

M.A. (Education) 1st semester

Course Code: EDUCC103

Fundamentals of Educational Psychology

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SYLLABUS

Course Type / Nature: Core

Course Code: EDUCC103

Course Title: **FUNDAMENTALS OF EDUCATIONAL PSYCHOLOGY**

Credits = 4 {Marks = 100 (70 + 30)}

Course Objectives

To enable the learners to;

- develop understanding of the psychological and development basis of education.
- understand the concept and different principles of growth and development
- understand the different aspects of development of learner's personality.
- understand different theories of development and their educational implications
- understand different dimensions of individual differences
- understand the changing concept of intelligence, creativity and its application.
- understand different theories of personality
- understand different techniques of assessment of personality
- understand the concept of mental hygiene and health and its importance in their life.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or

its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit – 1 Psychological Bases of Education and Development

Educational Psychology: Meaning, Nature and Scope – Relevance of Educational Psychology for Teaching-Learning Process.

Growth and Development – Concept, Stages, Principles of Growth and Development Factors Influencing Development – Genetic and Environmental.

Theories of Development and their Educational Implications with special reference to:

- Piaget's Cognitive Development
- Freud's Psycho-sexual Development

Unit - 2 Managing Individual Differences

Childhood and Adolescence: Meaning, Characteristics, Stages and Aspects of Development with special reference to Needs and Problems of Adolescents in the Indian context.

Stage Specific Characteristics during Infancy to Adolescence Period.

Individual Differences: Meaning, Dimensions and Causes of Individual Differences

- Role of Teacher to minimize Individual Differences

Unit – 3 Intelligence and Creativity

Nature of Intelligence – Concept and Types, Abstract, Concrete, Emotional and Spiritual

Theories of Intelligence and their Educational Implications with Special Reference to;

- Two Factor Theory by Spearman
- Guilford's SOI Model
- Gardener's Theory of Multiple Intelligences

Measurement of Intelligence

- Verbal (Individual and Group) Tests
- Non-Verbal (Individual and Group) Tests
- Performance (Individual) Tests

Creativity: Concept, Factors and Process, Techniques for Enhancing Creativity.

- Brain-Storming (Osborn)
- Synectics (Gorden)

Unit – 4 Personality and Mental Hygiene

Theories of Personality and their Educational Implications

- (i) Trait Theories by Allport and Cattell
- (ii) Type Theory by **Eysenck**
- (iii) Humanistic Theories by Carl Rogers and Maslow

Assessment of Personality: Inventories, Rating Scales and Projective Techniques.

Mental Hygiene and Health - Nature, Concept, Scope and Principles; Factors Affecting Mental Health.

Measures for Promoting Mental Health (Preventive and Curative).

Sessional Work / Activities
Marks = 5 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher / PCP Coordinator. The activity will carry 5 marks:

1. Administer and interpret and prepare a report on any one of the following tests:
 - Individual test of intelligence
 - Group test of intelligence
 - Personality inventory
2. Any other activity / activities that the concerned course teacher may think appropriate can be allotted during PCP to the candidates.

Unit - 1

Educational Psychology: Meaning, Nature and Scope

Structure

- 1.1 Introduction
- 1.2 Learning Objectives
- 1.3 Meaning and Definition of Psychology and Educational Psychology
Self-Check Exercise -1
- 1.4 Nature of Educational Psychology
Self-Check Exercise -2
- 1.5 Scope of Educational Psychology
Self-Check Exercise -3
- 1.6 Summary
- 1.7 Glossary
- 1.8 Answer to Self-Check Exercises
- 1.9 References/Suggested Readings
- 1.10 Terminal Questions

1.1 Introduction

Hey there, learner! This unit is all about the importance and role of educational psychology in shaping the theory and practice of education. We'll explore the concept, nature, and scope of educational psychology in educational settings. You know, understanding psychology is super important in life. And guess what? The study of educational psychology has had a huge

impact on the way we educate our kids. It's like a secret weapon that influences the very principles of education!

1.2 Learning Objectives

After completing this unit, you will be able to:

- define educational psychology.
- Explain the nature of educational psychology.
- list the function of educational psychology.
- describe the scope of educational psychology.

1.3 Meaning and Definition of Psychology and Educational Psychology

Psychology is a field of study that explores the human mind and behavior. It has roots in philosophy, and the word 'psychology' comes from two Greek words: 'psyche' meaning '**soul**' or '**atman**,' and 'logos' meaning '**science**.' So, psychology was originally thought of as the '**Science of Soul**.' Greek philosophers like Democritus, Plato, and Aristotle believed that psychology could study the nature, origin, and destiny of the human soul. But philosophers like Descartes and Kant had different ideas. They thought that the soul is something beyond our physical world and can't be studied scientifically. So, they proposed that psychology should be called the '**Science of Mind**.' William James defined psychology as the study of mental processes, but the word 'mind' is still a bit tricky to define. Modern psychologists have come up with a new definition: psychology is the '**Science of Consciousness**.' James Sully thought psychology was the '**Science of the Inner World**,' and Wilhelm Wundt thought it was the '**Science of Internal Experiences**.' But there are three levels of consciousness: conscious, subconscious, and unconscious, so some people didn't agree with these definitions. *Psychology used to have a soul, a mind, and a consciousness, but now it only has behavior.* William McDougall (1905) called psychology the '**Science of Behaviour**', and W.B. Pillsbury (1911) and J.B. Watson (1912) also agreed. Behavior is anything we can see and measure scientifically. But our behavior is always influenced by our experiences. So when we study behavior, we also need to study our experiences.

Definition of Psychology

B. F. Skinner, defined Psychology as a "Science of behaviour and experiences on human beings".

Crow and Crow, "Psychology is the study of human behaviour and human relationship".

Woodworth—"Psychology is the science of the activities of individual in relation to the environment".

Watson–“Psychology is the positive science of behaviour”.

Cruze–“Psychology is the science of human behaviour and experience”.

Guilford–“Psychology is the science of mental activity of an organism”.

From the above definitions, we can conclude that,

- Psychology is the science of human and animal behaviour.
- Psychology is the positive science of human experience and behaviour.
- Psychology is a field of study which seeks scientific methods to describe, understand, predict and control the behaviour of living organisms.

According to **Lema (2004)**, the objectives of psychology are to:

- Understand behaviour
- Explain behaviour
- Predict behaviour
- Control behaviour

Educational Psychology

Educational psychology applies psychological findings to education. It studies human behavior in educational settings, focusing on teaching and learning processes in formal environments. It covers topics like personality, intelligence, learning theories, teaching methods, motivation, cognitive, emotional, and moral development, and parent-child relationships. Educational psychology is considered a science and technology of education, addressing questions like why some students learn more than others and how to improve learning.

Definition of Educational Psychology

Crow and Crow- Educational Psychology describe and explain the learning experiences of an individual from birth through old age.

B.F. Skinner -Educational Psychology as, “that branch of Psychology which deals with teaching and learning”.

Judd – “Educational Psychology is the Science which explains the changes that take place in the individuals as they pass through the various stages of development.”

Peel- “Educational Psychology is the science of Education.”

Stephen – “Educational Psychology is the systematic study of the educational growth and development of a child.”

- Educational psychology focuses on understanding children’s development, needs, and potentialities. It also examines learning situations, including group dynamics and their

impact on learning. Additionally, it explores the nature of learning processes and effective methods.

Self-Check Exercise -1

Q.1 “Psychology” is derived from two Greek words

1.4 Nature and Characteristics of Educational Psychology

1. Educational Psychology is a scientific field that combines the study of education and psychology. It's like a detective that tries to understand how people behave in educational settings. Here are some key points about it:
- 2.
1. It's a science that looks at human behavior in educational settings.
2. It's like a natural science where researchers collect data and make conclusions in the same way as other scientists.
3. It's a social science where researchers study human behavior and how it's affected by social factors.
4. It's a positive science that focuses on understanding how things are, not how they should be.
5. It's an applied branch of psychology that uses psychological principles to study behavior and experiences in the classroom.
6. It's a growing field that's constantly evolving with new research and findings.

Educational psychology, as outlined in Kelly (1941), aims to provide knowledge of children, education's nature, aims, and scientific methods. It also presents learning and teaching principles, methods for measuring abilities and achievements, and knowledge of child growth and development. Additionally, it assists in better child adjustment and prevention of maladjustment, studies the educational significance and control of emotions, and provides understanding of correct training principles. Educational psychology is an applied, positive, social, specific, and practical science that focuses on the individual's behavior in the educational sphere, distinct from general science's study of individual behavior in various spheres.

- **Educational Psychology** is a branch of psychology that applies its knowledge to the field of education. It combines psychology and education to study how people learn and grow in educational settings. Educational Psychologists focus on factors like learning styles, motivation, and the learning process. They also study how children develop and how educational environments can support their growth. Educational Psychology draws from various fields like biology, sociology, and anthropology to gain a deeper understanding of human behavior. While it's not as exact as natural sciences because human behavior is dynamic, Educational Psychology is still a valuable science that helps educators understand how to create effective learning environments.

It does not concern with what and why of education it gives the necessary knowledge and skill for giving education the pupil in a satisfactory way.

Self-Check Exercise - 2

Q. Write any four characteristics of educational psychology.

1.5 Scope of Educational Psychology

Educational psychology's scope expands with ongoing research. It covers five main areas:

1. **The Learner:** Educational psychology focuses on the learner's harmonious development. It studies innate abilities, individual differences, overt, covert, conscious, and unconscious behaviors, growth and development stages, and characteristics.
2. **The Learning Experiences:** Educational psychology helps determine desirable learning experiences at appropriate stages of growth and development for ease and satisfaction.
3. **The Learning Process:** It explores learning laws, principles, and theories, including remembering, forgetting, perceiving, concept formation, thinking, reasoning, problem-solving, transfer of learning, and effective learning methods.
4. **The Learning Situation or Environment:** This area focuses on environmental factors and learning situations between the learner and the teacher. Topics include classroom climate, group dynamics, learning aids, techniques, practices, guidance, and counseling for smooth teaching-learning processes.

The teacher is a crucial force in any teaching and learning process. It emphasizes the importance of **self**-awareness for effective teaching. The teacher's conflicts, motivation, anxiety, adjustment, aspirations, and attitude significantly impact education settings. It highlights essential personality traits, interests, aptitudes, and characteristics of effective teaching to inspire teachers to become successful.

Educational psychology covers a wide range of topics, but there are a few key areas that can be expanded upon.

- 1. ****Understanding Human Behavior in Educational Settings:**** Educational psychology studies how people behave in educational environments. Psychology is the study of behavior, and education aims to change it. So, educational psychology brings together the entire field of education.

- | 2. ****Child Growth and Development:**** Educational psychology focuses on how children grow and develop. It explores how children progress through different stages of growth and what characteristics define each stage.
- |
- | 3. ****The Role of Heredity and Environment in Child Development:**** Educational psychology investigates how genetics and environment influence a child's growth and development. Understanding these factors can help educators foster the best possible development in children.
- |
- | 4. ****Understanding Personality Development:**** Educational psychology explores the nature and development of individual personalities. It helps educators understand how children's personalities shape their learning and behavior.
- |
- | 5. ****Identifying and Addressing Individual Differences:**** Educational psychology recognizes that each child is unique. It helps educators understand and address these differences to ensure that all children receive equal opportunities for learning.
- |
- | 6. ****Measuring Intelligence:**** Educational psychology studies the nature and measurement of intelligence. This knowledge is crucial for teachers to assess and support their students' learning.
- |
- | 7. ****Providing Guidance and Counseling:**** Educational psychology offers guidance and counseling to children as they grow and develop. It helps children navigate challenges and achieve their full potential.
- |

Self-Check Exercise - 3

Q.1 List the scope of educational psychology.

1.6 Summary

In this unit, we've delved into the fascinating world of educational psychology. We've explored what it means and how it can help us understand and improve the learning process.

Educational psychology is like a secret code that unlocks the secrets of how students learn and what teaching methods work best. By using this knowledge, educators can tailor their teaching methods to meet the unique needs of every learner. It's like having a superpower to identify and address learning difficulties, developmental delays, and behavioral issues early on. This proactive approach can prevent academic setbacks and create a positive learning environment that's filled with excitement and success.

1.7 Glossary

Abnormal Psychology: Psychology's branch that deals with abnormal mental behavior, including depression, obsession, compulsion, and sexual deviations. Experts in this field include psychotherapists, clinical psychologists, and counselors.

Active Learning: Active learning, a common terminology for different models of instructions emphasizing learner responsibility, originated from discovery learning.

1.8 Answer to Self-Check Exercise

Self-Check Exercise -1

Answer: 'Psyche' and 'Logos'

Self-Check Exercise -2

Answer:- The characteristics of educational psychology are as under;

- It is an applied branch of fundamental Psychology.
- It combines two fields i.e. education and psychology.
- It is the scientific study of human behaviour in educational situation.
- It is concerned with these factors, principles and techniques which relate to the various aspects of child's growth and development.

Self-Check Exercise - 3

Answer:- The five major areas covered by Educational Psychology;

1. The Learner
2. The Learning Experiences
3. The Learning Process
4. The Learning Situation or Environment
5. The Teacher

1.9 References/Suggested Readings

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1.10 Terminal Questions

Discuss the need and scope of educational psychology.

Unit – 2

Relevance of Educational Psychology for Teaching Learning Process

Structure

- 2.1 Introduction
- 2.2 Learning Objectives
- 2.3 Relevance of Educational Psychology for Teaching Learning Process
Self-Check Exercise - 1
- 2.4 Summary
- 2.5 Glossary
- 2.6 Answer to Self Check Exercise
- 2.7 References/Suggested Readings
- 2.8 Terminal Questions

2.1 Introduction

Hey there, learner! This unit is all about the importance and impact of educational psychology on how we teach and learn. We'll explore how educational psychology helps us understand the importance of education in our society. In India, educational psychology is super important because we have a huge and diverse student population. We have students from different cultures, languages, backgrounds, and learning styles. Educational psychology helps us create a learning environment that's inclusive and fair for everyone. As technology

becomes more and more a part of education, educational psychology helps us figure out how to use digital tools and platforms to make learning more fun and effective.

2.2 Learning Objectives

After completing this unit, you will be able to:

- describe about the relevance of educational psychology for teaching learning process.

2.3 Relevance of Educational Psychology for Teaching Learning Process

Educational psychology has significantly contributed to modern education. It helps parents and teachers in several ways:

1. **Understanding Stages of Growth and Development:** Psychology reveals that human life passes through distinct stages of development, including infancy, childhood, adolescence, and adulthood. Psychologists have studied these stages and their characteristic behaviors, enabling educators to design appropriate curricula and teaching methods for students at different stages.
2. **Knowing the Learner and Learning Situation:** Educational psychology helps teachers understand their students' interests, attitudes, aptitudes, and abilities. It also considers the student's social, emotional, intellectual, physical, and aesthetic needs, as well as their aspirations, behaviors, and conflicts. This knowledge allows teachers to provide effective guidance and foster a positive learning environment.
3. **Understanding the Classroom Environment:** Educational psychology helps teachers adapt their teaching to the level of their students. Teachers must understand various learning approaches, principles, laws, and factors affecting learning to effectively address students who may not grasp the subject matter.
4. **Psychology helps teachers understand individual differences among students, including intelligence, aptitudes, likes, dislikes, and potentialities.** It provides insights into gifted, challenged, and problematic students, enabling teachers to adopt appropriate procedures and techniques.
5. **Educational psychology equips teachers to address various classroom problems, such as truancy, bullying, peer pressure, ethnic tensions, and cheating.** It involves studying problem children, group dynamics, behavioral characteristics, and adjustments.
6. **To develop Needed Skills and Interest in Teaching and Learning:** Educational psychology helps the teacher to acquire and develop necessary qualities and skills to deal with the problems created by the pupils, maintain a healthy atmosphere in the classroom and show concern regarding the progress of the child.

7. To Understand Effective Methods of Teaching: Educational Psychology has discovered several new approaches, principles. Methods and techniques of teaching which are very helpful in today's teaching-learning process. Educational psychology tells us how significant play and recreation are for the children and how play-way methods turn learning into an interesting task.
8. To Understand the Influence of Heredity and Environment on the Child Development: Educational psychology helps the teacher to know that the child is the product of heredity and environment. They are the two sides of a coin. Both play a prominent part in the all-round development of the child. While the child is born with a number of hereditary qualities, environment helps them to be modified according to the requirements of the society.
9. To Understand the Mental Health of the Child: Educational Psychology helps the teacher to know what are the factors responsible for the mental ill-health and maladjustment of a student and to suggest improvement thereof. Besides this, it also provides the teacher with necessary insight to improve his own mental status to cope up with the situation.
10. Curriculum construction involves creating child-centered and developmentally appropriate curricula that address individual needs and capacities. Educational psychology provides guidance to curriculum framers in developing sound and balanced curricula.
11. Teachers can provide guidance and counseling by understanding children's psychological abilities, interests, learning styles, and future course choices. This knowledge helps teachers make informed decisions and support children's development.
12. Educational psychology contributes to the development of various psychological tests for evaluating individual potentialities and performance. These tests help assess children's strengths and areas for improvement.
13. Educational psychology promotes positive and creative discipline by replacing repressive systems with preventive approaches. Teachers adopt cooperative, democratic, and scientific methods to modify student behavior and emphasize self-discipline through constructive activities.
14. Educational psychologists conduct research to improve human behavior in educational settings. They develop tools and devices for measuring performance and providing remedial measures.
15. Educational psychology helps teachers understand themselves better by analyzing their behavior patterns, personality characteristics, motivations, anxieties, conflicts, and adjustments.
16. Educational psychology aids professional growth by conditioning pupils through classroom programs on human life.

Educational Psychology is the systematic study of learner behavior and individual development within an educational setting. By applying its principles, it helps understand, predict, and direct human behavior towards desired goals. Educational psychology has

significantly contributed to modern education. In teaching and learning, it involves three main components: the teacher, the student, and the subject. It has helped teachers, administrators, guidance, and counseling workers develop an impartial and sympathetic attitude towards children and foster integrated personalities. In educational settings, all educational psychologists endeavor to discern and comprehend these fundamental components:

- ✓ * The individual child, their developmental characteristics, their needs, and their potentialities.
- ✓ * The extent to which hereditary and environmental factors contribute to learning.
- ✓ * The nature of the learning process.
- ✓ * The educational implications of individual variations in learning rates and limitations.
- ✓ * The internal transformations that occur during learning.
- ✓ * The relationship between teaching procedures and learning outcomes.
- ✓ * The most effective techniques for assessing progress in learning.
- ✓ * The relative impact of formal learning experiences compared to incidental or informal learning experiences.

Self-Check Exercise - 1

Q. What is attitude?

2.4 Summary

In this unit, we've explored how educational psychology affects education worldwide, including in India. It helps us understand how kids learn, what they're ready for, and how to teach them well. This knowledge helps teachers and policymakers make better decisions about education. By using educational psychology, we can help kids learn more and become better people. This makes them better prepared for the world around them, which is getting more and more connected and competitive. So, educational psychology is super important for shaping the future of education in India and everywhere else.

2.5 Glossary

Anxiety: Anxiety is an unpleasant feeling associated with fear, uneasiness, or worry. It's a psychological state with emotional, cognitive, behavioral, and physical components.

Apathy: Apathy is a state where a person suppresses their emotions, including motivation, excitement, concern, and passion. Apathetic individuals are sluggish and lack interest in social, emotional, or physical life.

Attitude: Attitude, a hypothetical concept, denotes an individual's degree of liking or disliking for a particular thing. It encompasses positive or negative views about places, events, or people.

2.6 Answer to Self Check Exercise

Self-Check Exercise - 1

Answer: Attitudes are evaluative statements which are frequently used to describe people, events and objects. These statements can be either favourable or unfavourable. Attitude reflects one's feelings towards particular object, event or person. For example, when I say 'I like this pen', with the help of this statement I am expressing my favourable attitude towards the pen. Therefore, we can say that attitude is a bent of mind or predisposition towards certain actions. It shows persistent tendency of an individual to act or behave in a particular manner towards some object.

2.7 References/Suggested Readings

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8. Terminal Questions

1. Explain the relevance of educational psychology in educational system.

Unit – 3

Growth and Development – Concept, Stages, Principles of Growth and Development, Factors Influencing Development – Genetic and Environmental

Structure

- 3.1 Introduction
- 3.2 Learning Objectives
- 3.3 Growth and Development
Self-Check Exercise - 1
- 3.4 Principles of Growth and Development
Self-Check Exercise - 2
- 3.5 Stages of Growth
Self-Check Exercise - 3
- 3.6 Factors Affecting Growth and Development
Self-Check Exercise - 4
- 3.7 Summary
- 3.8 Glossary
- 3.9 Answers to Self Check Exercises
- 3.10 References/Suggested Readings
- 3.11 Terminal Questions

3.1 Introduction

Hey there, learner! This unit is all about growth and development. We'll learn about the principles behind it and the factors that influence it. You know, the growth and development of children are super important for a bunch of reasons. Early childhood is a golden window for physical, cognitive, and social-emotional growth. If they grow up healthy and happy during this time, they'll be well on their way to a great life. As they get older, they learn how to interact with others, control their emotions, and understand others' feelings. These skills are crucial for building relationships, working together with friends, and handling conflicts later in life.

3.2 Learning Objectives

After completing this unit, you will be able to:

- explain the concept of growth and development.
- describe the various principles of growth and development.
- describe the stages of growth.
- list the factors affecting the growth and development.

3.3 Growth and Development

Hey there, Learner! You might've heard people use 'growth' and 'development' interchangeably, but they're actually two different things. Growth is all about increasing in size, height, weight, or length, and it's something you can measure. Development, on the other hand, is about changing shape, form, or structure to make things work better or function more efficiently. This often leads to some pretty cool changes that make things more mature. Growth and development are super important for living things. Development is like a series of steps that lead to maturity, and growth is just one of those steps. But here's the thing: growth and development are actually pretty much the same thing, even though they're different. They often happen together, and they're both part of a dynamic process. People use 'growth' and 'development' interchangeably all the time, but they actually mean different things.

Growth: This is about how an organism changes over time. It means it grows bigger and more complex. These changes are both physical and mental. They include things like how tall you are, how much you weigh, how thick you are, and how your organs work. They also include things like how well you remember things, how you think, how you see things, and how creative you are.

Definition of Growth

Hurlock – "Growth is change in size, in proportion, disappearance of old features and acquisition of new one".

Crow and Crow- "Growth refers to structural and physiological changes".

Growth means:

It's a sign, like a bigger body, bigger size, or more weight.

- It's a measurable progress, like height, weight, bone size, and teeth.
- It's a physical change that you can measure.
- It's on the outside, like your skin or hair.
- It has a limit, like when you grow up.
- It's a physical progress.

Development: It's about how an organism changes over time. It's a series of logical and orderly changes in humans. Development is like putting together many different parts of an organism to make it work.

Definition of Development

Hurlock – “Development means a progressive series of changes that occur in any orderly predictable pattern as a result of maturation and experience”.

Marmor – “Development refers to a process of change in growth and capability over time, as function of both maturation and interaction with the environment”.

From the above discussion we can deduce that:

Development means:

- It's not indicative
- It's qualitative progress
- It's psychological change
- It's internal
- It's cognitive

Stages of Development

Growth and development of an individual can be divided into the following major developmental periods:

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

Self-Check Exercise – 1

Q. Who said this statement, “Growth is change in size, in proportion, disappearance of old features and acquisition of new one”

3.4 Principles of Growth and Development

Every individual is unique, physically and psychologically, even twins. There are universal principles that characterize the predictable and orderly process of growth and development. While individual differences exist in children's personalities, activity levels, and developmental milestones, these principles apply to all species. Prenatal and postnatal developments have a genetic sequence with specific traits appearing at fixed intervals. Genetic studies show that development follows a fixed pattern influenced by experience. Each child has a unique growth pattern, but these are part of the established order of nature. The “general principles of development” describe these principles.

(i) Development follows an orderly sequence

Although individuals exhibit variations in growth and development rates, the overall sequence of development is remarkably consistent across all individuals, exhibiting a high degree of similarity in the order in which various developmental milestones occur. Psychologists have identified several directional trends in the course of human development.. Following are main trends:

- (a) Cephalo-caudal Sequence:** Development starts from head and proceeds towards heel (head to tail). As an illustration, a foetus' head is well developed before his legs assume their final form and even after birth head develops in advance of the lower parts of the body.
- (b) Proximo-digital:** Development starts from the centre line of the body to the outer parts, more distant, from it. The infant uses the shoulders and elbows to reach for an object before he uses the wrists and fingers. An infant exhibits gross arm and forearm movements before he moves his wrists and fingers.
- (c) Locomotion:** Locomotion develops in a sequence in all infants of different cultures of the world. The sequence is creeping, crawling and walking. The time may vary in the development of locomotion, but every infant passes through these stages.

(ii) Development proceeds from general to specific responses

It moves from a generalized to localized behaviour. The new-born infant moves its whole body at one time instead of moving only one part of it. It makes random kicking with its legs before it can coordinate the leg muscles well enough to crawl or to walk.

(iii) Development is a continuous process from conception to maturity

Development does not occur in spurts. Growth continues from the moments of conception until the individual reaches maturity. It takes place at slow regular pace rather than by ‘leaps and bounds’. Although development is a continuous process, yet the tempo of growth is not even during infancy and early years, growth moves swiftly. Later on, it slackens.

(iv) Different aspects of growth develop at different rates

Neither all parts of the body grow at the same rate nor do all aspects of mental growth proceed equally. They reach maturity at different times.

(v) Most traits are correlated in development

Generally, it is seen that the child whose intellectual development is above average is so in health size, sociability and special aptitudes.

(vi) Growth is complex

All of its aspects are closely interrelated. The child's mental development is intimately related to his physical growth and its needs.

(vii) Growth is a product of the interaction of the organism and environment

Among the environmental factors one can mention nutrition, climate the conditions in the home, the type of social organization in which individual moves and lives.

(viii) There are wide individual differences in growth

Individual differences in growth are caused by differences in heredity and environment.

(ix) Growth is both quantitative and qualitative

These two aspects are inseparable. The child not only grows in 'size'; he grows up or matures in structure and function too.

(x) Development is predictable

It is possible for us to predict at an early age the range within which the mature development of the child is likely to fall. But mental development cannot be predicted with the same degree of accuracy.

