PARENT-TEACHER RELATIONSHIP

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Chapter 1

HUMAN GROWTH, DEVELOPMENT AND MATUARITY

"Development means a progressive series of changes in an orderly coherent pattern. It is a process in which the internal physiological changes and the psychological processes stimulated by them are integrated in a way which enables the individuals to master further and a new environmental stimulations." **—Elizabeth B. Hurlock**

"Development is the process resultant from a constant flux or interchange of energies within an organism and energies within its environment." **—McGrow**

"Human life proceeds by stages. The life periods of the individual are no less real and significant than the geographical ages of the earth of the evolutionary stages of life. Each stage is distinguished by dominant feature, a leading characteristics which gives the period its coherence, its unity, and its uniqueness." **—S. Feldman**

LONG ANSWER TYPE QUESTIONS

Q.1. **Explain the meaning and definition of development. Discuss the characteristics of development.** *Or*

Indicate the stages of development and forms of development. Describe the factors influencing development of an individual. *Or*

What are the main stages of an individual development and give a satisfactory division of human life span into the most accepted stage of development.

Ans. **Meaning and Definition of Development**

According to **Elizabeth B. Hurlock—***"Development means a progressive series of changes in an orderly coherent pattern. It is a process in which the internal physiological changes and the psychological processes stimulated by them are integrated in a way which enables the individuals to master further and a new environmental stimulations."*

Development refers to change in structure form or shape and improvement in functioning, e.g. hands only grow large but they also develop, because they also improve in their functions.

Thus, development can be defined as *"a progressive series of changes in an orderly coherent pattern, the term progressive signifies that the changes are directional leading forward rather than backward. These changes include change in size, proportions, disappearance of old features and acquisitions of new features at physical, social, emotional and intellectual and of daily living."*

Development can be defined as *"the emerging and expanding of capacities of the individual to provide greater facilities in functioning such as development of motor ability from uncertain step to proficiency in games. Development as a matter of fact is achieved through growth."*

Boring—*"By the term development, we mean the changes in the shape of the parts of the body and the integration of the various parts into the shape of the parts of the body and the integration of the various parts into the functional units as growth goes on."*

Development refers to interaction of person and his environmental surroundings whose after-products alter existing response tendencies in such a way as way as to increase—

1. Their strength. The degree of differentiation and
2. The organization of personality.

It refers to those effects up on the person's cognitive emotional systems which strengthen or enlarge one or more of them, increase their number or interrelate them in some different way. Development is confined to qualitative changes in the organism.

Development has the following main characteristics—
1. It is an interaction between person and his environment.
2. It is confined to qualitative changes in form and functions of the organism.
3. In involves a progressive senses of changes leading forward not backward.
4. In refers to acquisitions of new features at phsycial, social, emotional and intellectual and daily living.
5. It is the emerging and expanding capacities of the individual.

Characteristics of Development

The variation or individual difference is universal in nature and is known as the principle of variability of inheritance. There are two principles, one is of resemblance and another is of variability. The development process is governed by both the principles. It has the following main characteristics—

1. Product of the Interaction between Person and Environment—It is a process resultant from a constant interaction between the potentialities of a child and his environment. Heredity forces inherent in the genetic constitution or structure of the individual and environment factors infleunce the development of an individual.

2. Continuous and Life-long Process—It is a continuous process from the time of conception and up to the end of life. There are spirits in physical growth and psychological, functioning as increase in height and weight; acquiring vocabulary during pre-schooling and sudden rise in problem solving abilities during adolescence.

3. Individual Process but takes place in a Group—Each child has his own rate of physical, social, emotional and intellectual development. At different age-levels children have different rate of development. The rate of growth is very high in infancy.

4. Different aspects of Development are Inter-related—The physical, social, emotional and mental developments are inter-related. If a child is physically handicapped then his social behaviour will be retorted. The motor development has the positive effect on mental development of children. Different aspects are inter-dependent and assist on another.

5. Development Proceeds from General to Specific—Development of an individual is based on the principle of mass-differentiation and integration. The behaviour emerges more differentiated, refined behaviour and purposive responses and functions. The child acquired vocabulary of many words and the skill of communication develops.

6. Cumulative and Positive Process—Certain changes are based on the earlier development. During early age the children are encouraged for certain behaviour but latter on they are discouraged for the same. He begins to behave in different way, because development is always behaviours are refined.

7. Development is Bilateral to Unilateral Trend—There are two aspects of development physiology and function. During early period of life both are observed separately but gradually both the aspects integrate in the process of development.

8. Development follows a Systematic Sequence—There is difference in the rate of growth's and development among the individuals, but the development follows a systematic sequence among all individuals. There are several directional trends in the developmental process—

  (i) It starts from head and proceeds towards heel.

 (ii) It starts from the centre line of the body to the outer parts, more distant from it.

(iii) Locomotion develops in a sequence in all infants of different culture of the world.

9. Development has Uniform Pattern—There are various human races in the world but there is uniform pattern of development in their physical, social, intellectual and emotional development. The rate of the development is also uniform.

10. Development an Integrated Process—There are various dimensions or aspects of development, social, emotional, physical and mental. The changes occur in these aspects integrality. It means at different age-levels emotional, social and mental development is of same nature. There is simultaneous development in the these aspects.

11. Variation in Development—The nature of development in all aspects is similar or uniform pattern but the variation exists in the extent and intensity of the development in different aspects.

Stages of Development

There is great dispute among psychologists and scientists regarding the stages of human life. The age group is for class organization in schools, but it is system of solving problems of different age group subjects. A person tries to solve his problems of different age group subjects. A person tries to solve his problems by inventing ways and means. Development is process which has various stages.

According to **Saily**—
1. Infancy- (1 to 5) years.
2. Childhood- (5 to 12) years.
3. Adolescence - (12 to 18) years.

According to *Ross*—
1. Infancy - (1 to 3) years
2. Pre-childhoods - (3 to 6) years
3. Post-childhood- (6 to 12) years
4. Adolescence- (12 to 18) years

According to *Kalsnik*—
1. Prenatal Period
2. Neonatal - 3 or 4 weeks before birth
3. Early infancy-(1 to 15) months
4. Adolescence-(15 to 30) months
5. Early childhood-(3 to 5) years
6. Middle childhood-(6 to 12) years
7. Adolescence (12-18)-years.

Thus, there are various stages of development, but from educational point of view four stages are taken into consideration.
1. Prenatal period up to birth.
2. Infancy stage from birth to 5 years.
3. Childhood stage 6 to 12 years.
4. Adolescence stage 13 to 19 years.

Also known as *'Teen Age'*

The last two stages are most important for a teacher to understand the nature of development with regard to physical, social emotional and mental development. The first two stages are most significant for parents specially for mother to understand the nature of development of parental period and infancy of the children.

Forms of Development

Development is a process and it has some specific characteristics. The characteristics of development help or guide us to understand nature of development of a child. The following changes are observed during the process of development.

1. Structural Change—Growth concerns with the changes in height, weight, form of the body. It can be observed and measured.

2. Changes in Proportion—The child is the miniature of the adult. There is proportionate changes or growth in structure of an adult. The proportion is also noted in mental, social and emotional development.

3. Changes in Old Features—Some changes are observed in old features of an individual. These changes are caused by thymus and pinnal glands.

4. Acquisition of New Features—The old features gradually vanish and new features and acquired. There is change in teeth and growth in sexual organs. Maturation is the stage that an individual is ready to function.

5. Predictability of Development—The rate and speed of development provide the basis for the prediction of development.

6. Definite Pattern of Development—What-so-ever the form of development but if has definite pattern. It is the law of nature.

7. Development has Specific Characteristics—Each stage of development has some traits or specific characteristics. The most effective traits of each stage emerge in process of development. Every individual has to go through these stages. The behaviour which appears unique behviour during the process of development, are normal.

Factors Influencing Development

Growth is natural and automatic process but development is planned and deliberate efforts to bring desirable changes among children. Development process depends on heredity and environmental factors. Thus, it is influenced by these factors—

(1) Heredity features are intelligence, sex, race, secretion of glands, height, weight, structural features.

(2) Environmental factors are nutrition, fresh air and light, open environment, family status, culture, diseases and injuries.

1. Intelligence—The most important aspect of development refers to mental development, it depends on the intelligence of child. All other type of development are also influences by the intelligence. An intelligent child acquires new behaviour of a child reflect—his level of intelligence.

2. Sex—There is difference between boys and girls with regard to their growth and development. The body constitution and structural growth of girls are different from boys. The functions of boys and girls are also of different nature.

3. Secretion of Glands—The para-thyride glands make the body more sensitive and more emotional. The thymus glands influence the mental and chest development. It brings an early maturity among children.

4. Races—The racial factor has great influence on height, weight, colour feature and body constitution. A child of white race will be white, tall and smart. Even hairs and eyes colour are governed by the concerning race.

5. Nutrition—Growth and development of a child mainly depends on his food nutrition. The mal-nutrition has adverse effect on their structural and smart. Even hairs and eyes colour are governed by the concerning race.

6. Family Status—Nutrition and family status have similar influence. The poor family can not provide balance diet to their children. It will effect adversely.

7. Social and Cultural Factors—The behaviour and functional aspect is greatly influenced by social and cultural environment in which a child lives. They acquire values, feelings and attitudes.

8. Disease and Injuries—The mental injuries and other type of long disease have adverse effect on the development of children. ●

Q.2.   **Discuss in brief Maturation and Learning.**

Ans.   # What is Maturation?

Maturation and learning are intimately connected. But the two processes can be differentiated. Maturation is a development process within which a person from time to time manifests different traits, the 'blue prints' for which have been carried in this cells from the time of his conception. The idea of maturation harks back to the days of **Weismann** (1889) who considered the germ plasm as the process with any conscious effort. This is a continuous process. It means growth without training and practice. This process prepares the individual to learn a particular activity at a certain stage; *e.g.* a child of three is not mentallymature to understand. The abstract concept of mathematics, or on the physical side one-year old child cannot apply bowel because he lacks natural maturation.

On the other hand learning is a conscious activity of modification of behaviour which is a result of some experience, training or practice. In other words, learning is the improvement with exercise as contrasted with maturation which is improvement, independent of exercise. Learning, in contrast with maturating, is in enduring changes in a living individual that is not heralded by his genetic inheritance. It may be a change in insights behaviour, peception or motivation, or a combination of these. At a particular stage, all the children normally start sitting, crawling, standing, walking, speaking etc. Such behaviour is the result of maturation, whereas these children may also sing, play football, drive a motor cycle, swim in the river. Such is the result of maturation, whereas these children may also sing, play football, drive a motor cycle, swim in the river. Such is the result of learning. Learning depends much on maturation. A two months' child cannot be given a toilet training. A two year's child cannot be taught reading, a five years' child cannot learn typing. So, maturation is an important condition in learning. Maturation does not mean automatic growth of organism because the effect of environment before and after birth on development and growth is an established fact. Deficiency in material diet and any infectious disease which inflicts the pregnant mother, also has ill effect on new born baby. Maturation as the process of growth from within, is a kind of development that does not depend on the use function or characteristic activity of an organ. It consists in the general ripening of somatic and the more specific locomotor and vocal functions of creeping, walking, climbing, laughing, talking in the child. The child cannot utter syllabus until his speech organs and nerve centres have matured to a certain point. There is likewise an obvious ripening of gladder functions, and the growth of intelligent adaptation to new situations and certain other intellectual capacities—talents for art, music and the like. It is common experience, that as the child grows in size, his bones harden, his teeth come and many other changes take place in his body organism. He is said to be mature for a particular function at a stage, not by exercise or practice but by the natural process of "growing-up". Before any organ can function it must develop to a certain point. The heart, for example, cannot pump out blood before it is strong enough to do so: the lungs at birth are well developed for breathing. Unless certain nerve centres mature, walking or climbing in a child would not be possible. The child is able to sit before he crawls, creep before he can stand and stand before he can walk. For the motor co-ordinations in these uniform sequences the necessary nerve tracts should have matured.

Apparatus writes *"Tongue and muscles being attached to each other can do its function only in the stage of maturity."* It means experience has no role in maturity of organs e.g. at the time of birth the eyes of pups do not open. They open with the maturity of their organisms. When the eyes of the pups

become mature, we observe an exemplary change in their behaviour. There remains no doubt that this sort of change in their behaviour. There remains no doubt that this sort of change in behaviour is the result of any learning or experience. In 1950 Risen put new born chimpanzi in a dark room, resulting defect in his vision. In the stage of maturation an individual becomes nurturing. The child who is much ego-centric remains socially immature. And, when he becomes adult: his attitude towards every object of nature remains "what is there in it for me"? Further, when he comes in contact with others, then, instead of interaction with them he tries to attract them for his self through various activities. In other words such type of personalities are selfish in nature. Children, teenager and Adults may be socially mature if they grow in their mind the thought like," what I can get out of it"? or "What I can corner for myself."? if a person interacts with others, he is considered socially as well as personally mature. A feeling of self interest is also important for an individual, otherwise he will become dependent to others, Highly ego-centric persons are rarely successful in their life, as their ego is of such nature that they do not like to mix with others. There are also few persons who generally keep themselves busy all the times in Books, Music Tools, equipments etc. We call such persons as introvert not egocentric, individualistic but not unsocial.

Bearing of Maturation on Education

Training as well as Education both the principles are having their own importance. But, here is a controversy. Accordingly, when the body of a person is completely developed, he does not require any special training to perform his duty or behaviour in a right fashion. But, any how, training plays an important role in learning. Simultaneously, the study of maturation reveals the fact that training is Useless. Further, training plays an important role on the same age not earlier than maturation. Earlier training is useless.

Relationship of Training and Maturation

Often we face such critical circumstances, that we are not in a position to decide whether the new behaviour has been caused as a result of his learning or experience or his physical maturity. This is a very confusing stage rather. These behaviours have their relative importance in teaching and are of great practical significance. And, it all depends on the nature of the behaviour. In the opinion of few psychologists Training is a wastage of time. Earlier training can achieve certain objectives but when organiztin becomes mature enough same behaviour can be appeared in shorter duration and this is true for all kinds of simple physical behaviours. But, so far as more complicated behaviours are concerned training is also very important.

Characteristics of Maturation

Following are the important points regarding maturation—

1. Maturation is a Complete Behaviour—Maturation is a condition in which a person finds himself capable of doing a well directed behaviour. This behaviour is directed by physical and mental potentialities. The various types of activities in the child such as to button has shirt properly, holding things properly, seeking support of chair to stand etc., are all the indicators of his maturity. The complete behavour of the human being reflects in the form of his maturity.

2. An Important Condition for learning—Maturity is an essential condition of learning. The process of learning continues till death. Learning is the only source that makes human development complete, and its basis is maturation. The behaviour of the child is so quick, momentary and temporary that on account of his behaviours we can't easily rely upon declaration of any definite result.

According to **S. Alexendra**, *"If we analyses learning carefully without regard to its different forms, we shall discover first of all that it is a continuers process of modification involving changes and developments in the mental and behaviour patterns of the organism."*

3. Factors of Maturation—Maturity is the basis of learning. It has been considered as the process of learning. There are various factors underlying this process. These are—

(a) *Acquisition*—Acquissition is very helpful in modifying the behaviour. It is only acquisition, by which meaning nature and scope of learning is determined. It also helps making the learner mentally prepared to learn.

