher expect. This proves quite damaging to their progress and result oriented in true with their real capacity.
3. The mind set of the teacher about the low expectation or discouraging outcomes from a student may automatically drift the teacher to pay less attention and ignore him as usual classroom activities and learning. Teacher may not encourage him to take part in classroom constructive, creative and other useful activities in the school because student has gone his



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beyond expectation means less performance. This less-performance push the student towards under-achievements and failure in the next examination. It is a negative impact on the teacher.

BEING OUT OF SCHOOL

11. What do you mean by 'Being out of School'? How a student proves himself that he is being out of school?

Ans : Being out of school means a children a student spends his school time outside the school. The time he spent out of school he shares his own experiences of home affairs received experience to his friends. The experiences received from his community, Peers, surrounding etc. gives much happiness to him. He is unorganized and informal in nature in comparison. Student is not interested in school activities and working. Let us try to see and discuss their impact.

1. The knowledge and understanding acquired and the skill learned about the different subjects and activities in school may get reinforced and intensified in proportion to the type of environment and facilities available to them out side the school for their practice and application.
2. By these activities which has done outside the school has changed his behaviour (such as acquisition of interests, attitudes, values and ideals) in the school also. These changes in their affective domain get fixation or diminish and vanish from their minds and hearts in proportion the type of experiences or feed back received from the interaction with social agencies other than the school. As a practical individual, he may choose to keep in his memory and practice what is more workable in the practical life. For example if a child learns that one should be truthful and honest in his behaviour and dealing but he is full of his outside school experiences then he is more likely to be influenced by these experiences. That's why he is not working according to school.
3. The school learning as we see the student is totally cut off from what happens going on outside the school environment. It is merely theoretical and does not match with the actual happenings in life. So there is a great difference between a student who acquires knowledge in the school and outside of the school. It is the practical outside experiences available in the out of the school environment that can help in extra which he has learned in the school for leading a successful life.

OVERAGE LEARNER

12. Who are overage learners? Discuss how do their presence in a class affect their and other's development?

Ans : Overage Learner are the learners who are much more in age than the average age ought to be for studying in that very class or grade. In a simple manner a child gets admission in class-I at the age of completion of 5 years. If he regularly passes out every class in one year. Then average age of the children studying in class VII his age is near about 11 or 12 years and in age of 15 years he passes X class. These ages are in routine or correct age of passing the classes academics. But how does one turn into an overage learner. The reasons are :

- (a) One's getting entry into class-I of primary school relatively at a quite increased age.
- (b) He is not able to pass next class in time of one year.
- (c) His leaving out the school in between for one or more years for one or the other reasons. Here are some points by which we can say that an average learner face many difficulties in adjusting classroom :

1. An overage learner may face difficulty in getting him adjusted with the physical environment available in the classroom and other school activities with in or out side of the school. If we take an example his height is tall but desks are in small size. Even all sitting items are suitable or adjustable according him. He is looking at different means in height, thinking, emotions and other in qualities. Accordingly children are not able to adjust him as a classmate.
2. An average child also faces an academic adjustment problem while studying along with the children of the younger age in a particular class. We know that as per planned academic system in teaching learning situation the average age of the students studying in that class. So, an overage children difference is much in trouble because of maturity level. Even work activities of all class children also differ from average children. So, he has to face a lot of maladjustment on this account.
3. An average child may also face a number of problems in relation to his socio-psychological adjustment and development such as :
 - (a) He has difficulty in establishing friendship and face difficulty in interaction with other classmates because of age difference and maturity level.
 - (b) He also faces much difficulty in getting along with help classmates in doing different co-curricular activities.
 - (c) The correct age of average age child do not want to mix up with an average child, because both's thinking power is different.
 - (d) An average child himself feels inferiority to the other class students. The same is also constantly reminded to him by his teachers and classmates.
4. The academic difficulties suffered by an average child coupled with his socio-psychological, maladjustment, inferiority complex may push him to words problematic and delinquent behaviour, that's the reason of stress becoming him falling in bad company, drug addict, culprit, socially backward.

In this way we can say that an overage child faces many difficulties to adjust him among his classmates. In this case whether he adjusted himself in normal according to others or his mind divert to other ill side, it is called a break in his development.

7. UNDERSTANDING NEEDS AND BEHAVIOURAL PROBLEMS OF CHILDREN AND ADOLESCENTS : RELATIONSHIPS WITH PEERS

13. Who are peers and what is peer relationships? How this relationship is helpful in the development of children?

OR

Write in detail about the issue related to peer relationship : Friendship and gender.