(xi) Modifiability of Rates and Patterns of Growth

The presence or absence of some of these factors can retard the rate and pattern of growth. The view of this principle is that growth is natural but the rate and pattern of growth can be modified by various factors and techniques. Some of these factors are:

- Nutrition and Drug taken by the mother.
- Environmental Stimulation.
- Opportunity to Learn.
- Illness and Disease.
- Genetic aspect (Mutational changes).

(xii) Early development is more important than later development

The early childhood experiences have more impact on the development of a child.

Self Check Exercise – 2

Q. What do you understand by Cephalo-caudal Sequence.

3.5 Stages of Growth

1. Prenatal Period: The prenatal period, averaging about 10 lunar months (28 days), 9 calendar months, or 40 weeks, is when a fertilized multicellular animal's egg transforms into an embryo through cell division, growth, and differentiation. This growth forms rudiments of all organs and systems. Prenatal growth has three stages: the zygote (first 2 weeks), the embryo (2 to 8 weeks), and the fetus (2 to 10 lunar months). The human ovum at conception is about 0.1 mm in diameter. During the ovum stage, it's a homogeneous mass. During the embryonic stage, though growth is slow, differentiation begins, forming regions that later give rise to different parts like the head, arm, and leg. By the eighth week, the embryo resembles a child. During the fetus stage, growth in length and weight is rapid.

2. Postnatal Period: Postnatal growth is divided into infancy (first year of life) and functional growth. Infancy is characterized by rapid growth in bodily systems and neuromuscular development. Growth is primarily by cell addition or protoplasm increase, with anabolic processes exceeding catabolic processes, leading to size, shape, and weight increase. The rate of growth increases immediately after birth, with a peak velocity reached at two months for weight. Cells enlarge during infancy, and cervical and lumbar spinal column curvatures appear as the baby straightens the head and tries to sit and stand. Infancy growth is rapid, with over 50% of birth length and 200% of birth weight occurring in the first year.

3. Childhood: Childhood is a time of growth and development that usually starts after a baby turns one and ends before a person reaches puberty. It's often divided into three main stages: early childhood, middle childhood, and late childhood. Early childhood is when babies start losing their baby teeth and getting their first permanent teeth. Middle childhood (around ages 7 to 10) is when most people get their permanent teeth, but not everyone does. Late childhood starts before puberty and continues until a person reaches puberty. During this time, kids grow taller and develop their muscles and coordination.

4. Adolescence: Adolescence, a period of hormonal influence lasting from puberty to around 20 years, accelerates growth and marks sexual maturity. The adolescence growth spurt, a constant phenomenon varying in intensity and duration among children, occurs in boys from age 12 to 15 and in girls two years earlier. Adolescence brings about differentiation in primary and secondary sexual characteristics, including changes in reproductive organs, body size and shape, muscle, fat, and bone proportions, and physiological functions. Sex differences in physical increase significantly due to hormonal action, particularly in men, who grow larger, develop broader shoulders, and a deeper larynx, while women enlarge their pelvic diameter and deposit fat in strategic areas.

Self Check Exercise – 3

Q. What do you understand by Prenatal Period?

3.6 Factors Affecting Growth and Development

An individual's development is influenced by heredity and environment. At conception, potentialities exist, but the environment determines survival. Genetic factors set limits, while environmental influences complement them. Understanding these interplay is crucial for providing adequate learning opportunities and supporting students. Several factors directly or indirectly impact an organism's growth and development:

- Heredity
- Environment
- Sex
- Nutrition
- Races
- Exercise
- Hormones
- Learning and Reinforcement

(i) Heredity: Heredity, a person's genetic makeup, is a specific combination of genes inherited from parents and manifested in characteristics like height and habits. While heredity is largely uncontrollable, the environment can be manipulated to promote growth. Heredity is a biological process that transmits physical and social characteristics from parents to offspring, influencing aspects like height, weight, body structure, hair and eye color, intelligence, aptitudes, and instincts. The environment also significantly impacts these aspects. Biologically, heredity is the sum of traits present in the fertilized ovum, which determines the offspring's resemblance to their parents and ancestors.

(ii) Environment: The environment plays a crucial role in human life. Psychologically, it encompasses the sum of stimuli (physical and psychological) received from conception. Different types of environments exist: physical (surroundings, both inanimate and animate, that require manipulation for sustenance, clothing, and shelter), social (society, individuals, institutions, social norms, traditions, and customs that shape human behavior), and psychological (individual reactions to objects, including love, affection, and fellow feeling, which strengthen human bonds and regulate growth and development).

(iii) Sex: Sex plays a crucial role in growth and development. Boys tend to be taller than girls, but girls experience rapid physical growth during adolescence and surpass boys. Girls' body constitutions and structural growth differ from boys'. The functions of growth and development in boys and girls are distinct.

(iv) Nutrition: Growth and development depend on a child's food habits and nutrition. Malnutrition hinders structural and functional development.

(v) Races: The racial factor significantly influences height, weight, color, features, and body constitution. Children of white race will be white, and facial structure is determined by their race.

(vi) Exercise: The growth of muscles from normal child function is well-known. Increased muscular strength is due to better circulation and oxygen supply. Brain muscles develop through activity, play, and other activities that foster muscle growth and development.

(vii) Hormones: Male hormones control masculinity development, while female hormones control femininity. Puberty promotes genital organ development. Without gonads, individuals develop into neutral specimens without strong sex characteristics. The pituitary gland, attached to the underside of the brain, controls brain function and blood pressure. It

stimulates other glands like the adrenal and gonads. Overactivity in childhood can cause rapid muscle and bone growth, leading to gigantism.

(viii) Learning and Reinforcement: Learning is the cornerstone of psychology. It involves maturation and development. Without learning, the human body is just a structure of limbs, organs, muscles, and bones. Learning encompasses more than school education. It aids in physical, mental, emotional, intellectual, social, and attitudinal development. It encompasses all knowledge, skills, habits, good and bad acquaintances, attitudes, and experiences gained through interactions with people and things. We learn through experience.

Self-Check Exercise - 4

Q. List any three factors affecting growth and development.

3.7 Summary

In this unit, we studied growth and development, its principles, and factors affecting it. Children's growth and development are crucial for their holistic development and future success. Investing in and nurturing children's growth ensures they have the physical, cognitive, and emotional capacities to thrive. Supporting healthy growth benefits individuals and society, shaping the next generation of citizens and leaders.

3.8 Glossary

Developmental Psychology: It is the branch of psychology in which a scientific study is carried out regarding the psychological changes that occur in an individual during the life time.

Differential Psychology: It is the branch of psychology in which the measurable differences between individuals are studied.

Family Therapy: It is a kind of psychotherapy which helps in nurturing the change and development that takes place among family relationships. The interactions that take place between family members have an impact on their psychological health.

Hierarchy of Needs: The 'hierarchy of needs' is a theory proposed by Abraham Maslow which can be diagrammatically explained in the form of a pyramid having 5 levels. The physiological needs lie at the bottom of the pyramid while the self-actualization needs are placed in the topmost position.

3.9 Answers to Self Check Exercise

Self-Check Exercise - 1

Answer: Hurlock

Self-Check Exercise - 2

Answer: Cephalo-caudal Sequence means that development starts from head and proceeds towards heel (head to tail). As an illustration, a fetus' head is well developed before his legs assume their final form and even after birth head develops in advance of the lower parts of the body.

Self-Check Exercise - 3

Answer: The prenatal period comprises, on the average, about 10 lunar months (there are 28 days in a lunar month), 9 calendar months, or 40 weeks. A fertilized egg of a multicellular animal is transformed into an embryo by cell division, growth and differentiation. This growth into the embryo is called prenatal growth. In the prenatal period (before birth) the embryo is formed with rudiments of all organs and systems. Prenatal growth has three distinct stages: the fertilized ovum (egg), or zygote (first 2 weeks); the embryo (from 2 to 8 weeks) and the foetus (from 2 to 10 lunar months).

Self-Check Exercise - 4

Answer: Three factors which affect growth and development of child are as under:

(i) Heredity: Heredity is what a person is born with. It is a specific combination of genes we inherit and is shown in characteristics like height and certain habits. Both heredity and environment are powerful factors that influence an individual.

(ii) Environment: Environment plays an important role in human life. Psychologically a person's environment consists of the sum total of the stimulations (physical and psychological) which he receives from his conception.

(iii) Sex: Sex acts as an important factor of growth and development. There is difference in growth and development of boys and girls. The boys in general taller than the girls but Girls show rapid physical growth in adolescence and surpass boys.

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3.11 Terminal Questions

1. Define the major developmental periods of Growth and Development and also discuss various principles of growth and development.

Jean Piaget's Theory of Cognitive Development

Structure

- 4.1 Introduction
- 4.2 Learning Objectives
- 4.3 Jean Piaget's Theory of Cognitive Development
Self-Check Exercise - 1
- 4.4 Summary
- 4.5 Glossary
- 4.6 Answers to Self Check Exercise
- 4.7 References/Suggested Readings
- 4.8 Terminal Questions

4.1 Introduction

Dear learner, this unit explores Jean Piaget's Theory of Cognitive Development, a cornerstone in developmental psychology. Piaget's theory revolutionized our understanding of how children acquire knowledge, perceive the world, and develop reasoning skills. This introduction delves into the theory's foundational principles and its enduring impact on psychology and education.

4.2 Learning Objectives

After completing this unit, you will be able to:

- Describe Jean Piaget's Theory of Cognitive Development.

4.3 Jean Piaget's Theory of Cognitive Development

Jean Piaget dedicated his life to epistemology, studying how thoughts become knowledge. Inspired by his children, he believed children actively participate in learning, exploring the environment through their senses. Piaget proposed four stages of cognitive development between infancy and adolescence, where knowledge develops through schemas—mental representations of the world and interactions. Innate schemas like sucking, reaching, and gripping exist, modified through experience. Children construct knowledge by interacting with new objects and experiences, making him a constructivist. The interplay of new events and existing knowledge fosters cognitive development.

Three Basic Components to Piaget's Cognitive Theory

1. **Schemas** (building blocks of knowledge).

2. **Adaptation processes** that enable the transition from one stage to another (equilibrium, assimilation and accommodation).

3. **Stages of Development:**

- sensorimotor,
- preoperational,
- concrete operational,
- formal operational.

Schemas: A scheme is an organized way of making sense of experience that changes with age. It describes a learned thought, notion, or behavior that the child applies to the external environment. For instance, at 2 months, an infant grasps anything placed in their hand, but at 4 months, they adjust their hand to fit the object.

Adaptation: Adaptation is a dynamic process combining assimilation and accommodation.

Assimilation: Assimilation involves a child adapting to the external environment to fit into a pre-existing scheme. For instance, a child with a “dog scheme” will call any furry, four-legged animal a dog until they develop a separate scheme for another animal.

Accommodation: A child alters an existing scheme or cognitive structure to better adapt to the external environment. For instance, they may distinguish between a dog and a cat, calling the latter a “funny dog.”

Organization: Organization is the tendency to link schemes in an interconnected system. For instance, a child links her schemes of a dog and cat, enabling her to identify similarities and differences (e.g., cat’s meow, dog’s bark).

Piaget’s Four Factors that Influence Cognitive Behaviour

Note: A child’s individual rate is determined by his/her innate intelligence and the four factors listed below.

1. Maturation of the nervous system

2. Experience

3. Social transmission of information or teaching

4. Equilibration (innate tendency for mental growth to progress toward increasingly complex and stable levels of organization)

Piaget proposed that any child moves through four stages in sequential order during cognitive development:

- | | |
|----------------|---|
| Stage 1 | The sensory-motor (from birth 2/3 years of age) |
| Stage 2 | Preoperational (2 – 7 years of age) |
| Stage 3 | Concrete operation (7 – 11 years of age) |
| Stage 4 | Formal operation (12 – adulthood) |

The sensorimotor stage (0–2 years): The infant lacks a formal schema for the world or itself. It can only perceive the world through its senses and motor actions.

The pre-operational stage (2–7 years): Operations are logical mental rules. Piaget argued that children at this age can't internalize these rules and rely on external appearances instead of consistent logic (hence the label, pre-operational).

This stage starts with object permanence and ends with concrete operations. Pre-operational stage children lack conservation, realizing objects can stay the same despite changes in appearance.

Piaget used glasses of water to illustrate this concept. Children are given two glasses with the same water quantity and observe one glass being poured into a taller, thinner container. They argue the taller container contains more water, demonstrating their lack of understanding that objects can remain the same despite changes in appearance.

Piaget also argued that this stage is characterized by a third cognitive inhibitor, classification limitation. This refers to the early pre-operational child's inability to classify similar objects into the same groups. This ability begins around the age of four and appears in basic form, such as characterizing objects based on shape or colour.

The concrete operational stage (7–11 years): During this stage, the child develops definite rules or schemas for ordering the world, called operations. These rules can only be applied to real objects in the physical world. Piaget claimed the mental agility needed for logical operations without a physical aid hadn't been developed.

For example, conservation, the realization objects can remain the same despite a change in appearance, is a developed operation. Pre-operational children lack conservation.

The formal operational stage (11 years onwards): Children's mental structures are so developed that they can manipulate ideas and problems mentally without physical objects. They can imagine possible occurrences and roles without dolls or play acting, and think about hypothetical problems and abstract concepts like: if $A > B > C$, then $A > C$. Piaget believed everyone reached this stage by age 20.

Educational Implications of Piaget's Theory

Piaget's theories significantly impacted education theory and practice. They emphasized developmentally appropriate education, considering students' physical, cognitive, social, and emotional needs. Several curriculum and instruction approaches are explicitly based on Piagetian theory, and it's influential in constructivist learning models. Berk (2001) highlights key teaching implications from Piaget.

1. **A focus on the process of children's thinking, not just its products.** Teachers must understand children's processes to get answers, not just their correctness. Appropriate learning experiences build on children's cognitive level, and teachers can provide such experiences only when they appreciate children's methods.
2. **Recognition of the crucial role of children's self-initiated, active involvement in learning activities.** In a Piagetian classroom, ready-made knowledge is

deemphasized, and children are encouraged to discover through spontaneous interaction with the environment. Teachers provide rich activities that allow children to directly act on the physical world, rather than teaching didactically.

3. **A de-emphasis on practices aimed at making children adult like in their thinking.** Piaget called the question “How can we speed up development?” the “American question.” Psychologists and educators in the United States were most interested in techniques to accelerate children’s progress through the stages. Piagetian-based programs accept his belief that premature teaching is worse than none, as it leads to superficial acceptance of adult formulas instead of true cognitive understanding.
4. **Acceptance of individual differences in developmental progress.** Piaget’s theory assumes all children follow the same developmental sequence but at different rates. Teachers should arrange classroom activities for individuals and small groups, not the whole class. Assessment should consider each child’s previous course of development, not normative standards of same-age peers.
5. Development is hierarchical, with learners progressing from simple to complex stages.
6. Teachers facilitate learning by providing diverse experiences, especially “discovery learning” that encourages exploration and experimentation.
7. Collaborative opportunities for students of different cognitive levels can help less mature students advance.
8. Concrete “hands-on” experiences aid learning.
9. Provide props, visual aids, and models like models and timelines.
10. Use familiar examples to explain complex ideas, like story problems in math.
11. Teach broad concepts and situate them in meaningful and relevant contexts.

Self-Check Exercise - 1

Q. What is Schemas?

4.4 Summary

Jean Piaget’s theory of cognitive development, studied in this unit, shapes our understanding of children’s knowledge and reasoning acquisition. Piaget’s emphasis on children’s active role in learning and the sequential nature of cognitive development remain key concepts in developmental psychology and education.

4.5 Glossary

Assimilation: a cognitive process that manages how we take in new information and incorporate that new information into our existing knowledge

Behavioural approach: the approach that suggests that the keys to understanding development are observable behaviour and outside stimuli in the environment

Cognitive approach: an approach that focuses on the process that allows people to know, understand and think about the world

Formal operational stage: the fourth, and last, stage in Piaget's theory and lasts from about age 11 to adulthood. Children in the formal operational stage can deal with abstract ideas and hypothetical situations

4.6 Answers to Self Check Exercise

Self-Check Exercise - 1

Answer: A scheme is an organized way of making sense of experience, and it changes with age. In other words, a scheme describes a thought, notion, or behavior that has been learned and ingrained into the child's mind. The child then uses this scheme and applies it to the external environment. For example, at 2 months an infant will grasp anything placed in his hand the same way, but at 4 months the infant adjusts his hand to open to the size of the object offered.

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8. Terminal Questions

1. Discuss Jean Piaget's Theory of Cognitive Development along with its educational implications.

Sigmund Freud's Psycho-sexual Development Theory

Structure

- 5.1 Introduction
- 5.2 Learning Objectives
- 5.3 Sigmund Freud's Theory of Psycho-sexual Development
Self-Check Exercise - 1
- 5.4 Summary
- 5.5 Glossary
- 5.6 Answers to Self Check Exercise
- 5.7 References/Suggested Readings
- 5.8 Terminal Questions

5.1 Introduction

Dear learner, this unit explores Sigmund Freud's Theory of Psychosexual Development. Though controversial, this theory has significantly impacted psychology. It offered one of the earliest comprehensive explanations of personality development from childhood to adulthood, providing a structured framework for understanding how early experiences shape later behaviors and attitudes.

5.2 Learning Objectives

After completing this unit, you will be able to:

- describe Sigmund Freud's Theory of Psycho-sexual Development.

5.3 Sigmund Freud's Theory of Psycho-sexual Development

Sigmund Freud (1856-1939) is a well-known theorist on personality development. His Stages of Psychosexual Development, like other stage theories, are completed in a predetermined sequence and can lead to either a successful completion or an unhealthy personality. Freud believed that we develop through stages based on a particular erogenous zone. An unsuccessful completion during a stage leads to fixation on that zone and either over- or under-indulgence as an adult. Freud's theory focuses on the effects of the sexual pleasure drive on personality development. Each stage has different demands and ways of achieving sexual gratification. If we don't receive an appropriate amount of gratification, we may become fixated in a stage and continue to have the same demand for gratification throughout our lives. This condition can produce various adult behaviors.

Important Concepts of Freud's Theory

Id: The primitive, uncivilized impulses demanding pleasures at all costs are the biological component of the personality. The id is composed of two sets of instincts: **Life Instincts** (**Eros** - Love and Self-preservation) and **Death Instincts** (**Thanatos** - Death, Hate, Aggression, or Destruction).

Ego: It is rational, realistic and consciously cultivated by an individual.

Super Ego: This concept serves as the moral framework, adapting the Id to align with the cultural norms and conventions prevalent in society. It functions as the super-ego, imposing limitations on behavior and employing the emotions of pride and guilt to facilitate compliance.

Repression: This process involves the involuntary displacement of unwanted thoughts to the subconscious mind. Over time, these repressed thoughts accumulate and form intricate complexes, eventually manifesting on the surface.

Catharsis: A catharsis is an emotional release that psychodynamic theory posits is linked to the need to release unconscious conflicts.

Libido: Freud uses the term Libido to represent the energy of instincts.

Sublimation: It is a process of channelling aggressive impulses toward socially acceptable and culturally valued activities.

Electra complex: refers to the attraction of daughter to father.

Oedipus complex: refers to the attraction of son to mother.

Psycho-sexual Stages of Development

1. Oral Stage (Birth to 2 years): The child focuses on oral pleasures like sucking, biting, and breast-feeding. Libido centers in the mouth. Excessive or insufficient gratification can lead to Oral Fixation or Personality, characterized by preoccupation with oral activities. This may result in smoking, drinking, overeating, or nail-biting. Personality traits include dependency, gullibility, and following, or pessimism, aggression, and resistance.

2. Anal Stage (2 to 4 years): The child focuses on eliminating and retaining feces. Societal pressure, primarily from parents, teaches control over anal stimulation. Anal fixation can lead to obsession with cleanliness, perfection, and control (anal retentive), or messiness and disorganization (anal expulsive).

3. Phallic Stage (4 to 6 years): Boys develop unconscious sexual desires for their mothers, leading to rivalry with their fathers and fear of punishment, such as castration. This Oedipus complex (or Electra complex in girls) causes boys to identify with their fathers, develop masculine characteristics, and repress their sexual feelings towards their mothers. A fixation at this stage can result in sexual deviancies and weak sexual identity.

4. Latency Stage (6 to 12 years): Sexual urges remain repressed, and children primarily interact with same-sex peers. No further psycho-sexual development occurs. The libido is dormant. Freud believed most sexual impulses are repressed during this stage, and sexual

energy is sublimated towards schoolwork, hobbies, and friendships. Much of the child's energy is channeled into skill development and knowledge acquisition, and play is mostly confined to same-sex children.

Genital stage (12-18 years): Puberty awakens sexual urges, and adolescents direct them towards opposite-sex peers, focusing on genital pleasure. Sexual instinct shifts from self-pleasure to heterosexual pleasure.

Stages	Ages	Major Development (& Focus of Libido)
Oral	0-2 Years	Weaning off of breast feed or formula (Mouth, Tongue, Lips)
Anal	2-4 Years	Toilet Training (Anus)
Phallic	4-6 Years	Resolving Oedipus/Electra Complex (Genitals)
Latency	6-12 Years	Developing defence Mechanisms
Genital	12- 18 Years	Reaching full Sexual Maturity (Genitals)

****Educational Implications****

- Sigmund Freud's contributions to early childhood education emphasized the importance of providing children with maximum freedom to express their natural biological urges while minimizing interference in their growth and development.
- * **Unconscious Mind and Behavior:** The discovery of the unconscious mind and its role in shaping behavior has been instrumental in identifying the causes of behavioral deviations. In education, this knowledge has facilitated a deeper understanding of children and the implementation of appropriate measures to prevent the development of maladjusted personalities.
- * **Psychoanalysis and School Programs:** Freud's psychoanalytic framework advocates for the inclusion of extracurricular activities and suitable hobbies in school curricula to release repressed or blocked libidinal energy and pent-up emotions.
- * **Role of Sex in Life:** Freud's emphasis on the significance of sex in one's life underscores the necessity of providing comprehensive sex education to children.

Self-Check Exercise - 1

Q. What are ID, Eros and Thantos?

5.4 Summary

In this unit, we studied Freud's theory of psycho-sexual development and its educational implications. Freud's pioneering approach to understanding personality development, unconscious processes, and human sexuality remains significant in psychology. Though limited, its lasting impact on psychological theory, clinical practice, and cultural discourse on the human mind is undeniable.

5.5 Glossary

Ego: It is rational, realistic and consciously cultivated by an individual.

Super Ego: It represents the moral frame of reference that transforms the Id to suit societal norms. The super ego enforces behavior, using pride and guilt for compliance..

Repression: Pushing unwelcome thoughts to the unconscious forms complexes that erupt upon the surface.

5.6 Answers to Self Check Exercise

Self-Check Exercise - 1

Answer: Id: It is the primitive, uncivilized impulses demanding pleasures at all costs. It refers to the biological component of the personality. The id is composed primarily of two sets of instincts, **Life Instincts (Eros- Love and Self-preservation)** and **Death Instincts (Thanatos - death, hate, aggression or destruction)**.

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5.8 Terminal Questions

1. Discuss Freud's theory of psycho-sexual development along with its educational implications.

Unit - 6

Childhood: Meaning, Characteristics and Stages

Structure

- 6.1 Introduction
- 6.2 Learning Objectives
- 6.3 Childhood: Meaning, Characteristics and Stages
Self-Check Exercise - 1
- 6.4 Summary
- 6.5 Glossary
- 6.6 Answer to Self-Check Exercise
- 6.7 References/Suggested Readings
- 6.8 Terminal Questions

6.1 Introduction

Dear learner, growth and development vary across ages and throughout life. Each child changes, grows, and develops constantly. Growing up is a natural process with unique growth patterns at different stages of development. Biological equipment and environmental forces shape individuality. Educators and psychologists describe development stages in the lifespan, including reactions to events, mannerisms, talents, interests, intelligence, and aptitudes. This unit aims to identify and characterize these physical, emotional, and mental changes in different phases of life.

6.2 Learning Objectives

After completing this unit, you will be able to;

- describe the concept, characteristics of childhood and its various stages.

6.3 Childhood: Meaning, Characteristics and Stages

Each stage of human development possesses distinct characteristics and significance. These stages are interconnected, with the preceding stage seamlessly transitioning into the next. However, upon reaching the culmination of one stage, it becomes evident that it differs significantly from the preceding one. The stage of childhood can be characterized as a pseudo-maturity, as during this period, the child achieves a high level of adaptation to their environment compared to children in the earlier childhood stage. The childhood or late

childhood stage encompasses the age group of six to twelve years, commencing with the child's enrollment in formal schooling and concluding with the onset of puberty. This period is characterized by both periods of excellence and pseudo-maturity. New interests emerge in the child, accompanied by a certain degree of maturation in sexual development. While sexual development remains dormant during this stage, it experiences a profound surge at its conclusion, leading to its designation as the 'latency period.' At both its commencement and conclusion, childhood is marked by conditions that profoundly influence a child's personal and social development.

Definition of Childhood

Coal and Bruce, "This is indeed a difficult period of child development for parents to understand".

Blair "Childhood is the time when the individual's basic outlooks, values and ideals are to a great extent shaped".

Starting first grade is a big deal for kids. It's a major change in their lives, even if they've been in pre-school for a while. It's a milestone in every child's life, so it's no wonder it affects their attitudes, values, and behavior. We can pretty much pinpoint the start of late childhood, but it's hard to say exactly when it ends. That's because when kids reach sexual maturity, which is what we use to separate childhood from adolescence, it happens at different ages for boys and girls. So, some kids have a longer late childhood than average, while others have a shorter one. Parents, teachers, and psychologists all have different names for childhood, and these names reflect the important things that happen during this time. Parents call it the "troublesome age" and the "quarrelsome age," teachers call it the "elementary school age" and the "critical period," and psychologists call it the "gang age," the "creative age," and the "play age."