(b) *Retention*—In the absence of retention learner fails to express the acquired trait.

(c) *Potential Recall*—It is only this factor through which we form opinion about the maturity and learning behaviour of the learner.

Physical Fitness—The development of mature learning behaviour depends on learner's physical fitness too. The three factors Acquistion, Retention and Potential Recall perform their functions successfully only when body apparatus is capable in making the development of these factors properly. Physical illness or deficiency hinders the learning process of the child. Till the body apparatus is not stout or muscles are not strong enough, expected modification in behaviour of the child is not possible. It is in this reference that maturity has also been named as physical Fitness.

Necessary for Learning Skill—Maturity is essential for efficient physical and mental learning. To get proficiency in any work, attainment of physical and mental maturity is must. Maturity is a continuous process of human development. To attain this maturity, there is no need of external arousing objects or stimulus.

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

Training before Maturity is Useless—Arnold Gessel conducted an experiment to test the validity of the above statement on two girls twins. One girl at the age of 36 weeks was given training to Climb the stairs and second girl of the twin pari was not given any kind of training in this regard. After a gap of 52 weeks it was found that the capacity of both the girls to climb the stairs was the same. This shows that training imparted before maturity period remains useless.

Experimental Evidences—The Pscyhologists came to draw this conclusion that both kinds of behavour are important. Following are few experiments that supports the view—

Gessel and Thompsom, the two experimenters imparted training of swimming, running and jumping to a large group of small children. The group was further divided into two small groups-one named as Experimental group and the other as Controlled group. The controlled group was not given any kind of training in this regard. Comparing the two groups after a long time, it was found that the children of experimental group reflected their behaviour only at the stage of maturity while children from controlled group failed to do so.

M.B. McGraw repeated the same experiment on twins and got the same results.

Carmichael conducted an experiment on the embryos of the frog and the salamander divided the embryos into two similar groups; one was the controlled group placed in a glass dish filled with tape water, and the other, the experimental group placed in a glass dish filled with a solution of chlordane with the intention to put this group under the influence of an anaesthetic. The idea was to keep the experimental group absolutely 'inert' under anaesthetic conditions and to see if the normal swimming movements could develop or not Carmichael reported that even after half an hour, the drugged embryos showed coordinated swimming movements and in fact they swam so well that they could with difficulty, be distinguished from the members of the controlled group who had been free swimmers for five days. This experiment to see learning pecking behaviour of chicks. He took two groups of chicks. One group was imparted training and the other was kept in dark so that they may not observe the behaviour of the mature hens i.e. there was no chance for learning. When they were provided food, they showed pecking behaviour immediately; which was all as a result of maturation.

Similarly, D.W. spalding put the birds in the cage immediately after birth, and did not allow them to see the behaviour of other birds. After sometime when they are sufficiently mature, he opened the cage and saw that the birds flew immediately.

To sum up, the above experiments clearly demonstrate that to learn any activity, physical maturity is as important as mental maturity. Training imparted before maturity is of no use. Hence, before imparting training to the child, it is the foremost duty of the parents and the teachers to see that the child is fully matured or not from the point of view his physical and mental maturity. Disobedience of the norm will result into disappointment. In brief, maturation and learning are two different aspects of the same process.

S. Alexendra writes, *"maturation is essentially a process of modification from 'within', an 'innate' or development of the organism, and a growth in structure and function that occurs by reason of forces inherent in the organism itself."*

SHORT ANSWER TYPE QUESTIONS

Q.1. Write short note on—Development is dependent upon Maturity and Learning.

Ans. In the past there was a controversy among the psychologist as to what is more crucial in the development—maturity or learning. Some opted for maturity and the others regarded learning to be the crucial factor. Now it is settled beyond doubt that there is an interaction between the two. It is also proved that in the absence of certain level of maturity there can be no learning. The interaction between maturity and learning can be seen in three ways. It tells us about individual differences. It tells us why some individual cannot learn beyond a certain point. Thirdly, we know what age is most appropriate for a particular type of learning. Educational psychologists have made special investigation in this regard. Upon the basis of these studies individual differences have been noted. No two persons are equal and same. Individuals therefore differ in tense in their reaction. A situation which may be ridiculous for some may be serious for others. Briefly, people differ in their level of maturity and learning and they therefore have in different ways.

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HEREDITY AND ENVIRONMENT

"Heredity is the transmission of traits from to offspring"   **—Ruth Benedict**

"Heredity is the transmission of characteristics through the genes from the ancestors to the offspring."

LONG ANSWER TYPE QUESTIONS

Q.1.   **What do you understand by Heredity? What is the importance of Heredity in Education?**

Or

What part does heredity play in personality development? How can the teacher promote development of personality?   *Or*

What does the man gain through heredity and he does not gain? How far are we to give importance to those traits?

Ans.

Introduction

The study of heredity is very useful in the field of education. The study of heredity leads to the suitable answers of the questions : how does the child come into this world ? What powers and tendencies he brings with him for his growth and why does he want to keep his existence, after coming into this world etc. In this chapter we shall deal with the meaning, laws and the place of heredity in education.

Meaning and Definitions of Heredity

Meaning of Heredity—Every animate being has the power of creating offspring, hidden in him, and so they inherity their features in them. This process may be called heredity. The animate beings receive the following three characteristics through heredity—

(1) To achieve the equality of his species.

(2) To achieve some differences too.

(3) To achieve some peculiarities.

The definition of heredity—Some definitions of Heredity are given here :

(1) *"Heredity is the transmission of traits from to offspring."*   **—Ruth Benedict**

(2) *"It consists of all those traits and characteristics, which a person possesses because he is a specimen of the Home Sapiens."*   **—J. F. Cuber**

(3) *".....Heredity meaning simple the tendency of things to produce their own kind."*

—Beals and Hoije.

(4) *"Heredity is the transmission of characteristics through the genes from the ancestors to the offspring."*

Process of creation

The process of Creation is very complicated. The study of Biology is necessary to facilitate its detailed study, but we must know some essential facts necessary for out object. The following facts assist the undertaking of this process :

(1) The physical body of an animate being is the combination of the cells.

(2) Human life begins with the mixture of cell and Egg cell .

(3) Every cell is made of nucleus and Cytoplasm.

(4) The process of cell division starts with the mixture of sperm cell and Egg cell. And as a result, it is divided into two from one, and then in four from two, and so on and so forth they get divided into hundreds.

(5) Chromosomes and Genes lies in the Nucleus of the cell.

(6) Chromosomes and Genes prepare their copies and are found in each cell.

(7) The continuity of the Germ plasm remain as a result of this process.

(8) The "Germ plasm" is the original heredity and is the combination of chromosomes and Genes.

(9) Twenty four pair lines are found in Human species.

(10) The Genes may be prominent of secondary but they get mixed.

(11) Genes and characteristics of men are very closely related.

(12) The scientists imagine that 1,6777,216 different types of possibilities are required by the mixture of genes.

".....Heredity is a slow motion picture of revolution and just as the slow motion cinematograph picture reveals the beauty and efficiency of the individual movement of a horse in a race showing us, how a yard of progress made and maintained. So a study of heredity, shows as the relation between one generation and the next in the long chain of evolutionary progress". **—Mary Adams**

Efforts of Family and Blood relationship

The psychologists have made efforts to understand the importance of the heredity. Here, through the examples of the study of some families we shall prove that the characteristics of the parents pass on to their children too.

1. Dr. A. E. Winshop studied the Edward family—Mr. Richard Edward first married a famous lady named Elizabeth. All the offsprings of this pair gained the fame and among them, some became reputed Doctors, Orators, Professors and Politicians. Then he married an ordinary lady. Among the offsprings of this combination no one could gain prominence. They were ordinary beings only.

2. Mr. Karl Pearson studied the Wedgewood Darwin Galton's family—The study of this family revealed that descendants of this family for five generations had been the members of the Royal Society of England. They were considered reputed in various fields of social and cultural life.

3. Study of the family of Jukes of America—According to T.P. Nunn, in five generations of this family, from 1720 A.D. to 1877 A.D. all 1,000 male and female members took birth. Out of these 300 members expired in infancy, 310 members spent their lives in orphanages for 2,300 years, 440 members always remained sick, 130 members were declared culprits and only 20 members could learn some occupational art. The state had to spend about Rs 4,000 for the managements of each one.

The above references verify the statement of **Mary Adams** that—

".....Children are like their parents, there is a tendency for like to begets like, leading to a kind of conservatism, a preservation of type from one generation to the next, that is Heredity." **—Mary Adams**

Some Laws of Heredity

1. Continuity of Germ Plasm—The founder of this theory is **Mr. Weismann.** That sperm cell and Egg cell element, which is transmitted from one generation to the other is called Germ Plasm. As the original Germ Plasm is continually transmitted, so it is called the principle of continuity of the germ plasm.

2. Non-transmission of acquired traits—The virtues and views earned by the parents in their life-time do not get transmitted to the offspring. If the parents are lame or deformed in any way, then the offspring will not be deformed. Since these are the acquired traits, they do not get transmitted. Following experiments are being described to prove this point.

(i) Experiments of Weismann—Weismann was continually cutting the tails of rats for many continuous generations. He did not find the rats of any generation with their tails cut. So we come to conclusion that earned traits do not get transmitted in the offsprings.

McDougall and Pavlov do not agree with the experiments of Weismann. They say that physically earned traits may not be transmitted but earned mental traits are surely subject to transmission. Following experiments make this fact clear.

(ii) McDougall's experiments—The rats were placed in a manager with two channels. The first channel was lighted but rendered electric shock, if one passed through it. To understand there is no harm in going through the dark channel, the first generation made mistakes for 105 times, whereas in the twenty third generation they made mistakes only for 25 times.

(iii) Pavlov's experiments—The guinea-pigs the first generation came for their food after hearing the bell for 300 times whereas the rats of the fifth generation began coming for food on hearing the bell for five times only.

Even after these experiments there are differences in the opinions of the Psychologists, so further experiments are needed. Sometimes we find that the son of a learned man turns out foolish and on the contrary the son of illiterate man becomes a great scholar. So, it is not fully settled.

3. **Law of Variation**—**Darwin's theory**—When a living being does not use any organ of his body then that organ gradually varies in a few generation. *For example* there is possibility of a time when the duck may be without feathers, because it does not use it.

Lemark's theory—Originally the neck of giraffe was not so long. Due to this desire of eating, gradually the neck of grew long, now he can easily eat the leaves of high trees in dense forests. Thus, we can prove the change of form that takes place, when it provides some useful service to the species. That changed from gradually becomes a part of tradition.
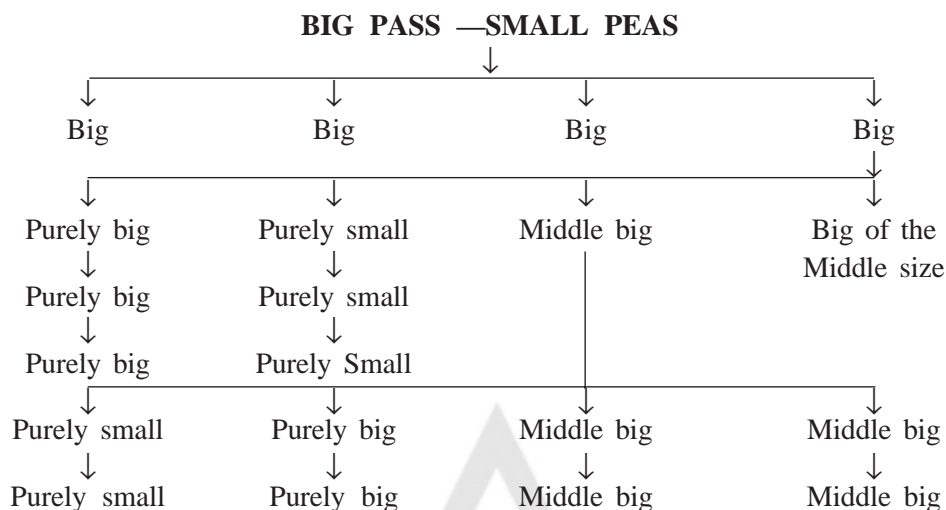
4. Law of Regression—As a result of the law of regression some times meritorious children takes birth in a very ordinary family of low standard and sometimes dull children are born out of meritorious parents, Generally people do not have any knowledge of such cases and thus, there are innumerable reasons for this regression. Some of the main reasons are as follows—

(i) If the combination of heredity lines is good, then it results in the creation of good offsprings if it is bad, then it causes the creation of bad offsprings.

(ii) Why meritorious offsprings take birth in ordinary families with low-standard ? This question may be answered by heredity. Man has two types of qualities. Dominant and Recessive. These traits transmit in the offsprings from the father to son and so on. According to the circumstances sometimes. Dominant traits get Recessive and sometimes *vice versa*. As a result, after many generations the traits of the ancestors are transmitted in the descendants. The psychologists say that the child receives half the traits from his parents, one-fourth from his grandfather, one-night from his great grandfather, and sixteenth from the father of great grandfather. **Ross** has said *"There is much evidence that in his mental development the recapitulates some of the history of his ancestors."* **—Ross**

5. Mendelism—The nature always likes to keep balance. Mendelism came out of the theories put forward by Mendel. It may also be called, "The theory of return to the main type".

Experiments of peas—At first Mendal sowed the mixed seeds of small and big peas in equal number. The small peas vanished and big peas grew. Again when bybird peas were sown even then influence of hybridism remained. Gradually, peas were again sown and in the end pure type of peas were obtained. The chart of the experiments as is follows—

BIG PASS —SMALL PEAS
↓

↓	↓	↓	↓
Big	Big	Big	Big
			↓
↓	↓	↓	↓
Purely big	Purely small	Middle big	Big of the Middle size
↓	↓		
Purely big	Purely small		
↓	↓		
Purely big	Purely Small		
↓	↓	↓	↓
Purely small	Purely big	Middle big	Middle big
↓	↓	↓	↓
Purely small	Purely big	Middle big	Middle big

Conclusions of Mendelism—Nature always wants to preserve the traits of species and the want to procreate the Pure species. Thus, we can say that her trend is towards the progress of type. That is why Mendelism is called the, "Law of Regression towards main type "**Mr. B.N. Jha** writes about Mendelism, *"The sum and substance of the whole thing is that the hybrids, when they come to form their own sperms (Female) produce pure parental types with dominant character."*

Effect of Hereditary Factors

The effect of hereditary factors on behaviour has been condensed by **Anne Anastasi**, a well known American Psychologist**.**

1. Hereditary defects may exist which makes normal development impossible such as in the case of inherited metabolic disorders.
2. A hereditary may affect development by making it difficult or impossible for the individual to interact fully with the environment. Such an example would hereditary deafness on the sex-linked characteristic of haemophilia.
3. Hereditary defects may make the individual more subject to particular type of physical disorders. This appear to be true in the case of hereditary feeble-mindedness in which respiratory infection is very frequent.
4. Hereditary factors determine some of the physical characteristics of the individual such as skin pigmentation, sex and stature.

Hereditary or genetic conditions set the limits but the accompanying environment factors may modify their effects.

Importance of Heredity in Education

We have through light on the meaning, definition and laws of heredity. Now we shall see the importance of heredity in the field of education and (we) shall prove that heredity must get proper place in education.