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Ans : Adolescence is the period of social adjustment. In this period the individual learns many lessons in social relationships. In the early part of this period, his or her friendship is developed with intense emotional bond. In later adolescence individualistic and intimate friendship develops. There are strong feelings and firm loyalties attached with friendship.

We know that children are the real assets of a society or nation as the progress, welfare and future of a society is essentially linked with the development and progress of its children. It is correct that in childhood and adolescence age a child needs of having relationship and intimacy with peers. At school level a child has a physical and socio-psychology and to fulfil it through the environment of education.

They may face difficulty in maintaining proper interaction and relationship with their peers, family members and teachers. He also needs the care, attention and guidance from their own elders, teachers or any guides.

As a teacher concerned with the education of the growing up children, we must aware of needs and behavioural problems in both age (children and adolescents).

Here we would try to discuss the mechanism of peer relationship and common behavioural problem of the children and adolescents. First we know what is peers? It is used for the children of same age at the same level of qualities like ability, thinking power, socio-emotional skill, same views, need interaction, cooperation in open environment. For example we see daily in surroundings the same age children in neighbourhood, school, college etc. wants to mix-up, to play, to think, and to get company, interaction all are same.

Because of this they are spending their much time in each other company and enjoying a lot of freedom with full enjoyment. They also exchange views and developing friendship bonds. They also share learning with each other without feeling with same status, rank and abilities and same thoughts.

Development of Peer Relationships

It is clear that making friends and developing peer relationships is not an easy task of any age even in elders. It is difficult even for kids and toddlers to seek entry into play group and many chances of facing peer groups rejection. In some cases children know how to successfully enter the group and others do not. Children or students nature are different. Sometimes they are cooperative vs quarrelling, adjusting vs aggressive. These are their tendency. We know that there are many challenges before growing children starting from the pre-primary school. From the beginning, he develops peer relationship like making new friend, maintaining existing friendship, he rejects peer group also, avoiding bullies etc. The growing children should be helped in facing the challenges and difficulties coming in the way of developing the needed peer relationship. By making peer groups children learn much from the beginning in fact a child learn a peer quality with in their home and family. For example, if the home environment and his parents behaviour is good, then child also has sympathy, cooperation, respect, trust and faith etc. These qualities help him in further future. As he behaves in the home same, he behaves with in his peer group. A child faces many problems or obstacles to maintain peer group relations. So, we can say that if the friendly relations are unsocial, then it is called aggressive, selfish, quarrelsome, problem creator etc.

The Issues Involved in Peer Relationship

1. **Friendship and Gender :** The work of forming or making relationship

with peers such as characteristics or ability of the children to win friends. If the children is fit in all round means physically, mentally, healthy, emotionally stable and also socially can capable to establish effective peer relationship. In the earlier year of childhood there is no consideration of gender, socio-economic status and other physical or material incentives in the minds of children for seeking and maintaining friendship with each other. When the boys and girls grow in age, there comes a consideration of mutual linkings and understanding and dislikings, tastes and interests much dominated by the respective genders. It has been seen that in growing or in adolescence age they attract each other. As the children matures in terms of their physical, social, emotional and mental development, their interests and activities are widened and they get more intensely and deeply involved in their friendly relationship. This friendship becomes more intimate and emotional in the period of adolescence for both genders. This friendship earned in adolescence may be seen too lasting. Sometime, it changes into like partner or true friends.

2. Competition and Cooperation : Competition means between the equals therefore, peers are very much targeted with the urge and opportunities of getting involved in competition pursuits. This competitive quality starts from the childhood means the period of peer relationship initiation. In childhood a child plays with different types of toys and activities than in competition manner. As they grow up in the areas, scope of their competitive venture gets widened. In schools they have competition with their peer not only in academic areas but also in different types of co-curricular activities including games, sports, hobbies projects etc. In the childhood, the children may also have competition in raising themselves in the eyes of their parents, teachers and elders. In adolescence they care more for peer group and thus they get engaged more in competitive activities raising their status among peers. Girls have competition with the fellow girls as well as more attractive in the eyes of the boys and boys have competition with the fellow boys and looking more in the eyes of girls. So it should be checked and the growing children must be directed and guided to get engaged in healthy competitions by setting aside the unhealthy and improper rivalries.