From above discussion it can be concluded that childhood stage

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

Characteristics of Childhood Stage

Childhood stage holds significant potential for an individual's growth into manhood. Key changes and developmental characteristics include:

1) **Physical Development:** This stage marks slow, uniform growth with predictable patterns. Body build affects height and weight, and bones harden. Height and weight increase, motor skills improve, and endurance improves. Children are restless and develop self-help, social-help, school-help, and play-help skills. They also learn to assist others. At school, they develop writing, drawing, painting, clay modeling, sewing, and physical skills like throwing, catching, riding a bicycle, and swimming. By late childhood, most children have 28 of 32 permanent teeth, with the last four wisdom teeth erupting during adolescence.

2) **Intellectual Development:** This stage is marked by intellectual advancement. Children exercise their memory, attention, thinking, and imagination, solving problems intelligently. Their knowledge and experience become creative. They are intellectually active and their IQ develops significantly, becoming stable by the end of this stage.

3) **Emotional Development:** Children learn to control their outward expressions of emotions, especially unpleasant ones, as they discover they're socially unacceptable. Emotional expressions in late childhood are usually pleasant compared to early childhood. Children at this stage believe in sharing love and affection and experience emotions like anger, fear, joy, and anxiety.

4) **Social Development:** Late childhood is a stage of ego-centric socialization. The primary school provides an ideal environment for this socialization, where children learn to feel, think, and act together, share emotions, and learn social rules and norms. They engage in social interaction and develop the spirit of sharing.

5) **Development of Creativity:** Late childhood is when children's creative talents emerge. They express their innate potential through suitable outlets and no longer remain blind imitators. They demonstrate their creative abilities in thought, feeling, and action and can observe the world through reasoning and understanding.

6) As children enter school, their interests expand, leading to a deeper understanding of people and things. They associate new meanings with old concepts based on their learning and the mass media, particularly movies, radio, and television. Concepts that change most and are commonly developed in late childhood include life, death, bodily functions, space, numbers, money, time, self, sex roles, social roles, beauty, and discipline.

7) **Interests:** At primary school, children lack specific interests. In late childhood, they develop acquired interests and sentiments towards subjects and activities. A growing sense of liking and disliking makes their choices critical. Play also becomes more selective.

8) **Extrovert Nature:** The child's behavior, thoughts, and activities at this stage are extroverted or external-minded. They prefer external situations and active participation. They don't feel bored, anxious, or worried about personal problems. The external world and its situations interest and stimulate them.

9) **Play Age:** The extroverted nature makes the child playful. School provides opportunities for socialization, loyalty, and discipline through group play. They are attracted to school for its play situation and begin to acquire social virtues like friendship, cooperation, and competition. Their individualistic and ego-centric nature reduces, and they prefer group play. This stage is called the “Play Age.”

10) **In late childhood**, social senses urge children to form organized groups, develop loyalty to their leaders, and uphold gang rules. They select leaders and discharge them if they're unacceptable. This organized group life is often referred to as the “Gang Age.”

11) **During late childhood**, children's instinctive tendencies are modified and developed through training. Formal education satisfies their curiosity, while self-assertiveness makes them more competitive. The creative instinct can be channeled through handwork, crafts, and drawing, while the gregarious instinct is satisfied through collective games and sports. The child's restlessness is largely reduced at this stage.

12) **Sex-role typing**, which begins when children can do things, continues with new agencies playing important roles. Sex-roles are patterns of behavior approved and accepted by the group. Children learn to conform to approved roles for their sex through imitation, identification, and training. Sex-role typing has significant effects on children's behavior and self-evaluation. Teachers, school subjects, mass media, books, and peer groups play important roles in the sex-typing process. Sex-role typing influences children's behavior and self-evaluation, affecting their appearance, clothing, and mannerisms.

Self-Check Exercise - 1

Q. Fill in the blank

“Childhood is the time when the individual's, values and ideals are to a great extent shaped”.

6.4 Summary

Dear learner, you've studied childhood in detail. It's a time when children learn to interact, manage emotions, and develop empathy. These social and emotional skills are crucial for forming healthy relationships and overall well-being. Childhood development shapes a child's life, influencing their physical health, cognitive abilities, social skills, emotional well-being, and quality of life. Investing in early childhood development benefits individuals, families, and society, fostering healthier, more productive communities.

6.5 Glossary

Self-actualization: Humanistic theory suggests that realizing one's full potential can involve creative expression, spiritual enlightenment, knowledge pursuit, or societal contribution. For Maslow, it's a state of self-fulfillment where individuals achieve their unique potential.

6.6 Answer to Self-Check Exercise

Self-Check Exercise - 1

Answer: basic outlooks

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6.8 Terminal Questions

1. Describe the concept of childhood and its characteristics.

Unit - 7

Adolescence: Meaning, Characteristics, Needs and Problems

Structure

- 7.1 Introduction
- 7.2 Learning Objectives
- 7.3 Adolescence: Meaning, Characteristics, Needs and Problems
Self-Check Exercise - 1
- 7.4 Summary
- 7.5 Glossary
- 7.6 Answer to Self-Check Exercise
- 7.7 References/Suggested Readings
- 7.8 Terminal Questions

7.1 Introduction

Dear learner, this unit aims to introduce you to the Adolescence stage, its key features, basic needs, and significance in human life. Adolescence, the transitional phase between childhood and adulthood, holds immense importance due to its unique characteristics and developmental milestones. It bridges childhood dependency and adult responsibilities, preparing individuals for adulthood's demands, such as financial independence, relationships, and societal contributions.

7.2 Learning Objectives

After completing this unit, you will be able to;

- explain meaning, characteristics, needs and problems of adolescents.

7.3 Adolescence: Meaning, Characteristics, Needs and Problems

Adolescence, derived from the Latin word 'adolescere', signifies growth and represents a period of intense physical, mental, social, and emotional change in children. It's the most crucial stage of human development, during which children mature sexually and reach legal age. This transformative period brings about rapid changes in their outlook, personality, and relationships. Adolescence spans roughly from 12 to 18 or 19 years and marks the transition from childhood to adulthood.

Educators and psychologists have offered diverse definitions of adolescence:

1. - J. A. Hadfield (1962): "Adolescence is the process of leaving childhood behind and becoming independent."
2. - Jean Piaget (1902): "Adolescence is the age of great ideals and the beginning of theories."
3. - Stanley Hall (1902): "Adolescence is a period of stress and strain."
4. - World Health Organization (WHO): "Adolescence is the period of progression from puberty to sexual and reproductive maturity, adult mental development, adult identity, and transition from total socio-economic dependence to relative independence."
5. - Hurlock (1981): "Adolescence begins when children become sexually mature and reach legal age."
6. Adolescence, a period of rapid physical, emotional, social, and mental development, bridges childhood and adulthood. As defined by A.T. Jersield, it spans the years when boys and girls transition from childhood to adulthood.

Adolescence is a process of achieving attitudes, beliefs, learning, and moving from childhood to adulthood. It's a period of rapid changes in physical, mental, moral, emotional, social, and sexual aspects. Human personality develops new dimensions. It's a period of learning, anxieties, worries, ambitions, conflicts, and complexities.

Characteristics of Adolescence

1. Schools, teachers, and parents must understand the characteristics of adolescence to effectively deal with it. Adolescence is a period of physical changes and development. Physiological development converts boys into men and girls into women, providing the basis for emotional, social, intellectual, and economic maturity. Key changes include:
Glandular system development: Influences physical development, behavior, and personality. Bio-chemical changes: Make endocrine glands more active, leading to increased height, weight, voice changes, muscular growth, pubic hair, facial, arm, and leg hair. Respiratory, circulatory, and digestive system development: Provide more physical energy and vigor. These changes often lead to confusion, inadequacy, insecurity, and abnormal behavior. Physical changes are the primary drivers of adolescent development. Adolescence is a period of rapid mental development.

Adolescents gain greater insight, understanding, and the ability to perceive relationships easily. They can generalize and solve complex problems, leading to a more logical, scientific, and systematic thought process. Intelligence reaches its peak at around 16 and 17, and memory power develops significantly, allowing adolescents to retain information for longer periods and anticipate future needs. They also develop the ability to identify with their surroundings and develop independence in thinking, critically examining situations to make decisions. Adolescence is a period of social development and adjustment. The peer group significantly influences adolescent behavior, shaping their interests, attitudes, and values. Adolescents become self-conscious about their place in society and expand their social activities. They strive for independence, but parental resistance can create challenges. Additionally, adolescents develop a sense of patriotism and aspire to join social services.

2. **Moral Consciousness:** 1. The development of morality significantly contributes to the overall development of personality. The family serves as the primary locus of moral training, exerting influence on an adolescent's attitudes and behaviors. As an individual matures, their capacity for independent thinking develops, enabling them to discern between right and wrong, truth and falsehood, virtue and vice, and desirable and undesirable actions. Generally, adolescents exhibit a strong aversion to immoral or illegal activities. Additionally, their interest in their own religion evolves. While their moral sensibilities may instill a sense of reverence for God, they may also encounter doubts, conflicts, uncertainties, and ambiguities regarding religious beliefs and practices. This can pose a challenge to their cognitive development.
3. **Hero-worshipping:** 1. Hero-worshipping is a common trait during adolescence. Adolescents tend to identify with ideal heroes, whom they emulate and follow. They admire and respect these heroes, and their thoughts and activities are often organized in accordance with the hero's ideals. The hero serves as a source of inspiration for adolescents, guiding them towards their future aspirations. Therefore, it is crucial to encourage adolescents to study biographies of great men, enabling them to shape their own lives based on the principles and ideals of these remarkable individuals.
4. **Hetero-sexuality:** 1. Heterosexuality is another crucial characteristic of adolescents. It refers to the attraction to individuals of the opposite gender. Both sexes exhibit a heightened interest in the opposite sex during adolescence. Adolescents become highly motivated to acquire knowledge about the opposite sex. Regrettably, the information they may obtain can be detrimental to their mental and physical well-being. Numerous boys and girls experience anxiety due to the dissemination of inaccurate information about sex and the absence of adequate guidance. All educators, social workers, and psychologists concur that comprehensive sex education should be provided to adolescents.
5. **Creative Imagination:** 1. During adolescence, the imaginative capacity of an individual undergoes significant development. When imagination is combined with intellectual elements, it becomes artistic and creative, manifesting in various forms

such as literature, art, poetry, fiction, and musical and artistic creations. This demonstrates the potency of their creative imagination. Imagination, therefore, enriches and transforms experiences, contributing to artistic appreciation and production during adolescence. Consequently, adolescents should be provided with opportunities to nurture their creative talents through music, dance, art, and culture. Divergent thinking should be encouraged and fostered.

6. **Development of Personal Independence:** 1. One of the most significant desires of adolescents is the establishment of independence from adult authority figures. This desire is crucial for young individuals to develop a sense of identity and establish their own beliefs and values. They gain confidence in their abilities and demand self-respect from older members of society. Adolescents seek psychological freedom and resist adult interference in their personal affairs. They aspire to make decisions independently and prioritize a sense of dignity, honor, and freedom in their thoughts, attitudes, and behaviors.

Adolescence is a crucial and significant period of an individual's life. Psychologically, it marks the integration of individuals into adult society. During this stage, children feel equal to adults in rights, not inferior. This integration involves various aspects, often linked to puberty, and profound intellectual changes that enable social relationships with adults. Adolescence begins with puberty and ends with the cessation of physical growth, emerging from later childhood and merging into adulthood. The exact years vary across countries and cultures, ranging from 12/13 to 18/19 years in India, with girls starting about a year earlier than boys.

Needs and Problems of Adolescents

Every child and adolescent has specific needs and potential difficulties. Adolescents face complex problems that may resurface from childhood. While parents and teachers primarily solved problems during childhood, adolescents must now solve their own. Basic adolescent needs include status, approval, reorganization, advice, independence, intimate friendship, family life education, and recreation. Multidimensional and complex factors influence adolescent development, including social relationships, economic conditions, culture, religion, education, and occupational status of parents. The Indian social setup, particularly for adolescent girls, creates a unique socio-cultural environment that often leads to confusion about opportunities and feelings of rejection due to authoritarian or permissive parenting or lack of parental closeness. Adolescent girls often have a different understanding with their mothers than with their fathers, with mothers bridging the gap between them. Fear of parents compels girls to lie, leading to a cycle of deception. Allow them to tell the truth and find a better solution than punishment to break the habit of lying. Most adolescent girls learn about sexuality and peer relationships from immature classmates or books, but parents rarely provide comfortable opportunities for open discussions. Adolescents have needs similar to adults, but social expectations prevent them from fulfilling them. To address this, we need to educate them and involve them in decision-making. Adolescents crave power, competence,

and significance, and those deprived of these factors exhibit behavior problems. In rural India, many girls skip childhood and adulthood, assuming adult roles in the family and working in the fields. This leads to the joys and pains of growing up, which can vary based on geographic, economic, and social circumstances. Healthy adolescent development depends on various factors, including social-economic circumstances, the environment, family relationships, peer groups, and education and employment opportunities. For girls, adolescence is a stressful period, and menarche and menstruation trigger significant psychological and social responses. In conservative societies like ours, where these matters are rarely discussed, harmful practices, customs, and misbeliefs can arise. Let's discuss the basic needs of adolescence. Adolescents have two main groups of needs: physiological and psychological.

(a) Physiological Needs:

Need for Activity: Adolescence is characterized by various activities, including physical changes, increased energy, and a need for exercise. This need should be channeled into appropriate activities like dancing, swimming, or sports.

- **Sexual** development is another key aspect of adolescence. The sex instinct awakens during this stage, leading to three main stages:
 - - Auto-eroticism: Adolescents take interest in their bodies and sex organs.
 - - Homosexuality: Early adolescents may prefer same-sex relationships.
 - - Heterosexuality: Later adolescents develop attraction to the opposite sex.
- Psychologically, adolescents also have needs:
 - - Freedom: They resist strict routines and want autonomy in their lives.
 - - Social interaction: They crave the company of peers and want to engage in discussions and form relationships.
 - - Self-esteem: Adolescents seek approval from parents, classmates, teachers, and the community.
- The adolescent needs security, affection, ideals, inspiration, and strength. Studying the biographies of great men like Gandhi, Nehru, Tagore, Vivekananda, Lakshmibai, and Sarojini Naidu can fulfill this need by providing ideals, life goals, and character development.
- The adolescent craves adventure, seeking recognition through exploration. Misguided adventure can manifest as aimless wandering, vagabonding, strikes, demonstrations, or even sexual acts. Properly directed adventure can aid social, mental, emotional, and physical development.
- The adolescent seeks independence and considers their future. Boys are more concerned with glamorous and exciting jobs, while girls prefer occupations with security and less time demand. Girls often prioritize service to others, such as teaching or nursing. By late adolescence, adolescents focus on their capabilities, desired jobs, and the cost of living. This realism leads to a more practical and realistic approach to career choices compared to youth..

Problems of Adolescent in Indian Context

In his 1904 work, G. Stanley Hall asserted that the period between the ages of eight and twelve constitutes the most unique phase of human life. During this stage, physical height and weight reach their peak, and overall health is at its optimal state. Activity levels surpass those of previous years, and children develop a sense of independence from their parents, fostering remarkable endurance and resistance to fatigue. Additionally, they exhibit enhanced immunity to exposure, danger, and accidents. This period is characterized by both positive and negative developments. While important functions that were previously absent emerge, the journey towards adulthood is fraught with challenges that result in physical, mental, and moral setbacks. Sexual desire intensifies, leading to the emergence of secret vices. Social instincts undergo a sudden surge, and the awakening of romantic love brings about a transformative experience. The period is characterized by plasticity, allowing for the formation of character and personality. Self-awareness and aspirations increase, leading to a remarkable new birth.

Problems of Adolescence Stage

1. Emotional problems, such as heightened emotionality, excessive emotion, and lack of control over violence, are common during adolescence. These issues can lead to destructive behavior and law and order problems. Common emotions include love, suspicion, jealousy, frustration, and revengefulness.

Educational problems arise from an unsuitable school environment, including ineffective teaching methods, curricula, examinations, and repressive measures. This frustration can lead to unsocial and criminal activities.

Lack of recreational facilities or free time activities can result in involvement in destructive behaviors.

Sexual problems are influenced by physical changes during puberty. Adolescents may experience excitement, pleasure, shame, disgust, confusion, anxiety, or guilt, which can lead to sexual maladjustment.

In contemporary India, while adolescence is a new term, the word “youth” is more familiar and has been used in policy formulation and programming. However, the ancient Dharamashastra recognized adolescence’s importance and prescribed specific codes of conduct. These codes deeply influence Indian cultural practices towards adolescents. To understand the cultural milieu in which they grow, traditional cultural values and themes that shape their environment need to be described. The family, a crucial socialization institution, continues to impact adolescents’ development despite social change, as most young people stay in Indian families until adulthood or later in joint families. Indian families observe sacred ritualistic ceremonies that progressively attain social and behavioral competencies. Puberty is acknowledged, and new codes of conduct are prescribed for boys and girls. Studies show that parents rarely provide the support adolescents need regarding biological and

physiological changes and their meanings. Youth sexuality is an important aspect poorly understood due to taboos and lack of counseling, leading to exploitation, abuse, mental health problems, and HIV/AIDS risks. Awareness services and strengthening capabilities of family, community, and schools as sources of correct information are crucial.

Self-Check Exercise - 1

Q. Who said, “Adolescence is a period of stress and strain”.

7.4 Summary

Hey there, learner in this unit! You’ve learned all about adolescence, including their needs and challenges. This stage of life is super important for personal, social, cognitive, and emotional growth. It’s a time of exploration and preparation for adulthood, setting the stage for a healthy, happy, and successful life. By supporting adolescents with positive relationships, education, and opportunities for growth, we can help them become resilient and capable adults.

7.5 Glossary

Law of effect: Behaviour that is followed by consequences satisfying to the organism will be repeated, and behaviours that are followed by unpleasant consequences will be discouraged.

Circle (as in Adolescent Circle): A group of adolescents who gather to learn, practice skills, socialize, express themselves, build a team, and take action in their communities.

Vulnerability: A variety of factors can diminish an adolescent’s capacity to manage challenges or difficulties, including poverty, mental or physical health impairments, a lack of social connections, inadequate family support, age, and gender. Adolescents who are particularly vulnerable include unaccompanied and separated adolescents, those residing in institutions, adolescents with disabilities or special needs, marginalized adolescents, unregistered adolescents in humanitarian settings, pregnant or parenting adolescents, and boys and girls living in adolescent-headed households.

7.6 Answer to Self-Check Exercise

Self-Check Exercise - 1

Answer: G. Stanley Hall

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7.8 Terminal Questions

1. Why it is said that “adolescence is a period of stress and strain, storm and strife”.

Unit - 8

Stage Specific Characteristics during Infancy to Adolescence Period and Developmental Tasks

Structure

- 8.1 Introduction
- 8.2 Learning Objectives
- 8.3 Stage Specific Characteristics during Infancy to Adolescence Period
and Developmental Tasks
Self-Check Exercise - 1
- 8.4 Summary
- 8.5 Glossary
- 8.6 Answer to Self-Check Exercise
- 8.7 References/Suggested Readings
- 8.8 Terminal Questions

8.1 Introduction

Dear learner, this unit will study stage-specific characteristics and developmental tasks during infancy to adolescence. These provide a framework for understanding and supporting healthy development at each stage. Each stage has unique characteristics and milestones. Understanding these norms helps caregivers, educators, and healthcare professionals identify when a child is progressing or needs intervention. Knowing the developmental tasks associated with each stage allows parents and caregivers to create environments that promote

learning, exploration, and skill development. This includes providing age-appropriate toys, activities, and educational opportunities.

8.2 Learning Objectives

After completing this unit, you will be able to;

- describe stage specific characteristics during infancy to adolescence period and developmental tasks.

8.3 Stage Specific Characteristics during Infancy to Adolescence Period and Developmental Tasks

Human life begins with a single fertilized cell, constantly interacting with the environment in the womb and after birth. This interaction leads to growth and development. Growth involves increasing organ or limb size and weight, while development involves cell division and tissue changes. Studying growth and development helps teachers and parents understand children better and manage them more effectively. Every organ and area of development follows an orderly pattern, though the rate of development varies across ages. Children grow most rapidly in the first three years, then slow down in middle childhood before accelerating again in adolescence. Understanding growth and development trends allows parents to anticipate their child's growth, guide them through each stage, and provide the optimal environment for development. Contrary to popular belief, physical manifestations of certain features don't appear suddenly; development is a continuous process that spans from conception until maturity, occurring at a steady or rapid pace rather than in leaps and bounds. Development is continuous, with each stage building on the preceding one and influencing the next. Illness, starvation, malnutrition, or other environmental factors or abnormal conditions in the child's life can disrupt growth. The human life is divided into major developmental periods:

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

Concept of Developmental Task

The term “need” has been confused in psychological literature, leading to the development of the concept of “developmental task” by Havighurst. This concept falls between child-centered and teacher-centered education, bridging the gap between basic needs and societal need determination.

Developmental synthesis aims for an objective. Adolescents have unique developmental tasks that lead to happiness and success in later tasks, while failure can cause unhappiness, societal disapproval, and difficulty with future tasks.

Havighurst’s system of developmental tasks for American adolescents involves a detailed description of the developmental process and its relationship to educational objectives. He defines a developmental task as a task that arises at a specific period in an individual’s life, leading to happiness and success if achieved, and unhappiness, disapproval, and difficulty with future tasks if failed.

Any developmental task becomes appropriate for an individual when they develop one or more of the following characteristics: physical maturation, societal expectations, and personal values, aspirations, and psychological competence.

Importance of Developmental Tasks

- The concept of developmental tasks is helpful in specifying course content and objectives. They serve as guidelines for individuals and show what lies ahead in development. Teachers must prepare to provide opportunities and create an appropriate atmosphere to achieve developmental tasks. This concept reconciles individual needs with societal demands and makes the teaching-learning process more functional to face life’s challenges effectively.

Developmental Tasks of Adolescence:

- Developing a mature relationship with both sex partners.
- Asserting a masculine and feminine role.
- Accepting and using one’s body effectively.
- Achieving economic independence.
- Selecting or preparing for an occupation.
- Preparing for marriage and family life.
- Developing socially responsible behavior.
- Acquiring values as a guide to behavior.

Self-Check Exercise - 1

Q. What is Pre-natal period?

8.4 Summary

In this unit, we studied stage-specific characteristics and developmental tasks during infancy to adolescence. These provide a roadmap for understanding and supporting healthy

development. By recognizing and addressing unique needs and challenges of each stage, caregivers, educators, and communities can foster optimal growth, learning, and well-being for children and adolescents.

8.5 Glossary

Psychosocial support: Refers to actions that address adolescents' psychological and social needs, promoting their well-being. It includes support from family, friends, neighbors, teachers, and the wider community, as well as specialized psychological and social services.

Psychosocial wellbeing: A state of thriving where psychological and social needs are met. Access to basic needs (food, shelter, livelihood, healthcare, education) and a sense of security in a safe environment are fundamental to psychosocial well-being.

8.6 Answer to Self-Check Exercise

Self-Check Exercise - 1

Answer: Pre-natal period lasts from conception to birth.

8.7 References/Suggested Readings

Aggarwal, J.C.: Essentials of Educational Psychology. Vikas Publishing House Pvt. Ltd. new Delhi,

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8.8 Terminal Questions

1. Discuss various stage specific characteristics during infancy to adolescence period and developmental tasks.

Unit - 9

Individual Differences: Meaning, Dimensions and Causes of Individual Differences

Structure

- 9.1 Introduction
- 9.2 Learning Objectives
- 9.3 Individual Differences: Meaning, Dimensions and Causes of Individual Differences
Self-Check Exercise - 1
- 9.4 Summary
- 9.5 Glossary
- 9.6 Answer to Self-Check Exercise
- 9.7 References/Suggested Readings
- 9.8 Terminal Questions

9.1 Introduction

Hey there, learner! This unit is all about learning about the differences between people. It's important to know about these differences in many areas, like psychology, education, healthcare, and sociology. In education, students are all different in how they learn and what they're good at. By understanding these differences, teachers can make sure that all students get the help they need to succeed. Personality traits, interests, skills, and values also affect what people choose to do for a living and how happy they are in their jobs. Career counselors use tests and insights into these differences to help people find careers that they'll love.

9.2 Learning Objectives

After completing this unit, you will be able to;

- discuss the concept and causes of Individual Differences.

9.3 Individual Differences: Meaning, Dimensions and Causes of Individual Differences

It is widely acknowledged that no two individuals are exact replicas; they exhibit distinct characteristics that set them apart. Consequently, the role of psychologists is to discern and comprehend these unique traits in individuals. The similarities or differences between persons reveal individual variations. This phenomenon is evident in our daily interactions with others. A pertinent question arises: how and why individuals exhibit similarities or differences? For instance, when considering physical appearance, we often ponder why some individuals possess dark or fair complexions, why some are tall while others are short, why some are slender and others are overweight, and why some smile readily while others require considerable time to do so. Similarly, when examining psychological characteristics, we encounter individuals who are extroverted, introverted, laugh frequently, or take their time

even to smile, and those who are friendly or prefer solitude. The present lesson aims to address these queries that may arise in our daily lives. In psychology, these variations or similarities among individuals are referred to as individual differences, encompassing the extent and nature of differences or similarities in psychological aspects such as intelligence, personality, interests, and aptitudes, among others. Furthermore, this lesson will assist us in comprehending how to assess these similarities or variations among individuals.

Meaning and Definition of Individual Differences

According to Tylor, measurable individual differences have been demonstrated in physical size and shape, physiological functions, motor capacities, intelligence, achievement, and knowledge, interests, attitudes, and personality traits. Tylor further asserts that variability among individuals appears to be a universal phenomenon. The term “individual differences” also encompasses differential acquisition rates. Naturally, there are variations in retention, transfer of learning, problem-solving, and other aspects. If differences in problem-solving existed, there would be no variations in the rate of knowledge acquisition. The observation that individuals differ from one another is a common occurrence. Psychological characteristics often exhibit consistency and form a stable pattern. By “consistent,” we mean that individuals tend to exhibit regularity in their behavior, and their patterns of behavior do not change frequently. This consistency and stability in behavior are unique to each individual. Individuals develop their distinctive traits and patterns of behavior due to their genetic makeup and the environment in which they are raised. Once these differences are systematically identified, we can effectively utilize the capabilities of individuals for their healthy development. Understanding the specific characteristics of an individual is crucial to provide appropriate support and maximize their potential to the fullest extent. Individual differences arise from the interaction of genetic and environmental factors. Individuals inherit certain characteristics from their parents through genetic codes. The phenotype, or the manifested forms of these characteristics, depend on the contributions of the socio-cultural environment. This is the reason why individuals are not identical to their parents, and parents are not identical to their grandparents. While individuals share similarities with their parents in terms of physical attributes such as height, eye color, and nose shape, these similarities are not absolute. Inherited cognitive, emotional, and other characteristics from our parents, such as intellectual competence, a passion for sports, and creativity, play a role in our development. However, our unique characteristics are largely shaped by the environment in which we are raised. The environment influences our upbringing, the atmosphere at home, whether it is liberal or strict, the quality of education we receive, the knowledge we gain from various sources, including people, books, cultural practices, peers, teachers, and media. These factors collectively constitute the environment that fosters our potential development.