(i) Physical feature and education—We get the body by heredity and the object of education is the development of personality. Physical features are an aspect of personality. From, features and complexion are settled since the birth of the child. The education can undoubtedly make some development in hereditary body. So, it is the duty of the teacher, to make psychological study of the child according to the formation of the body. *Thomson says,*" By education we can add an inch or two to the stature of the child, but we cannot add a cubit.

(ii) The determination of intelligence limit—The psychologist say that the intelligence is determined since birth. Neither an intelligent, **McDougall** in this respect says, *"The most enthusiastic educator will hardly maintain that mans' superiority to guerrilla is wholly due to the more advantageous environment and greater educational opportunities. It is no less clear that men differ widely in respect of their native capacities."*

(iii) Importance of special heredity traits—The teacher must find out the special traits of the child. Which he has gained through ancestral line, with the help of intelligence test. If the child has interest in creative works, then he should be given the same type of education because essentially he bring some traits with him. The psychologists says "The child's mind is not like blank paper on which anything may be written"

"Heredity endows each individual with capacities aptitude and interests and it is for education is provide scope for the expression and lead them to the highest level of development".

(iv) Heredity endows man with power—Before entering the society, the man has some inborn powers. Following are the chief among them—

1. Reflexes, 2. Instincts, 3. Drives, 4. Emotions, 5. Temperament, 6. Capacity.

Socialization of man is based on the above traits which he secures by heredity.

A scholar has rightly said, *"Heredity gives us capacity and instincts which conditions the development of the child."*

(v) Influence of heredity and intelligence and character—Generally people do not recognise any special relation between the character and intelligence, and they say intelligent men may be characterless in the same way as the dull or unintelligent men, but modern psychologists say that co-relations may be established in them through education. They also say that intelligent man are comparatively less characterless than dull men. It means that the building of character mostly depends on the intelligence, which is gained through in building the character.

(vi) *Knowledge of heredity as the helps in understanding*—**The development of personality**—Generally, people's ideas concerning heredity are not well founded. As a result, they fall a prey to various wrong notions. All the questions like : how the child gets nourished in the mother's womp? How the child gains powers? What influence the embryo receive from the character of the parents etc.? They may be answered only through heredity. In fact, every psychologist and educationist studies heredity well.

First we have tried to put forward, the importance of the heredity. The teachers should not understand the only heredity determines the development of the personality of the child, but it means that the heredity provides the capacities for the development of the personality. Though heredity cannot be entirely changed through education, but it is undoubtedly true that soon changes may be caused by education, in the capacities of child, and it is essential, that native nature plays chief part in the development, It alone decides the possibilities through which the child may be educated.

"The education of the child must accord both in mode and arrangement considered historically."
—Herbert Spencer

"I prove to show in this book (Hereditary Genius, 1869) that a man's natural abilities are derived by inheritance, under exactly the same limitations as are the form and physical features of the whole organic world." **—Francis Galion**

"Heredity sets limits which cannot be overstepped and certainly manages cannot grow out of cotton seeds." **—Bhatia**

"Success of man in life depends upon the actualisation of potentially gained through inheritance." **—Aristotle**

Child is the product of heredity and environment and so, both the elements play important role in the development of the child. Here, we are to see the characteristics, which are secured from heredity and which are not all influenced by it.

(vii) Traits gained through heredity—No psychologist can decidedly enumerate the traits through heredity. No doubt every meanings certain traits through heredity. Had it not been so, the offsprings of man could not have been a man only. "Like begets like" is quite true. Features and form of an animate being are the special traits of species and they are gained through heredity. **Margaret Buster Kurti** and **Norman Many** say that there are some traits, whose activeness has been determined, *e.g.* eye, hair, complexion of body, hand, feet, shape of fingers, stature skeleton, etc. **Weisman** had cut the tail of the rats continually for many generations, but tailed rats took birth every time. Generally bodily structure is determined through heredity. Even hundred thousands of efforts cannot make any change in this respect. Crow cannot be made a cuckoo and a donkey into a horse can never be changed, though some reform in species may be made.

Medical science has provided that some corporal deformities and diseases are inherited e.g. colour blindness, hearing and pronunciation defects, Cancer, T.B., Dysentery, Leprosy, Dullness, unbalance emotions, insanity etc. are also the result of heredity. Special traits are also influenced by heredity, e.g. a musician descendants also show the tendency of learning music. This also is a contribution of heredity. So many bodily and psychic traits are gained by the people through heredity.

(viii) Traits that cannot be gained through heredity—**Mr. Patric** says that only continuous heredity traits are inherited in the child, but the traits earned in the life time of the parents are not to be inherited by the child. So, it may be said that earned traits are not transmitted *e.g.,* if a family has the talent of painting then it may be transmitted, but if some one member of a family has earned this quality than it will not be inherited by the offspring.

Some psychologists say that if the process of acquiring certain traits, continuous for many generations, then it becomes ancestral, Mr. Lamarck says that man tries to adjust with the environment according to his needs. This effort makes great changes in the original law of living and habits. Thus, new species gradually involve, having inherited the organs changed by the efforts of adopting with the changed environments. The example of Giraffe verifies this statement. As it had to make effort to reach his food in a every generation so his neck became long. Differences being found in the animals living in hot and cold countries also prove this statement. Hairs of the animals of cold countries are long, whereas the hair of the animals of hot countries are every small. The experiments of McDougall on rest and of Harrison on grasshoppers also prove the Lamarck's statement that descendants gain the traditionally earned traits also from their forefathers an inheritance. But the Weisman's experiments on rats contradict it and so it can be said that only those earned traits are transmissible which effect the sperm cells.

Many such traits grow in men which have no concern with heredity and they are the contributions of environment. Many sudden changes take place in womb which cause some traits, because, the environment starts influencing the embryo from the time of germination.

Bad environment may effect the child in such a way that it destroys that heredity traits while embryo lives in the womb e.g., the illness of the mother at such time may influence the child, even though such disease may not be in parents. Such circumstances cause weakness of the ligments, dullness, deafness, or blindness. So, all these traits which the man gains through external influences, have no concern with heredity.

Importance of Heredity?

If heredity is everything and maker of the fate then education becomes quite unimportant, but such a statement is exaggeration, Man who is the best creation, of nature, can be improved in his

natural traits through education. It diverts him to proper direction. It is also important that man can earn many traits in his life time. Had the development been based only on heredity then humanity would not have made so much progress. Heredity and environment both play equally importance part in human development.

Some scholars have given much importance to heredity. Mr. Galton says that merit is heredity. Hurbert and Spencer are also of the same opinion. Some Western countries like England and France give much importance to heredity and so the have separate schools for the boys of high classes. Russia has no consideration for heredity.

Heredity is not at all less important than environment. It is why we preserve the hereditary qualities in good many number. The Education creates suitable environment to develop these traits. Due to this reason the civilization has developed so much. T.P. Nunn says *"The child is the centre of creative powers and he uses the heredity and environment as a means of development."*

Q.2. **What do you understand by environment? What is the difference between Heredity and Social Tradition? Give the comparative importance of Heredity and Environment in education.** *Or*

What is the role of Social environment and cultural factors in the development of personality? Give suggestions for the improvement of environment at home and schools. *Or*

Discuss the effect of environment on the mental development of a child.

Ans.

Introduction

Life and environment are, in fact, co-relates. Man is a slave to environment. The child may have all kinds of capacities but they cannot develop fully without proper environment. The environment starts influencing the child since stage of embryo. This influence has been called by Western Scholars as "Social Heredity." The present question will deal with meaning of environment and the difference of hereditary tradition and social tradition and importance of heredity and environment in education.

Meaning and Definition of Environment

The child, when he comes to this world, finds himself surrounded by innumerable objects and circumstances which influence him. All these things, except the child, from the environment. **P. Gilbert** says, *"Environment is anything immediately surrounding an object and exerting a direct influence.*

—T. D. Elliot

"The field of effective stimulation and inter-action for any unit of living matter."

—E. J. Ross

"Environment is an external force which influence us."

Classification of Environment

1. Natural Environment—It includes the natural things that are never influenced by man's intelligence and powers. e.g. air, water, mountains, moon, sun, etc.

2. Social Environment—Man is always surrounded by society because he is a social being. This society remain with him from birth to death.

3. Cultural Environment—It includes the social rules and regulations, traditions, institutions, customs, etc.

Differences between Social and Hereditary Traditions

Traditions are of two types—
(1) Biological Heredity and
(2) Social Heredity.

Similarity between these Heredities—

(1) The aims of Biological and social heredities are similar, though there are differences in their respective working.

(2) Both have racial and social bases instead of personal.

(3) Both are useful for the race and society. They have prove their utility in the struggle of life an assist in keeping the existence.

(4) The behaviours concerning racial and social heredities are carried out without any deliberate attempt.

(5) Both influence is our behaviour. As racial heredity determines our behaviour to a great extent, similarly the prevailing to thoughts, benefits, traditions, customs and ways influence us.

Their Differences

(1) The racial heredity is found in the offspring due to the contact of the male and female, but social heredity is the result of the contract at the former and latter generations.

(2) Racial tradition is important for human race as well as animal world, but social heredity has its importance in rational beings.

(3) Racial heredities cannot be changed but social heredity can be changed.

(4) Racial heredity influences the physical features, but social heredity influences the mind.

(5) Racial heredity is one, but the child may be placed in different social heredities.

The similarity and difference of both the heredities play an important role in the development of the child

Importance of Environment in Education

1. Views of Environment (a) *Views of Locke*—In view of Locke, the mind of a child is like a blank paper. He called it,"Tabula Rasa Theory." The child will behave as he is educated, and the individual differences in the behaviours of the children result from the education. It means that a child cannot be moulded into any form through education.

(b) View of Helvetius. **Helvetius** is of the view that if two persons, are kept separately, they differ in their capacities. He also holds the view that the differences came in man due to different educations**.**

(c) View of Robert Owen—He has also supported the views of Helvetius. Owen says that the development of men is influenced by environment and not by heredity. He says that we are made by the society. We receive the means of improvement by the society and education is the main amongst them. It means that good education can make a man good in character and intelligence.

(d) View of Herbert—According to Herbert, Human improvement depends on education. His character depends on thought and ideas and though are carried by education. The education is dependent on environment. Thus, we may say that the environment is the only helper in the progress of the man.

(e) View of Hayward—He has opposed the view of Galton that man's personality is determined by the heredity only. He says "The child is endowed with some inherited tendencies but that are so plastic that they can be moulded almost in any way, according to educator's desires"

(f) View of Gandolle—He studied about 552 famous men, these scholars were the members of 'Paris Academy of Science,' "Royal Society of London' and 'Royal Academy of Berlin'. They have become great scholars because they had secured proper environment.

(g) View of Huxley—The environment of education is determined by the school, where the students grow under the supervision of the teachers. Thus, the environment is everything in the development of the child.

Professor Dubey, the Russian psychologist Pavalova, Dr.Roth Benedict, Dr. Alvamirdal (UNESCO) of U.S.A etc. have proved by their studies environment is the main influence in the field of education.

2. The influence of Environment on Intelligence Quotient—Certain circumstances determine the intelligence quotient. It gives out the present capacity of the child. Intelligence quotient enables the quantity of the education the child has gained and it also gives the nature of environment. If the child is placed in a good environment then his mental capacity may grow. Children should be kept away from the improper environment so that their mental capacity may not go down. Good environment should be produced in the schools.

3. The Environment determines the Directions of Development—The direction of man's development is determined by the period when he acquires education as a child, from his parents and teachers. In reality, to be good or bad of the child, depends on the environment. One man becomes a sage, the other a business man, the third a thief and the fourth a culprit, though all of them might have been born of the same parents. The reasons of such a difference is found in their environments. **MacIver** has remarked, *"It inter-penetrates life everywhere. It directs or diverts, stimulates or depresses man's energies. It moulds his speech, it subtly changes his frame. Nay, more it lives within him. It is recorded in his muscles. It works in his blood."*

4. The Child is the Result of Environment—He comes in the womb at germs cell. The child as embryo is very much influenced by the character, nature and behaviour of the mother. **For example** Abhimanyu had learnt the art of breaking" Chakravyuh" in his mother's womb. In this reference, **MacIver** and **Page** write, *"The organism itself, the life structure, is the product of past life and past environment. Environment is present from the beginning of life even in the germ cells"*

5. The Environment gives really too many Capacities of the Child—Suppose some child is born with extraordinary hereditary germs of genius and intelligence, but, due to certain reasons, is freed to live with the best of forest, instead of social environment. It is then possible that the child shall be intelliget? No neve? The study of unsocial children named Kamla, Ramoo, Aanne and Isabella has proved that all of them were fully unsocial. Thus, the responsibility of the development of personality of the students lies on teachers. They should reform the capacities of the children and given them actual form. It means that they should create good environment. **MacIver** has truly remarked *"Environment is the means, the vehicle of life, it alone grants or denies actuality to each of the seemingly infinite potentialities of life."*

Comparative Importance of the Heredity and Environment of Education

(1) Inseparability of Heredity and Environment—The study of heredity and environment shows that both should be given equal importance in the field of education. The duty of the educationist and psychologist is to take of a good deal of care of the heredity traits of the child. After that, they should try to create good environment for the children. As body and soul have no importance without one another similarly, heredity and environment are also important for each other. Their combined influence helps the growth of the child's personality. In this respect MacIver and Page say," Every phenomenon of life is the product of both Each is as necessary to the result as the other. Neither can ever be eliminated and neither can never be isolated."

(2) Heredity and Environment are complementary to each other—Educationist and psychologist should be fully aware of the fact that heredity and environment are complementary to each other, The child brings certain capacities with him by heredity for his development, but the teacher should also create suitable environment. Only then the complete development will be possible. **Landis** and **Land** is write about these two factors, *"Heredity gives us the capicities to be developed but opportunity for the development of these capacities must come from the environment. Heredity gives us our working capital, environment gives us opportunity to invest it."*

(3) Role of Free-will power of the child in his Development—We have seen in the above paragraphs that all the scholars have given importance to the heredity and environment only, but they forget that the free will power of the child also has its importance. This idea was, at first, expressed by an

educationist, **T.P. Nunn**, in the following words, *"She fundamental fact is that it (the child) is a centre of creative energy which uses endowment and environment as its medium so that the elements it receives from nature and nature do not themselves make it what it is, except in so far as they basis of free activity, which is the essential fact of its existence"*

(4) The Final Conclusion from the Education point of view—We have proved above, that heredity and environment are, inseparable and complementary to each other. Side by side Nunn's theory has presented the function of the free-will power of the child in its development. Though modern psychologists do not agree with the idea of Mr. Nunn, yet it cannot be neglected. Our object is to educate the children. The teacher should, therefore, make the following arrangements in the field of education with hereditary and environment in view—

(1) The teacher should not think that he cannot cause any change in the heredity of the child. If the teacher succeeds in creating an environment of high standard, then necessarily there will be change in the original powers of the child.

(2) It is very difficult for the teacher to know the heredity of the child; so the creation of various kinds of opportunities is essential for their development.

(3) Good environment can cause development in the morality and the beauty of the child.

(4) The teacher should try to know the hereditary traits of the child and should present means and methods for the development of the child. Indeed the teacher may control the environment. Thus, the capacities and qualities of the child can be developed to a certain limit. Following quotations in this regard, deserve special mention.