Peer relationship may be seen to take a quite positive and healthy lead if the efforts of growing up are drifted towards co-operating and helping in place of competing and pulling each other. For true competition and co-operation must learn in the early age. Competitions must be compete to develop cooperation, because both are related to each other. If the competition competes in a fair manner, then cooperation automatically comes in competition. If jealous in competition, then the competition is not in true manner.

3. Competition and Conflicts : In peer relationship co-operation and trust have a significant and positive role for mutual understanding and for faith. It is true that competition in peers standing each other. It may bring bitterness in their otherwise cordial relationships giving birth to conflicts of one or the other nature. In this adolescent age the competition thinking is much creative. Every girl and a boy wants to compete with each other but one of them not get success in the competition then a conflict happens in the mind, means take revenge or conflict. Everyone wants achievement and performances in his life with any defeat but it happens that the competition is not a competition but changes into conflicts of views. In one's struggling for improving his performance or developing arises among peers, then it should be resolved after the clarification of the situation. This clarification gives an understanding of believeness. So, competition and conflicts are possible in peer relation-



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ship. Peer relationships are found to carry a lot of significance in one's life and effect the course of one's entire development in all the dimensions of his personality.

For example, if a person has equal status to others like in ability, skills, age, rank etc. Normally they have emotions of competition. But in schools a teacher and elder can solve these problems to convey the merits and demerits of the topic. The task of learning and acquisition of new things becomes relatively simpler, easier and graspable to the peers in the company of each other. They feel no hesitation or fear in revealing their weaknesses or shortcomings to each other.

The following points show the significant relation between peer relationships and children development :

(i) Beginning from the period of infancy, he plays activities enjoyed with peers, provides the child different opportunities for his adequate physical, motor development, social and moral development. When they enjoy adequate opportunities they learn so in the competition and cooperation with their peers.

(ii) A child practices through peer group interaction and relationship. With the help of verbal communication, cooperating, sharing, interaction and helping.

(iii) With the help of peer group they (children) get a lot of opportunities to learn and imbibe valuable lessons for the development of a few important social and life-supporting skills such as, competition and cooperation, respect and recognition, exercising desirable control over emotion, specially involving aggression and withdrawal tendencies.

(iv) The peer relationships are quite effective and important to the developing children in the acquisition and learning of the essential communication skills, development of the linguistic abilities and experiment with social roles. The children who are not so fortunate to enjoy proper peer relationship are most likely to suffer adversely in this matter.

(v) The peer relationship may prove quite advantageous to the progress and development of the children. It helps them in their adequate adjustment to the self and surroundings. They can open their hearts and minds to those peers who are quite close to them in peer relationships. In this way they can share their problems and found solutions also. Peer relationship also helps them in learning desirable skills and pick up necessary habits for meeting adjustment demands of their home, school and community environment.

In this way it can be well that peer relationships carry a lot of meanings in different fields or have significance in the children's life. These relationships mould and shape the development, progress and adjustment of children. Lastly it is true that peer relationship develops children in the various dimensions of their personality.

BEHAVIOURAL PROBLEMS OF THE CHILDREN AND ADOLESCENTS

14. What are behavioural problems? Name the possible behaviour problems faced by the children in their childhood and adolescence.

Ans : In one's life peer relationships have a lot of significance and develop in all the dimensions of a child's personality. But in spirit of all these there are some problems of children in adolescent age. It means dissatisfaction or failure in his self and the environment. He himself thinks that he is victim of one or other type of behavioural problems.

In fact this happened because of the lack of necessary maturity and understand-

ing for coping with the needs of the environment. That is why they fall easy victim of the many behavioural problems like below :

- (i) In ability to relate socially,
- (ii) Thumb sucking,
- (iii) Nail biting,
- (iv) Bed wetting,
- (v) Stealing picketing,
- (vi) Bullying or fighting,
- (vii) Hair plucking,
- (viii) Phobic reaction against insect like cockroach, lizard, spiders, etc. negativism, sexually deviant behaviour, substance abuse or drug addiction.