The environment provides models and opportunities that enable us to develop various traits and skills. While inheritance plays a role, it is not the sole determinant of our future. The environment also contributes significantly to our development. Consider the example of Dr. Babasaheb Ambedkar, who was born into a poor family but achieved remarkable success through the right education and environment, becoming a great lawyer and designing the

Constitution of India. Another notable example is our former President, Dr. A.P.J. Abdul Kalam. There are many other individuals who, despite their inherited traits, achieved greatness through their environment.

It is important to recognize that genetic codes vary among individuals, and the surrounding environment also differs from person to person. It sets limits or defines a range by offering diverse opportunities. This diversity in the environment leads to the unique development patterns of each individual. It prompts us to contemplate the reasons behind our similarities in certain aspects and our differences in others.

Characteristics of Individual Differences:

- Universal phenomenon in social, physical, and biological sciences.
- Qualitative and quantitative aspects.
- Include intelligence, achievement, interests, attitudes, values, personality traits, sex, race, age, and social class.
- Foundational to psychology, forming its basis and structure.

Types of Individual Differences

Human beings differ in various ways, including:

- Physical differences: Height, weight, hair color, facial features, speech patterns, and walking styles.
- Intellectual differences: Reasoning, thinking, imagination, creativity, and concentration. These differences are classified as idiot, imbecile, moron, borderline, normal, bright, very superior, and genius.
- Emotional differences: Prevalence of positive or negative emotions, and expression of emotions. Some are emotionally stable and mature, while others are unstable and immature.
- Social and moral development: Adjustment to social situations, happiness, social handicap, unsociality, or antisocial behavior. Ethical and moral sense also differ.
 - Learning differences: Ease of learning and comfort with different learning methods and memorization techniques.
 - Interests and aptitudes vary widely among individuals. Some enjoy socializing, picnics, and group excursions, while others prefer solitude, meditation, and books.
 - Individuals differ in their attitudes, beliefs, and opinions. These can be positive, negative, or indifferent.

All the mentioned individual differences lead us to conclude that each person's personality is unique. Individuals differ in all dimensions and aspects of behavior and personality traits, so no one is exactly alike to another.

Causes of Individual Differences

Heredity (nature) and environment (nurture) are the main causes of individual differences. **Heredity provides** endowments, abilities, and capacities that limit an individual's growth and development in various dimensions. It also contributes to sex, intelligence, and other specific abilities. **Environment, on the other hand,** varies from person to person and influences

individual differences through the simulation received from their internal and external environment, including family setup, peer group, economic status, and education.

Self-Check Exercise - 1

Q. List any two main causes of individual differences.

9.4 Summary

In this unit, we studied individual differences' meaning, dimensions, and causes. Identifying individual differences is crucial for promoting inclusivity, tailoring interventions, optimizing outcomes, fostering personal growth, and advancing research. Embracing diversity enriches our understanding of human variability and supports individuals in various aspects of life.

9.5 Glossary

Heredity, or inheritance, is the passing on of traits from parents to their kids. It can happen through asexual or sexual reproduction, and the offspring get the genetic info from their parents.

9.6 Answer to Self-Check Exercise

Self-Check Exercise - 1

Answer: The two main causes of Individual Differences are: Heredity (Nature) and Environment (Nurture)

9.7 References/Suggested Readings

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

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9.8 Terminal Questions

1. Describe the various dimensions and causes of individual differences in classroom settings.

Unit - 10

Role of Teacher to Minimize Individual Differences

Structure

- 10.1 Introduction
- 10.2 Learning Objectives
- 10.3 Role of Teacher to minimize Individual Differences
 - Self-Check Exercise - 1
- 10.4 Summary
- 10.5 Glossary
- 10.6 Answer to Self-Check Exercise
- 10.7 References/Suggested Readings
- 10.8 Terminal Questions

10.1 Introduction

This unit explores how teachers can help students learn together, no matter who they are. Teachers have many ways to make sure all students can learn and feel included. They can change how they teach, what they teach, and how they test students to fit different learning styles, abilities, and interests. This way, everyone can learn in a way that works for them. Teachers also need to understand and respect the different cultures of their students. By doing this, they can create a welcoming and inclusive classroom where everyone feels valued and respected. Teachers can do this by being inclusive themselves, celebrating diversity, and addressing any biases. This way, all students feel safe, valued, and ready to succeed..

10.2 Learning Objectives

After completing this unit, you will be able to;

- describe the role of teacher to minimize Individual Differences.

10.3 Role of Teacher to minimize Individual Differences

Individuals differ in abilities, capacities, and personality traits, which is why education should cater to these differences. Every group has individuals who deviate from norms, including the average, the very superior, and the extremely dull.

Teachers should know their pupils' abilities, interests, attitudes, aptitudes, and other personality traits to provide individual guidance and maximize their potential.

To address individual differences in schools, we must provide adequate schooling for every learner, regardless of their differences. Here are some suggestions to help teachers achieve this:

- - Proper knowledge of pupils' potentialities.
- - Adjusting the curriculum, teaching methods, and programs accordingly.
- Small class sizes and individual attention.

A multidimensional approach is needed to solve this problem. Teachers, school authorities, parents, the government, and voluntary organizations should collaborate to meet the individual requirements of children with tremendous individual differences.

Strengths, Issues and Guidance for the Parent(S)

Adolescence, a dynamic stage of human development, presents opportunities and challenges for individuals, families, educators, and communities.

- Strengths during adolescence include good physical health, appropriate weight, positive body image, healthy habits, regular oral health care, physical activity, positive attitude, anger management skills, safe experimentation, confidants, intimacy, social competence, hope, joy, success, love, high self-esteem, personal success, stress management, independence, individual identity, respect for others, educational and vocational goals.
- Issues during adolescence include school concerns (poor grades, underachievement, disinterest, truancy), vocational concerns, behavioral concerns (acting out, aggression, violence), social concerns (lack of friends, bullying, negative peer influence, withdrawal from family), emotional concerns (depression, anxiety, confusion about sexual orientation, low self-esteem, threat of suicide, attempted

suicide), difficulty managing anger, early sexual activity, inappropriate behavior, pregnancy, sexually transmitted diseases, HIV/AIDS, hepatitis, substance abuse, dangerous behaviors, excessive risk-taking, medical concerns (hypertension, scoliosis, menstrual problems, acne), weight and height concerns, body image, poor nutrition, obesity, eating disorders, lack of regular physical activity, chronic illness, and transitional challenges for adolescents with special health care needs.

Guidance for Parents:

- - Show affection, praise positive behavior, and recognize efforts and achievements to boost your adolescent's self-esteem.
- - Continue modeling family values like respect for self and others.
- - Respect privacy and spend quality time with your adolescent.
- - Decide when they can do things independently, including staying home alone.
- - Set realistic expectations, give them autonomy, and establish clear limits and consequences.
- - Minimize criticism and avoid belittling comments.
- - Understand that they may resist family activities and challenge authority.
- - Emphasize the importance of school and show interest in their activities.

Self-Check Exercise - 1

Q. List any three ways through which teacher minimize individual differences in classroom situation.

10.4 Summary

Teachers can effectively minimize individual differences among students by implementing differentiated instructional practices, fostering cultural competence, providing social-emotional support, and collaborating with support services. This proactive approach enhances learning outcomes and promotes equity and inclusivity in educational settings.

10.5 Glossary

Classroom Climate: The intellectual, social, emotional, and physical environments in which our students learn are crucial factors that influence their learning experience. Course climate is shaped by various elements, including faculty-student interactions, the instructor's tone and approach, course demographics, student-student interactions, and the diverse perspectives presented in course content.

Active Learning: An instructional approach that actively engages students in the learning process through activities and/or class discussions, rather than passively listening to an

expert. It emphasizes higher-order thinking and frequently involves group collaboration. (Freeman et. al., 2014)

10.6 Answer to Self-Check Exercise

Self-Check Exercise - 1

Answer: The three ways through which teacher minimize individual differences in classroom situation are:

- Proper knowledge of the individuals' potentialities.
- Adjusting the curriculum according to the needs and requirements of the pupils.
- Adjusting the methods of teaching accordingly.

10.7 References/Suggested Readings

Mangal, S.K. (2001). Psychological Foundations of Education. Parkash Brothers, Ludhiana.

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10.8 Terminal Questions

1. Explain the role of teacher to minimize individual differences.

UNIT -11

CONCEPT, NATURE, AND TYPES OF INTELLIGENCE

Structure

- 11.1 Introduction
- 11.2 Learning Objectives
- 11.3 Concept of Intelligence
 - Self- Check Exercise -1
- 11.4 Nature of Intelligence
 - Self- Check Exercise -2

11.5	Types of Intelligence
	Self- Check Exercise -3
11.6	Summary
11.7	Glossary
11.8	Answer to Self -Check Exercises
11.9	References/Suggestive Readings
11.10	Terminal Questions

11.1 Introduction

Hey there, curious learner! Intelligence has been a hot topic in psychology, sparking debates and sparking curiosity. There's still a lot of disagreement about what exactly intelligence means. Some people think we can measure it, while others believe it's more complex and multifaceted. Throughout history, researchers have come up with different ways to define intelligence. In this unit, we'll dive into the world of intelligence, explore its concept, and discover the different types of intelligence.

11.2 Learning Objectives

After finishing this unit, you'll be able to:

- Explain what intelligence is.
- Tell us about different types of intelligence.

11.3 Concept of Intelligence

Intelligence is a broad and complex concept that goes beyond just intellectual activities—it also includes the ability to handle real-life challenges effectively. We use the word "intelligence" in our daily conversations, but psychologists have defined it in various ways. Some see it as a general mental ability to learn, while others define it as the power to adapt and adjust to different situations.

According to the *Advanced Learner's Dictionary*, intelligence is “the capacity to acquire and apply knowledge” in our everyday lives. This ability sets humans apart from animals. Unlike animals, humans possess cognitive skills that allow them to think, reason, analyze, understand, and adapt to new situations. This is what makes human beings superior in terms of behavior and problem-solving. Apart from intelligence, factors like attitude, interest, knowledge, and skills also play a role in how a person thinks and acts. Overall, intelligence is an umbrella term that includes abilities like abstract thinking, reasoning, planning, problem-solving, communication, and learning. In simple terms, intelligence is the ability to think and act rationally while adapting to different environments. Over the years, psychologists have proposed multiple definitions of intelligence, which can be grouped into different categories based on their perspectives.

Ability to Adjust: Intelligence is general mental adaptability to new problems and new situations of life. Some definitions come under this group are as follows.

Binet (1905), "Intelligence is the ability of an individual to direct his behaviour towards a goal".

William James (1907), "It is the ability to adjust oneself successfully to a relatively new situation".

J. Piaget (1926), "Intelligence is an adaptation to physical and social environment".

F. N. Freeman (1937), "Intelligence is represented in behaviour by the capacity of the individual to adjust himself to new situations to solve new problems to learn".

Ability to Learn: The following group of definitions of Intelligence stresses the ability to learn. The more intelligent the person, the more readily and extensively he is able to learn and widen his field of activity and experience.

Buckingham (1921), "Intelligence is the learning ability".

Superman (1927), "Intelligence may be thought of interns of two abilities i.e. "g" or general and 's' or specific".

Thurstone (1946), "Defines intelligence interns of five primary abilities i.e. 'S' or space factor; 'N' or number factor 'V' or Verbal Comprehension factor; 'W' or word fluency factor and 'M' or memory factor".

Ability to do Abstract Reasoning: This group of definitions upholds that intelligence is the ability to carry on abstract thinking. This implies the effective use of ideas and efficiency in dealing with symbols, especially numerical and verbal symbols.

L. M. Termon (1921), "An individual is intelligent in proportion as he is able to carry on abstract thinking".

P. E. Vernon (1927), "Intelligence is an all-round thinking capacity or mental deficiency".

E. L. Thorndike (1931), "we may define intelligence in general as the power of good responses from the point of view of truth or fact".

Henry Garrel (1946), "Intelligence is the abilities demanded in the solution of problems which require the comprehension and use of symbols i.e. words, numbers diagrams, equations, formula".

Linda Gottredson, "The ability to deal with cognitive complexity".

Operational Definitions

These categories of definitions are not and perhaps cannot be mutually exclusive.

They intersect and overlap at many points.

P. E. Vernon (1927) "Intelligence is what intelligence test measures."

G. D. Stoddard (1943) "Intelligence is the ability to undertake activities."

Boring (1948) “Intelligence is what intelligence tests”.

D. W. Wechster (1950) “Intelligence is the aggregate or the global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment”.

Concept of Intelligence Quotient (I.Q.):

Intelligence is the overall mental capability of an individual. It includes skills like reasoning, problem-solving, learning, and adapting to new situations. In simple terms, intelligence helps us think critically, understand concepts, and make decisions based on what we learn.

What is IQ (Intelligence Quotient)

IQ is a measure of how intelligent a person is in comparison to others. The term *Intelligence Quotient (I.Q.)* was first introduced by **William Stern** and later developed into a formula by **Alfred Binet**. The IQ score is calculated using the following formula:

$$\text{IQ} = \left(\frac{\text{Mental Age (M.A.)}}{\text{Chronological Age (C.A.)}} \right) \times 100$$
$$100\text{IQ} = (\text{Chronological Age (C.A.)} \times \text{Mental Age (M.A.)})$$

- **Mental Age (M.A.):** This refers to the intellectual ability of a person as assessed by a standardized test. If an 8-year-old child can solve problems that are typical for a 10-year-old, then their **mental age is 10**.
- **Chronological Age (C.A.):** This is simply the actual age of the person in years..

Why is IQ Important?

IQ helps in understanding a person's cognitive abilities and can be used in education, career guidance, and psychological assessments. However, intelligence is **not just about IQ**—it also includes emotional intelligence, creativity, and practical skills.

The following table shows the relationship between I.Q. and the degree of brightness given by Dr. Merrill based on the studies by Terman Merely Revision.

I. Q.	Range Classification
140 and above	Very superior 1.5
129 -139	Superior 11
110 – 119	High - Average 18
90-109	Average 47
80 – 89	Low Average 14
70 – 79	Borderline defective 6

Below 70	Mentally defective 2.5
50 – 70	Moron
20 – 50	Imbecility
Below 20	Idiot

Self- Check Exercise -1

Q.1 What will be the Intelligence Quotient (I.Q) of a student:

if the mental age is 10 and the chronological age is 8.

- (a) 90 (b) 110 (c) 115 (d) 125

Q.2 According to Terman MORON contains:

- (a) 20-25 I.Q. (b) 80-90 I.Q. (c) Below 70 I.Q. (d) 50-70 I.Q.

11.4 Nature of Intelligence

- Psychologists have come up with different ideas about what intelligence is. Here are some of them:
-
- 1. Intelligence is about how well you can adapt to changes.
- 2. Intelligence is about how well you can learn new things.
- 3. Intelligence is about how well you can think abstractly.
- 4. Intelligence is something that's passed down from your parents.
- 5. Intelligence is influenced by your environment.
- 6. Intelligence helps you adjust to new situations and make new inventions.

- 7. Intelligence doesn't matter if you're a boy or a girl.

8. Intelligence doesn't matter if you're from a different race or culture.

Intelligence helps you do all these things:

- 1. It helps you adjust to new situations.
- 2. It helps you adapt to the physical and social world around you.
- 3. It helps you learn new things and solve new problems.
- 4. It helps you think clearly and act on your thoughts.

Self- Check Exercise -2

Q.1 Nature of intelligence are :

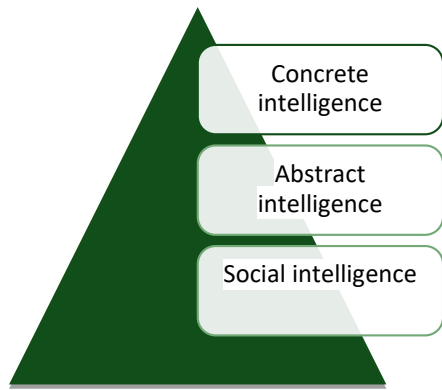
- a) It is the ability to learn.
- b) It is racial.
- c) It has sex difference.
- d) It is not influenced by environment factors.**

Q.2 Function of intelligence includes ,except:

- a) It helps one to adjust to new situations.
- b) It helps an individual to adapt to physical and social environment.
- c) It doesn't helps to learn new things and to solve new problems.
- d) It directs the individual to think rationally and act purposefully.**

11.5 Types of Intelligence

E.L. Thorndike has classified intelligence into three categories. These categories are as under;



1. Concrete (Mechanical) Intelligence – This is the ability to deal with real-world objects and situations. If you're good at assembling things, fixing gadgets, or understanding how machines work, you likely have strong mechanical intelligence. Tests for this kind of intelligence often involve hands-on tasks or puzzles that require physical manipulation.
2. Abstract Intelligence – This is the ability to think in terms of symbols, numbers, and concepts. It's what helps people solve math problems, understand diagrams, and recognize patterns. Scientists, mathematicians, and philosophers usually have high abstract intelligence because they can make connections between ideas and solve problems using logic.
3. Social Intelligence – This is the ability to understand and manage people. If you find it easy to make friends, read emotions, and navigate social situations smoothly, you have strong social intelligence. It's what helps people succeed in leadership roles, teamwork, and personal relationships.

Even though these intelligences are different, they are connected. In the real world, we all have a mix of these intelligences—some stronger than others.

Self-Check Exercises 3:-

Q.1 Type of intelligence are :-

- a) Concrete intelligence
- b) Abstract intelligence
- c) Social intelligence
- d) All of the above

Q.2 Which intelligence is also known as mechanical intelligence?

- a) Concrete intelligence
- b) Abstract intelligence
- c) Social intelligence
- d) None of the above

11.6 Summary

Dear learners, in this unit we have studied the meaning, concept, nature and types of intelligence. Intelligence is the capacity of an organism to think in an effective manner. We have studied the I.Q. (intelligence quotient) which is calculated by this formula, $I. Q. = \frac{M. A.}{C. A.} \times 100$. And lastly, the types of intelligence given by E.L. Thorndike.

11.7 Glossary

Concrete: - refers to physical objects in the real world that can be perceived through the senses. Examples Living things (people, animals, plants, and other organisms), places (Locations, both general like a city or mountain and specific such as Lagos or Mount Fuji), material things (furniture, statues, sounds, and even dance), invisible things, (air or music (which can be heard), and Imaginary or fantasy things,(unicorns or fictional characters).

Abstract: - refers to something that exists as an idea, feeling, or quality, rather than as a material object. Examples Emotions/feelings (mental states or moods, such as anger, comfort, or freedom) Ideas and concepts (Intelligence, education, and love) and intangible things (honesty, courage, and justice).

11.8 ANSWER TO SELF- CHECK EXERCISES:

Exercise-1

Q.1 d

Q.2 d

Exercise -2**Q.1 a****Q.2 c****Exercise -3****Q.1 d****Q.2 a****11.9 References/Suggestive Readings**

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

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11.10 Terminal Questions:-

Q.1 What do you understand by intelligence ? what are the nature and characteristics of intelligence ?

Q.2 What are the different types of intelligence ? Explain them.

UNIT- 12

THEORIES OF INTELLIGENCE

Structure

- 12.1 Introduction
- 12.2 Learning Objectives
- 12.3 Theories of intelligence
 - 12.3.1 Two Factor Theory of Intelligence
 - Self- Check Exercise -1
 - 12.3.2 Guilford SOI Model
 - Self- Check Exercise -2
 - 12.3.3 Gardener's Theory of Multiple Intelligence
 - Self- Check Exercise -3
- 12.4 Summary
- 12.5 Glossary
- 12.6 Answer to Self-Check Exercise
- 12.7 References/Suggestive Readings
- 12.8 Terminal Questions

12.1 Introduction

Dear learners, in the previous unit we learned about intelligence, its nature and its types. The creation and evolution of theories play a crucial role in advancing our understanding of the world. intelligence is a multifaceted concept, and various theories offer unique perspectives on its definition, measurement, and manifestation in individuals. In this unit, we will discuss about different theories of intelligence and learn how we measure intelligence.

12.2 Learning Objectives

After completing this unit, you will be able to: -

- Explain Spearman's Theory of Intelligence along with its educational implications.
- Describe Guilford's structure of Intellect (SOI) along with its educational implications.
- Explain Gardener's Theory of Multiple Intelligences along with its educational implications.

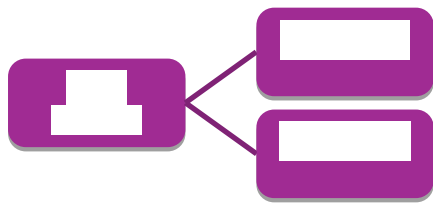
12.3 Theories of Intelligence

Intelligence is a complex topic with many theories. No single theory can explain everything, and each theory has its own strengths and weaknesses. Researchers have come up with different theories to explain what intelligence is and how it works. Here are some of the main theories about intelligence.

- Charles Spearman Two factor theory
- Guilford's Model of Structure of Intellect (SOI)
- Howard Gardner - Multiple Intelligences

12.3.1 Charles Spearman Two Factor Theory

This theory was proposed by a British psychologist Charles Spearman in 1904. This theory states that each intellectual ability consists of one general factor (G), and one specific factor (S).



Spearman's theory of intelligence suggests that there are two key components: the **G factor** (general intelligence) and the **S factor** (specific intelligence). The **G factor** is something you're born with—it remains constant across different areas of cognitive ability and varies from person to person. Essentially, if you have a high G factor, you're likely to do well across various intellectual tasks.

On the other hand, the **S factor** is more specialized and depends on what you learn from your environment. It changes from activity to activity, meaning you can develop skills in specific areas through practice and experience.

Spearman reached this conclusion after analyzing mental aptitude tests using **factor analysis**. He found that people who did well on one test often did well on others, while those who struggled in one area tended to struggle in others too. This led him to believe that intelligence is a general cognitive ability that can be measured and expressed numerically.

Characteristics of 'G'

- a. It is universal inborn ability.
- b. It is general mental ability.
- c. It is constant. It remains the same in all abilities of an individual.
- d. The amount of 'G' is different in each and every individual.
- e. It is used in all spheres of life of an individual.
- f. Greater the 'G' in an individual, greater is his success ratio in life.

Characteristics of 'S'

- It is learnt from the environment of the individual.
- It differs in every activity in every individual.
- Individuals have different amount of 'S'.

Self- Check Exercise-1

Q.1 Two Factor theory was given by :

- a) Alfred Binet
- b) Charles Spearman
- c) Guilford
- d) Howard Gardner

Q.2 What are the characteristics of G factor theory , except:-

- a) It is universal inborn ability.
- b) It is general mental ability.
- c) It varies from activity to activity in the same individual
- d) It is constant in the sense that for any individual in respect of all the correlated abilities, it remains the same.

12.3.2 Guilford's Model of Structure of Intellect (SOI)

Guilford's Structure of Intellect (SI) model, introduced in 1967 and updated in 1985 and 1988, offers a fresh perspective on human intelligence. Instead of seeing it as a single skill, Guilford proposed that it can be broken down into three main areas:

1. **Content:** *What* we think about.
2. **Operations:** *How* we process information.
3. **Products:** *What* we create from our thinking.

This theory suggests that there are 150 factors that make up human intelligence. Guilford believed that each task of intelligence can be categorized based on (1) what it involves, (2) the mental processes used, and (3) the result.

Guilford further divided content into five categories:

- c) 1. **Visual:** Things we can see.
- d) 2. **Auditory:** Things we can hear.
- e) 3. **Symbolic:** Things we represent with words or symbols.
- f) 4. **Semantic:** Things we understand based on meaning.
- g) 5. **Behavioral:** Things we do.
- h)

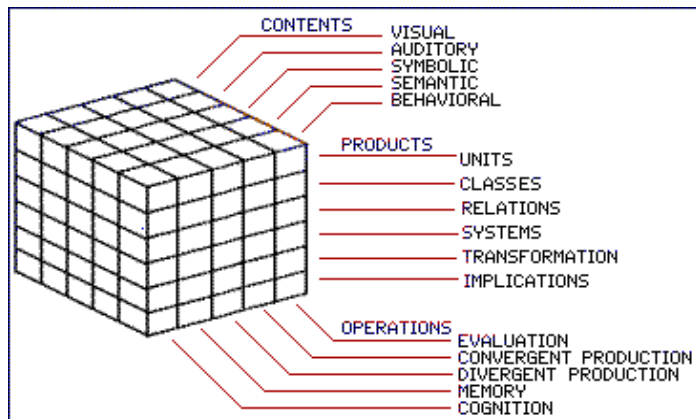
Guilford also divided operations into five categories:

- A. 1. **Cognition:** Thinking processes.
- B. 2. **Memory:** Storing and recalling information.
- C. 3. **Divergent Production:** Generating multiple ideas.
- D. 4. **Convergent Production:** Choosing one idea from a group.
- E. 5. **Evaluation:** Judging and assessing information.
- F.

Guilford further divided products into six categories:

- 1. **Units:** Basic elements of something.
- 2. **Classes:** Groups of units that share common characteristics.
- 3. **Relations:** Connections between units or classes.
- 4. **Systems:** Organized groups of units that work together.
- 5. **Transformation:** Changes or modifications in something.
- 6. **Implications:** The consequences or effects of something.

C. Products: Product refer to relations. The six types of products are: 1. Units, 2. Classes, 3. Relations, 4. Systems, 5. Transformation and 6. Implications on the basis of factor analysis.