(i) *"It is futile to except the child to overstep the limits set by his heredity but the educator can always help him within limits by providing favourable opportunities in environment for the best development of his inherited capacities of endowed powers"*

(ii) *"Education can eliminate those influences and circumstances which inhibit and stunt he full growth and development of inherited traits and capacities, and provide for those that favour it."*

(iii) *"Education will see that potentialities, to whatever extent or present, are not wanted so as not to make the poet lament that full many a gem of purest ray serene' is lost to the world."*

Improvement in Environment

Education itself is an environment through which child's physic, mental, social and emotional development takes place. The child, while he receives education in the school, gets completely influenced by his home as well as his fellow-students, and the society at large. If all the aspect of true education are being used in the proper manner in the school, but the external environment is defective, then the education cannot be successful. In order to give him proper and successful education, it is essential to plan the whole environment properly.

Home is the first school of the child land he receives the maximum influence from it, It is therefore, necessary to improve the environment at home. There should be affectionate, simple and peaceful environment so that the child may make his proper development under the shade of his elders. Those children who have lost their parents and could not get their affection, always suffer from some defect or the other throughout their whole life.

In certain families the environment is had due to divorce, or separation or mutual quarrels among the father and the mother. The specialists say that the children of such families should be educated outside the home. In its report, the committee for the care of the Children, London, has said that the proper development of the children can take place if they get affection from other quarters. Arrangements should be made for their residence in boarding house in order to keep them away from the unhealthy

environment of the home. On getting proper environment in the boarding house, the child gets rid of the mental tension, Mr. W.Vinicott and C. Britian agree with this view.

In well-to-do families, if parents are careless, then they cannot provide for the proper environment for the development of the children. In poor families, due to want of recreation, nourishing food, and cultural environment children cannot get proper environment. **Dr. Alva Miradal** has given following suggestions for the development of family environment.

1. Poor families should be given help by the Government or there socials institutions.
2. The Government should build open well ventilated and cheap houses for middle class and poor families to enable the children to get freedom privacy. In the cities there should be public parks, gardens and play grounds. There should also be equipments of recreation.

In both of the parents are engaged in any business or work, then the child cannot get proper environment. The parents do not get proper time to participate in the interests of the children. In such circumstances, the mother's working should be curtailed so that she may look after the educational and cultural activities of the child**.**

To create suitable family environment, it is necessary to check the separation and divorce Educational standards of the family should be raised so that divorce, separation and ordinary family feuds may be avoided. There should also be arrangement of social welfare and woman welfare services. There should be training centres to solve problems concerning the family planning and marriage.

UNESCO has given the following suggestions for the improvement of the environment at home and school.

1. Psychological needs of the children should be fulfilled in homes so that their personality may clearly be developed and the idea of world citizenship may be created in them.
2. There should be Guardian-Teacher Associations, Children Welfare Centres, Children Centres and they should explain the psychological needs of the parents
3. The child should be provided with the facility of play so that his mental and emotional development may be possible.
4. If the environment at home, is not good, children should be lodged in boarding houses.
5. Arrangements, should be made for Playtherapy, Guidance and mental treatment, if the child is patient of any mental disease.
6. If there is any natural quarrel in the family, then they must be found out and removed.
7. Property trained and psychology knowing teachers should be appointed in the schools.
8. Children should be given suitable literature to read according to their age. There should also be good arrangement for films and radio programmes for the children.
9. Proper attention should be paid to the organisation of the school.

●●●

STAGES OF HUMAN DEVELOPMENT

"Adolescence is the period of stress and strain." **—Stanley Hall**

"The age of great ideals and the beginning of theories as well as the time of simple adaptation to reality." **—Jean Piaget**

"Guidance is that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his personal situation and to plan his future in line with his interest, abilities and social needs." **—Hamrin and Erickson**

SHORT ANSWER TYPE QUESTIONS

Q.1. **Explain the principles of the child-development and bring out the various stages of the development of the child. Also explain the stage of infancy in the development of the child. What should be the form and system of education during the infancy of the child?**

Ans.

Introduction

Since the child comes to the womb of his mother, his development starts. But this development is neither very apparent not it can be studied. In fact, the development of the child starts from the day of his birth. It is the development of the child from stage that is studied and taken into consideration. We can give a proper system of education only when we have understood the psychological mysteries of the background of the child. With this aim in view, various stages of the development of the child are studied. In the following pages, we shall make an attempt to study the various stages of the development. We shall also discuss the form an the pattern of education that should be given to the child or the boy during the period of infancy.

Theories of Development

Various psychologists have put forward various theories in regard to the development of the child. Normally, two theories are quite important and play a vital role in this regard. These theories are given below—

(1) Theory of periodical development—According to the theory it is believed that the development of the mental activities of a child takes place according to a certain in order. Prior to the exposition of this theory, psychologists believed that various psychological activities develop separately. At a certain stage a certain psychological power takes birth and starts growing. It completes perfection quite quickly. If memory develops first, then it should not develop after reasoning power. In short, this theory believes that according to the development of the child in age his mental power go on developing.

(2) Theory of concomitant development—This theory believes that the psychological activities and powers grows all at a time. The theory of periodical development was severely criticised by various psychologists. They were successful in proving that a particular mental power does not grow and develop at a certain physical age. Mental powers are always present in the child and they go on growing from time to time. It is only their expression that comes out at different period and time. According to the

theory of periodical development, various powers develop according to the order of the age, but theory of Concomitant Development believes that all those powers develop simultaneously. No doubt, it acefile that certain power may, according to circumstances, take different forms of development.

Indian concept of the development of a child

India is also quite rich in the field of thinking about the development of the child, Kalidas, the famous Sanskrit poet has his own views in this regard.

Manu Smriti has also laid down the various stages of the development of the child. Srimad Bhagwad Gita, the famous scripture of Hinduism, has also laid down the various stages of the development of the child.

In short, it can be said that according to Hindu scriptures following are the stages of the development of the child.

(1) Infancy of Kumaravastha-From birth to 5 years of age.

(2) Childhood or Pangandavastha—From 5 to 10 years of age.

(3) Boyhood—From 10 to 15 years of age. This stage is called Kishoravashta.

(4) Youth or adolescence—This stage starts at the age of 15 and continues further.

Stages of the development according to Dr. Johns—**Dr. Johns**, the famous psychologist, has put forward the following stages of the development of the child :

(1) Infancy—From birth upto 5 years of age.

(2) Late Childhood—From 5 to 12 years of age. This is also sometimes termed, as 'Boyhood'.

(3) Adolescence—After 18 years of age.

(4) Adulthood –After 18 years of age.

The physical development and other development that take place during these various stages of development are given below while discussing the various stages of the development of the child.

Infancy

A. Physical development—During infancy, the following development in the body of the child take place :

(1) This stage of the child is very important. During this period the child is quite tender. He solely depends upon his parents for food and other necessities for existence. This stage of gradual development.

(2) The entire structure of the body starts functioning and a short of balance comes in the various organs of the body. Future health of the child depends upon the foundation that is laid during this stage. It is, therefore, necessary that nutritive food should be provided to him.

(3) It is during this period that the child starts walking. He also plays. This gives him exercise of the body. Sir George Newman is of the view that for the proper development of the body this suggestion is very proper and useful. It is so because whatever is done to them at this stage, has a direct impact on his body.

(4) By the age of 2½ the mind weight two-third of the entire weight of body. Psychologists are of the view that by the age of 7 the weight of the mind assumes its perfect shape and weight.

(5) At the age of 3 the co-ordination between the mind and the body of the child starts. By and by his hands and feet also grow strong. As he starts learning, he also grows independent and self-reliance

(6) A year after the birth the weight of the child grows three times.

(7) There is co-relation between the development of the body and the development of mind. If the above man of the body is proper, the development of mind shall also be proper.

(8) By the age of 6, if there is no retarding factor, the growth of the child comes to 40. In other words the boy becomes tall by 3.

(9) It is during this stage that the teaching starts. Doctors are of the view that the teaching has a complete influence on the entire body. By the end of the age of 5 years about two-third of the teeth have come out.

(10) For 3 to 4 years of the age the speed of nervous system is quite fast and quiet quickly. In other words, the child uses his nervous system ……

(11) During this period, there is no difference between the body of the male child and the female child.

(12) Almost all the organs of the body start functioning during this period and so there is balance and co-ordination in the action and activities

(13) In the last phase of the infancy, hands start learning independently. The child is also capable of standing on his feet and doing various jobs

B. Psychological development during infancy—Man is psychological being. In order to understand the development of the child properly, we shall have to understand the relationship between the development of the body and the development of the mind. With this point in view, we have already seen the physicals development that takes place in the child during the period of infancy. Now we shall try to examine and study the psychological or mental development of the child during infancy. It is under the mental development that the development of the language, emotional development. Social development and moral development are put. We shall now try to study them only by one.

(1) Development of the language—Since the very birth, the child is able to cry and make noise. After a few months his power of imitation grows and on the basis of the tendency he is able to create certain meaningless sounds by hearing certain big words and sounds. He creates sounds like Aa, Maa, Paa, Baa, etc. Afterwards. As the social environment grows, the development of the language takes place at a fast speed. Professor smith is of the opinion that the child at the age of 8 months does not know even a word and as the age of one year he is able to speak 3 words, at the age of two years he is able to speak 272 words, at the age of three years he is able to speak 896 words, at the age of four he learns 1,540, words at the age of five years he is able to speak 2,072 words, and the age of six years he is able to speak 25,627 words

(2) Feeling of love or sex in the child—Modern psycho-analysts are of the view that the feeling of love in the child is solely dependent upon the sex feeling or the sex instinct. The sex feeling of the child is purely guided by the self-interest of the infant. He loves almost all the organs of his body. It is said that sucking of the thumb or the toe is nothing but an expression of the feeling of sex. In the terms of Freud, such a love is called Auto-erotism' or Narcissism'. After two or three years the child starts loving the mother or the father. The male child loves the mother and the female child love the father. The body or the male child wants that father should not love the mother while the female child wants that the mother should not love the father. Psycho-analysts call these Complexes as Edipus-complex and Elektra Complex, respectively.

This sex instinct goes on developing by and by. Later on, such pleasure are differentiated and he is able to seek specific sorts of pleasure.

(3) The child is not able to adjust himself with the environment—During infancy, the child wants to have the complete control of the attention of his parents and other members of the society. He is not able to adjust himself according to the environment. He always wants to live with the parents and other members of the family. Even if a slightest change is made in the environment, the child starts weeping and crying and also perform certain abnormal physical actions. Sometimes he also falls sick.

(4) Fertile imagination—The period of infancy is the period of fertile imagination. Day-dreaming, fairy tales, fantasy, make-belief play is an important part in the infancy of the child. The child thinks that the imaginary world of the child is the real world. In order to satisfy his instincts and tendencies, he roams in the imaginary world. The child does not realise that there is anything real except the imaginary world that he himself created. At this stage, it is necessary to give due regard and recognition to the imagination of the child.

(5) Abundance of imitation and repetition—During infancy, children are very fond of imitation and repetition. It is through this process that the child learns. The child tries to imitate and repeat the actions, conduct and behaviour of the parents and other members of the family. During this period, imitative plays are normal played.

(6) Pre-dominance of instincts and impulses in the behaviour—The period to infancy of the child is very much dominated by instincts and impulses. The child is not able to fact in a planned way. He is guided by impulses and instincts in seeking food, drink etc. Pleasure is the most dominant factor during this period. Food and hunger plays a very vital role in all the behaviours of the child. Curiosity and self-assertion are also quite strong during this period. Instincts of construction and acquisition also play their part. Since it is period of rapid and quick growth of the child, various instincts try to raise their hands and find expression. The child tries to catch the flame of lamp, starts sucking the toy but near him, and, if any body takes away the food or the toy put near him, he starts crying and weeping. In short, the basis or foundation of all behaviours is one instinct or the other.

(7) He has no power to discriminate between right and wrong, desirable and undesirable—During infancy the moral development of the child has not taken place and so he is not able to distinguish between right and wrong. He is guided by the advice and directions of his elders and parents. Thing that is told bah to him by his parents is bah and the thing that is told good to him is taken by him as good.

(8) Emotional development of the child—During this period the emotional development of the child is based on instincts. Emotions develop with the growth in the age. At the age of two or three years, emotions like anger, hatred, wonder, fear, love etc. grow up and develop and these emotions influence attitude towards lie. According to Jersild, "..... a child goes through many emotional experiences which, in theory at least, may influence his attitude towards life before has established the chain of recollections such as a person draws upon for an autobiography or for reflecting upon his past."

Though in theory the significance of early emotional experiences has been accepted, reliable researches are still required to support this point of view. It is accepted that emotions do play a significant role. But the nature and extent of these influences are still to be determined by systematic research.

(9) Rapid growth and development of the psychological activities of the child—Montessori and Froebel, the famous educationists, are of the opinion that at this stage the mental activities or tendencies of the child develop at a brisk speed. The child tries to understand the factors of his environment. Jessel, the famous psychologists, is of the opinion that the child during his first 5 years is able to learn the double of what he is able to acquire in his latter 12 years.

(10) Egoism—Egoism is an important feature of infancy. During this period the child likes to be the centre of all the activities of his environment. He wants that all that is done should be appreciated and applauded. He tries to own everything that catches has infancy. Because of this feeling, he is happy in the company of his toys. It is due to egoism that he is jealous of his brothers and sisters. In fact, how wants to be the master of all that the surveys.

(11) Phase of solitary play—Infancy is a period when the child wants to be engrossed in solitary play. He does not like the company of other. When he is placed in the company of the elders, he tries to snatch away their things and puts hindrances in their work and play. In short, the child is very much self-centered. He does not like other to share his play, and also does not like other to join him in play and games. In the words of Kashyap and Puree—"Infancy is a period of solitary play and the infants are too self-centred to share their play, with others of to join others is play.

C. Social Development during Infancy—Social development during infancy can be understood properly it we keep in mind that the socialisation process plays as extremely significant role in the social development of infants. Discussing the nature of the socialisation process, **Don C. Drikmeger** writes:

Socialisatoin is the process by which the child learns to interact with the expectations and obligations of various groups. Essentially it learning and living the culture of the group to which one belongs. The basic needs of all children are the same. Differences between societies can be observed in the way in which children are taught to manage their needs.

One of the most significant task that each human being must face is that of adjusting to others. The child must learn ways of developing effective social relationship.

The process of socialisation helps the growing infant to develop certain skills both physical and mental which enable him to differentiate, to emphasis and to understand others, the infant also learns to realise that too much dependence on anybody is not desirable after a certain period of time. Parents with care may try to develop independence in the infant by giving heir such opportunities as will develop self confidence in him.

In this context Celia Strendler has mentioned two critical periods in the socialisation of infants and children. The first critical period arrives when the infant beings to make a variety of attempts to control the mother. The infant begins to develop a set of expectations leading to dependency. During infancy the dependency needs are met by parents.

According to Strenlder the next critical period comes at the age of two to three years. It is during the period that the infant must learn to give up his control of the mother, except his dependence on her, and also learn to be independent in socially approved manners.

While passing through critical period of socialisation infants experience some anxiety but the love and affection of the mother minimises it. If infants are denied "mothering" they become socially inresponsive and apathetic. This is supported by the studied of W, Goldforb. R. Spitz and John Bowlby.

E. Erikson has mentioned eight stages through which an individual has to progress for his social development. During infancy the first and second stages of Erikson's concept occur. According the first and second stage in the social development of the infant is characterised by trust contrasted with mistrust. If the infront is looked after with love and affection he develop trust and security. "If the infant can endure the mother's absence without becoming anxious because he can depend upon his mother's satisfying his needs he has passed through this stage successfully. If the child is inadequately handled he becomes insecure and mistrustful."