The above examples of the children and adolescent behavioural problems may clearly reveal that their behaviour related with such problems is essentially quite away, quite normal behaviour. So, it is necessary that these behavioural problems can be solved with the help of surroundings contacts like, classmates, elders, neighbours and society as a whole. In fact in a child or a adult has abnormality or maladaptation like mental retardation, physical or mental handicaps, immorality disorders. These are the behavioural problems. So, we can say that the term behavioural problem or problematic behaviour stands for that type of behaviour of an individual which while causing a problem for his proper adjustment to self and the environment proves quite detrimental to his own well being alongwith the society. After discussing the behavioural problems we know the main types of behavioural problems among developing children and adolescents :

- (i) Aggression
- (ii) Bullying
- (iii) Substance abuse or drug addiction

AGGRESSION

15. What is aggression and aggressive behaviour? What are the probable causes of aggressiveness? What can be done in dealing with the problem of aggressiveness among the children. Discuss.

or

What can be the causes of aggressive behaviour in the society? Describe the main causes. What can you do to control the aggressive behaviour?

[CBLU, 2018]

Ans : Aggression : Aggressiveness is a problem in a situation when the individual begins to lose control over his emotions to the extent of causing harm to himself and others. There are many causes of aggressiveness when a person loses his temper, emotion of anger, not adjustment of according him, excessive tone of assertiveness, work is not done according to him. It becomes a problem in a situation when the individual begins to lose control over his emotions to the extent of causing harm to himself and others. The children showing their aggressiveness or behaviour in the following way or in behavioural activities :

1. Beating, heating, pushing, eve-teasing to the younger and weaker ones.
2. Trying to throw and damage household or surrounding articles.
3. Disobeying and misbehaving with the elders in un social and uncivilized ways.
4. Boosting braveness but proving their timidity before the stronger and



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- more powerful children or adults.
5. Screaming and cramming the constriction.
6. Using in appropriate abusing language, expression and bad names in the communication with others.
7. Beating the self including hitting the head with hand surface or objects.

Causes of Aggressiveness

The following are the causes of aggressiveness in a child :

1. Aggression is more likely to arise when a child is feeling hungry, thirsty, sick and non-according work done by any one.
2. Children who have not learned self control often act aggressively. When children have limited or inconsistent guidance from parents and care takers, they have difficulty in recognizing and monitoring their aggressive behaviour.
3. Children have a habit of watching television. If we avoid him to see the television he irritates and shows aggressiveness, even also throws the remote of the television.
4. The aggressive mode of the child's behaviour in the form of temper tantrums get linked with the reinforcement received by him through the satisfaction of his desires or needs through his temper outbursts.
5. Anger and sadness are very close to one another and it is important to remember that much of an adult experiences, as sadness is expressed by a child as aggression.
6. It is found in excess which may compel them for resorting to temper outbursts or uncontrolled rage in order to make others fearful and accept their dominance.

The above causes of aggressiveness can be solved with guidance in finding other strategies for solving these types of problems and venting their frustration adolescent. In fact, this aggressiveness is normal in age but we remove it with the help of politeness and by proper convincable method.

Deal with the Aggressive Behaviour Problem of the Children

Handling children's from aggression is of duty of every person who is concerned with them. Parents and teachers know the causes of aggression in a child to they must allow children to feel all their feelings. Their feelings cannot be denied and angry out bursts should not always be viewed as a sign of serious problems : they should be recognized and treated with respect. Parents, teachers and elders are helpful in removing aggression in children :

1. Aware of when the child is feeling hungry, tired, sick and frustrated, then they try to anticipate and melt down properly and solve these feelings according their needs.
2. Encourage the child to use words for describing their feelings. After expression of feelings, first parents understand it nicely and solve them easily in a good manner.
3. Help your child develop appropriate problem-solving strategies. For example a two year old who's having difficulty sharing a favourite plaything, then teachers or parents share it to play themselves in the same play. Encourage older children to work independently to develop solutions.
4. Make sure your children understand the consequence for in appropriate

actions and be consistent in following up on them.

5. Introduce acceptable strategies for dealing with aggression. When a child starts doing a work for example drinking of milk; then his parents want to count backward from ten before acting out.
6. Watch television along with your children and encourage as well as discuss about program content.
7. Allow them to read and to see pictures which is printed in the book. Encourage also reading aloud with the teachers, parents and elders.
8. Make a consistent effort to recognize kind behaviours. Always give good behaviour tips to your child. Learn how to talk to your elders and youngsters with good conversation style. Give motivational message to children.
9. Use closeness and touching. Young children are often calmed by having an adult come close by and express interest in the child's activities. These activities are useful for the children.
10. Try not to use physical punishment. Physical punishment and hard punishment makes a child aggressive.
11. Reduce the time your child spends with play mates who engage in aggressive behaviour.
12. Ease tension through humour. Because humour is an act in which a weeping child compels himself to laugh.
13. Hold male and female children to the same standards. Both boys and girls have aggression, but we try to understand their feelings.
14. Scolding must be avoided when a child is in aggressive mood. First to find out the reason of matter, then solve it in a helpful or consoling manner.
15. Give them all motivational messages by which children take interest in the matter.