Educational Implications: The most fundamental implications of the model are in the field of education. Few of them are given below:

- The old idea that education is just about teaching the brain or the mind has lost some steam. Recent studies show that there are other important things that affect intelligence.
- Learning has two main parts: general and specific. The general parts are things like intelligence. But it's not just about learning these things. We also learn from our genes and our environment.
- If we want to help our students become smarter, we need to make sure they learn a mix of different things. We need to teach them how to think, how to solve problems, and how to create things. We also need to find good teaching methods that can help them achieve this.

Self- Check Exercise-2

Q.1 SOI stands for

- Structure of Intellect
- Source of Intellect
- Structure of Insect
- None of the Above

Q.2 SOI theory of intelligence talked about how many factors ?

- 5x6x5
- 6x6x5
- 5x5x6
- None of the above

12.3.3 Howard Gardner - Multiple Intelligence

Howard Gardner, in his groundbreaking book *Frames of Mind: The Theory of Multiple Intelligences* (1983), challenges the traditional view of intelligence. He argues that intelligence isn't just about IQ scores or standardized tests—it's a much richer and more complex concept.

Gardner suggests that we are all born with the potential to develop multiple kinds of intelligence, but society tends to focus only on a narrow set of skills, primarily logical reasoning and language abilities. He believes that other forms of intelligence—such as musical talent, physical coordination, spatial awareness, and the ability to understand ourselves and others—are just as important in shaping who we are and how we succeed in life.

His theory originally identified seven distinct types of intelligence, each functioning independently in the brain:

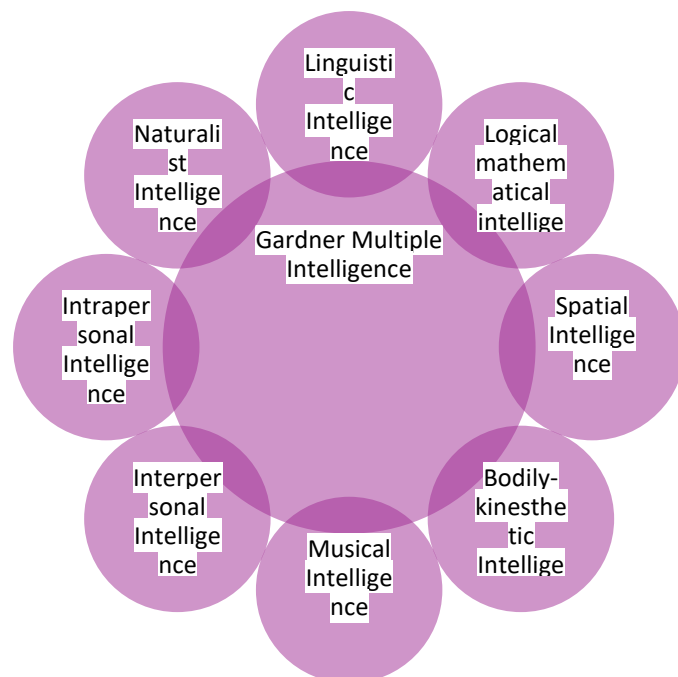
1. Linguistic intelligence – sensitivity to language, words, and storytelling.
2. Logical-mathematical intelligence – ability to think logically, recognize patterns, and solve problems.
3. Spatial intelligence – understanding and visualizing the world in three dimensions.
4. Musical intelligence – a natural ability to recognize rhythms, tones, and sounds.
5. Bodily-kinesthetic intelligence – coordination and control of body movements.
6. Interpersonal intelligence – the ability to understand and interact effectively with others.
7. Intrapersonal intelligence – deep self-awareness and understanding of one's emotions and motivations.

In 1999, Gardner added an eighth type:
8. Naturalistic intelligence – sensitivity to nature, living things, and the environment.

His theory suggests that intelligence is not a single, fixed ability but rather a combination of different strengths that work together. He challenges the idea that intelligence can be fully measured by a single number (like an IQ score) and encourages a broader view of human potential—one that values all kinds of talents and abilities.

According to Gardner intelligence is the “ability to solve problems or fashion products that are of consequence in a particular cultural setting or community” (1993b, p. 15). This theory has emerged from recent cognitive research and “documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways,” according to Gardner (1991). According to this theory, “we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in

which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains.” Gardner says that these differences “challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and, to a somewhat lesser degree, toward logical-quantitative modes as well.” Gardner argues that “a contrasting set of assumptions is more likely to be educationally effective. Students learn in ways that are identifiably distinctive. The broad spectrum of students - and perhaps the society as a whole - would be better served if disciplines could be presented in a numbers of ways and learning could be assessed through a variety of means.” His theory describes eight distinct intelligences based on skills and abilities that are valued in different cultures. The eight intelligences Gardner described are:



- i. **Linguistic Intelligence:** Verbal intelligence, also known as linguistic intelligence, basically refers to people who are good with words. In the book *Frames of Mind: The Theories of Multiple Intelligences* Gardner (1983) said “In discussing the meanings or connotations of words, we find ourselves in the area of semantics, that examination of meaning which is universally considered central to language” (p. 75). Gardner saw people that were verbally intelligent as not only being able to speak well, but also being able to understand meanings of words and how to use them in both writing and speaking. This represents the verbal ability of an individual. The core components are sensitivity to the sounds, rhythms, and meaning of words, sensitivity to the different functions of language.
- ii. **Logical mathematical intelligence:** Logical reasoning and numerical skills are included in this category of intelligence. The intelligence test which are presently in use to assess the I.Q. of individuals attempt to measure the above two categories of mental abilities only. Individuals with heightened logical-mathematical intelligence

are also found to be proficient in recognizing patterns and relationships, making generalizations, and using the scientific method to form hypotheses, and come to conclusions.

- iii. **Spatial Intelligence:** This type of intelligence is largely displayed by sculptors, engineers, architects, draughts men, experts in drawing and painting etc. the core components are capacities to perceive the visual-spatial world accurately, and to perform transformations on one's initial perceptions. Architects, painters, film makers, and even navigators are people who are found to have high levels of spatial intelligence, sometimes referred to as visual intelligence. Spatial intelligence is referred to as "the ability to think in pictures, to perceive the visual world accurately, and recreate (or alter) it in the mind or on paper".
- iv. **Bodily-kinesthetic Intelligence:** Body movement intelligence is also referred to as kinesthetic intelligence. Those who have this bodily intelligence are able to use their body in numerous ways to perform any number of skills. This type of intelligence is displayed by surgeons, dancers, sportsman, Therapists etc. Highly developed bodily-kinesthetic intelligence is exhibited by people such as dancers, athletes, surgeons, artisans, and musicians" (p. 86). These people usually exhibit skills such as good timing, excellent fine motor skills, and many times a good sense of direction. Dancers typically display both excellent abilities in kinesthetic movement, as well as touches of musical intelligence. Not only do dancers need to know how to use their body to tell stories and communicate ideas through movement, but also they must be able to do this with music.
- v. **Musical Intelligence:** The ability to create, communicate, and understand meanings made of sound, along with mechanisms dedicated to pitch, rhythm, and timbre (sound quality). According to Annie Guignon (1998), of the website Education World, musical intelligence can be defined as "the ability to understand and create music" (p. 1). Guignon (1998) also went on to state, "musicians, composers and dancers show a heightened musical intelligence" (p. 1). Gardner (1983) felt very strongly about this intelligence and even stated in *Frames of Mind* "of all the gifts with which individuals may be endowed, none emerges earlier than musical talent" (p. 99). Musicians, musicologists, and instrumental players like violinist, guitarist, pianist etc. require this type of intelligence to a greater degree.
- vi. **Interpersonal Intelligence:** Interpersonal intelligence is "an ability to perceive and understand other individuals -- their moods, desires, and motivations." This type of intelligence is highly important for those who mingle and deal with the public like politicians, salesmen, public relations officers, receptions, business, and executives etc. requiring the skill to persuade and win over people
- vii. **Intrapersonal Intelligence:** Intrapersonal intelligence "entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations." This type of mental abilities is exhibited by planners and strategists. Well-rounded, emotionally healthy individuals usually display characteristics of both intelligences. These individuals are able to not only recognize their own emotions and know how they affect their functioning, but they are also able to recognize emotions in others and use

that ability to help other people. However, there are some people who are either only interpersonal, or who are only intrapersonal.

- viii. **Naturalist Intelligence:** Naturalist intelligence deals with sensing patterns in and making connections to elements in nature. Using this same intelligence, people possessing enhanced levels of this intelligence may also be very interested in other species, or in the environment and the earth. Children possessing this type of intelligence may have a strong affinity to the outside world or to animals, and this interest often begins at an early age. They may enjoy subjects, shows and stories that deal with animals or natural phenomena. Or they may show unusual interest in subjects like biology, zoology, botany, geology, meteorology, palaeontology, or astronomy.

Educational Implications

- The Theory of Multiple Intelligences emphasizes that every person has a unique blend of different types of intelligence, all of which are valuable. Unlike traditional education systems that mainly focus on verbal and mathematical skills, this theory suggests that all eight intelligences play a crucial role in learning and daily life. Because of this, teachers should value and incorporate all forms of intelligence in their teaching methods.
- A second implication is that teachers should present lessons in ways that engage multiple intelligences. For example, instead of just reading about a war from a textbook, students could explore battle maps, listen to historical war songs, act out important moments like the signing of the Declaration of Independence, or read novels set in that time period. This approach not only makes learning more exciting but also helps students understand concepts more deeply by reinforcing them in different ways.
- Every student comes to the classroom with their own mix of strengths and weaknesses across these intelligences. This means they process and understand information differently—what we often call learning styles. A teacher may not be able to tailor every lesson to suit each individual's preferred learning style, but they can guide students to use their stronger intelligences to help grasp subjects that rely on their weaker ones. For example, if a student excels in music, the teacher might encourage them to make up a song to help remember key events from the Revolutionary War.

Self -check Exercise-3

Q.1 “Frames of Mind, The Theory of Multiple Intelligence” who wrote this book?

- a) Alfred Binet
- b) Charles Spearman
- c) Guilford
- d) Howard Gardner

Q.2 Gardner intelligence theory talk about how many types of intelligence?

- a) 6
- b) 7
- c) 8
- d) 10

12.4 Summary

In this unit, you have studied about the Spearman’s Theory of Intelligence along with its educational implications, Guilford’s structure of Intellect (SOI) along with its educational implications and explain Gardener’s Theory of Multiple Intelligences along with its educational implications. Overall there is not single intelligence, there are different types of intelligence.

12.5 Glossary

Semantic Content: - semantic content refers to the meaning conveyed by language or other forms of communication. Whether in linguistics or web development, it revolves around understanding and expressing meaning.

Multiple Intelligence :- there are at least eight different types of intelligences, each representing a different way of processing information.

12.6 Answers to Self- Check Exercises

Exercise-1

Q.1 b

Q.2 c

Exercise -2	
Q.1	a
Q.2	a
Exercise -3	
Q.1	d
Q.2	c

12.7 References/Suggestive readings

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

Bhatia, K.K.: Foundation of Child Development. Kalyani Publishers, New Delhi,

Bhatia and Bhatia : A Textbook of Educational Psychology. Doaba House, Delhi,

Mangal, S.K. (2001) : Psychological Foundations of Education. Parkash Brothers, Ludhiana.

S. S, Mathur (1996) “Educational Psychology.”

12.8 Terminal Questions:

Q.1 Explain the Spearman Theory of intelligence along with educational implications ?

Q.2 Who gave the SOI theory ? Explain it with educational implications?

Q.3 What is multiple intelligence theory of intelligence ? Describe it ?

UNIT- 13

Measurement of Intelligence

Structure

- 13.1 Introduction
- 13.2 Learning Objectives
- 13.3 Classification of intelligence test
 - Self- Check Exercise -1
 - 13.3.1 Verbal test
 - 13.3.2 Non verbal test
 - Self- Check Exercise -2
- 13.4 Key measure of intelligence test
 - 13.4.1 Several Intelligence test
 - Self- Check Exercise -3
- 13.5 Summary
- 13.6 Glossary
- 13.7 Answer to Self- Check Exercise
- 13.8 References/Suggestive Readings
- 13.9 Terminal Questions

13.1 Introduction

Dear learners, in the previous unit you have learned about various forms of intelligence like multiple intelligence theory, factor analysis theory and SOI theory. Now one question comes to mind how to measure intelligence, what are the different measures? In this unit, we will learn how we measure intelligence.

13.2 Learning Objectives

After completing this unit, you will be able to: -

- List the intelligence list.
- Describe the different types of intelligence tests.
- Explain the key measures of intelligence.

13.3 Classification of intelligence test

Intelligence is measured through tests. These tests are a general way to assess how well someone's thinking is working right now. They can help predict how well someone will do in

school over time. These tests have questions or exercises that are grouped together, and the questions get harder as you go. There are two main types of intelligence tests:

- **Individual Test:** This test is done one person at a time. It takes a very skilled person to administer this test.
- **Group Test:** This test is done with a group of people at once. It's faster than an individual test.

Another way to classify intelligence tests is by what kind of questions they have. There are two main types of tests:

- **Verbal or Language Tests:** These tests are based on language. The instructions are given in words (either written or spoken), and the person has to use language and a pencil to answer the questions. The questions are mostly about language.
- **Non-Verbal or Non-Language Tests:** These tests don't need language. The instructions are given in words, but the person doesn't have to use language to answer the questions. They just have to follow the instructions. Non-verbal tests are also called performance tests.

Self- Check Exercise-1

Q.1 Intelligence test can be classified:-

- a) **Individual test**
- b) **Group test**
- c) **Verbal test**
- d) **All of the above**

Q.2 Performance tests are :

- a) **Verbal test**
- b) **Non-verbal test**
- c) **Group test**
- d) **Individual test**

Let us now briefly discuss these classifications of intelligence tests

13.3.1 Verbal (Individual and Group)

Individual Verbal Tests involve the use of language and these are administered to one individual at one time. Stanford-Binet Scale is an example of this test. Stanford-Binet scale is revised form of Binet-Simon scale. It was Terman who revised Binet Simon scale at Stanford University in 1916. Binet-Simon scale and the revised form of Stanford-Binet Scale is employed for testing intelligence of any individual. Terman, through this scale, introduced the concept of I.Q. (Intelligence Quotient) by correlating the mental Age with Chronological age. In 1937 another revision was carried on with the help of Maud A. Merrill. This scale is widely used as an individual intelligence test. The other common Verbal Individual Intelligence test is Samanya Budhi Pariksha which is used in India for measuring the intelligence.

Group Verbal Intelligence Tests: These tests requires usage of language and are applied to a large group of individuals at a time. Examples of group verbal intelligence tests are Army Alpha test (developed in the First World War) and Army general Classification test (developed in the Second World War).

13.3.2 Non-verbal (Individual and Group) Test

Group Non-Verbal Intelligence Tests: Group non-verbal intelligence tests do not necessitate language usage and are applicable on a large group of individuals at a given time. In these tests, material does not contain the test words or numerical figures. It contains pictures, diagrams and geometrical figures etc. printed in the booklet. Army Beta test, Chicago Non-Verbal test, Raven's Progressive Matrices test are few examples of Group Non-verbal Intelligence test.

Army Beta Test was invented during World War I, in U.S.A. for testing intelligence ability of those soldiers who were either illiterate or were not used to English language.

Chicago Non-Verbal Test is the most used test for young children aged between 12 to 13 years.

Raven Progressive Matrix Test was invented in the U.K. This test is very popular non-verbal group test of intelligence. This test has been designed to see the relationship between geometric figures or designs in order to evaluate the subject's ability.

13.3.3 Individual Performance Tests

Individual Performance test is a non-verbal or non-language test used for testing intelligence of an individual. In these performance tests, the contents and responses are on the basis of performance. There is no use of language in these tests. In individual performance tests the items which require responses based on motor activities. Building the block or cube construction, to fit the block in the holes, tracing a maze, picture completion or picture arrangement are some of the activities of Performance individual tests. The Pinter Patterson Scale, the Arthur Point Scale, Alexander's battery of Performance Tests is some scales for measuring intelligence of an individual through performance tests. In India, Dr.Chander

Mohan Bhatia developed a battery of performance tests known as ‘**Bhatia’s Battery of Performance Tests**’.

Q.1 Army Beta test was developed during

- a) World War 1, in USA.
- b) World War II in the U.K.
- c) World War I, in the UK
- d) World War II, in the USA

Q.2 Chicago Non-Verbal Test is most useful for young children aged between:-

- a) 13 to 14 years
- b) 15 to 16 years
- c) 12to13 years
- d) 10 to 11 years

13.4 Key measures of intelligence

Intelligence is a multifaceted trait that is measured and understood through various measures. Here are some key measures of intelligence:

IQ Tests: Intelligence Quotient (IQ) tests are the commonly used measures of intelligence. They assess a person's cognitive abilities in areas such as logical reasoning, problem-solving, verbal comprehension, and spatial awareness. The scores are standardized.

Cognitive Abilities Tests: These tests assess cognitive skills like memory, processing speed, attention, and executive functioning. They can provide a detailed profile of an individual's weaknesses and strengths across different cognitive domains.

Academic Achievement Tests: These tests measure a person's knowledge and skills in academic subjects such as mathematics, language arts, science, and social studies. While they don't directly measure intelligence, performance on these tests can be influenced by cognitive abilities.

Emotional Intelligence (EQ) Tests: Unlike traditional measures of intelligence, EQ tests assess a person's capability to manage and understand emotions, and also their interpersonal skills. They include aspects like empathy, self-awareness, social awareness, and relationship management.

Performance-Based Assessments: These assessments involve tasks that require problem-solving, creativity, critical thinking, and practical skills. Performance based assessments can

be used to evaluate real-world intelligence and abilities beyond traditional academic measures.

Neuropsychological Tests: These tests assess brain function and cognitive abilities related to specific areas of the brain. They are often used in clinical settings to diagnose conditions such as dementia, traumatic brain injury, or developmental disorders.

Self-Report Measures: Some measures of intelligence rely on self-reporting, where individuals provide information about their own perceived intelligence, skills, and abilities. However, self-report measures may be influenced by factors such as self-esteem and social desirability bias.

13.4.1 Several Intelligence Test: -

There are several intelligence tests which are used to measure various aspects of cognitive abilities and intellectual functioning. Given below are some of the most well-known intelligence tests:

Wechsler Adult Intelligence Scale (WAIS): This is one of the most widely used tests of intelligence employed for adults. It assesses cognitive abilities such as perceptual reasoning, verbal comprehension, processing speed and working memory. The WAIS provides scores for overall intelligence (Full Scale IQ) and separate indices for different cognitive domains.

Wechsler Intelligence Scale for Children (WISC): It is same as WAIS, the WISC is designed for children aged 6 to 16 years. It evaluates cognitive abilities in areas such as perceptual reasoning, verbal comprehension, processing speed and working memory. The WISC provides scores for overall intelligence (Full Scale IQ) and specific cognitive domains.

Stanford-Binet Intelligence Scales: This test assesses cognitive abilities across a wide range of ages, from toddlers to adults. It measures factors such as verbal reasoning, quantitative reasoning, abstract/visual reasoning, and working memory. The Stanford-Binet provides a Full Scale IQ score and subtest scores.

Raven's Progressive Matrices: This non-verbal intelligence test is often used to measure abstract reasoning and problem-solving abilities. It composes of visual pattern completion tasks where individuals have to identify the missing piece in a pattern.

Woodcock-Johnson Tests of Cognitive Abilities: These tests assess cognitive abilities such as perceptual reasoning, verbal comprehension, processing speed and memory. They are often used in educational and clinical settings to evaluate intellectual functioning and learning disabilities.

Kaufman Assessment Battery for Children (KABC): Designed for children between the ages of 2.5 to 12.5 years, the KABC assesses cognitive abilities in areas such as simultaneous processing, sequential processing, planning, and learning.

Differential Ability Scales (DAS): This test measures cognitive abilities in children and adolescents aged 2.5 to 17 years. It assesses verbal, nonverbal, and spatial reasoning skills, as well as processing speed and working memory.

These tests vary in their focus, format, and target population, so the choice of which test to use depends on factors such as the age of the individual being tested, the specific cognitive

abilities of interest, and the purpose of the assessment (e.g., clinical diagnosis, educational placement, research).

Q.1 Differential Ability Scales (DAS) test measures cognitive abilities in children and adolescents aged :

- a) 2.5 to 17 years
- b) 3.5 to 20 years
- c) 5.5 to 25 years
- d) 9.9 to 30 years

Q.2 (EQ) Tests means :

- a) Equity Quotient
- b) Emotional Quotient
- c) Empathy Quotient
- d) Empower Quotient

13.5 Summary

Dear learners, in this lesson, you have studied the major theories of intelligence like two factor theory by Charles Spearman, the SOI model of Guilford, and the Multiple intelligence theory by Howard Gardner and its educational implications. After that, you have learned about the measurement of intelligence, which was classified into group tests, individual tests, verbal tests and non-verbal tests.

13.6 Glossary

Self-awareness :- implies the ability of an individual to perceive and understand oneself—including aspects such as personality, emotions, and thoughts.

Non-verbal reasoning:- refers to aptitude tests that assess a candidate's ability to interpret visual information and solve problems using logic and reasoning.

13.7 Answers to Self- Check Exercise:

Exercise-1	
Q.1	d
Q.2	b
Exercise -2	
Q.1	a
Q.2	c
Exercise -3	
Q.1	a
Q.2	b

13.8 References/Suggestive Readings

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

Bhatia, K.K.: Foundation of Child Development. Kalyani Publishers, New Delhi,

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Mangal, S.K. (2001) : Psychological Foundations of Education. Parkash Brothers, Ludhiana.

S. S, Mathur (1996) “Educational Psychology.”

13.9 Terminal Questions:-

Q.1 What are different types of intelligence test ? describe them.

Q.2 What are different key measures of intelligence? Explain them.

UNIT- 14

Creativity: Concept, Factors and Process, Techniques for Enhancing Creativity.

Structure

- 14.1 Introduction
- 14.2 Learning Objectives
- 14.3 Concept of Creativity.
Self- Check Exercise -1
- 14.4 Factors Affecting Creativity
Self- Check Exercise -2
- 14.5 Process of Creativity
Self- Check Exercise -3
- 14.6 Summary
- 14.7 Glossary
- 14.8 Answer to Self- Check Exercise
- 14.9 References/Suggestive Readings
- 14.10 Terminal Questions

14.1 Introduction

Dear learners, in the previous unit we have learned about different theories of intelligence and how we measure intelligence. Now if we talk about creativity, Indeed, intelligence and creativity are interconnected, yet they utilize different cognitive processes. Intelligence primarily involves the application of existing knowledge to solve problems, often through a step-by-step analytical approach. Creativity is about generating new ideas, frequently through divergent thinking that explores multiple possible solutions. Now question will come to your mind, what is creativity?. In this unit, we will discuss creativity, and factors affecting creativity.

14.2 Learning Objectives

After completing this unit, you will be able to: -

- Define the concept of creativity.
- List and explain the factors affecting creativity.
- Explain the process of Creativity

- Describe the difference between intelligence and creativity.

14.3 Concept of Creativity

After knowing the concept, classifications, types and theories of intelligence as a whole, now we are going to discuss a very important component of this unit which is creativity and how creativity can be differentiated from intelligence. Both creativity and intelligence are types of mental abilities. The main difference between two is intelligence is general ability of a person whereas creativity requires divergent thinking. Let us briefly discuss the meaning and concept of creativity. Creativity refers to the ability of a person through which something new ideas, objects, arrangement or re-arrangement of old elements can be built up for bringing about uplift in the society. The creative thinkers always explore new areas and makes new observations, new predictions and new inferences. Creativity is an essential aspect of our lives. The term distinguishes mediocre achievements from those of excellence. Creativity is a manifestation of thought processes. Definitions of creativity are not straightforward, and many writers have contributed to the debate about what constitutes creativity, often hotly contesting different views. However, most theorists agree that the creative process involves a number of components, most commonly imagination, originality (the ability to come up with ideas and products that are new and unusual), productivity (the ability to generate a variety of different ideas through divergent thinking), problem solving (application of knowledge and imagination to a given situation) and the ability to produce an outcome of value and worth. Creativity is about generating ideas or producing things and transforming them into something of value. It often involves being inventive, ingenious, innovative and entrepreneurial. Creativity is not just about special people doing special things. We all have the potential to be creative and creativity can be referred to a skill that needs to be developed. Most individuals believe they do not possess creative abilities. Creativity is an increasingly valuable commodity in the modern world. Creativity embraces both soft thinking and hard thinking. The forming of collaborative, creative groups and partnerships helps to foster creativity. To the question, “How important is creativity?” --“Imagination is more important than knowledge.” Albert Einstein. Whether creativity is good thing or not depends upon its use and on the beliefs and value systems to which it is attached. In the modern world, the skills and qualities that we associate with creativity and ingenuity are required to help us work more effectively together. Being able to come up with new ideas and solve everyday problems is also mandatory for people on a personal level. It plays a critically essential role in learning and personal development, as well as building self-esteem.

Definitions of Creativity

According to Guilford, “creativity involves divergent thinking with respect to the traits of fluency, flexibility and originality of thought process. It means that creativity involves the thinking process in various forms with the originality and flexibility in the thought process”.

Zbigniew Pietrasinski, a Russian Psychologist, who emphasized creativity a “Creativity is a resulting in new products of a definite social value”.

Spearman (1931) “Creativity is the power of the human mind to create new contents by transforming relations and thereby generating new co relates”.

Drevdhal, J. E., “Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer.”

McKinnon, “Creative is a process extended in time and characterized by original adaptiveness and realization.”

Taylor , “A process is creative when it results in a novel work that is accepted as tenable, useful or satisfying by a group at a point in time.”

Torrance, “Creativity is a process sensing gaps or disturbing missing elements, forming ideas or hypotheses communicating the result, possibly modifying and re-testing hypotheses.”

Bronowsky, “It is distinguished between discovery, invention and creativity by saying that fact is discovered, theory is invented by only a masterpiece is created”.