The second stage of Erikson's concept is termed as autonomy versus shame and doubt. It is at this stage that the infant is given toilet training and learns and manage himself in socially approved ways within the limits of physical and mental abilities.

Form of Education during Infancy

Adler is of the opinion that infancy lays down the entire programme for the future life of the child. Similarly, Freud is also of the opinion that within four or five years the child becomes what he has to grow in the coming life. In short, it can be said that infancy occupies a very important place in the life of the child. Education of this stage of the child should also be of a specified and psychological nature. It should fulfil the following requirement—

(1) During infancy many of the qualities of the child are dormant. The education should aim at awakening these dormant qualities.

(2) There is a close relationship between the environment of the child. The environment in which the education is imparted should be clam and peaceful.

(3) Music should form an essential part of the scheme of education for this stage of the child. Music is able to reform and improve the beastly tendencies of the child and so the music must be included in the education.

(4) Play is the life of the child. For the education of the child at this stage, the guardians and the teachers should make arrangement for proper atmosphere and scientific and good toys.

(5) During infancy the child is completely innocent. If there is some defect in the family, it should be removed at the earliest, otherwise the child is likely to learn it.

(6) Parents are the first teachers of the child. It is they who lay the foundation of the education of the child. They should, therefore, try to pay special attention towards the children and take care of their education.

(7) Child at this stage is helpless and dependent. Sometimes they have to become a prey of the domestic unhappiness. It is, therefore, the duty of all human beings of the world to take care of this future wealth of the nation. They should take special care of not only the education of the children but also their well-being.

(8) Education should give proper importance and place to the desires and wishes of the children. This is so because, if the wishes and desires of the children are repressed, their future is married.

(9) The power of thinking and reasoning should be developed in the children so that they may keep themselves away from the bed deeds and also saves themselves from bad ideas.

(10) The language that the child speaks in his normal and natural discourse is called the mother tongue. This language is easily understood by the child. Effort should, therefore, be made to use the mother tongue as the medium of instruction for the child at this stage. This would enable the child to acquire the knowledge successfully.

(11) The instinct of curiosity should be developed. This instinct would widen the field of the thinking of the child.

(12) Social qualities should be developed in the child through education. In order to develop the social qualities the children should be divided into various groups and made to play and work together.

(13) A sound mind houses in a sound body. A child can progress successfully only when he has healthy body. Physical education, therefore, should form an essential part of the education of the infants.

(14) Famous thinker, Rousseau, was of the opinion that hand, feet and the eyes are the first teachers of the child. It is under the guidance and with the help of there teachers that he is able to recognise things and learns within the period of 5 years . The education should, therefore, aim at keeping these organs healthy and strong.

(15) Systems of the education through playway methods occupy a very important place in the field of education of the children. Teachers who use these methods, be a generous nature and ready to help other. It is only with these qualities that a teacher is able to handle the future flowers of the garden of the society. Without these qualities, the teacher shall not be able to handle the children properly. ●

Q.2. **Give an account of the physical emotional and cognitive development during childhood.**
Or
What are the main characteristics of social development during early childhood. *Or*
Write a note on the education during early childhood.

Ans. ## Physical Development

After the period of infancy, the period of early childhood begins. The age range of this period is generally from three to five years. During early childhood the development trend of infancy continues. Let us consider the chief characteristics of this period.

The years of early childhood are marked by rapid physical growth and development. But growth in height and weight is not so marked as it was during infancy.

When the child is about five years old, his eight increases by about nine inches from the height which he have at the age of two years. During early childhood the weight of the child increase by about

two kilos every year. But individual differences to occur. Some children gain weight slightly and some do so at a rapid rate.

At the age of five, the average weight of a boy is about twenty-two kilos and his height is about four feet. At the same age of five, girls are slightly shorter and lighter than the boys.

During early childhood a child tries to co-ordinate his mother skills and learns new motor skills. According to Gesell, five years old children are generally above to control their movements and manipulate their fingers properly. During this period, children learn to put on clothes and acquires skill in writing. During early childhood the child makes good progress because learning and maturation contribute towards his physical and motor development.

In the context of managing a changing body and learning new motor patters during early childhood it has been stated :

"From the physiological point of view, the large muscles are by now well developed, and the child is faced with the task of becoming proficient in their use. He must start to develop skill in the use of his arms, legs, and trunk.

The child accomplished the task by becoming enormously active. He gains control of his body by running, jumping, and climbing. His play has a serious purpose and it involves the expenditure of great quantities of energy. With effort, skill increase and children become good at skipping, riding tricycles, and dancing to rhythmic tunes. The successful child, increasingly secure in his ability to control his large muscles, is exemplified by the young daredevil walking along the ledge of a stone well.

Many children who enter the first grade, are at work on this development task. The understanding teacher will provide opportunities for physical activity and will not expect the impossible in terms of muscular control.

Although the finer muscles of hands, and fingers are not yet well developed enough for purposes of fine manipulation, the child now has this task of improving co-ordination. He is expected, for example, to learn how to dress and undress himself. He becomes able to pull on and off certain items of clothing, but such achievements as tying shoe laces are physiologically still difficult. He is able, with effort, to master such an involved process as picking up a cake of soap, turning water faucets, and washing his own hands. He comes to take pride in his ability to paint "pictures" and takes them name for mother and father to admire"

Emotional Development

During early childhood the emotions of young children become differentiated. As children increase in age from about two to five, there is a steady decline in the expression of anger. But according to F.L. Goodenough specific anger outbursts during the first eight years of life do not change materially., In other words, Goodenough is of the view that there is no particular evidence of decrease or increase in the duration of anger during this period.

Goodenough had found that during early childhood children become angry due to the following causes—

(a) Conflicts over routine physical habits, such as objection to going to the toilet, to bed coming, to meals or to having the fact washed.

(b) Conflicts with authority, such as the child's response to being refused permission to carry out some activity to being forbidden some activity in progress, to being punished, and to having to take the logical consequences of him own act.

(c) Problems of social relationships, such as being denied attention, inability to make desires understood, a blocking of desires, to share in the activities of others, and unwillingness to share or a desire for someone's else's possession.

Children of three and four years in age, experience social difficulties with their playmates. According to Watson, "The most general conclusion to be drawn from the over-all results of the Goodenough study is that commonest source of anger she found were situations which interfered with the goal-seeking behaviour of the children." In short, anger is produced by frustration which leas to aggression on the part of the children.

Fear is another important emotion during early childhood. Studies have shown that emotional patterns of fear and anger in early childhood show developmental changes. These developmental changes are in terms of frequency of emotional expressions, their causes and conditions under which emotions of fear and anger appear.

It may be noted that the emotions of fear and anger, though different form each other, have much in common with regard to the characteristics mentioned above. Sometimes fear and anger are aroused simultaneously.

Robert Watson is of the view that "In contrast to anger and fear that are the descriptive emotions, the effectively pleasant emotions have received less systematic attention."

Giving and Receiving of Affection

One of the developmental tasks pertaining to emotions is the giving and receiving of emotions during early childhood. The following pattern in the giving and receiving of affection has been pointed out—

1. Developing the ability to give affection—The infant is essentially the receiver in an affectional relationship. However provided he has been given an abundance of love in infancy, he is now able to undertake task of learning to give love to others. He begins to take pleasure in giving kisses and in expressing his love for his mother and father in other ways. At the same time he is learning to widen his world of affectional relationships. Development continues from mother and father to include others; he learns to accept the affection of grandparents, aunts, uncles, teachers and others and to offer them his affection in return.

2. Learning to share affection—Just as the child has the task learning to adjust to less private attention, he has also the task of learning to adjust to less love. If new siblings appear, he must share parental love with them. He must learn to share with other boys and girls the affections of his teacher.

Some jealousy is inevitable in the working out of this development task. A moderate amount of jealousy, however, if it can be gradually worked through, probably does more good than harm. It helps to teach the child how he will have to get along outside of the family circle.

Cognitive Development

Mental and intellectual development are better expressed through the new concept of cognitive development. Credit goes to Piaget for clarifying the concept of cognitive development.

According to **Piaget** two to four year old children use preconcepts or representations. In other words, children belonging to the age group of two to four years generally use such concepts as are neither complete concepts nor representation of an object.

During early childhood or preschool years the child passes through such cognitive experiences as help him in his cognitive development.

According to Piaget there are three stages of cognitive development, during early childhood,

1. Beginning of representational through (2-4 yers).
2. Simple representational (4-5 yers).
3. Articulated representations (5½-7 yers).

It may be noted here that the third stage, as mentioned by Piaget, extends beyond the age limit of early childhood. Nevertheless it is important to bear in mind that there is no hard or sharp division between early childhood and later childhood..

Piaget also found that during early childhood children are egocentric. In other words, during early childhood a child is unable to take a proper perspective of another person.

During early childhood, children tend to consider all objects full of life. In other words, children during this stage of their development are in the habit of being animistic, i.e. they tend to attribute life to inanimate objects such as flowers.

Piaget mentions four stages of animism as noticed in children of three to five years age—

1. In the first stage everything is alive unless damaged or broken. This is generally the view of children who are four to six years in age.
2. In the second stage, everything that moves is alive. This is generally the view of children who are six to seven years old.
3. In the third stage everything that moves by itself is alive. This is the view of eight to ten years old children
4. In the fourth stage life is reserved for animals and plants or animals alone by children eleven years or more in age.

Concept formation is an important aspect of cognitive development. It may be noted that a young child is able to use concepts in gaining mastery over his environment. In other words, use of concepts helps children in their thinking.

Robert Watson points out five advantages in using concepts—

1. Concepts reduce the complexity of the environment.
2. Concepts provide the means by which the objects of the environment are identified.
3. Concepts reduce the necessity of learning at each new encounter
4. Concepts help provide for direction, prediction and planning of any activity.
5. Concepts permit ordering and relating classes of objects and events as in cause and effect. In short, conceptualizing makes reasoning possible.

Piaget has made detailed studies of development of concepts in children. He found three stages in the development of concepts relating to physical casualty—

1. Pure autism up to three years of age, characterised by magic and participation.
2. Egocentrism up to seven or eight years, characterised by animism and artificialism.
3. Reciprocity and relativity beyond seven or eight years, characerised by mechanical causation, logical deduction, spatial explanation, and so forth.

The example given below explains the three stages in the development of concepts, of physical causality as stated by **Piaget**—

1. **Question.** : "Why do clouds not fall?
   Answers : First stage : "Because they stick,"
   "God keeps them up."
   Second stage : The sky keeps them up."
   Third stage : The wind pushes them."
2. **Question** : "What makes clouds move along?"
   Answers: First stage : We make them move by walking."
   Second stage : "God or man makes them move or they can move by themselves because they are alive."
   Third stage : They move by themselves."

According to **K. Lovell**, *"The general outcome of Piaget's work suggests that what we so often accept as thinking the recognition of relationships, the association of ideas, the capacity to see the point, the ability to solve problems, the ability to make a sound judgement are in reality the end products of our thinking."*

Stages in Intellectual Development

Piaget has recognised several clear cut stages in the intellectual development of children. These stages have been briefly presented by Lovell in the following form—

1. Sensory—Motor Intelligence (Birth-2 years). "**Acts of sensory-motor intelligence consist society in coordinating successive perceptions and over movements."**

2. Pre-conceptual Thought (2- 4 years). The child now uses motions which lie between the concept of an object and concept of a class of objects.

3. Intiutive Thought (4-7 years). **"During this period there is an increase in the internalization of actions into thoughts."**

4. Formal Operations (11-15 years). **"This is the stage when the child develops what adults call logical thought"**

5. Formal Operations (11-15 years). **"The individual now no longer needs concrete material for he has acquired a capacity for abstract thought and he can reason by phpothesis."**

Social Development

During infancy the young infant is very much dependent on his mother. But during early childhood he tries to move from dependency to independence. At times he wants both to be dependent and independent. This results into great conflict. If proper education is given, the child's social development takes place and he gradually becomes independents.

Aggressive tendencies also appear in early childhood. It may be noted that in Western countries some sort of aggressiveness is encouraged. According to Prof. Child, the appearance of aggressive tendencies is merely in one of the aspects of socialisation.

Some studies of aggressiveness in preschool children have shown that children have fantasy aggression. Fantasy aggressions are expressed by children through play. According to **Robert Watson**, *"fantasy aggression expressed through play does not have a high, linear correlation with independently derived indices of aggression obtained from interview of observation."*

As regards the factors responsible for aggression, Robert Watson has mentioned three of them which are generally supported by research studies. Factors responsible for aggression are:—

(a) Frustration often lead to aggression.
(b) Punishment of aggression may lead to fantasy aggression.
(c) Permissiveness with regard to aggression may encourage further aggressive responses.

Thus, it is clear that aggression in children is related to the amount of frustration they experience.

During early childhood social development of children is indicated when they develop not only the concept of the self but also of others, and try to develop some sort of social relationship or peer relationship. During this period they also develop certain standards of social behaviour. Concepts of good and bad are developed during early childhood, but they lack moral content.

During early childhood, social development is indicated when children begin to relate themselves to their peers. But this is possible when parents permit their children to do so. Play groups are important during this stage of early childhood. Studies have been made with regard to the size of play groups and it has been found that the size of the play group increases during the preschool years.

During early childhood the child moves from egocentricity and begins to develop his social self. Traits of friendship and leadership also find expression during early child hood. But friendships are not permanent and they fluctuate. During this period children also develop the capacity to be sympathetic and helpful. Peer relationships are developed by social participation during this period.

Thus, it is quite apparent that social development during early childhood takes place mostly in relation to peer and play groups. Parents and teachers can be helpful in the social development of providing them opportunities for social participation.

Relating to Changing Social Groups

Healthy social development is indicated when the child is able to relate himself to the changing social groups. In this context the following social characteristics noticed during early childhood are extremely significant—

Beginning to develop the ability to interact with age mates. When the child reaches the nursery school and kindergarten stage he is identifying strongly with adults. Whatever social confidence he possesses is grounded interaction with adults, and they are his most important playmates. In the school situation, however, these adults plan group activities for him and his appears. To retain the affection and approval of adults which he still needs so strongly, he finds that the must learn to take part in these group activities. Thus organised games exist in early childhood, provided an adult keeps them going.

Some children are quick to find enjoyment in these group games. They begin to seek out an age-mate for a play partner, "Parallel play" in which children do not really interact, but rather play alongside one another, becomes typical of this stage of development. Generally speaking, the only time real interaction occurs is when one of the partner's has something the other one wants ; he is likely to grab for it, and a fight may ensure, parallel play groups are always very unstable and hold together for brief period only.

The child who engages in parallel play soon learns that to retain the esteem of adults he must learn to share things with other children. He gradually achieves a certain realization of the right of others, and he begins to master social techniques which lead to the possibility of social interaction. Of course, he does not accomplish this difficult learning over night. Yet towards the end of this stage of development it is not unusual, for example, to see one child busily putting a doll to bed, while one or two children, stand by observing, and occasionally assisting. Real group interaction, however, remains for the future. Play continues to be essentially a means of self-extension for the future. Play continues to be essentially a means of self-extension through exploration of different roles.