BULLYING

16. What is bullying? Discuss its various types and throw light on its probable causes.

Ans : Bullying : In fact this word is defined for the animal for cow, buffalo and have horns. In the school context in human defined as on going misuse of power and unwanted aggressive behaviour repeatedly demonstrated by a child (called bully). In other language the imbalance of power. Bully seems to enjoy more physical strength. It can happen in person or online and may be obvious or hidden. This bully nature harms the child in psychological manner. A child does his work in improper way or in full strength without demand.

Types of Bullying

There are mainly three types of bullying :

1. Physical
2. Verbal
3. Written or on line bullying

Physical : In this type of bullying a child harmed is physically or economically through this type of bullying acts such as :

- (i) Punching kicking, pushing, seapping
- (ii) unwelcome touching



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- (iii) extortion
- (iv) excluding from a group
- (v) making things to get one in trouble

Verbal : In this type of bullying a child's feelings are hurt through the bullying acts like :

- (i) Taunting
- (ii) gossiping, spreading rumours
- (iii) false saying
- (iv) threatening
- (v) racist or racial comments
- (vi) name-calling

Written or Online Bullying : In this type of bullying, a child is harassed or intimidated by the bullying way and acts like.

- (i) making silent or abusive phone calls.
- (ii) sending insulting and threatening text messages.
- (iii) threatening notes, and letters.
- (iv) publishing someone's personal or embarrassing information on line.
- (v) Campaigns on social networking sites.

Measures for Controlling the Menace of Bullying

Bullying is great menace and big problem in many of the schools. It affects totally the welfare and progress of the school, family and society. This problem can be vanished with the collaborative efforts who are connected with this problem. We can vanish this bullying habit with the help of family member after than school members :

1. When a child engages in this type problem, the parents give own examples of good behaviour and experiences of their elders. It is therefore needed on the part of parents, teachers and other family members convince the bad effects of this habit.
2. There should be norms and rules for dealing of misbehaviour indiscipline and bullying on the part of children at home as well as school. These rules should be strictly enforced. There is no excuse for this doing.
3. The parents with the help of school authorities should give necessary education and training to the children for facing the problem and menace of bullying to them as well as others. Different seminars should be organised related to remove this bad habit.
4. The bullies should be taught to learn how to solve social problems and deal with their emotions. He is also able to resolve conflicts and how to share and make compromises, cooperation and mutual understanding. How they deal with injustice. With the help of our elders, the bullies types students can be avoided by giving good education.
5. It is advantageous to make the children well aware about what a bully is and then set a standard that clearly warns them not to indulge in such behaviour. We may help the children to remain conscious and alert to identify and stop the bullying behaviour.
6. To avoid this bad habit of bullying the parents and school authorities must be aware about this activity. So, to watch this habit the school may have installed CCTV camera fitted for noticing unwanted activity going in and around the school campus.

If a child behaves bad and in noticeable then school must punish him not in a corporal punishment but in other way with love affection and convenience the bad affect on his psychology and future. In this way, we can remove this bad habit bully from a child.

DRUG ADDICTION

17. What do you understand by the term substance abuse or drug addiction as a behavioural problem or personality disorder of the children and adolescents?

OR

What is drug addiction? Write about its prevention and treatment in detail.

Ans : Today we see or in modern world our young generation is involved in this major developmental disorder. This habit creates mental disorder, irritates, mental bullys happens. Accordingly an individual suffering with such a disorder becomes too much dependent on drugs. It proves fatal to health and may turn him into a maladjusted.

Meaning of Drug Addiction : It is a personality disorder. The right concept of drug addiction is clearly the drugs related with intoxication and addiction is related to psychological dependence on something may be referred to as our addiction for that thing. The habit of taking intoxicating drugs. In fact drugs are taken to protect as well as curing always ourselves from illness or diseases. All drugs are so helpful to us. If drug is taken in excess, then it proves fatal means side effects. But today the drug word is defined associated with intoxication. These drugs affect one's body and mind. Drugs are useful as well as harmful. Now the question is which drug is useful and which is not useful. Useful drugs are taken as a dose for removing disease.