Self -Check Exercise -1

Q.1 “A process is creative when it results in a novel work that is accepted as tenable, useful or satisfying by a group at a point in time.” This definition given by:

- a) Bronowsky**
- b) Mckinnon**
- c) Spearman**
- d) Taylor**

Q.2) “Creativity is the power of the human mind to create new contents by transforming relations and thereby generating new co relates” who gave this definition :

- a) Bronowsky**
- b) Mckinnon**
- c) Spearman**
- d) Taylor**

The following characteristics of creativity can be derived from these definitions. The characteristics and nature of creativity can be summed up as follows:

- Creative child is courageous in the conviction of his beliefs and values.
- A child who is creative is more curious to know about his environment.
- Independent judgment is another characteristic of a creative child.
- The creative person is independent in his thinking and in solving problems of various types.
- Creative children become pre-occupied with a task where they concentrate all their mental energies on the task at hand.

- Another characteristic of creative child is his capability to take risk.
- Creative people are full of energy, yet they often find peace in stillness. They're both sharp and insightful, yet sometimes surprisingly naive.
- They balance playfulness with discipline, knowing when to break the rules and when to follow them. Their minds drift between wild imagination and grounded reality, always dancing between the two.
- Socially, they can be the life of the party one moment and completely lost in their own world the next. They carry both deep humility and a quiet sense of pride in their work.
- They don't fit neatly into traditional gender roles, often blending traits in a way that feels natural rather than defined by expectation.
- Creative souls are independent thinkers—sometimes rebellious, always curious. Their passion for what they do runs deep, yet they can step back and see their work with a critical eye.
- This openness, this sensitivity—it makes them vulnerable to pain, but it also allows them to experience life's joys more intensely than most.

14.4 Factors Affecting Creativity

The following factors affect the development and /or expression of creative thinking:

- Educational level
- Differential treatment of boys and girls
- Premature attempts to eliminate fantasy
- Restrictions on manipulateness and curiosity
- Conditions resulting in fear and timidity, in both authority and peer relations
- Misplaced emphasis on certain verbal skills, especially on mechanics
- Overemphasis on prevention and on "success"
- Lack of resources for working out ideas.
- Age – creativity decreases with age unless individual is intentionally creative

- Intelligence- certain level required for certain measures of creativity only.

Self -Check Exercise -2

Q.1 Factors affecting creativity includes:-

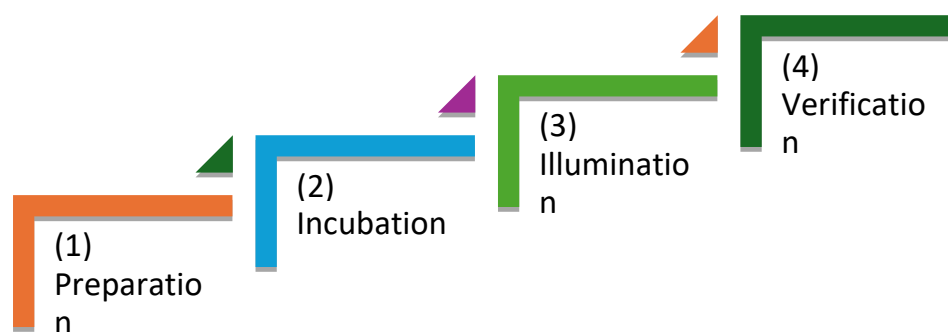
- a) Educational level
- b) Differential treatment of boys and girls
- c) Premature attempts to eliminate fantasy
- d) All of the above

Q.2 The characteristics and nature of creativity in a person can be:

- a. Creative child is courageous in the conviction of his beliefs and values
- b. Willing to take risk is another capacity of a creative child.
- c. Generally, creative people are thought to be rebellious and independent.
- d. All of the above
- e. None of the above

14.5 Process of Creativity

Various steps are involved in the process of creativity and these are:-



Creativity in any field—whether writing, science, or problem-solving—doesn’t happen instantly. It requires effort, trial and error, and persistence. The process typically unfolds in four key stages:

1. Preparation: Laying the Groundwork

Before a creative breakthrough happens, there's a phase of intense effort. Imagine a student working on a term paper. They write a few paragraphs, feel dissatisfied, erase them, and start again—only to discard that version too. This cycle continues, with repeated attempts to refine their work. However, after a while, frustration sets in. The student reaches a mental block, realizing they can't seem to find a solution. At this point, they decide to step away, either deliberately or just out of exhaustion. This marks the beginning of the next stage.

2. Incubation: The Subconscious at Work

During this phase, the mind takes a break from active problem-solving. Instead of forcing a solution, we engage in other activities—maybe resting, exercising, or even doing something completely unrelated. Interestingly, this disengagement can lead to unexpected insights. A classic example is the ancient Greek mathematician Archimedes, who discovered an important principle about water displacement while relaxing in a bath. The brain, even when not consciously focused on the problem, continues processing it in the background.

3. Illumination: The “Aha!” Moment

Suddenly, out of nowhere, the answer appears! This moment of sudden realization is often referred to as inspiration or illumination. It can happen at any time—while walking, dreaming, or even in the middle of a conversation. When Archimedes leaped out of his bathtub shouting “Eureka!” he was experiencing this very phenomenon. This spontaneous revelation is what we call the “Aha!” moment.

4. Verification: Testing and Refining the Idea

Once an idea emerges, it needs to be tested. Is it truly the right solution? If not, adjustments are made, and the process continues. Even if the idea works, creative thinkers rarely consider their work final. They remain open to improvements, revisions, and new perspectives, ensuring the best possible outcome.

Creativity vs. Intelligence: Key Differences

While intelligence and creativity are related, they are not the same. Here's how they differ:

- Intelligence relies on convergent thinking, meaning it focuses on finding a single correct answer based on logic and knowledge.
- Creativity, on the other hand, thrives on divergent thinking, which explores multiple possibilities and unique solutions.
- Highly creative individuals often have high intelligence, but intelligence alone doesn't guarantee creativity. A person can be very smart yet lack original thinking.
- Intelligence tests measure speed and accuracy in problem-solving, while creativity tests assess flexibility, originality, and innovation.

Self Check Exercise-3

Q.1 Process of Creativity includes, except :-

- a) Preparation
- b) Incubation
- c) Illumination
- d) Assessment

Q.2 The differences between intelligence and creativity are:-

- a) Convergent thinking is the basis of intelligence whereas divergent thinking is the basis of creativity.
- b) The speed and accuracy of cognitive behaviour are not emphasized in intelligence testing.
- c) in testing creativity emphasis is not given to flexibility, originality and innovation.
- d) All of the above.

14.6 Summary

Hey there, learner! In this unit, we've dived into the world of creativity. We explored what makes us creative, the factors that influence it, and the creative process itself. We also talked about the difference between intelligence and creativity.

14.7 Glossary

Incubation :- Incubation is a period of rest and relaxation following the initial preparation phase.

Illumination :- Illumination refers to the sudden flash of solution, akin to an “aha” moment, when an obscure idea becomes clear and takes shape.

14.8 Answer to Self- Check Exercise

Exercise-1

Q.1 d

Q.2 c

Exercise -2	
Q.1	d
Q.2	d
Exercise -3	
Q.1	d
Q.2	a

14.9 References/Suggestive Readings

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

Bhatia, K.K.: Foundation of Child Development. Kalyani Publishers, New Delhi,

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S. S, Mathur (1996) “Educational Psychology.”

14.10 Terminal Questions :

Q.1 Define the concept of creativity. List and explain the factors affecting creativity

Q.2 Explain the process of Creativity.

Q.3 Describe the difference between intelligence and creativity.

UNIT-15

Techniques for Enhancing Creativity

Structure

15.1 Introduction

15.2 Learning Objectives

15.3 Techniques for Enhancing Creativity

15.3.1 Brain Storming (Osborn)

Self- Check Exercise -1

15.3.1.1 Types of brainstorming

Self- Check Exercise -2

15.3.2 Synectics (Gorden)

Self- Check Exercise -3

15.4 Summary

15.5 Glossary

15.6 Answer to Self- Check Exercise

15.7 References/Suggested Readings

15.8 Terminal Questions

15.1 Introduction

In the last unit, we had explored creativity, the various factors that influence it, and the distinction between intelligence and creativity. Creativity extends beyond the realms of art and music; it can thrive in fields such as mathematics, engineering, science, business, and education. Therefore, it is important to tap into your creative abilities and allow your imagination to take flight! In the upcoming unit, we will delve into specific techniques that can help boost your creative potential.

15.2 Learning Objectives: -

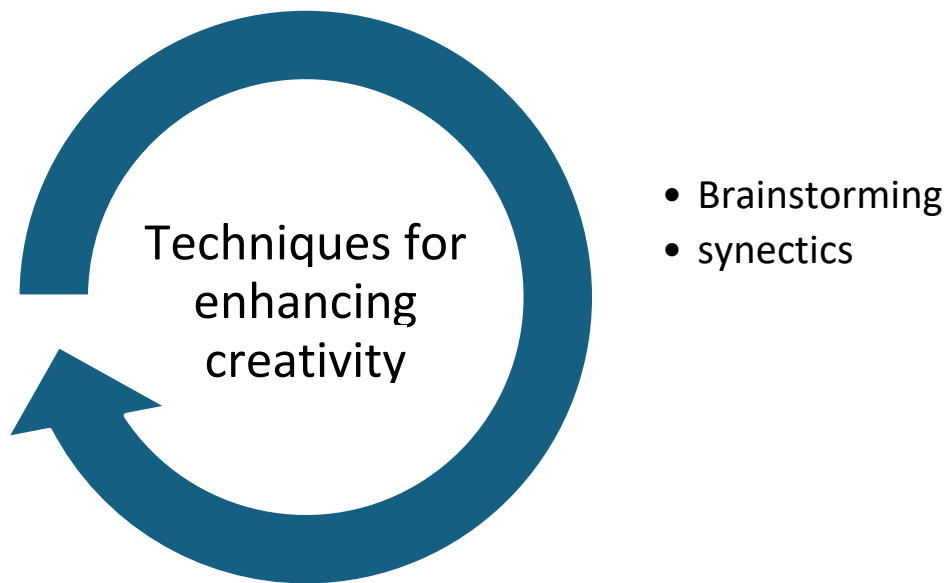
After completing this lesson, you will be able to: -

- Name the different techniques for enhancing creativity.

- Explain the brain storming.
- Describe the different types of brainstorming.
- Explain the meaning of synectics.

15.3 Techniques for Enhancing Creativity

There are different techniques for enhancing creativity. They are:



15.3.1 Brainstorming (Osborn)

Brainstorming has become a well-known term in everyday language, often used to describe the process of generating creative ideas. At its core, brainstorming is all about thinking freely in a group setting while suspending judgment—a principle that has been scientifically proven to enhance creativity, both individually and in teams.

The concept of brainstorming was introduced by Alex Osborn in his book *Applied Imagination*. Over the years, experts like Michael Morgan, in *Creative Workforce Innovation*, have provided valuable insights into how brainstorming works and why it can be both powerful and challenging. Brainstorming is all about innovative solutions, ideas, or new concepts. However, it's not always easy—some people hesitate to share ideas due to fear of criticism, while others struggle because the problem at hand is particularly difficult. That's where structured brainstorming helps. By focusing on a specific problem and generating as many ideas as possible—without judgment—participants can push creative boundaries. Often, one idea sparks another, leading to even better solutions.

The Four Key Elements of a Successful Brainstorming Session

To make brainstorming truly effective, it helps to follow these four essential steps:

1. Define the problem clearly – A well-defined problem provides focus and direction.

2. Record all ideas – Assign someone to jot down every idea as it's shared.
3. Choose the right group size – Having the right number of participants ensures a dynamic discussion without being overwhelming.
4. Appoint a facilitator – A leader helps guide the session by enforcing these key brainstorming principles:
 - Suspend judgment—no idea is dismissed immediately.
 - Accept and record every idea, no matter how unconventional.
 - Build on the ideas of others to refine and expand concepts.
 - Encourage wild and unexpected ideas—sometimes the most unusual thoughts lead to groundbreaking solutions.

The Four Golden Rules of Brainstorming (Osborn, 1963)

To reduce hesitation, encourage creativity, and maximize idea generation, brainstorming follows these essential rules:

1. No Criticism – Evaluating or critiquing ideas happens later. The focus is purely on generating as many ideas as possible.
2. Embrace Unusual Ideas – Unique and unexpected ideas are valuable; it's often easier to refine bold ideas than to force creativity later.
3. Quantity Over Quality – The more ideas generated, the higher the chance of discovering an innovative solution.
4. Combine and Improve Ideas – Ideas can be merged or expanded upon to create even better solutions.

Brainstorming is not just about coming up with random thoughts—it's a structured yet open-minded process that fuels innovation. By fostering an environment where creativity flows without fear, teams can unlock breakthrough ideas and develop solutions that might not have been possible otherwise.

Self- Check Exercise-1

Q.1 Techniques for enhancing creativity are _____ & _____.

Q.2 The term Brainstorming was invented by _____.

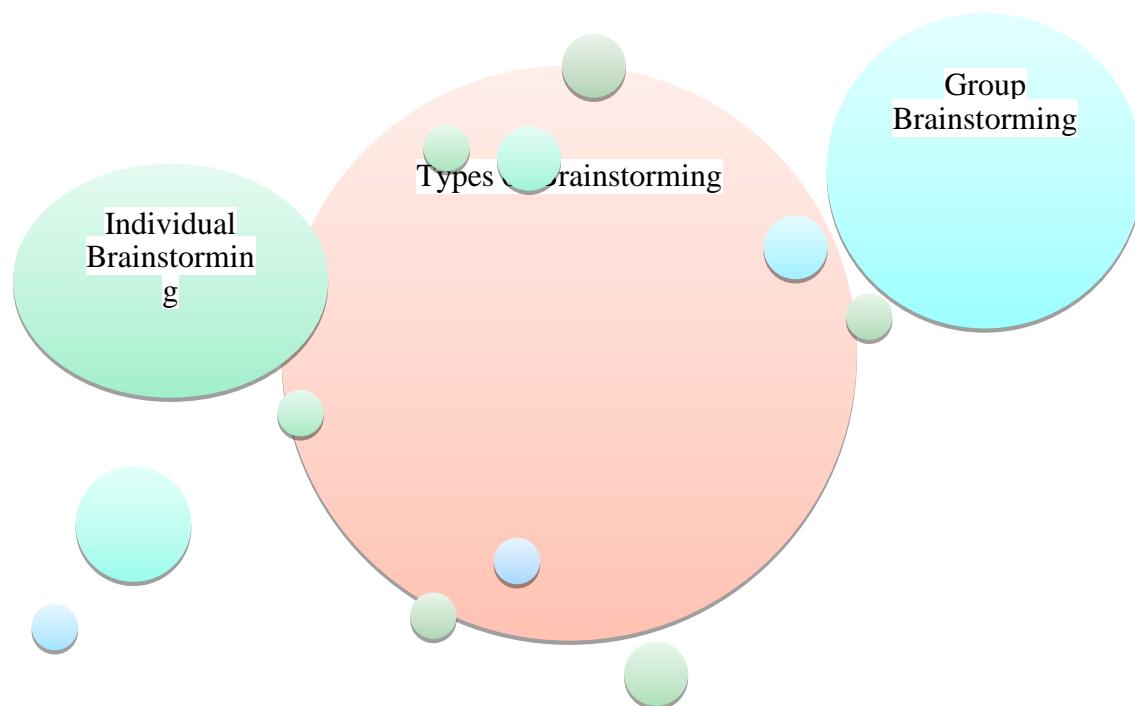
Brainstorming is all about letting go of rigid thinking and embracing creativity. It's a way to approach problem-solving with an open mind, encouraging ideas that might initially seem wild or unconventional. The beauty of this process is that even the craziest ideas can spark

something innovative or lead to unexpected solutions. Instead of shutting ideas down with criticism, brainstorming creates a space where people feel free to contribute without fear of judgment.

The key is to let ideas flow naturally. Often, the first thoughts people have are predictable, but as the conversation continues, more unique and ingenious solutions emerge. That's why patience is crucial—sometimes, the best ideas come later in the process.

However, brainstorming isn't useful for every type of problem. If there's only one correct answer, like calculating the square root of 20 million, then analysis is a better approach. But for open-ended challenges—like improving schools or finding ways to save energy—brainstorming can lead to multiple creative solutions.

For brainstorming to be effective, the topic needs to be clear and specific. If it's too broad or vague, people may have different ideas about what they're solving, making it harder to generate useful insights. More than just a technique, brainstorming is a mindset. It's about shifting from defensiveness and competition to collaboration and creative thinking. Instead of competing for power or status, people strive for excellence in their ideas, and that sense of shared participation makes the process even more powerful.



15.3.1.1 Types of Brainstorming

Brainstorming can be a powerful tool for generating ideas, whether you're working alone or in a group. But each approach has its strengths and weaknesses, and knowing when to use which can make all the difference.

i. Individual Brainstorming:

When you brainstorm alone, you have the freedom to think without distractions. There's no pressure to wait for your turn to speak, no risk of forgetting an idea while others are talking, and no fear of judgment. You can explore even the wildest thoughts without worrying about how they'll be received. Research suggests that

individual brainstorming often leads to more and better ideas than group brainstorming. This happens because, in a group, people can become too focused on others' ideas, a phenomenon known as *blocking*. Instead of generating their own thoughts, they might unconsciously limit themselves to what's already being discussed. That said, brainstorming alone has its limits. Without input from others, you may not develop ideas as fully or consider perspectives beyond your own. It works best for simpler problems, generating lists, or exploring broad topics, but for more complex challenges, group brainstorming may be the better choice.

ii. **Group Brainstorming:**

When you brainstorm with a team, you get access to the collective creativity and experience of multiple people. One person's idea can spark another's, leading to more refined and well-developed solutions. Unlike individual brainstorming, this approach allows for deeper exploration of ideas because different perspectives come into play. Another advantage is the sense of **shared contribution**. When people feel like they're part of the solution, they become more invested in making it work. Plus, brainstorming together can be fun and strengthen team relationships, making it a great team-building exercise.

However, group brainstorming does come with challenges. Some people might hesitate to share unconventional ideas for fear of being judged. That's why sessions need to be managed carefully, ensuring that every suggestion is heard and valued. The best results come when the group is diverse, with members from different backgrounds and expertise. But **size matters**—too many people can make it chaotic, while too few may limit creativity. A group of five to seven people tends to be the most effective.

Which One is Better?

It all depends on the situation. If you need a quick list of ideas or are working on something straightforward, brainstorming alone might be best. But if you're tackling a complex problem that requires different perspectives, a well-structured group session will likely yield stronger results.

- iii. The key takeaway? Whether you brainstorm alone or with others, the real magic happens when ideas are allowed to flow freely—without judgment, limitations, or fear.

Self -Check Exercise -2

Q.1 Types of brainstorming are _____ & _____.

q.2 When you develop ideas in greater depth with group brainstorming is

- a) Individual brainstorming
- b) Group brainstorming
- c) None of the above

15.3.2. Synectics (Gordon)

This term is derived from the Greek word *synektikos*, which means ‘fitting together diverse elements’ or ‘bringing forth together’. Synectics Inc. is a Boston based organization that specializes in finding solutions to complex technical or other problems that have defied solutions by experts. It was discovered by William J.J Gordon. He was earlier a raiser of pigs, a school teacher, a horse handler an inventor, an author, a college lecture during his college years. Creativity isn’t just about coming up with new ideas—it’s about seeing connections between things that seem completely unrelated. This is where *synectic thinking* comes in. It’s the process of breaking things apart, reshuffling them, and discovering hidden links between seemingly disconnected elements. Every time we think creatively, we’re unknowingly using synectic thinking to reorganize what we know into something fresh and innovative.

Buckminster Fuller summed it up perfectly: *Everything, no matter how different, can somehow be linked—physically, psychologically, or symbolically*. Synectic thinking is all about uncovering these hidden connections, allowing us to tackle problems in ways we might never have considered before.

The concept of synectics was first introduced by William Gordon, who identified three key ideas that drive creative thinking:

1. **Self-awareness boosts creativity** – When people understand how their thought processes work, they become better at thinking creatively.
2. **Emotion matters more than logic** – Feelings and instincts play a bigger role in creativity than pure intellect.
3. **Irrational thinking is valuable** – Instead of ignoring seemingly irrational thoughts, they should be embraced and used as tools for innovation.

At its core, synectics is about shifting perspectives. We tend to resist unfamiliar things, trying to fit them into familiar patterns. Synectics flips this mindset in two ways:

- **Making the strange familiar** – Instead of rejecting unfamiliar ideas, we find ways to connect them to what we already know.
- **Making the familiar strange** – By looking at ordinary things in unusual ways, we uncover new insights and creative solutions.

This technique was first used in industries like marketing and product development, but it can be applied to any field where innovation is needed. The goal isn't always to find a complete solution, but rather to identify *promising new viewpoints* that might lead to groundbreaking ideas.

Four Ways to Think Synectically

Synectics relies on four types of analogies to spark creative thinking:

1. **Direct Analogy** – Comparing one thing directly to something similar. For example, if designing an airplane, you might study how birds fly to gain insights into aerodynamics.

2. **Fantasy Analogy** – Imagining solutions without any real-world constraints, much like daydreaming about an ideal world.
3. **Personal Analogy** – Placing yourself in the situation and imagining what it would feel like, allowing for a more immersive understanding of the problem.
4. **Symbolic Analogy** – Summarizing an idea in a short, thought-provoking phrase, often using paradoxes or poetic expressions to capture the essence of the discussion.

Whenever an intriguing perspective emerges from these exercises, it is explored as a *new viewpoint*, rather than a fully-formed solution. Syntectics is not about forcing a final answer—it's about opening doors to ideas that might never have surfaced otherwise.

Syntectic thinking is a game-changer for problem-solving. It allows us to break out of rigid, traditional thought patterns and explore fresh, unexpected possibilities. Whether in business, science, art, or daily life, learning to see connections where others see differences is the key to true innovation.

Self- Check Exercise-3

Q.1 Syntectics word came from :

- a) Greek
- b) Latin
- c) Arabic
- d) None of these

Q.2 Syntectics uses four types of analogies, they are

- a) Direct analogy
- b) Fantasy analogy
- c) Personal analogy
- d) Symbolic analogy
- e) All of the above

15.4 Summary

Hey there, learner! In this unit, we've covered creativity, the factors that influence it, and the creative process, including preparation, incubation, inspiration, and verification. We've also explored some cool techniques to boost creativity, like brainstorming, its different forms (individual and group brainstorming, and syntectics), and more!

15.5 Glossary

Lateral Thinking: solving problems by an indirect and creative approach, typically through thinking about the problem in an unusual light.

Synectics: - is a way that links various ideas together to generate new and inventive solutions.

15.6 Answers to Self-Check Exercise

Exercise-1	
Q.1	Brainstorming & synectics
Q.2	Alex Osborn
Exercise -2	
Q.1	Individual and group brainstorming
Q.2	b
Exercise -3	
Q.1	a
Q.2	e

15.7 References/Suggested Readings

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

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Mangal, S.K. (2001) : Psychological Foundations of Education. Parkash Brothers, Ludhiana.

S. S, Mathur (1996) “Educational Psychology.”

15.8 Terminal Questions

Q.1 Explain the brainstorming. Describe the different types of brainstorming.

Q.2 Explain the meaning of Synectic and its types.

Q.3 What is the difference between individual and group brainstorming?

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Unit-16

Personality and Mental Hygiene

- 16.1 Introduction
- 16.2 Objectives
- 16.3 Meaning and Definitions of Personality
 - Self- Check Exercise -1
- 16.4 Nature and Characteristics of Personality
 - Self- Check Exercise -2
- 16.5 Theories of Personality and their Educational Implications
 - 16.5.1 Trait Theories
 - 16.5.1.1 Allport's Trait Approach
 - 16.5.1.2. Cattell Trait Approach
 - Self- Check Exercise -3
- 16.6 Summary
- 16.7 Glossary
- 16.8 Self-check exercises
- 16.9 References/Suggestive Readings
- 16.10 Terminal Questions

16.1 Introduction

Hey learners! Have you ever thought that a great person is just someone who looks good, is healthy, and has a good personality? Well, that's not entirely true. Personality is much more than just these things. In this unit, we'll dive into the world of personality, explore its theories, and see how it can be taught and learned.

16.2 Learning Objectives

After completing this unit, you will be able to:

- Explain the meaning and concept of personality.

- Describe nature and characteristics of personality.
- Explain Trait Theories of personality by Allport and Cattell along with their educational implications.

16.3 Meaning and Definition of Personality

The word ‘personality’ comes from the Latin word ‘persona,’ which means a mask. Back in Greek theaters, actors would wear masks to play their roles. Personality is everything about a person. It’s shaped by how we interact with others in groups. Everyone has unique traits like skin color, height, and weight. And because we’re all different, we have different personalities. Personality includes our habits, attitudes, physical traits, and behaviors. It covers both what we show and what we hide. It includes our interests, thoughts, and intelligence. Personality is the sum of our physical and mental abilities and skills. Some famous psychologists have given different definitions of personality.

Allport (1937) defined personality as "the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought."

Funder (2004), “Personality refers to an individual’s characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms – hidden or not – behind those patterns”.

McAdams (2006), “Personality psychology is the scientific study of the whole person...psychology is about many things: perception and attention, cognition and memory, neurons and brain circuitry...We try to understand the individual human being as a complex whole...[and] to construct a scientifically credible account of human individuality”.

Mayer (2007), “Personality is the organized, developing system within the individual that represents the collective action of that individual’s major psychological subsystems”.

Pervin, Cervone & John (2005), “Personality refers to those characteristics of the person that account for consistent patterns of feelings, thinking, and behaving”.

C.V.Good – ‘The total psychological and social reaction of an individual, the sum of their subjective, emotional, and mental experiences.

In short personality means:

P- Perception capacity

E- Emotional maturity/ stability

R- Responsiveness to situations

S- Self-expression or sociability

O- Organized

N- Not permanent (Flexible)

A- Appearance

L- Leadership feeling/characteristics

I- Integrated

T- Tendencies, impulses, dispositions, innate & acquired

Y- Young, vital and unique

Personality is a sum of a person's ideas, attitudes, and values that determine their role in society and form their character. It's acquired through group participation, where individuals learn behavior systems and symbolic skills that shape their thoughts, feelings, and social values.

Self- Check exercises-1

Q.1 "The dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought." Who said this :

- a) Allport
- b) N.L.Munn
- c) C.V.Good
- d) None of the above

Q.2 The term 'personality' is derived from the :-

- a) Latin
- b) Greek
- c) Arabic
- d) None of the above

16.4 Nature and Characteristics of Personality

Personality is a holistic concept, not a sum of parts. It encompasses a person's conduct, behavior, activities, and responses to the environment. Personality is the way an individual adapts to their surroundings.