Adjusting in the family to expectations it has for the child as a member of the social unit. The child continues at this stage of development to seek much of his companionship among adults in the family. But parents, he finds, are becoming less willing to love him merely because "he is he". He is coming to realize that he has certain obligations and duties which he must learn to perform if he is to retain his rights and privileges. Thus, perhaps, he may have to eat all the food that is placed before him if he is to retain thee privilege of being served in this manner, and if he is to preserve his right to a big share of mother's affection.

In all areas of his development, demands are increasingly being made to which he must learn to conform as a social being. He is making his first attempts at developing good human relations. He is learning to commit fewer since against property, and he is starting out on the long road toward learning good taste and acceptable manner.

Education during Early Childhood

Language development is the main feature of education during early childhood. According to Ruth Strang, young children are very much interested in acquiring language skills so that they may be able to develop their social contacts. Children are very curious during this period and this tendency should be fully utilised in the education of children.

Desirable social traits should be encouraged through play and group activities. Due care has to be given to the physical education of children. They must learn the elementary rules of health and hygiene, so that they are not hindered in their social development.

During early childhood nursery education is imparted and new psychological methods of teaching as developed by Montessory are helpful. Due care should be taken regarding the emotional and social

environments of children so that their education is not hampered. At this stage the main means of education is play. All efforts should be made to impart education through play-way.

Unless and until the child is able to learn an activity, he should not be made to do so. The teacher must keep in view the fact that there is a definite relationship between learning and maturation. Parents and teachers should encourage children and reward them occasionally when they develop good habits. Punishment during early childhood should be avoided as much as possible. It should be given only when it is absolutely necessary.

One of the common forms of punishment, which may be used during early childhood for purposes of education, is to deprive the child of love and affection for a limited period. Parents and teachers should realise that education during early childhood is imparted through life and living and not through books.

In the end of the following school, and kindergarten should be emotionally able to accept the child's dependence upon them and to become parent substitutes in giving to the children a sense of security and demonstrations of affection."

Thus, it is evident that the role of teachers in the education of young children is extremely important. They have not only to be teachers but also substitute parents. Like parents they must given love and affection to their young pupils. If a teacher is unable to do so, he or she cannot teach young children. ●

Q.3. **Give an account of the physical, social, cognitive and mental development during later childhood. Also discuss the nature and functions of education during later childhood.**

Ans. ### Physical Development

The age range in later childhood is six to twelve years. At the age of six the child enters school. That is why some child psychologists call this stage as the primary school stage and the child at this stage is know as the primary school child.

Physical growth and development during later childhood is somewhat slower in comparison to early childhood. It should be noted here that individual differences are to be found in the physical development of children. That is why some children have slow physical growth and some have accelerated physical growth.

At the age of twelve the average height is about five feet and the weight is between 45 to 50 kilograms. Boys who attain physical maturity early are more self confident than those who do not do so. Thus, it is apparent that physical development is an important factor in the emotional and social development of primary school children.

During this stage of later childhood, children develop and refine their sensory motors skills. That is why boys become interested in outdoor games. In speech of response we find a regular increase with age during later childhood. There is also a similar increase in strength with age. At the age of twelve boys have more strength than girls.

To sum up, the physicals development during later childhood indicates relatively little bodily change. It has been noted that sex interest during this stage of development is at its lowest ebb.

As regards managing a changing body and learning new motor patterns, it has been observed that the developing child needs manual dexterity and attains efficiency in such work as writing, sewing and wood-work. It must be kept in view that during this period the finer muscles of hands and fingers are sufficiently developed and the child is capable of learning such skills as required by the use of small muscles.

It has been stated by M.E. Madigan that during later childhood, though the child enjoys good health, accidents become common. Thes accidents are more common with boys than girls. Further there is an increase in manual dexterity, strength and resistance to fatigue. Due to these children in later

childhood do not get tired easily. They devote more time to outdoor games such as swimming, cycling and jumping.

Some psychologists consider later childhood as the play period. During this stage of life, the child prefers games to toys. It has been stated by Madigan that "from the preschool stage of 'I want some one to play with me' he has progressed to 'I want to go and play with others.' When the child first becomes a team member he tries to outdor others. Gradually, he learns to subordinate his self-interest and to be satisfied with being a team-mate"

Emotional Development

Emotional development during later childhood is characterised by few emotional disturbances. During early childhood there were comparatively more emotional disturbances. But during later childhood emotional disturbances decrease and there is some increase in emotionality. Madigan writes, **"This is due partly to an excess of energy, resulting from his slow physical growth and partly from social restraints on the child's behaviour."** Thus, it is apparent that slow physical development is partly responsible for the fewer emotional disturbances during later childhood.

The emotional development during later childhood is marked by the presence of pleasant emotions leading to loud laughter and giggles. When the child feels physically fit he may intensify his laughter. Though the later childhood period is marked by pleasant emotions nevertheless the emotions of anger, fear and anxiety do appear.

According to **Robert Watson**, annoyance causes anger during later childhood. It may be mentioned here that annoyance is a form of anger and mild in nature. In the words of Watson, **"A derivative of anger annoyance, becomes more prominent in later childhood."** But children during later childhood experience the emotion of fear to a great extent. Studies have shown that fears of all types are present during later childhood.

As regards the types of fears during later childhood. **A.T. Jersild** and his colleagues made a study of four hundred children aged five to twelve years. It was found that about twenty per cent of all types of fears were related to darkness, being alone and imaginary creatures. Fear of robbers and other criminal characters was about ten per cent. Children during later childhood suffer more from anticipatory or imaginary fears which are actually irrational in nature. Such things as are of general nature rarely cause fear among children during later childhood.

It has been observed that a large number of fears relating to later childhood may continue in latter life. Jersild and Holmes made a study of the recall by adults of childhood fears. They found that about 40 per cent of these childhood fears were recalled by the adults under study. But they also pointed out that due to forgetfulness, these adults may not have been able to realise the real nature of some of the fears they experienced during later childhood. Further, these adults reported that they had a fear of animals and that of bodily harm, which may have been caused by near-drowning, fire, illness or even by supernatural forces. Such fears are indicative of insecurity and anxiety during adult life.

During later childhood emotional development is indicated when the child is able to give as much love as he receives. He may also like to develop friendships with peers. If the emotional development is satisfactory the child is able to give affection and develop affectionate relationship with his pets, peers and other people around him.

During later childhood the child learns to maintain a balance between giving and receiving affection. By developing friendships with his peers the child may learn to give as much love and affection as he might receive from his friends.

Social Development

During later childhood the child is able to enter the adult world on account of greater physical maturity and learning communication skills. When the child is about six years old he likes to be

independent and eat, dress and bathe himself. He acquires the ability to get along with other children in the family as well as in the school.

As mentioned in the context of emotional development, friendship is helpful in the social development of children during this period. These friendships sometimes lead to the formation of gangs. That is why this period is known as the "gang age". According to Madigan, social development takes place rapidly. The selfish child of the early period may now behave like a social individual and cooperate with others in his group. Play and games provide excellent opportunities for social development. The child learns to compete as well as to cooperate with others.

On the basis of a number of studies pertaining to social and emotional development during later childhood, certain generalizations have been made by K. Lovell. These generalizations are given below—

1. At the age of five the child's tendencies are very much uncontrolled and he makes violent emotional out bursts which remain for a short time. By the age of eleven the child attains greater emotional equilibrium.
2. As the child increases in age he is able to establish stable personal relationships with others : He becomes less aggressive though sometimes he fights. Verbal fight and aggression is more predominant than the physical fight at this stage.
3. When the child goes to school he develops friendships with his peers and classmates. Though the parents are still important for the child he begins to develop social relationships outside his family circle. He also begins to trust his teachers and receives guidance from them.
4. At the age of about five or six, children still play in small groups. By the age of eight years their play groups become somewhat formal. Nevertheless these play groups are loosely knit and confined to one sex i.e, boys and girls do not play together.
5. During this stage children develop interests in team games involving competition and skill.
6. Up to the age of eight years children are mostly subjective in their personal relations. Latter on they become more objective. In other words, when children of this age group become objective in their personal relationship they begin to admire and appreciate qualities in other children.
7. During later childhood children gradually get rid of their fantasies. They begin to have reality in their plays.
8. There is an increase in diversions of interests and outlooks by boys and girls at this stage.
9. During later childhood, social and emotional development is marked by their friendliness, energy and play activities.
10. During later childhood, certain types of fears and anxieties also appear. These fears and anxieties are due to mysterious phenomena such as ghosts and corpus. This is the finding of Jersild and his colleagues.
11. Jersild and his colleagues also found that another significant cause of fears among children was animals. Fear of animals is usually developed by adults.
12. In another study of 1,100 American children Jersild found that 53% of them worried about their passing the examinations Other studies have also suggested that children of eleven and twelve years in age are generally anxious about their school progress.

Cognitive Development

According to Piaget, after the age of seven the child enters the period of *concrete* operations. At the age of about eleven or twelve, the child begins his formal operations. It should be noted here that Piaget uses the term 'operation'. According to him, "An operation is a cognitive act which is part of some pattern of acts.zz" It may be seen in adding, subtracting, or in placing an object in a class, a quantity, time or space."

By concrete operations is meant that the child is able to develop concepts pertaining to the size and shape of objects. In other words, during concrete operations the child is able to understand that a change in the form of an object does not necessarily lead to change in its content.

The concrete operation is illustrated by the following experiment :

The child is shown first two balls of clay equal in size. He is asked to flatten one of them and then he is asked to tell which of the two objects have more clay in it. Piaget found that most of 5 to 6 years old children believed that a change in from produced a change in amount also. But older children were not misled by change in form.

It is evident from the above experiment that when the child uses concrete objects this is known as concrete operation. According to Robert Watson,.. "the child uses operations but only for the manipulation of *object,* that is, concretely."

In the cognitive development concrete operations are followed by formal operations. The period of formal operations, according to Piaget, is between eleven and fifteen years. "Concrete operations are first-degree operation: formal operations are second-degree and use first-degree operations, treating them not as realities but as conditions in representational thoughts." Formal operations help the child in understanding rules. It may. Nevertheless he gradually learns logical rules.

Though Piaget has made a significant contribution to the study of cognitive development, his critics are of the view that his findings are mostly subjective and lack sufficient evidence. According to Robert Watson, "In some psychological circles, Piaget is dismissed because his own research is not rightly considered as sufficient evidence. This dismissal on this basis is essentially short-sighted and incorrect. The scanty data he has presented can be taken to illustrate not to prove."

Mental Development

During later childhood there is general development of mental abilities. The child is able to grasp relationships with increase in age. By the age of eight an average child is able to do most of the assignment in school if he has the necessary language ability and can describe his experiences in his own language. According to Burt, when the child attains the mental age of about eight years, he has sufficient mental maturity for syllogistic reasoning.

It may be noted here that syllogistic reasoning refers to a formalised kind of reasoning in which acceptance of two judgements as true seems to the reason to compel him to accept a third judgement. This type of reasoning can be illustrated by this example : If A and B, it is not C. But A is B. Therefore, A is not C. In this manner a third judgement or conclusion is made in syllogistic reasoning.

During later childhood the power of thinking also develops. Children are able to remember their past experiences and acquire greater language skills. This we find that power of thinking and remembering develops during this period, and the child ceases to live in the world of fantasy and imagination. He is now acquainted with the real world and begins to live in a world of reality rather than of fantasy.

Education during Late Childhood

During later childhood boys and girls develop different kinds of interests and join in different types of activities. It is desirable that due attention should be paid to their interests and activities while planning their education.

It is desirable that arrangements for the physical development of children are made in schools. Without proper physical education children will find school boring. During this stage children are interested in group activities. It is, therefore, desirable that group plays ad group activities are arranged in schools. Team games and scouting etc. are useful from this point of view.

As the boys and girls increase in age and experience their play interests also change. According to Lovell, British boys at the age of five generally show an interest in games involving cowboys, guns, cops (Policemen) and robbers. Children between eight and nine years in age become less interested in unorganised running and chasing. Now they desire organised games. Efforts should be made to develop qualities of leadership through organised games.

As soon as children develop the ability to read, they want to know more about the world and its people. It has been found that children between five and eight years of age are very interested in reading. It is desirable that libraries for children should have books of their interest and every school should see to it that good reading material is provided for children.

In order to develop emotional maturity and social competence in children, co curricular activities should be planned carefully. Children should be encouraged to develop the qualities of responsibility, self-reliance, obedience, courtesy etc. The main aim of education is to help the child in developing his total personality. It is, therefore, desirable to teach children psychologically and not make them book-worms.

Piaget has thrown enough light on the importance of moral development. According to him, children during later childhood begin to develop moral and social values. Teachers should make an effort to help and guide children in developing desirable moral and social values.

Blair, Jones and Simpson have rightly stated that, "No period during the life-cycle is more important that childhood from an educational point of view. Teachers who work at this level should understand children—their fundamental needs. Their problems and the forces which modify and produce behaviour change"

Blair and Burton have given the following suggestions to enable parents and teachers to deal with the emotional and social difficulties of pre-adolescent children—

(a) When children act like children, adults should act like adults.

(b) Respect the developing individuality. Do not treat growing boys and girls like babies : do not treat them as adults.

(c) We judgement in selecting occasions for discussion, restraint or punishment.

(d) Take the time and trouble to provide opportunity for natural outlets in activity, preferably group activity.

(e) Have and express faith in the children, confidence in their growing independence.

(f) Act consistently, as fairly as you know how, and without betraying annoyance, or other emotional instability.

(g) Do not be fooled into neglecting the child who causes no trouble.

(h) Realise that, while possessing certain commonalties, children are different from each other.

(i) Realise that children have feelings, and in this are, under a double handicap.

(j) Recognise that children are members of a peer society, the aims, values, approvals, disapprovals, of which are far more potent with the child than the corresponding factors in the adult society surrounding the child.

(k) Provide opportunities for boys to have more associations with men during these years.

(l) Stop comparing boys with girls during these years when the girls intellectual maturity is on the average about two years ahead of the boys.   ●

Q.4. **Describe briefly the physical and mental characteristics of the boys and girls during the period of adolescence. What should be the pattern of education at this stage?** *Or*

Why is adolescence described as a period of "Stress and strain" ? How should the adolescents be emotionally educated?

Ans. "Adolescence means 'growing up' and strictly speaking should apply to a child from birth to maturity. Why then do we use it for this teenage period alone? Because when we speak of the adolescent

as 'growing up' we mean that the youth his leaving behind the phase of protective childhood and is becoming independent, capable of going out to feud for himself."

The term "adolescence" been derived from the Latin word 'adolescence' which mean growing towards maturity of adulthood. Adolescence is a period which starts at the age of 13 and goes upto 18 years of age. During this period the establishment of the childhood goes away and a revolutionary process of change starts. In fact it is a period of revolutionary change. 'Speaking generally, it is that period of youth which is intermediate between the period of childhood and adulthood. It is markedly a period of growing up, during which the child develops into a man or the woman.' The revolutionary changes that set in making the boy or the girl wonder at his own self or her own self. Following two principles of development of adolescene have been put forward by the psycho-analyst school of thinkers—

(a) Theory of Saltatory Development; and

(b) Theory of Gradual Development.

Let us now examine both these theories briefly.