But today, the word drug has been changed in the manner of bad meaning. Drugs creates bad habits like alcoholism, stealing, pick pocketing, prostitution, gambling etc. These all habits effects on society and individual. If one's adopted in one's behaviour means drugs. It becomes quite difficult to get rid of in respect of their too damaging physical and social consequences. It is correct when one takes the intoxicating drug, more he becomes all together dependent on it. It means its casual intake and ordinary habit, drug addiction may take the shape of a quite dangerous personality disorder. This disorder may be seen to affect the individual gradually in the following way :

1. **The Initial Effects of Drugs :** Intoxicating drugs are too powerful to exercise instant effect on the mind and the body of the individual. These drugs have effect on mind directly. If one takes it for fondness after that he is habitual of it. He likes and use them again and again. Many people take drugs for removing tension, stress, pain, worries etc. and some are for joy, happiness and for fulfilment.
2. **Conversion into a Habit :** If first dose of an intoxicating drug, their initial instant effect is quite powerful in persuading or compelling the individual for taking the second or more. Gradually its use is turned into an essential routine and make habit.
3. **Developing into a Personality Disorder :** Drugs make an individual quite handicapped in terms of his proper physical, physiological and psychological functioning. The personality disorder associated with drug addiction stands for the physiological and psychological state of an individual



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which is resulted through the prolonged and excessive use of an intoxicating drug. So, it is true to live and work only for consuming the drug.

4. **Presence of Withdrawal Symptoms :** The increasing physiological and psychological dependence of the individual on the intoxicating drugs. Drugs taker becomes quite restless, perturbed, uneasy, sad and tense. His pains and agonies get intensified with the denial of the drug and passage of the time.
5. **Tolerance for the Heavy Doses of the Drugs :** Once used for any account of intoxicating drugs, they are habituated for their excessive and prolonged use. More they use a drug, more accustomed and habitual their mind and body become to hear its effect. But he takes it frequently more and more heavy doses of a drug.

Types of Drugs and its effects

According to the nature of their effects, drugs may be classified as stimulant, sedative and mind blowing :

1. **Stimulant Drugs :** These types of drugs stimulate the brain and sympathetic nervous system. These drugs are cocaine, caffeine, nicotine etc.
2. **Sedative Drugs :** These drugs slow down the activities of an organism and diminish the response of the brain and nervous system.
3. **Deliriant or Mind Blowing Drugs :** These drugs produce transient states resembling psychoses resulting confusion, distortion in thinking process. Even false sense of adequacy gives rise to incidents of reckless driving and other antisocial doing.

Prevention and Treatment of Drug Addiction

The following measures may prove quite effective and fruitful in this direction :

1. In the beginning, to educate the public and convince the ill effect of drugs intake.
2. For removing frustration, tensions and anxieties among the youth there is a need of restructrization of unhealthy environment. Even education system should be reshaped as to include job oriented and employment based courses.
3. Provision for educating children through various curricular and co-curricular activities about the menace of the drug addiction.
4. We should be channelized drug intaker into constructive and creative projects like rural reconstruction, welfare of society. It will provide them a sense of purpose and gives opportunity for new experiences of life.
5. It is a suggestion that parents and elders should not take such medicines which carry strong intoxicating effects. The fact is to keep ban on intoxicating drugs.
6. To avoid this type of bad habit, parents and teachers should be quite vigilant about the company and living style of their wards, especially during adolescence.
7. Drug trafficking should be checked through strict social and legal means. In other way it should be carefully watched and strictly dealt through social and legal provisions.

8. IMPACT OF GLOBALISATION, URBANIZATION AND ECONOMIC CHANGES ON CONSTRUCTION AND EXPERIENCE OF CHILDREN IN CHILDHOOD AND ADOLESCENT AGE

18. What is Urbanization? Discuss the basic features of urbanization in India's development.

Ans. Meaning of Urbanization : It is now widely accepted that urbanization is as much a social process as it is an economic and territorial process. It transforms societal organisations, the role of the family, demographic structures, the nature of work, and the way we choose to live and with whom. It also modifies domestic roles and relations within the family, and re-defines concepts of individual and social responsibility.

Urbanization refers to general increase in population and the amount of industrialization of a settlement. It includes increase in the number and extent of cities. It symbolizes the movement of people from rural to urban areas.

Urbanization happens because of the increase in the extent and density of urban area. The density of population in urban areas increases because of the migration of people from less industrialized regions to more industrialized areas.