- **Personality is influenced by both heredity and environment.** Heredity involves physiological and psychological traits inherited from parents, passed down through genes. The environment significantly impacts a person from birth to death.
-

- **Personality is composed of learned traits.** Learning plays a crucial role in shaping one's personality. Different types of learning, exhibited in behavioral range, can explain personality dynamics.
- **Personality involves the integration of various traits,** rather than assembly. This integration results in a distinct whole, known as an individual's personality.
-
- **Personality is a dynamic process.** It involves constant change but remains organized. Personality development is a reciprocal relationship between a person's perceptions and their actual social and interpersonal experiences.

Characteristics of Personality

- Personality is unique, organized, consistent, dynamic, psychophysical, social, determines thinking, reasoning, and actions, both physical and psychological, develops through social interaction, has uniqueness, an organized and integrated system, and refers to the process of adjusting to the environment.

Self- Check Exercise-2

Q.1 Characteristics of personality includes ,except :-

- a) **Personality determines our thinking, reasoning and actions.**
- b) **personality is neither physical and nor psychological (outer and inner).**
- c) **Personality develops through social interaction**
- d) **Personality has organized and integrated system.**

Q.2 Nature of personality includes :

- a) **Personality is the result of both heredity and environment**
- b) **Personality is a dynamic process**
- c) **Personality implies an integration of various traits**
- d) **All of the above**

16.5 Theories of Personality and their Educational Implications

The study of personality in psychology has diverse theoretical traditions, including trait and type, psychodynamic, humanistic, biological, behaviorist, evolutionary, and social learning. In this unit, we'll delve into trait theory by Allport and Cattell, type approach by Eysenck, and humanistic theory by Rogers and Maslow.

16.5.1. Trait Theories

- Trait- Basic unit of personality
- A trait of personality refers to any distinctive character of a person's thoughts, feelings and actions, which makes him different from others.
- Among Trait Theories, classification made by G.W. Allport and R. B. Cattell deserves special attention.

16.5.1.1 Allport's Trait Approach

Allport, an idiographic trait theorist, believed that traits are the building blocks of personality and the source of individuality. He asserted that each person possesses unique and common traits that form a unique combination. Traits exist but remain invisible, located in the nervous system. We infer their existence through consistent behavior. Dissimilar stimuli arouse trait readiness, leading to various responses that serve as trait expressions. Allport recognized two major trait categories.

A. Common traits

B. Individual traits

Individual traits are further divided into three traits

i) Cardinal Traits

ii) Central Traits

iii) Secondary Traits

A. Common Traits: Common traits are shared characteristics with many in our culture. For instance, being quiet, respecting elders, and polite behavior are common traits in Indian culture.

B. Individual Traits: Individual traits, also known as personal dispositions, are unique to each person. Allport considered them more important than common traits. He classified individual traits into three types.

i) Cardinal Traits: A cardinal trait is a pervasive, dominant, and outstanding trait that influences every behavior. Most people lack cardinal traits, but those who possess them are well-known for them.

ii) Central Traits: These are the basic characteristics that form the foundation of personality. Terms like intelligent, honest, shy, and anxious are central traits.

iii) Secondary Traits: These traits, sometimes related to attitudes or preferences, often appear in specific situations or under specific circumstances. For instance, getting anxious when speaking to a group or impatient while waiting in line.

16.5.1.2 Cattell's Trait Approach

Raymond Cattell (1950) profoundly advanced the trait theory of personality. He defined a trait as a structure of personality inferred from diverse behaviors. Traits are relatively permanent and broad reaction tendencies that form the basis of personality. He distinguished between:

(i) Surface and Source Traits

(ii) Constitutional and Environmental Traits

(iii) Ability, Temperament and Dynamic Traits

- i) **Surface and Source Traits:** ****i)**** Personality characteristics that are readily apparent to others (one's outward actions) are known as surface traits. These observable qualities, such as kindness, honesty, helpfulness, and generosity, are the foundation of personality. Source traits, which are more fundamental and underlie surface traits, are responsible for the interrelationships among surface traits. Although source traits are fewer in number than surface traits, they are more effective predictors of human behavior.

- ii) ****ii)**** Cattell identified 23 source traits in normal individuals, and 16 of these traits were extensively studied. These 16 basic source traits were subsequently used to construct the Sixteen Personality (16PF) Questionnaire, commonly referred to as the "16 PF test." The sixteen factors identified by Cattell include:

- iii) * Reserved vs. outgoing
- iv) * Less intelligent vs. more intelligent
- v) * Emotional vs. stable
- vi) * Humble vs. assertive
- vii) * Sober vs. happy-go-lucky
- viii) * Expedient vs. conscientious
- ix) * Shy vs. venturesome
- x) * Tough-minded vs. tender-minded
- xi) * Trusting vs. suspicious
- xii) * Practical vs. imaginative
- xiii) * Forthright vs. shrewd
- xiv) * Placid vs. apprehensive
- xv) * Conservative vs. experimental
- xvi) * Group-tied vs. self-sufficient
- xvii) * Casual vs. controlled

xviii) * Relaxed vs. tense

- xix) **Constitutional and Environmental Traits:** (i) Cattell also distinguished between constitutional traits and environmental traits. Constitutional traits are those traits determined by nature or biology, while environmental traits are those determined by nature through experience gained in interaction with the environment.
- xx) **Ability, Temperament and Dynamic Traits:** **i)** *Ability traits* pertain to an individual's proficiency in navigating and achieving their objectives. *Temperament traits* encompass a person's distinctive behavioral patterns that guide their progress toward a goal. *Dynamic traits* represent an individual's motivation and inclination that propel them toward their objectives. Cattell's system categorizes dynamic traits into three distinct types: (a) *Attitudes:* These are dynamic surface traits that manifest specific manifestations of underlying motives. (b) *Ergs:* These are constitutional dynamic source traits. (c) *Sentiments:* These are environmental dynamic source traits that focus on social objects. They are more or less comparable to ergs but are influenced by experimental or socio-cultural factors.

Educational Implications of the Trait Theory

- **Objectivity:** Trait theory's strength lies in its reliance on objective data, unlike other theories influenced by personal experiences. Freud's relationship with his mother, Adler's childhood illness, or Jung's belief in mythology could have biased their ideas. Trait theory remains unbiased.
- **Ease of Use and Understanding:** Trait theory has been used to develop assessment devices. It provides a simple continuum with valuable information about personality, interaction, and self-perception. Understanding traits allows comparison, identification of strengths for college, relationships, or careers, and guidance toward a more agreeable future.
- Trait theories seem to be more comprehensive to cover all aspects of an individual.

Q.1 Q.1 Who talked about source trait and surface trait?

- a) Allport
- b) Raymond Cattell
- c) Eysenck
- d) Carl Roger

Q.2 _____ trait is a trait which is so pervasive, dominant and outstanding in life.

-
-

16.6 Summary

In this unit, we've delved into the fascinating world of personality. Personality is like a unique blend of an individual's structure, behaviors, interests, attitudes, abilities, and talents. We've also explored the characteristics of personality, which include its uniqueness, dynamism, organization, and integration. Additionally, we've discussed trait theories proposed by Cattell and Allport.

16.7 Glossary

Trait : “trait” refers to a particular characteristic, quality, or tendency that someone or something possesses

Personality:- Personality refers to the unique patterns of thoughts, feelings, and behaviors that distinguish an individual from others. It is a product of both biology and environment, remaining fairly consistent throughout life

16.8 Answer to self- check exercises

Exercise-1	
Q.1	a
Q.2	a
Exercise -2	
Q.1	b
Q.2	d
Exercise -3	
Q.1	b
Q.2	Cardinal Trait

16.9 References/Suggestive Readings

- Aggarwal, J.C.: Essentials of Educational Psychology. Vikas Publishing House Pvt. Ltd. New Delhi,
- Bhatia, K.K.: Foundation of Child Development. Kalyani Publishers, New Delhi,
- Bhatia and Bhatia : A Textbook of Educational Psychology. Doaba House, Delhi,
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S. S, Mathur (1996) “Educational Psychology.”

16.10 Terminal Questions

Q.1 Explain the meaning and concept of personality? Describe nature and characteristics of personality?

Q.2 Explain Trait Theories of personality by Allport and Cattell along with their educational implications. ?

Unit-17

Theories of Personality and their Educational Implications

Structure

17.1 Introduction

17.2 Learning Objectives

17.3 Theories of Personality and their Educational Implications

17.3.1 Type Theory by Eysenck

Self- Check Exercise -1

17.3.2 Humanistic Theories by Carl Rogers

Self- Check Exercise -2

17.3.3 Humanistic Theories by Maslow

Self- Check Exercise -3

17.4 Summary

17.5 Glossary

17.6 Self-check exercises

17.7 References/Suggestive Readings

17.8 Terminal Questions

17.1 Introduction

Personality plays a crucial role in shaping how individuals learn, interact, and adapt to their educational environment. In the last unit you have learnt about the personality , and trait theory . In this unit you will know other types of personality theory which includes type theory and humanistic theory of personality .

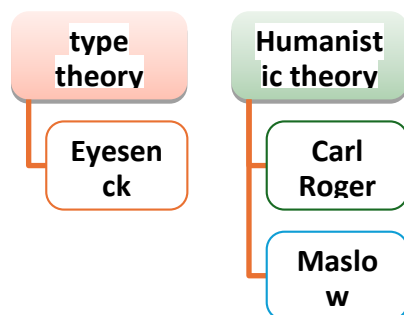
17.2 Learning Objectives

After completing this unit, you will be able to:

- Explain the type theory .
- Describe the humanistic theory of Carl Roger.
- Explain the Maslow theory with its education implications.

17.3 Theories of Personality and their Educational Implications

Personality theory refers to the diverse frameworks and models that aim to explain human behavior by understanding the unique patterns of thoughts, feelings, and behaviors that make each individual distinct. These theories have evolved over time, incorporating prior work and research. In previous unit you have learnt about trait theory , here are type theory , humanistic theory which we will discuss now.



17.3.1 Type theory by Eysenck's

Type Approach: Type theorists have elucidated personality traits through the lens of physical attributes and temperament. Temperament encompasses the emotional dimension of personality, encompassing fluctuations in mood, tension, and excitement. A “Type” is simply a category of individuals characterized by a shared set of traits..

British Psychologist Hans Eysenck (1990) had a strong belief that personality is largely determined by genes and that the environmental factors have very little role to play in it. He opined that personality is more or less stable and enduring organization of a person's character, temperament, intellect and physique. Eysenck's personality is hierarchically organized, consisting of types, traits and habits. Eysenck derived two major factors or dimensions of personality, viz. i) **Extraversion/Introversion** ii) **Neuroticism/Emotional Stability**. Later, on the basis of other statistical analysis, he postulated a third dimension, viz., iii) **Psychoticism/Impulse Control**. These three dimensions, according to Eysenck, are the major individual difference types considered most useful in describing personality functioning.

- Extraversion/Introversion:** Extraverts are individuals who are sociable and impulsive and who like excitement and oriented toward external reality. Introverts are introspective persons who are more oriented toward inner reality and tend to exhibit preference towards a well ordered life.
- Neuroticism/ Emotional Stability:** Neurotics are emotionally unstable persons. The hallmark of most neurotics is that they exhibit an anxiety level disproportionate to the

realities of the situation. On the other hand, an emotionally stable person is calm, even tempered, carefree and thoroughly reliable.

- iii) **Psychoticism/Impulse Control:** Psychotics are characterized by traits such as being insensitive to others, hostile, at times cruel and inhuman. Despite all the psychopathological traits, Eysenck believed that psychotics tend to be creative (Eysenck&Eysenck, 1985).The Trait of psychoticism is found independent of neuroticism and introversion-extroversion trait.

Educational Implications of Type Approach

- - Typology, the first attempt to typify people, generated significant research.
- - It assesses an individual's personality as a whole, not in trait fragments.
- - Psychologists find it useful for comprehending an individual's personality.
- - It serves as a reference point or guide for psychologists examining personality dimensions.

Self- Check Exercise-1

Q.1 Type theory was given by _____

Q.2 _____ are individuals who are sociable and impulsive and who like excitement and oriented toward external reality.

17.3.2 Humanistic Theories by Carl Rogers and Maslow

Humanistic theories posit that individuals possess the inherent potential for creativity and responsibility. They are free to determine their own paths in life and strive to fulfill their innate need for self-actualization, which entails realizing their full potential. These theories were developed by two prominent psychologists: Carl Rogers and Abraham Maslow.

Humanistic theories emphasize the significance of individuals' subjective attitudes, feelings, and beliefs, particularly regarding their self-concept. Rogers' theory focuses on the impact of the perceived disparity between one's actual self and their ideal self, which is defined as "how I am and how I would like to be." Maslow's theory underscores the importance of self-actualization.

Carl Rogers Self Theory of Personality Development

Carl Rogers (1902-1987) is the central figure in humanistic orientation. His theory of personality development is based on nineteen propositions, with the central focus on the

concept of 'self'. Rogers believed the self is the central ingredient in human personality and personal adjustment. Here are the main tenets of his theory..

- **Self:** Self-concept is like a person's unique set of beliefs, attitudes, and opinions about themselves. It's a complex system that changes and grows over time. Rogers believed that our self is shaped by our interactions with others and that we strive to be consistent in our beliefs and actions.
- **Self-Actualizing Tendency:** Rogers' theory talked about the idea of "self-actualization". This means that there's a natural drive inside us to reach our full potential and use our talents to the best of our ability.
- **Organismic Valuing Process:** According to Rogers, it is an on-going process in which values are never fixed or rigid, but experiences are being accurately symbolized and continually and freshly valued in terms of the satisfactions experienced by the individuals. The process is a sub conscious guide that evaluates experience for its growth potential. It draws people toward experiences that is growth producing and away from those that would inhibit growth.
- **Positive Regard:** Among many things that human organisms instinctively value is positive regard. It is one's perception of some self-experience of another which makes a positive difference in one's field of experience resulting in a feeling of warmth, liking, respect, sympathy and acceptance towards others. Hence with awareness of the self the need for positive regard develops and it is essential to the proper growth of one's self.
- **Positive Self-regard:** Positive self-regard is self-esteem, self-worth, and a positive self-image. It is a positive attitude towards the self which is no longer directly dependent on the attitude of others.
- **Conditions of Worth:** Feeling good about yourself is important. When you do, you tend to see things in a way that makes you feel good about yourself. This is because you think that your actions are worthy of your respect.
- **Conditional Positive Regard:** Getting positive regard "on condition" Rogers calls conditional positive regard. When people show conditional positive regard it means that an individual is taken not as a 'self' and an entity but as a collection of behaviours. Thus one is appreciated only on showing acceptable behaviors.
- **Unconditional positive regard:** Unconditional positive regard is like giving someone a big hug and saying, 'I love you, no matter what.' Rogers thought it was super important for kids to grow up healthy.
- **Incongruity:** Rogers talks about the "real self" as the part of us that's driven by our needs and wants. It's the part of us that gets positive feedback and feels good about ourselves. The difference between the real self and the ideal self, the "I am" and the "I should," is called incongruity.
- **Fully Functional Individual:** Rogers believed that if someone only receives unconditional positive regard and no conditions of worth, they can develop optimally and avoid the negative outcomes mentioned earlier. In this situation, the need for

positive regard from others and positive self-regard would align with their self-evaluation, and there would be a perfect match between their self and their experiences. This ideal state of being has been referred to as a “fully functioning person” by Rogers.

Self- Check Exercise-2

Q.1 Central focus of the Carl Roger theory was

- a) Self
- b) Human
- c) Mind
- d) Heart

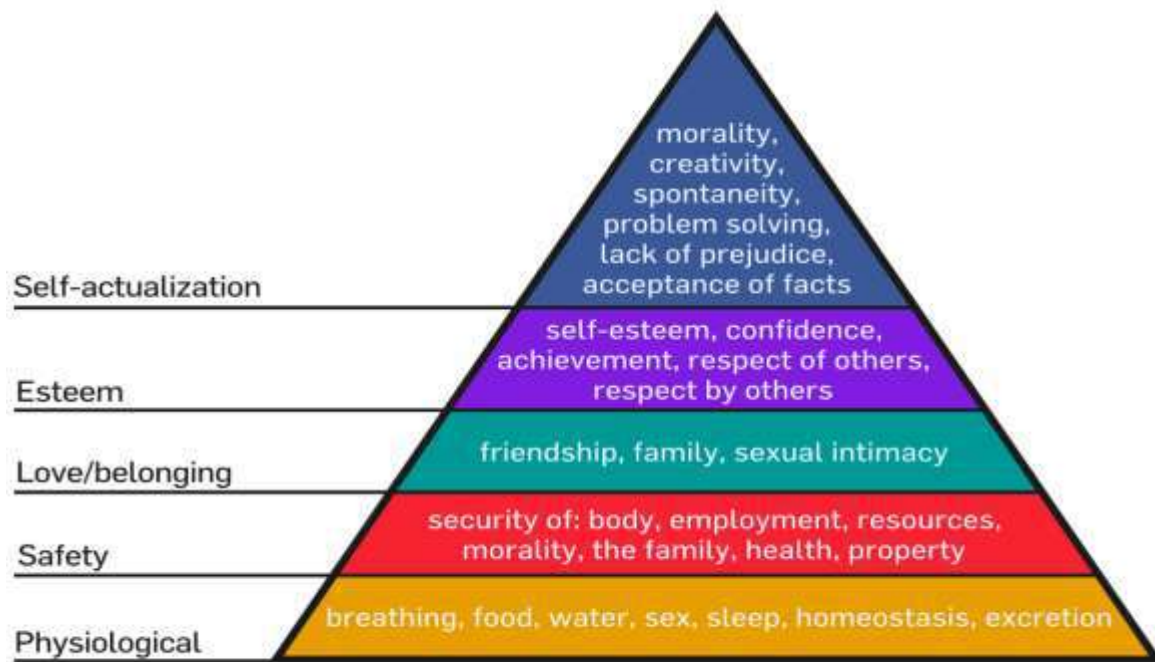
Q.2 Humanistic theory was given by _____ & _____.

17.3.3 Maslow’s Humanistic Theory

Abraham Maslow was a humanistic psychologist who’s best known for his theory of Maslow’s hierarchy of needs. He believed that people have an innate drive to reach their full potential and become the best versions of themselves. He created a hierarchy of human needs to explain how people go from meeting their basic needs to reaching higher levels of self-actualization and transcendence.

Maslow’s Hierarchy of Needs

Maslow’s hierarchy of needs is like a pyramid, with the most basic needs at the bottom and the most advanced needs at the top. You gotta take care of the basics first before you can move up to the next level. The first four layers are all about what you need to survive, like food, water, and shelter. The last layer is all about personal growth and self-actualization. These are the things that make you happy and fulfilled. As you take care of your basic needs, you’ll naturally move up the pyramid and reach the next level. This process keeps going throughout your life.



Maslow's Hierarchy of Needs

Abraham Maslow created a pyramid to show how people move from one level of needs to another.

- **Physiological** - These needs are the physical requirements for human survival. They include basic necessities such as air, food, and water. These needs are so basic that a human who does not possess them will not have concern for any other part of the pyramid until they are acquired.
- **Safety** - These needs are the second most-basic requirements for the security of the human person. They include security of body and resources. Once an individual is physiologically secure, safety needs will take precedence and dominate behavior. These needs can be acquired and lost at any point in life, such as with economic crisis, war, or natural disaster.
- **Love and belonging** - These needs represent a move from biological needs to emotional needs. They include family, friendship, and intimacy. This interpersonal need generally presents itself after both safety and physiology are assured, but may supersede these lower level needs depending on the strength of peer pressure in a particular situation.
- **Esteem** - This concept represents a ubiquitous human need to feel respect and esteem. It includes confidence, achievement and esteem. This level builds on the interpersonal element of love and belonging by adding an element of acceptance and value. Maslow noted two versions of self-esteem: "*lower*" esteem as respect for others, and "*higher*" esteem as the need for self-respect.
- **Self-actualization** - These needs constitute the highest level of human achievement. They include morality, creativity, and acceptance. Maslow believed that humans had an inherent drive to reach this state of being. In order for a person to perceive this need, they must have achieved and mastered all of the previous needs in the hierarchy.

Educational Implications of Humanistic Theory

- **Taking the student's inner thought into consideration:** The humanistic teaching theory considers the research on cognition, emotion, interests, motivation and potential of the students during the process of learning. It encourages the teachers to think for the students and promote them to feel the interests and enthusiasm in learning. Humanism believes that the student's self-actualization and the creative ability are their vital factor for their behavior. Humanism considers exploring the student's potential to stimulate the mutual effect between cognition and emotion. It has active significance on the improvement of education career.
- **Taking the relationship between teachers and students and teaching style in to consideration:** Humanism psychologists considers not only the student's individual differences and self-concepts, but also the relationship between teachers and students and the classroom atmosphere, especially considering the question like promoting the teachers to think the interpersonal emotion and relation, self-concept, and self-respect, continuance of learning and so on. It promotes the teachers to understand himself rather than the content of textbook.

Self- Check Exercise-3

Q.1 Arrange the stages of Maslow's hierarchy of need theory :

- (a) Physiological, Safety, Love and belonging, Esteem, Self-actualization
- (b) Self-actualization, , Love and belonging, Esteem, Physiological need
- (c) Safety, Love and belonging, Esteem, Physiological, Self-actualization

Q.2 Maslow hierarchy of needs theory includes except:-

- (a) Esteem (b) Safety (c) Physiological (d) cardinal

talked about introvert and extrovert. Carl Rogers theory main focus was on concept of self. And lastly Maslow talked about the hierarchy of needs.

17.5 Glossary

Overt behaviour: - refers to visible and measurable actions that can be directly observed by others.

Covert behaviour: - refers to hidden actions and processes that occur inside the mind and cannot be directly observed by others.

17.6 Answer to self- check exercises

Exercise-1

Q.1 Eysenck

Q.2 Extraversion

Exercise -2**Q.1 A****Q.2 Carl Rogers & Maslow****Exercise -3****Q.1 A****Q.2 D****17.7 References/Suggestive Readings**

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

Bhatia, K.K.: Foundation of Child Development. Kalyani Publishers, New Delhi,

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S. S, Mathur (1996) “Educational Psychology.”

17.8 Terminal Questions:-

Q.1 Explain the different personality theory with their educational implications?

Q.2 Explain the Humanistic Theories by Carl Rogers and Maslow hierarchy of need with their educational implications. ?

Unit-18

Assessment of personality: Inventories, Rating Scales and Projective Techniques

18.1 Introduction

18.2 Learning Objectives

18.3 Assessment of Personality

18.4 Inventories

Self- Check Exercise 1

18.5 Rating Scales

Self- Check Exercise -2

18.6 Projective Techniques

18.6.1 The Rorschach Inkblot Test

18.6.2 Thematic Apperception Test (TAT)

18.6.3 Word-Association Technique

18.6.4 Sentence-Completion Technique

18.6.5 CAT (Children Apperception Test)

Self- Check Exercise -3

18.7 Summary

18.8 Glossary

18.9 Self-Check Exercises

18.10 References/Suggestive Readings

18.11 Terminal Questions

18.1 Introduction

In the preceding lesson, you acquired knowledge about various personality theories such as trait theory, type theory, and humanistic theory. The assessment of personality is highly significant in determining different personality types. When it comes to working with students, it becomes imperative to understand each child's personality in order to assist them in their overall growth and development. Therefore, this lesson will focus on the methods and techniques used for assessing personality.

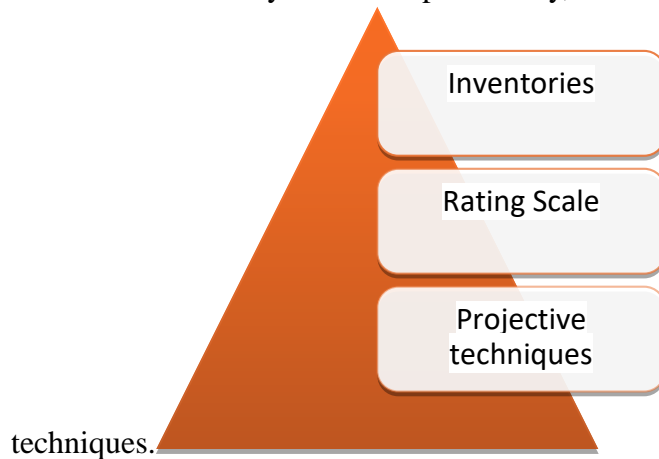
18.2 Learning Objectives

After completing this lesson, you will be able to: -

- List the various techniques of assessment of personality (Inventories, Rating Scales and Projective Techniques).
- Explain the personality inventories.
- Describe the rating scale with its types.
- Explain the Projective techniques with various types.

18.3 Assessment of Personality

Psychologists use personality tests to figure out how people think and act. While we can't measure personality exactly, we can get a pretty good idea of it using different methods. There are lots of ways to assess personality, like inventories, rating scales, and projective



18.4 Inventories

Personality inventories are utilized to investigate the attitudes and other characteristics of individuals. These standardized printed forms consist of a series of statements or questions pertaining to human behavior. The list of questions adheres to a standardized format and necessitates specific responses, such as “yes,” “no,” or “cannot decide.” Given the close-ended nature of these assessments, they possess a high degree of objectivity.

There are numerous types of personality inventories designed to assess diverse behaviors in individuals. However, it is beyond the scope of this discussion to provide an exhaustive overview of all such inventories.

Some notable personality inventories include:

- * **Allport Ascendancy Submission Reaction Study:** Constructed by Gordon W. Allport and Floyd H. Allport in 1928, this inventory was intended to ascertain an individual's disposition toward dominating others or being dominated by them. The test is available in two forms: one for men and one for women. The male test comprises 41 items, while the female test consists of 49 items. Each item presents a verbal situation, and the subject must select one of the available responses. The total score provides an indication of whether ascendancy or submission is dominant in the individual. The study is self-administered and does not impose a time limit. It has proven valuable in vocational selection and guidance.
- * **Bell Adjustment Inventory:** Standardized by Bell in 1934, this inventory is untimed and self-administered. It comprises two forms: one for adults and one for students. The student form consists of 140 questions to be answered in "yes," "no," or "?" (undecided). The inventory measures adjustment across four categories: home adjustment, health adjustment, social adjustment, and emotional adjustment. Each category is assessed using 35 items.
- * ****Minnesota Multiphasic Personality Inventory, Version-II (MMPI-2):****
- * The MMPI-2 is the most widely used personality inventory. It specifically assesses abnormal behavior patterns in personality. The inventory comprises 567 statements and is divided into 10 clinical scales and 8 validity scales, along with various subscales. Each scale evaluates a distinct behavioral pattern. The MMPI-2 is utilized to diagnose a range of disorders, from mild to severe, including schizophrenia and depression.