(a) Theory of Saltatory Development—This theory has been propounded by Hall, the famous psychologist. In 20-1904, he wrote a book" Adolescence". He is of the opinion that new things that occur in the child have nothing to do either with the infancy or the late-childhood. In fact, the child takes a new birth in adolescence. According to Hall, the physical, psychological and emotional changes that take place in the child, take place at a very rapid speed. It is more or less like a jump from one stage to the other.

(b) Theory of Gradual Development—Famous psychologists, like Thorndlike and Kinsey, are of the opinion that the physical, psychological and emotional changes that take place in the child are gradual. Kinsey has explained this thing through a beautiful smile. He says that when one season gives place to another, the signs of the coming season are evidence in the passing out of the old season. Similarly, the late-childhood and adolescene are inter-linked. In the late childhood the symptoms of adolescene starts themselves.

Now, we shall try to discuss the various physical and psychological changes that occur in the child at the stage of adolescence.

Physical Characteristics during Adolescence

Following physical changes and developments take place in the child at the stage of adolescence—

(1) Between the period of 14 and 16 years of age there is rapid increase in the weight and height of the child.

(2) The voice of the child starts becoming harsh. On the other hand, the voice of the girls start getting sweets.

(3) In the male child growth the hair on the face, which is termed as 'moustaches' starts. On the other hand, the puberty period of the girls starts. There is evident development of the breast and the waist line.

(4) Girls start maturing earlier then the boys.

(5) Physiologists are of the opinion that the basis of these very development in the boys as well as girls are the glands. Thyroid, Para- Thyroid Adrenal glands, Pituitary glands and Gonads are the main glands that are responsible for the development during this stage of development. From certain glands the Internal Secretion starts, while from other the External Secretion starts. In the male child testicles start functioning and in the female child ovaries start functioning. All this done due to Internal Secretion from the glands.

(6) The energy, that is generated in the child at this stage of development, is exhibited by him through various activities. He starts moving his hands and legs, starts picking his nails and

teeth. Nibbing at various things is the result of this energy. In the girls Menstruation starts. In the boys no such change takes place.

(7) The heart also grows in size. But this growth is not in consonance with the growth of bones and muscles. In regard to lungs, the functioning shows a new change.

(8) Due to these changes, it is quite possible that the health of the boys and the girls may be affected. There is always a possibility of this. In the girls, lack of blood or anaemia is possible while in the boys it is possible that their lung and the heart may grow weak. Pimple also starts growing on the face of the boys.

(9) By the end of the adolescence, the child becomes an adult and perfectly mature. From every point of view, he becomes strong and capable of handling the problems of the life.

(10) The sensory as well as motor organs assume their complete development during this period.

(11) Development of the muscles and the bones assumes perfection. By this time these things have developed to the fullest or the greatest possible extent. Because there is a good deal of motor activity during this period, it is natural that the bones and the muscles should grow properly.

(12) By the age of 16 the development of the brain stops. At the time of the birth, the weight of the brain is about 350 grams, but in adolescence it renches 1260 grams, It is even more than that. In fact, brain assumes its completion in regard to its development at the age of 16. It ceases to develop after puberty.

(13) During this period the sex instinct develops in a rapid manner. Adolescents are very much under the influence of the sex, Sometimes, if not properly guided, the sex can lead them to deterioration. Obscene pictures are of interest to the adolescents.

(14) In the words of Stanley Hall, **"Not only does motor activity increase but there is also a great development in the motor power."**

(15) **"The musculars of the bodily development have biological significance. Life begins to have new orientation. There is a tendency to abandon the old life of dependence and lead a new one."**

Mental Development during Adolescence

Like the rapid development of the body, the rapid development of the mind also starts. Following mental and psychological characteristics are evident in the adolescent—

(i) Emotionally dominated life—The life of the adolescent is emotion-dominated. During the period of adolescence, instincts, emotions and tendencies play a vital part. The adolescent is lost in emotions. This influence changes from moment to moment. Due to this change, he lives in contrasting mental moves. In a certain situation he feels elated while a moment after he becomes badly dejected. Since he is very much guided by the emotions and instincts, he does not determine his actions on the basis of reasons. By reading novels, stories, poetry etc. he tries to satisfy his emotions.

(ii) Freedom from the authority—The child tries to live independently and free from the authority. At this stage of the development the child tries to live free from the control of the authority. He now assumes an independent and active role. He wants that society should give him his due. At home he resents the control of parents and in the outside world he revolts against the authority of other persons. The instinct of curiosity is very much marked during this period. In fact, it assumes the same momentum as it has during infancy. It tries to manifest itself in various forms.

Imaginative activity and hero worship—During this period of the development, the child indulges in imaginative activities and likes hero worship. In fact, he tries to live in the world of his imagination. In the infancy it is not possible for the child to differentiate between the world of reality and the world of imagination, but at the adolescence the child very well knows the difference, yet he is more attracted by the world of imagination than the world of reality. Because of his attitude, he falls in

the world of reality and tries to compensate it in the world of imagination. It is during this period that the seeds of future writers, novelists, poets, dramatists, painters etc. are sown.

(iii) *Choice of the ideal*— During this period the choice of the ideal is also made. If proper guidance is not given, this tendency of the child may have bad effects. The child gets attracted by his superiors, elders, characters of the dramas and the figures of history and starts worshipping them. In the modern time, cinema starts also influence the adolescents. This situation has been very well described in the following words", The important characters of these grip the adolescent mind, boy or the girls make ready choices for his her ideals. The idealism is often distorted. A fish cinema star sometimes becomes the here of the adolescent worship. Regulation of suitable literature is an important at this stage as it can ever be."

(iv) Selection of occupation by himself— The adolescent wants to select his own vocation or occupation. At one end the adolescent is not prepared to tolerate any authority and at the other he wants to be self-dependent and self-reliant. He wants to select his own occupation to secure his due place in the society. It is this desire that inspires him to be self-dependent and self-reliant. The quotation below very well represent this characteristics of the adolescent personality—

"The adolescent desire to find his place in the world. This desires is genuine need and refers to the need for self-support."

(v) The Development of the intellect—During this period the intelligence of the boy or girl assumes its maximum development. According to Johns and Conard, the intelligence achieves its maximum growth at the age of 16; according to Herman at 84 it achieves its maximum growth and according to Spearman it is the age of 14 or 16 that the perfect development of the intelligence takes place. The following quotation very well depicts this characteristics of the adolescent. "So far as the growth of intelligence is concerned, it reaches the maximum during the period adolescence. There is, however, no abrupt succession. So far as the expression of this intelligence is concerned, it assumes various directions, characteristic of this stage."

(vi) Interests and pursuits—This is a stage of certain pursuits and interests for the child. In regard to intellectual pursuits some of them become favourite. These favourite include history, literature, art etc. They express themselves before the adolescent mind in various forms.

The adolescent mind also develops certain interests and testes. These tastes are in the beginning, materialistic. They are concerned more with the objective world around him. With the growth, these tastes also get coloured by idealism.

The adolescent is anxious to determine his philosophy of life. By this stage the child has become perfectly socialized. Various ideas—religious, social, political etc. influence him. He also at various contrasting situations and ideals. He also suffers mental struggles and, after a good deal of this process, he is able to launch upon his philosophy of life. In accordance with this philosophy of life, his moral development takes place.

(vii) Altruistic tendency during childhood—During this person a new fountain of energy expresses itself within the adolescent personality. This expresses itself in form of altruistic and moral activities. The adolescent is prepared to sacrifice everything, even his life, for country, religion, race etc. Really speaking, the great reforms and heroes of the world were formed at this stage of development. The quotation from James Ross very well depicts this characteristic of the adolescent—

"The self of earlier adolescence is left to be incomplete, ideals of social service are formed and the generous heart of the youth abounds in the love of mankind and burns with the desire to help for the creation of an ideal society."

The adolescent is likely to be caught into the snare of delinquency. Psychologists have carried out various experiments in this regard and came to the conclusion that it is quite natural for the adolescents

to commit crimes at this stage. Telling a lie, stealing, smoking and other sex offences are committed by the adolescents. The present atmosphere of the society is also, to a very great extent, responsible for their getting prone to this way of life.

(viii) Dominance of Sex—During this period development, sex is very dominant in the personality of the child. Certain developments in the body take place and they inspire the adolescent to take of sex activity. This sex takes form of Hetro sexuality. In other words, the male adolescent is anxious to mate the male. Professor Ross has very correctly analysed this situation, "Sex then, is the fundamental fact of adolescence, if not of all life. Like the overflow of a great river, it irrigates and fertilizers great tracts of life's territory".

In fact, the sex instincts become very active at this stage of the child. The following quotation very aptly portraits the position : "The sex instinct, both in the boy as well as in the girl, becomes very active, and tends to exert enormous influence on the emotional as well as intellectual activities of the individual. It is needless to emphasize that the maturing of the sex involves certain risks, and the growing child needs to be trained and supervised carefully.

The Pattern of Education During Adolescence

In the word of Professor Sanley Hall, "Adolescence is a period of great stress and strain, storm, and strive. In fact, very revolutionary changes take place in the personality of the child at this stage of the development. Education, in order to be successful and useful for the child of this stage, should keep in mind the various changes that take place in the child at this stage. We shall, in the following passages, try to put forward the qualities that the education of the adolescent must possess.

(i) Needs of the games and plays—This stage of development brings about the minimum bodily development of the child. In order to stand the stress and strain : the body has to be activized and made agile. This job can be fulfilled by various games and plays, football, volleyball, kabaddi, wrestling, gymnastic and other games and plays requiring a good deal of physical activity and running about should be organised for the adolescents. For the girls, dancing can also serve the job. In this regard, Professor Stanly Hall has to say the following, "Dancing is one of he best expressions and pure play and pure motor need of the youth. Perhaps, it is most liberal of all forms or motor education."

(ii) Need for sex education—Sex is a very vital instinct of man. This vital instinct starts its activity during adolescence. All psychologists and educationists are of the opinion that this instinct of the adolescent should be properly trained and guided. Without proper guidance and training it can play havoc. The difference between the man and animal life of the man is that it is not possible for man to satisfy his sex instinct in a naked form. The teacher and the parents have to look after to this element in the education. They should provide for training of the sex and sex education. Dr. Sita Ram Jaiswal is also of the same opinion when he says, "Sex education must be given judicially by parents and teachers in time about 12—to avoid damage being done. Boys and girls have mysterious ideas about sex and these get disorted under misguided influences. Girls should be educated as regards menstruation and the boys as regards the voluntary changes brought about in the genital organs. It is the business of the educators to help the boys and girls in the struggle of self-control, without affecting any repressions."

Dr. strall has also similar ideas in the regard, **"Information on sexual subjects should be given in exactly the same tone of voice, in the same manner, with the directness as information on other subjects."**

(iii) Need for Sympathy—The child at this stage requires a good deal of sympathy. When he looks at various psychological and physical changes that take place in him, he gets purturbed. It becomes the duty of the parents and the teachers to behave with the adolescent in a sympathetic and psychological manner. They have to be told that development of the body is natural process.

(iv) Need for excursions and tours—Since, at this stage, the boy is anxious to roam about, he likes outdoor activities. In order to educate him, while fulfilling this need of the adolescent, excursions and the tours should be organised. While giving an opportunity to the adolescents to acquire knowledge, this aspect can also ful fill their physical need. This is bad luck of the Indian sex that here who do not have arrangement for such excursions and hikes.

(v) Training in responsibility—At this stage, the adolescent tries to throw all the restrictions of authority and wants to live independently. This tendency can be properly trained by shifting some responsibility to the boys and the girls. The responsibilities can deal with various aspects of the school life, namely games, discipline organisation of literary and cultural activities etc.

(vi) Need for proper moral development and the education for the development of character—At this stage, adolescents are very fond of idealism. This idealism can be very well utilised by providing moral education and education for the development and building up of the character. The boy should be made to learn things independently and do things by himself. In this regard, Professor James Ross has something important to say, **"The highest stage of moral conduct is reached when behaviour is directed by ideals rather than by social praise or blames. There are few who dare to follow the light that is in them, regardless of social consequence, but these few are the salt of the earth."**

(vii) Need for proper atmosphere for the education of emotions and instincts—This is the stage of the development of the emotion. The teachers have to see to it that an healthy atmosphere is built up for the proper training of the emotions and the instincts. The teachers have to put before the students such ideas and examples that they will help them to form high sentiments. Normally, it is seen that the teacher should try to point out the weakness of the students in the class-room. Due to this attitude of the teachers, the boy feels unhappy. Such a behaviour leads to emotional disturbance. The teacher has therefore, to handle the child, at this stage, in a very cautious and conscious manner.

(viii) Need to check too much of day-dreaming—At this stage of development, the child indulges in too much of day-dreaming. This has an adverse effect on the personality of the children. It is the opinion of the psychologists that children should be given jobs proper for their physical and mental development. This will discourage them from day dreaming.

(ix) Need to restrict co-education—During this period of development, there is a natural desire for the male adolescent to be attracted towards the female. Since in our country it is not natural for boys and girls to read together at the primary stage it shall be advisable to keep them away at this stage of education. This is so even in the Western countries.

(x) Need for the selection of the vocation—During this stage of the development of the child, proper care should be taken to see that, while educating him, an idea is given to him for the selection of the vocation as occupation.

(xi) Education according to individual differences and aptitude—Education during this period should be in accordance with the aptitude and individual differences. The course and the syllabi should be so re-organized and re-arranged that adolescents get good opportunity for education In this regard, the following quotation is quite important. **"After the child has passed his pre-adolescent period and entire adolescence, he must be provided with facilities for spending his energies in acquiring knowledge and training suited to his needs. The question of giving definite prevocational training on a wide scale is extremely passed in this country."**

(xii) Need for scouting—during this period of development, there is need for the sublimation of the animal instincts that grow in the boy. Without this sublimation, his emotional, social, moral and intellectual aspects of the personality cannot be properly trained. Smoke psychologists are of the view that scouting can play a very important role in the sublimation of the instantiate of the adolescent. The following question clearly brings this out. "Scouting makes the adolescent's life active and adventurous and teachers them lessons of self help and co-operation with others. Thus scouting can be utilised for

the sublimation of many impulses of the abolescents in order to make them physically, emotionally, morally and intellectual strong. ●

Q.5. **Explain the term 'Adolescence'. Indicate the need and importance for teacher and parents of the study of adolescence.**

Ans.
Need for Understanding Adolescence

Adolescence period is a transition for childhood to adulthood. A major part of population ranges between the age 13 to 21 years. In a democratic country like India, it is of the great secondary and higher secondary school teachers. The national development in difference fields of life depends on the proper education and guidance of adolescents. This period of adolescence is significant from the following point of views :

1. **Problems and Development Characteristics**—Every teacher and parent must know about the nature and changes emerging in transition period from childhood to adulthood. They must also know the various problems faced with developmental characteristic to deal effectively with the problems of adolescents. It is also necessary for them to be familiar with casual factors of the problems of adolescents so that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society.

2. **Maintenance of Mental Health**—The progress of a country depends on the maximum exploitation of its human resources. The sound mental health is one of the first requisite conditions of development. Adolescence is marked with a number of problems which affect the mental health. The study of adolescence is very important in order to preserve, cure and prevent incidences of maladjustment.

3. **Adjustment and Sharing Responsibilities**—The study is significant to provide the knowledge of needs and development tasks for adolescents. Parents and teachers can help adolescents to adjust to their responsibilities. By understanding the needs of adolescents, the teacher and administrator can frame appropriate curriculum, school policies and methodology of teaching them.