Urbanization is closely linked to modernization, industrialization and the sociological process of rationalization. Urbanization occurs as individual, commercial and governmental efforts reduce time and expense in commuting and improving opportunities for jobs, education, housing and transportation. Many rural inhabitants come to the city for reasons of seeking fortunes and social mobility. But the picture of urbanization is not so glorious as it apparently seems. Modern cities have grown in a haphazard and unplanned manner due to fast industrialisation.

Cities in developing countries become over populated and over crowded partly as a result of the increase in population over the decades and partly as a result of migration.

Urbanization is an index of transformation from traditional rural economies to modern industrial one. It is a progressive concentration of population in urban units. It is a finite process - a cycle through which a nation passes.

Urbanization in India

India shares most characteristics features of urbanization in the developing countries. It is the most significant phenomenon of 20th century which has almost affected all aspects of national life in India. Being the second most populous country in the world after China, India's growing urbanization has a regional as well as world-wide impact. India's urban population constitutes a sizeable proportion of world's urban population.

Programmes of industrialization did make an impact in terms of population absorption in urban areas, though its impact was very discernible. During 1981-91, urban population in absolute terms reached the figures of 285 millions accounting for 27.8 percent of total population.

Degree of urbanization varies widely among the states of the country. Goa is the most urbanized state in India with 49.77% urban population followed by Mizoram, Tamil Nadu & Maharashtra. All union territories are highly urbanized except Dadra & Nagar Haveli and Andaman & Nicobar Islands. The degree of urbanization is high in southern, western and north-eastern states whereas low ur-



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banization level is found in northern and central states. Maximum concentration of the country's urban population is found in Maharashtra, Uttar Pradesh, Tamil Nadu, West Bengal and Andhra Pradesh.

Basic Features of Urbanization in India

Some of the basic features of urbanization in India are as follows :

- The pattern of urbanization in India is characterized by continuous concentration of population & activities in large cities.
 - Breese (1960) depicts urbanization in India as pseudo-urbanization wherein people arrive at cities not due to urban pull but due to rural push factors.
 - RezaanKundu talked of dysfunctional urbanization which results in a concentration of population in a few large cities without a corresponding increase in their economic base.
 - Urbanization process is not mainly 'migration led' but a product of demographic explosion due to natural growth.
 - Rural out-migration is directed towards class I cities.
 - The big cities attain large population size leading to virtual collapse of the urban services and quality of life. Large cities are structurally weak & formal instead of being functional entities because of inadequate economic base. In a nutshell urbanization has the following features :
 - Urbanization occurs without industrialization and strong economic base.
 - It is mainly product of demographic explosion and poverty induced rural-urban migration.
 - Rapid urbanization leads to massive growth of slum followed by misery, poverty, unemployment, exploitation, inequalities, degradation in the quality of urban life.
 - Urbanization occurs not due to urban pull but due to rural push factors.
 - Poor quality of rural-urban leads to poor quality of urbanization (Bhagat 1992).
 - Distress migration initiates urban decay.
 - The face to face interaction is being substituted by indirect and mediated interaction.
 - The inter personal relationships are becoming formal, planned & calculated. The spontaneity is being replaced by sophistication and rationality.
 - The friendship circle of the urban people is based more on the professional relationship than kinship.
 - The urban people have an acute sense of time. They work under tremendous pressure of time and therefore, work on a fast pace.
 - The type of kitchen, food habits, and general organisation of home provide a different structure of home.
 - Consumerism and market orientation are the keys of urbanization.
- Summarizingly, urbanization refers to the process of increase in the number of points at which population concentrates and a growth in the size of these concentrations. With urbanization, people shift from agrarian occupations to industrial and service occupations. The migration of people from the villages is the main cause of urbanization. People migrate from village to cities in search of greater and more attractive economic options. The urban centres, however pose various challenges

for the inhabitants and for governance.

In ancient India, Panini has referred two different types of habitations i.e., the grama and the nagar. A city was populated by traders and industrial workers with adequate amenities of life. The village stood for simplicity and accommodated village craftsmen and agriculturists. The urban settlements in India have undergone basic changes over the centuries. Today, a city represents a relatively large, dense and permanent settlement of socially heterogeneous individuals.

The cities differ from the villages in many respects. As cities happen to be the place for transacting business, politics, administration, medical, transportation, commercial and educational activities, they have become the centres of power. The life in cities is fast & very demanding. The cities are growing in size and the adjunct rural areas are being acquired and made part of cities. Town and urban planning has become a major responsibility of the Government.