Personality Inventories in India:

- **Adjustment Inventory by Pasricha, Pagedar, and Gajjar:** These three scholars developed an adjustment inventory for college students in 1964 at Baroda. It is useful technique for studying the problems of college students.
- **Sinha and Singh's Adjustment Inventory (for college students):** A.K.P Sinha and R.P.Singh prepared adjustment inventory for school students in Hindi Language. It measures the adjustment of school students in three areas: emotional, social and educational. It contains 60 Yes/No type items and the total score on inventory reveals the unsatisfactory adjustment of the individual.
- **Promod Kumar's Revised Adjustment Inventory:** It has been prepared by Promod Kumar of Jodhpur University in Hindi Language. It provides the general adjustment level of subject. It consists of 40 highly discriminative Yes/No type of items.

Self- Check Exercise-1

Q.1 Various techniques of assessment of personality are ;-

(a) Inventories (b) Rating Scales (c) Projective Techniques (d) All of these.

Q.2 A.K.P Sinha and R.P.Singh prepared _____inventory for school students in _____Language.

18.5 Rating Scales

- i) Rating scales, one of the oldest and most versatile assessment techniques, present users with items and ask them to select from various choices. Similar to multiple-choice tests, rating scales represent degrees of a characteristic. Observers and individuals use rating scales for self-reporting and characterizing others' behavior. Rating involves judgment of one person by another, where an individual's personality traits are assessed on a scale, resulting in a score indicating their degree of possession or absence of a trait. This method is useful for understanding personality traits but is subjective and lacks trained raters. Rating scales are classified into five types: numerical, descriptive, graphic, rank order, and percentage of group scales.

Self- Check Exercise-2

Q.1 Rating scale are of _____ types.

Q.2 What is not correct about rating scale :-

- (a) The rating scale is similar in some respects to a multiple choice test, but its options represent degrees of a particular characteristic.
- (b) Rating Scales are of four types.
- (c) In rating scale we rate an individual on the possession or absence of certain personality traits on a certain scale.

18.6 Projective Techniques

Projection involves projecting one's unconscious wishes, thoughts, ambitions, fears, hopes, and repressed desires onto external objects. Experts can infer individuals' emotional, social, and intellectual traits by unconsciously associating their inner feelings with external objects. Here are some brief discussions of projective techniques:

18.6.1 The Rorschach Inkblot Test

- The Rorschach inkblots, developed by Swiss psychiatrist Hermann Rorschach, consist of 10 cards (5 colored, 5 black and white). The test involves showing the subject one blot at a time and asking them to describe what they see or recall. Rorschach believed that perceptual responses to inkblots could reveal basic personality tendencies. While the Rorschach technique lacks empirical validity, recent efforts have aimed to make it psychometrically sound. New

scoring systems, improved standardization, and norms have revitalized the Rorschach as a mental testing instrument.

18.6.2 Thematic Apperception Test (TAT)

Murray and Morgan devised the TAT test, which consists of 30 black and white pictures and a blank card. The subject is presented with one card at a time and asked to create a story that describes the picture and the events leading to and resulting from it. They also describe the thoughts and feelings of the characters in the story. This test is often used in clinical settings to elicit verbal behavior and draw inferences. One popular approach involves identifying the hero (the character the subject seems to have identified with) and analyzing the story's content using a need-press system. Needs are internal motivations, while press refers to environmental forces that can facilitate or hinder their satisfaction. The importance or strength of inferred needs or press is assessed by considering their pervasiveness and consistency across stories. The interpretation of the test is highly subjective and depends on the evaluator's personal characteristics, including their utterances, emotional tone, fantasies, outcomes, and inferred unconscious needs.

18.6.3 Word-Association Technique

The word-association test, one of the most venerable projective approaches to personality assessment, involves presenting a list of words to the subject and asking them to respond with the first word that comes to mind. While many stimulus words may be emotionally neutral, words that elicit personalized reactions are particularly interesting. The time taken to begin each response and the response itself are analyzed to gain insights into the subject's word-association responses. Comparing these responses to standard published tables of associations given by large groups of people can help identify idiosyncratic patterns.

18.6.4 Sentence-Completion Technique

Sentence-completion techniques, a logical extension of word-association methods, involve presenting partial sentences to subjects for completion. Evaluators analyze these methods to identify recurring attitudes, conflicts, and motives reflected in the completed sentences. Like TAT, sentence-completion analyses are subjective.

18.6.5 CAT (Children Apperception Test)

TAT is effective for adults and adolescents, but it is not appropriate for children. Dr. Leopold Bellak specifically designed this test for children aged 3 to 10 years old. The CAT is used to evaluate personality traits, maturity level, and mental well-being in young children before puberty. It helps understand the psychological processes and attitudes displayed by children. The test consists of 10 cards featuring animals instead of humans. This is because children can relate more easily to animal characters than human ones. Each card depicts everyday situations. All 10 cards are suitable for children of any gender. The images are meant to stimulate fantasies based on the child's personal experiences, reactions, and emotions. Consequently, the resulting story that emerges from the child's interpretation reflects their unique personality. This test is neutral in terms of color, but may need some adjustments based on the child's specific circumstances.

At last , projective assessments are a type of psychological assessment commonly used in clinical settings. These assessments aim to uncover hidden aspects of an individual's

personality, such as unconscious desires, motives, and conflicts, can reflect the true nature of one's personality. However, these techniques have been criticized for their low reliability and validity, time-consuming nature, and requiring specialized training. Interpreting projective tests can be complex, considering factors like content, emotional tone, and pattern to gain insight into an individual's underlying thoughts, feelings, and personality traits.

Self- Check Exercises -3

Q.1 TAT stands for : -

- | | |
|--------------------------------|-----------------------------------|
| (a) Thematic Apperception Test | (b) Thematic appropriateness Test |
| (c) Thermal apperception test | (d) Thematic Apperception Theme |

Q.2 CAT stands for : -

- | | |
|--------------------------------|---------------------------------|
| (a) Children Apperception Test | (b) Children apperception theme |
| (c) Cat apperception Test | (d) None of above |

18.7 Summary

Dear learner, in this lesson you have studied about the assessment of personality. Actual measurement of personality is not possible, but we can estimate or assess personality with the help of specific techniques. These techniques are inventories, rating scale, and projective techniques and so on. Where personality inventories includes Bell adjustment inventory , Minnesota Multiphasic personality inventory , and projective techniques includes the Rorschach Inkblot test, Thematic apperception test, word- association techniques and so on.

18.8 Glossary

Numerical Scale :- numerical rating scale is an ordered-number scale that allows respondents to measure preferences, feelings, perceptions, and interests by assigning numerical values within a specified range

Descriptive Scale: - Unlike numerical scales, where respondents assign numeric values, a descriptive scale provides elaborate explanations for each answer option, enhancing understanding and context

18.9 Answer to self- check exercises

Exercise-1	
Q.1	A
Q.2	Adjustment, Hindi
Exercise -2	
Q.1	Five
Q.2	B
Exercise -3	
Q.1	A
Q.2	A

18.10 References/Suggestive Readings

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

Bhatia, K.K.: Foundation of Child Development. Kalyani Publishers, New Delhi,

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Mangal, S.K. (2001) : Psychological Foundations of Education. Parkash Brothers, Ludhiana.

S. S, Mathur (1996) “Educational Psychology.”

18.11 Terminal Questions:-

Q.1 List the various techniques of assessment of personality. Explain the personality inventories.

Q.2 Describe the rating scale with its types.

Unit-19

Mental Hygiene, Mental Health and Measures for promoting Mental Health

19.1 Introduction

19.2 Learning Objectives

19.3 Concept of Mental Health and Hygiene

19.3.1 Nature and Principles of Mental Hygiene and Health

Self- Check Exercise -1

19.3.2 Characteristics of a Mentally Healthy Person

Self- Check Exercise -2

19.3.3 Principles of Mental Health

Self- Check Exercise -3

19.4 Summary

19.5 Glossary

19.6 Answer to self-check exercises

19.7 References/Suggestive Readings

19.8 Terminal Questions

19.1 Introduction

Hey there, learner! Personality is like a unique recipe for how a person lives their life. It's a mix of what they're born with (heredity) and what their environment teaches them. But here's the thing: a person is considered mentally healthy when they know themselves well, understand their goals, and have the drive to achieve them. When someone's mental health is not great, they might feel ashamed, guilty, rejected, lonely, or stressed out. These feelings can mess up how a person develops their personality. It's clear that the personality traits and characteristics of individuals can impact their mental health. But here's the question: how do these personality traits and characteristics make people feel in a way that helps them stay mentally healthy and act in a positive way? It's like a puzzle, and understanding the role of personality can help us figure out how to promote mental health. In a nutshell, personality and mental health are like two best friends that can't be separated. So, in this lesson, we'll dive into the world of mental health, learn about mental hygiene, and discover ways to keep our minds healthy and happy.

19.2 Learning Objectives

After completing this lesson, you will be able to:

- Explain the concept of mental hygiene and health.
- Describe various principles and factors affecting mental health.
- Describe the measures for promoting mental health.

19.3 Concept of Mental Hygiene and Health

Mental hygiene, closely related to mental health, is a science that aims to attain and maintain mental well-being. It involves studying the laws and methods of achieving, maintaining, and eradicating mental illness.

Mental health, as defined by the **WHO (2001)**, is a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.

Mental health is crucial for several reasons:

- **It fosters the development of desirable personality traits.**
- **It promotes proper emotional development**, leading to maturity and emotional control.
- It supports social development, enabling individuals to form meaningful relationships.
- **It contributes to moral development**, resulting in integrity and ethical behavior.

5. Promotes aesthetic development through proper mental health, fostering artistic taste and refined temperament.

6. Enables adjustment to societal demands and personal needs.

7. **Supports** the realization of life goals by maximizing energy allocation.
8. **Contributes** to societal progress by producing balanced, responsible citizens.
9. **Prevents mental illness by providing resilience** against life's challenges and stresses.

19.3.1 Nature and Principles of Mental Hygiene and Health

The development of a child's personality and general adjustment cannot solely be attributed to the influence of parents, family, community, and school practices. Rather, it primarily depends on the mental health of the learner and the teacher. While knowledge and understanding of learning, intelligence, personality, and motivation are essential for a teacher, it is equally crucial to comprehend the mental well-being of the student.

In contemporary times, mental health has experienced a significant surge, leading to substantial challenges at the national level. Defining mental health comprehensively proves to be intricate, with varying definitions. However, fundamental elements remain consistent, despite the variations in their formulations.

In the context of education, mental health plays a pivotal role. A sound mental health serves as the foundation for effective learning. Moreover, mental health is paramount for effective teaching and learning. Consequently, mental health encompasses an optimal level of emotional and behavioral adjustment for the individual. It represents a state of maintaining harmony or balance between the individual's needs, desires, aspirations, and attitudes and the prevailing external conditions.

The term "hygiene" is commonly used to refer to maintaining cleanliness and order in oneself, one's living and working spaces to prevent the spread of illness and disease. When extended to the domain of the mind, it signifies the art of developing, maintaining, and promoting essential behavioral, emotional, and social skills to sustain optimal mental health. This can be achieved by implementing fundamental strategies at both mental and behavioral levels in daily life. These strategies include:

- ****Reality Contact:**** Maintaining good mental health requires a realistic assessment of one's reactions, emotions, and abilities. Staying grounded in reality can help avoid disappointments and frustrations in daily life.
- ****Impulse Control:**** Individuals with healthy adjustment exhibit effective control over their behaviors and impulses. Therefore, maintaining good mental health necessitates complete control over impulsive actions.
- ****Self-Esteem:**** Self-concept encompasses all statements about oneself expressed in terms of feelings, beliefs, and values. It represents the sum total of a person's awareness of themselves. Self-esteem is the evaluative component of self, and personal evaluations can be positive or negative. A sense of personal adequacy or positive self-concept is crucial for mental well-being.

- ****Positive Thought Patterns:**** The quality of mental health hinges on the direction of one's thoughts. Negative thoughts generate negative emotions such as anger, hate, jealousy, fear, and despair. These negative emotions have detrimental effects on the mind. Consequently, developing the power of positive thinking is essential for maintaining good mental health. Positive thinking generates positive emotions like love, joy, happiness, hope, compassion, empathy, and optimism. These emotions fortify our capacity to overcome various life challenges.

Self- Check Exercise-1

Q.1 "A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity (2001)" this definition was given by:-

- (a) WHO (b) UNESCO (c) Ministry of Education (d) None of above

Q.2 Principles of mental health and hygiene includes, except :-

- (a) Reality Contact (b) Self-Esteem (c) Positive Thoughts (d) Negative Thoughts

19.3.2 Characteristics of a Mentally Healthy Person

A mentally healthy person can be distinguished from others easily through his mode of living, behavior, habits and personality. Some of the important characteristics are as follows:

<u>Mentally Healthy</u>	<u>Mentally Unhealthy</u>
• Aware about their self and have some respect for others	• Not aware about their own self and have no respect for others
• Understand one's own limitation and also can tolerate others limitation.	• Can't understand one's own limitation and can't tolerate others limitation.
• They can understand that all behaviour is causal.	• They can't understand the cause of behaviour.
• They can understand the basic needs that motivate behaviour.	• They can't understand the basic needs which motivate behaviour.

Mental health is, thus, a condition of psychological maturity. It is a condition of personal and social functioning with a maximum of effectiveness and satisfaction. A mentally healthy person is responsible, self-reliant and has a true sense of individuality. He has a realistic life goal as well as philosophy of life and values. He can differentiate between the right and the wrong. According to Jacky Roy, a mentally healthy person possesses a good physical health. He can keep a good relation too. On the basis of the above discussion we can make the following observations:

- Concept of mental health is subjective
- Mental health is depending on sound physical health
- Measurement of mental health is difficult as we don't have any standard
- Mental health depends on many factors
- Criteria of mental health may be different from country to country.
- Mental health is synonymous to balance personality.
- Mental health is a dynamic concept.

Self- Check Exercise-2

Q.1 Mentally Healthy person are those who can :

- (a) Not aware about their self and have some respect for others.
- (b) Understand one's own limitation and also can tolerate others limitation.
- (c) They can 't understand that all behaviour is causal.
- (d) They can't understand the basic needs that motivate behaviour.

Q.2 Mentally Unhealthy person are those, who can :-

- (a) Aware about their own self and have no respect for others.
- (b) understand one's own limitation and can't tolerate others limitation.
- (c) They can't understand the cause of behaviour.

19.3.3 Principles of Mental Health

Mental health can be studied under two categories: self-adjustment and environmental adjustment.

A. Self-adjustment involves:

- **- Self-knowledge:** Understanding one's true nature, weaknesses, and potentialities, leading to balanced self-view and avoiding inferiority complexes.

- - **Self-acceptance:** Accepting oneself as one is, recognizing limitations, and acting accordingly.
- - **Self-control:** Exercising internal control over oneself, rather than relying solely on external discipline.
- - **Integrating the self:** Combining conflicting desires and ambitions into a unified whole, avoiding indecision and tensions.
- - **Self-shaping:** Driving one's own destiny, not being forced into a shape contrary to one's ideals and aspirations.
- - **Balanced development:** Striving for physical, intellectual, emotional, social, aesthetic, and moral growth.

B. Environmental adjustment involves adapting to one's surroundings and seeking positive interactions with others.

- **Positive attitude:** A positive attitude towards life boosts mental health by enabling individuals to face realities with vigor and enthusiasm.
- **Active attitude:** Integrating adjustment and positive mental health requires action, not just talk. Engaging in emotionally and socially satisfying activities is crucial.
- **Good physical health:** A healthy mind lives in a healthy body. Good physical health is essential for achieving and maintaining good mental health.
- **Emotional training:** Properly utilizing emotional energy positively impacts mental health. Repression is dangerous, so techniques like sublimation and catharsis are helpful.
- **Socialization:** Seeking proper socialization is vital for mental health. Good social relationships and adjustment foster mental well-being. Engaging in social services and activities is beneficial.
- **Facing life's stresses:** Life presents challenges, and parents and teachers should teach children to face them with patience, courage, and hard work. Bearing stresses preserves mental health.

Self- Check Exercise-3

Q.1 _____ emphasized the maxim "know thyself".

Q.2 Parents and teachers should teach their children to face the hardships, challenges, stress and strains with a lion's heart i.e., patience, courage and hard work.

TRUE / FALSE

19.4 Summary

In this lesson, we have discussed mental health and mental hygiene. Mental health is that ability by which we establish adjustment with the difficult circumstances of life and mental hygiene is that means which makes this adjustment possible. After that we have discussed about the nature and characteristics of the mentally healthy person, **principles of Mental Health which includes principles seeking adjustment with one's self, principles seeking adjustment with environment. Overall mental health is very important.**

19.5 Glossary

Mental Hygiene :- mental hygiene is a science which studies laws and methods of begetting mental health, maintain it and eradicate mental illness.

Impulse Control: A person with healthy adjustment would have good control over his/her behaviours and impulses.

19.6 Self checked exercises answer:-

Exercise-1	
Q.1	A
Q.2	d
Exercise -2	
Q.1	B
Q.2	C
Exercise -3	
Q.1	Socrates
Q.2	True

19.7 References/Suggestive Readings

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19.8 Terminal Questions:-

Q.1 Explain the concept of mental hygiene and mental health.

Q.2 Describe various principles and factors affecting mental health.

Unit- 20

MEASURES FOR PROMOTING MENTAL HEALTH

20.1 Introduction

20.2 Learning Objectives

20.3 Factors Affecting Mental Health

Self- Check Exercise -1

20.4 Measures for Promoting Mental Health

Self- Check Exercise -2

20.5 Summary

20.6 Glossary

20.7 Self -Check exercise

20.8 References/ Suggested Readings

20.9 Terminal Questions

20.1 Introduction

In the previous lesson, you gained an understanding of mental health, mental hygiene, the nature and characteristics of a mentally healthy individual, and the principles of mental health. Once we have knowledge about what mental health entails, the question arises as to how we can promote it and what measures can be taken to enhance mental well-being. In this lesson, we will delve into the various strategies for promoting mental health.

20.2 Learning Objectives

After completing this lesson, you will be able to:

- Explain the factors affecting mental health .
- Describe the measures for promoting mental health.

20.3 Factors affecting Mental Health

Mental health and mental health disorders are influenced by various factors, including biological, psychological, and social elements. Poverty indicators, such as low educational levels, poor housing, and low income, are associated with the clearest evidence of mental health risks. As socioeconomic disadvantages persist, the risks to mental health increase, making disadvantaged individuals more vulnerable to mental health disorders. Additional factors like hopelessness, insecurity, rapid social change, poor physical health, and violence contribute to this vulnerability.

- **Poverty:** Poverty has negative effect upon the mental health of the individual. Various results of its influence are as below:
 - i) **Inferiority complex:** *Feeling of inferiority is developed in individual due to poverty. These inferiority feeling leads to various types of frustrations and maladjustments which spoil mental health.*
 - ii) **Feelings of insecurity:** *Due to poverty, feelings of insecurity are also developed. These feelings of insecurity cause of dissatisfaction and dissatisfaction has adverse effect upon mental hygiene.*
 - iii) **Lack of self-confidence:** *due to poor economic conditions the child has to face failures several times. This leads to diminishing of self- confidence in him. Lack of self-confidence has negative effect upon mental health.*
- **Presence of step- father or step-mother:** Generally the treatment of step-father or step-mother is not good for step-children. When the child does not get proper affection from his parents, he/ she feels rejected and experiences an emotional strain. Sometimes complexes are formed which lead to bad mental health.
- **Over- protection of parents:** Excess of everything is always bad and it is so in relationship between parents and children. Over-protection of parents has adverse effect upon the personality of the child. Over protected children do not develop self-

confidence. They generally look after support and when they do not get support, they think themselves as completely incompetent. Feeling of incompetency has negative effect upon the mental health of the individual.

- **Discriminatory treatment towards children:** generally it is seen that parents love a child much more than others. Others children are insulted and rebuked. They lack affection. Discriminatory treatment to children in the same home can give rise to jealousy, frustration and unbalanced personality.
- **Very high ideas of parents:** sometimes parents impose very high moral ideas upon children. They instruct their children that they should keep away from cinema, playing cards, roaming about alone and reading novels. When these children see that others having contrary to the ideals taught to them, a struggle between the ideal and the real starts in them. Their nervous system negatively affected due to his mental conflict.
- **Broken homes:** children of broken homes are prone to mental hazards. Families' where husband and wife have separated or divorced, or someone has died, then the children may have bad mental health.
- **Neighbourhood:** if there is presence of houses of gamblers, drunkards, dacoits and prostitutes then the child may be negatively affected.
- **Bad companionship:** if the child has delinquent and maladjusted friends, play mates or class mates he/she may become mentally unhealthy.
- **Films:** if the child witnesses films which depict low sexuality then his personality may be adversely affected.
- **Uncongenial school atmosphere:** uncongenial school atmosphere is one of the most important factors of mental hazards. Uncongenial school atmosphere includes:
 - Unsympathetic and harsh attitude of the teacher or strict discipline
 - Un-psychological and inefficient methods of teaching
 - Too much home work
 - Frustrated and maladjusted teachers
 - Difficult courses
 - Too much competition in the school

Self- Check Exercise-1

Q.1 Factor affecting mental health include ,except :

(a) poverty, (b) happiness (c) film (d) Bad companionship

Q.2 Poverty have negative impact on mental health . True/ False

20.4 Measures for Promoting Mental Health

Promoting good mental health requires action. Various strategies aim to positively impact mental health. These include creating supportive environments and programs for healthy lifestyles. No single program suits all, increasing the chances of benefiting more people. Policies and an environment that respects and protects basic rights are essential for good mental health. Security and freedom of these rights are crucial for achieving and maintaining good mental health.

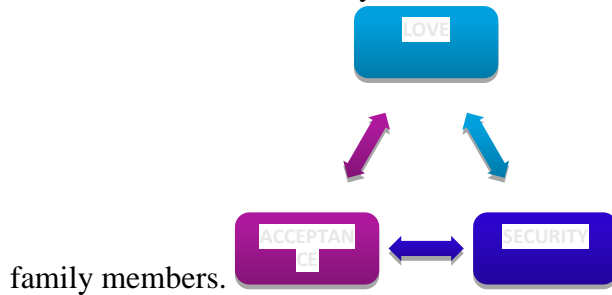
A. Cost-Effective Interventions to Promote Good Mental Health

Promoting good mental health doesn't require multi-million dollar budgets. Low-cost and effective interventions can improve individual and community mental health. Here are some evidence-based, high-impact interventions:

- - School mental health promotion activities, including child-friendly schools and programs supporting ecological changes.
- - Early childhood interventions, such as pre-school psycho-social interventions, home visits to pregnant women, and combined nutritional and psycho-social interventions for disadvantaged populations.
- - Community development programs.
- - Support for children, including skill-building programs and youth development.
- - Violence prevention programs.
- - Empowerment of women.
- - Social support for the elderly, including day and community centers and 'befriending' initiatives.
- - Mental health interventions in the workplace, such as stress prevention programs.

A. In the Home: Basics for Children's Good Mental Health

- **Unconditional Love:** Every child needs unconditional love from his/her parents and



Bedrock for a child's good mental health

The love, security, and acceptance trio form the foundation for a child's good mental health. Ensure children understand your love isn't contingent on looks, grades, or accomplishments. Emphasize that mistakes and defeats are normal in growth. Above all, convey unconditional love and always will. A child's self-confidence flourishes in such an environment.

- **Confidence and Self-Esteem:** Praise children for their efforts, encourage them to explore, and set realistic goals that align with their abilities. Avoid criticism and sarcasm, as they harm self-confidence.
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- **Guidance and Discipline:** Provide appropriate guidance when necessary. Ensure discipline is consistent and fair. Focus on teaching self-control rather than controlling the child.
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- **Play Opportunities:** Offer ample playtime with other children, both indoors and outdoors. Play helps children learn new skills, problem-solving, and self-control, and fosters creativity. Vigorous play promotes physical and mental health. If there are no suitable children in the neighborhood, consider community centers, schools, recreation, or park centers.
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- **Encouraging and Supportive Caretakers and Teachers:** Caretakers and teachers play a crucial role in promoting mental health. Be actively involved in the child's development, offering consistent encouragement and support.

Thus all these measures will help to maintain proper mental health among individuals.

Self- Check Exercise-2

Q.1 Mentally healthy person are those , who are :

- (a) Can't understand one's own limitation (b) Can't understand the basic needs
(c) aware about self and have some respect to others (d) All of above

Q.2 The World Health Day is celebrated on ____

- (a) 7 April (b) 10 April (c) 7 May (d) 10 May

20.5 Summary

In this lesson, we talked about what affects our mental health and how we can take care of it. It's impossible to have good mental health without policies and an environment that respects and protects our basic rights, like freedom of speech, freedom of the press, and the right to assembly. When we have these rights, we can feel safe and free, and that's important for our mental health. In the end, mental health is super important for everyone, and we can all take steps to keep it healthy by practicing good mental hygiene.

20.6 Glossary

Aesthetic development:- refers to the emergence of the ability to appreciate and critically evaluate art. It encompasses an individual's capacity to perceive beauty, recognize patterns, and engage with various forms of artistic expression.

Impulsive behaviour: - refers to acting suddenly without planning or considering the consequences.

Uncongenial: - a person or place as uncongenial, you mean that they are unfriendly and unpleasant.

20.7 Answer to Self-check Exercises

Exercise-1

Q.1 B

Q.2 True

Exercise -2
Q.1 c
Q.2 c

20.8 Suggested Readings

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20.9 Terminal Questions

- 1) Describe characteristics of a mentally healthy person.
- 2) Explain briefly the principles of mental health.

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