Mostly the people who had migrated from villages now live in the cities as tenants. The social institutions like marriage, kinship, family, caste, religion etc. in the cities present a mixed picture. They have elements of continuity as well as change.

19. Discuss the basic problems of urbanization in India. What is the impact of urbanization on child development?

Ans. Basic Problems of Urbanization : Problems of urbanization are mainly due to faulty urban planning, and urbanization with poor economic basis. India's urbanization is followed by some basic problems in the field of: 1. Housing, 2. Slums, 3. Transport, 4. Water supply, sanitation, 5. Water pollution, 6. Inadequate provision for social infrastructure (school, hospital, etc.). Class I cities like Mumbai, Kolkata, Chennai, Delhi etc. have reached saturation level of employment generating capacity (Kundu, 1977). Since these cities are suffering from urban poverty, unemployment, housing shortage, crisis in urban infrastructure, these large cities cannot absorb these distressed rural migrants i.e., poor landless illiterates and unskilled agricultural labourers.

Most of these cities cannot generate employment for these distressed rural poor. So, there is transfer from rural poverty to urban poverty.

Poverty induced migration occurs due to rural push factors. These mega cities are subject to extreme filthy slum and very cruel mega city denying shelter, drinking water, electricity, sanitation to the extreme poor and rural migrants.

The problems of urbanization destabilise the life of the people. Most of the cities in India are facing various kinds of problems. These problems are caused by the continued migration of population from the villages, the technological changes, and the mode of transportation. Some of the major problems are stated below :

1. The Growth of Slums : A slum is an area characterized by overcrowding, unsanitary conditions, or absence of facilities or amenities, which endanger the health, safety and morals of its inhabitants. Most of the Indian cities are showing a rapid growth of slums. Disease, crime and drug addiction are very common in these slums.

The acute shortage of housing facilities compels the poor to live in slums. Slums have developed in almost all the Indian cities. Slums are called by the names of 'Bastees' in Kolkata, Jhuggis in Delhi, Chawl in Mumbai and Cheri in Chennai. The slums or Bastees have been defined by the Government of India under Slum Area (Improvement & Clearance) Act of 1954 as predominantly a residential area where dwellings by reason of overcrowding, faulty arrangement and lack of ventilation,

light or sanitary facilities or any combination of these factors detrimental to safety, health and morals. It is estimated that 40% of people in megacities like Kolkata, Mumbai & Delhi live in slums. These slums have extremely unhygienic conditions. They have impoverished lavatories made by digging a shallow pit in between 3 to 4 huts and with a curtain hanging in front. The children of course, are used to defecate anywhere around the huts. There are invariable dug in the middle of a state dirty pool. People wash their clothes and utensils under the hand-pumps. This causes diseases like blood dysentery, diarrhoea, malaria, typhoid, jaundice and conjunctivitis.

2. **Housing Problem** : Housing in the city is a persistent problem. To keep pace with the housing needs of the people is a major challenge. Multi-storied accommodations are increasing. The high rise buildings have their own problems.

3. **Crowding and Depersonalization** : Crowding is a difficult problem faced in the cities. Some houses are overcrowded. Crowding results in competition and high infant mortality. Bystander apathy is very common. The city dwellers do not want to get involved. You must have read in news where people are murdered while others merely stand by and watch.

4. **Social and Economic Inequalities** : Urbanization is generating social and economic inequalities which warrant social conflicts, crimes and anti-social activities (Kundu and Gupta, 1996). Uncontrolled urbanization leads to environmental degradation and degradation in the quality of urban life. Illiterate, low-skilled or unskilled migrants from rural areas are absorbed in poor low grade urban informal sector at a very low wage rate and urban informal sector becomes inefficient and unproductive.

5. **Maintenance of City** : With the burden of growing population, the basic infrastructure of many cities is crumbling down. The streets are choked with traffic. There is mixed and incompatible land use. Growing deterioration in public utilities municipal services, and community facilities e.g. drinking water, sewage, waste disposal etc. mark the life of the majority of the Indian cities.

6. **Law and Order** : Crimes of various types, e.g. corruption, murders, immoral trafficking, use of drugs, etc. are on the increase in the cities. The mounting social conflicts lead to demonstrations, rallies and at times fights that creates a law and order problem.

7. **Transportation and Traffic** : Public transportation system is a top priority since people have to commute long distances to earn their livelihood. Personal transport is not avoidable to majority of the people. The number of automobiles multiplies, so does the pollution, and traffic jam disrupts life of people. All these adversely affect the mental and physical health of the people.



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