4. **Curiosity about Oneself**—To study the psychology of adolescent may be a desire to know something about oneself. Such a desire is quite justifiable and understandable if the student is of adolescence period. But it is also a sound motive for an older person. The older person who studies the adolescence has within himself a potential source of insight into issues facing the person of adolescent period-issues that once he had to face. It may also be due to the scholarly interest of an individual.

5. **Leadership**—During adolescence period leadership trait emerges among the students. The school should offer a variety of opportunities of leadership. Training for leadership is an important responsibility of education. Leaders among students are usually superior in ability to the average of the group especially in the sphere in which they are recognized as leaders.

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ADOLESCENCE ON INDIAN CONTEXT

"The one word which best characterizes adolescence is change, the change is physiological, sociological and psychological." **—Brigge and Hunt**

"Guidance is that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his personal situation and to plan his future in line with his interest, abilities and social needs." **—Hamrin and Erickson**

"The age of great ideals and the beginning of theories as well as the time of simple adaptation to reality." **—Jean Piaget**

SHORT ANSWER TYPE QUESTIONS

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Q.2.   Explain Adolescence in Indian   context their characteristics problems, needs and aspirations.

Ans.   # Meaning and Condition of Adolescence

The English word adolescence is a derivative of the Latin 'adolescere' which means to grow to maturity. This age begins from twelve and continues till the age of twenty. In the words of **Jersild**, **"Adolescence is the period through which a growing person makes transition from childhood to maturity."** Adolescence, in the opinion of most educational psychologists, begins between the age of 12 to 24 years. Compared to boys, girls enter the period of adolescence a couple of years earlier. According to **Dr. Jones**, Adolescence is the recollection of infancy. It parallels the states of infancy and childhood in being patterned into the conditions, the first of growth and the second of maturation.

1. State of Growth—In this state, the adolescent is seen to be very active and unstable as well as disturbed. He gives the impression of being somewhat lost, and is subject to rapidly varying moods of dejections and elation, enthusiasm and deep lethargy, etc. The main thing concerning this period in life is that the adolescent is no longer a child but an adult, though the society in which he lives continues treat him as a child. Secondly, he climbs down from the dizzy heights of imagination that he reached in his infancy and childhood and steps firmly into the real world. Both these factors engender in him a constant fear of reproof and criticism at the hands of others. He often becomes helpless and pitiable, shy and repressed. This does not indicate that he runs away from the real world, but that he tries to modify it according to his own notions. In efforts of this kinds, elation and dejection is often seen wearing a look of anxiety.

2. State of Maturation—By the time he enters this stage, he has calmed down a bit and shown signs of stability. He carves a niche for himself in his society, and gradually, his tendencies, habits and activities become stable and regular.

Main Characteristics

In adolescence the individual is so transformed that he wears a new and unrecognized look. Mental changes in this period of life find their best expression in the work of poets as they depict the mental states of young men and women. Adolescence exhibits the following mental characteristics generally•

1. Development of Mental Abilities—In adolescence the individual's nervous system becomes more strong with the result that his mental activities show greater tenacity and system. Ability to think, to solve problems, to differentiate and evaluate are some of the more prominent characteristics and abilities that he exhibits.

2. Sexual Development—From the psychological viewpoint, the most significant characteristic of the period of adolescence is sexual development. According to **Dr. Jones**, the repressed sexual force of infancy, that continued latent through the period of childhood, once again awakens as the individual passes through various stages of sexual development. The truth of the matter is, that even if it is not the only tendency, sexual tendency is undoubtedly the most prominent and stable tendency to be found in adolescence. Hence, to disregard it is to make a fatal mistake as it is the most harmful form of negligence conceivable. The development in this sphere is so rapid that his entire personality appears to be coloured by it. Sexual development in adolescence finds its expression in attraction towards strangers, rather than towards parents as in the case of infancy. It announces its presence even in such small activities as the young boy's anxiety and nervousness, biting of fingernails, putting a pencil in one's mouth, tying

knots in handkerchiefs, etc. Both physical and mental teaching in this age can use the sexual tendency as an important force. Normally, the development of the sexual tendency passes through the following three stages—

(a) Auto-eroticism—In the beginning of adolescence, sexual tendency manifests itself in self-love, but this self-love differs from the infant's self-love. In infancy, the child finds physical pleasure in exploring and touching various parts of his own body. But in the adolescent self-love, the individual dresses himself well and meticulously observes his face continuously in the mirror, and does his very best to make himself as presentable as possible. Many young men and women passing through this stage can be seen humming as they look at themselves in the mirror. They are content to be with themselves and love only themselves. As yet they have no time to observe and appreciate others. **Fraud** calls this the state of narcissism. The term has a long story behind it, from which the term originated. Narcissus was a Greek prince of almost unparallel beauty, who could not find anyone more handsome than himself he loved himself probably justifiably. A flower is called narcissus, and it grows by the side of lake in such a manner that its image is visible in the water. Young men and women in their teens behave in a similar manner as they love to look upon themselves and beautify themselves. One of the most prominent and common malpractices in which the adolescents indulge is masturbation. The American psychologist **Kinsey**, in his famous report, has mentioned the various ways in which young men and women derive pleasure from their sexual experiences. Sometimes the failings of guilt that arise as a result of indulgence in these activities lead to the formation of complexes that are very harmful to the mental development of individuals. The one and only means of escaping such consequences is proper sex education. In order to impart the right attitude towards the sexual tendency to young people, it is essential that teachers and prints tell them everything frankly so that they may adopt this healthy attitude.

(b) Homosexuality—Progressing from the stage of self-love, young boys and girls are attracted to members of their own sex, either older or younger than themselves. Homosexual love of this age is accompanied by great anxiety and deep affection but later on it turns into heterosexual love. Persons of this age can often be seen caressing each other, roaming together, preferring only each other's company, sleeping together, praising each other and fining other modes of expressing their mutual attraction. Some girls also develop the habit of exciting each other's sexual organs. Similar aberration is present in boys in the form of sodomy, which leads to feelings of guilt and crime if the person is reproved for these activities. Such bad habits can be got of only through the medium of sensible guidance and sex education of the children by the parents and teachers. It is always desirable that adolescence passing through this phase, should be controlled sensibly but it is equally essential that all control exercised over them should be in the form of loving advice rather than punishment.

(c) Heterosexuality—The state of homosexuality in adolescents is succeeded by sexual maturity, a state of moral heterosexual relations between men and women. Young men and women who have attained this age can often be seen being attracted to members of the other sex, meeting each other, talking incessantly for hours on end, putting their best feet forward to attract the other and hold such attraction adopting the latest fashions to appear the more attractive, going for walks together, visiting picture houses together, caressing each other and sometimes even going to the extent of actual sexual intercourse, though this often has disastrous results as the girls become mothers even before they are married. The strength of this sexual tendency can neither be curbed nor can any strict control upon it prove efficacious even if it is considered desirable. Excessive restrictions on meeting between boys and girls in colleges and universities only leads to greater indiscipline and misconduct. Hence, many educational between them, relations should be encouraged. On the other hand, the traditions that have continued our culture stress the complete segregation of the sexes during this period. In the modern context any effort at emulating these traditions can only prove foolhardy in the future, and in any case such efforts are not likely to prove efficacious. Uncontrolled and impassioned contacts can only lead to

such ostensible and detestable consequences as suicides, unmarried mothers, social corruption, etc. Hence, it is essential that the youth of today be provided with proper sex education and encouraged to develop a healthy attitude towards sex. This will have the desirable effect preparing them for responsible parenthood when they ultimately get married.

Another method of solving problems of the sexual impulse, besides sex education, is inspiring young men and women to develop interest in various kinds of games and sports, dances, singing, art, painting, etc. It is a matter of universal regret, particularly among the enlightened population of the nation, that nearly 99% of teachers and guardians find it embarrassing to discuss any sexual matter with their young charges. The consequences are undesirable as the young inexperienced adolescent learns the same things from bad and uncouth companions who convey to him all the aberrant forms of sexual information. Such a situation is true of many civilized societies, and all the more of India. When the adolescent observes that his teachers and guardians prefer to keep all sex information secret and concealed from him, he forms a guilt complex regarding sex. Due to the normal stage of development he can do nothing to abate the force of strength of the urge, and he is helpless as no assistance from his teacher is forthcoming. Thus, he either indulges all his energies in trying to control the instinct, losing all interest in studies in which he cannot concentrate, or forms obnoxious and deforming habits or as an alternative contracts serious mental diseases through excessive repression. Hence, teachers and parents should assist adolescent males and females to organize, control and sublimate the sexual impulse through adequate sex education.

3. Hero Worship—Generally speaking, adolescents evince a strong tendency towards hero worship, though the criterion of heroism is not the same in all children. Possession of any quality that attracts an individual child the most is sufficient qualification for a man or woman to become his ideals. While one child may regard a wrestler as a hero, another may profess or allegiance to a political leader. In schools some teachers impress their students considerably with the result that they come to be tenderly and affectionately regarded by them, also being imitated by the tender children. Sometimes this hero worship turns in love. It is not till considerably later that the young man turns his thoughts to his own heroic qualities, when he begins praising them. The tendency to hero worship can be turned to good account by inculcating a proper character and personality in the child's mind. For this it is essential that the teacher himself should represent the highest ideals, as he is the best example that the child can facilely imitate.

4. Religious Feeling—Many adolescents become positively and deeply religious in this period of their lives. One can often observe them loving God in some one image, talking to Him, sacrificing themselves to Him and praying to Him. India is particularly productive of such specimens since, for one, the religious tendency is deeply ingrained in the people's mind, and for another, in Indian society young boys and girls meet great leaders and famous personalities on very rare occasions. While religious tendency protects the young inexperienced child from many bad habits, it sometimes helps in making him somewhat impractical. Teachers can help to create a healthy attitude towards religion.

5. Gregariousness—Adolescents are always acutely desirous of being among their friends, or praising them and of improving their relations with them. Often, they form definite groups in with each adolescent has his specific status and a role to suit him. This status and role plays an important part in determining his status and role in adult life.

6. Extroversion—In this period, the child once again regains his extrovert flamboyance, taking deep interest in his surroundings and other individuals, their activities and conflicts. In school, too, he likes to take part in all kinds of activites. And it is a matter of joy with him if he can spend the larger part of his time in the company of his friends. Various individuals become engaged in programmes of social service and welfare. In this manner does the adolescent announce the interest that he takes in the real world. This interest can be usefully exploited to ingrain in him such useful qualities as self-dependence,

self-determination, cooperation, discipline, honesty and the quality of maintaining good relations with others or develop the social instinct. This is the age in which the foundations of good citizenship can be deeply laid.

7. Lack of Stability and Adjustment—It has been pointed out earlier, too, that in his adolescence the growing individual is at the threshold of his life although he is rarely if ever considered an adult by his seniors. From the psychological point of view, he takes himself seriously enough not to consider himself a child, and likes to be treated as an adult. Evidently, he shows considerable instability and lack of adjustment. His adaptation to his environment is upset by such small considerations as the growth of pimples on his face or the presence of other small physical deformities. In fact, it is a stage in which he learns to lead adult life in every sphere and direction. Hence, the presence and continual development of problems is only natural. And these problems are susceptible to ready solutions if the seniors are prepared to extend their sympathetic cooperation and guidance.

8. Excessive Sentimentality—The adolescent is very sentimental and emotionally unstable although at this age his mind is fairly well-developed. Of the many feelings that drive him the strongest are the desire to win praise and self-respect, any injury to or repression of them leading to serious malformations and even open rebellion. Sentimentality can be turned to good use in developing cultural traits in the adolescent. Participation in programme of dancing, acting, music, painting, etc., makes the emotional life more stable.

9. Excessive Imagination—Although the adolescent is as much in this world as any other living, yet he is prone to much imaginary flights into the world of fancy. The smallest thing can persuade him to temporarily abandon the world of reality and turn to the imaginary world. Such excessive imagination manifests itself in the strong tendency towards daydreaming, but some gifted children express their creative and aesthetic imagination through literature, music and painting, besides other arts.

10. Particular Interests—In adolescence, as the individual develops both in mind and body, his interests very. Progressively the boys and girls develop the interests of their adult counterparts. Girls show this development in such interests as the use of various cosmetics, efforts, at appearing beautiful, reading or taking interest in romantic novels, love stories, dramas or poems, participating in music, art and acting programme etc. Boys manifest their approaching adulthood in the form of a various active games, running around, doing acts of valour, developing a vocation that they are to pursue in their adult life. Both boys and girls take constant interest in developing friendship with members of the other sex and maturing it to fruition through conversation, intimacy, letters and romance.

11. Development of the Mind—In adolescence, the mind develops rapidly. The cells of the nervous system increase rapidly, and the chemical composition of the nerves also undergoes a change. In this way, the mind and the nervous system rapidly matures. In this period along with physical and mental development, practice helps to developmental abilities. Linguistic ability also registers improvement during this period. In his adolescence the child develops the vocabulary that he possesses. His vocabulary reveals general intelligence. Mental development, too, reaches its apex in adolescence. Despite the inevitable individual differences that are invariably present, mental maturity achieves its completion normally by the age of twenty. Practice or experience contributes considerably to this maturation. Normally, the individual's intelligence continues on the same level, or, in other words, even in different ages the intelligence quotient of an individual remains more or less the same. Many detailed studies have revealed that during the first five years of life, the mental development is greater than that achieved during the following five. In this manner, the mental development during the ages of 10 and 15 is greater than that during 15 and 20, in respect of rapidity. At the age of ten, the mental development of a child is at its fastest. Following this, as the child approaches the stage of adolescence, the speed of mental development slows down. In his infancy, the child only acknowledges and indicates the feeling of sensations, while at the age of three he is in a position to distinguish between objects, animals and

human beings. At six, he is capable of describing a picture that he has seen, but in his adolescence he rises above description to the level of interpretation of the pictures that he sees. In this manner, one can see constant development and improvement in the mind's reactions to stimuli. Generally, an individual's memory is tested by the number of digits he can remember after they have once been announced to him. In adolescence, the ability to remember digits improves with age and reaches its highest peak at the age of twenty. ●

Q.3. **Write an essay on Guidance and Counselling Adolescents.**

Ans. # Guidance and Counselling of Adolescents

The sensible teacher can make his teaching psychological if he has knowledge of an adolescent's mental development. The intensity and proper use of imagination can help to make an individual a poet, painter, sculptor or a psychologist. Intelligence, observation, reasoning and thinking having reached the required state of development in adolescence, the school and college curriculum can be fairly diversified and mad comprehensive. The truth of the matter is that actual education begins only in adolescence since at this stage the young boys and girls trait themselves as adults and they come to entertain a serious and responsible attitude to their education. What is needed is that the teacher should inspire them to work hard in their studies through self-inspiration.

1. Physical development is rapid during adolescence. The bodily structure develops at a rapid pace. This age is the time of revolutionary physical development as in this age young boys and girls attain to their maximum heights and specific bodily developments, conforming to their respective sexes, take place. Hence, they should be trained in games and beneficial exercises. In educational institutions, they should be specially trained in health and bodily development since, if they do not pay attention at this stage they are not likely to appear handsome later on it life.

2. The extreme sentimentality of adolescence can be used to induce the girls and boys to learn literature, music, art and science. This age is propitious for the teaching of all subjects. Transfer of learning during this period is considerable.

3. Good conduct, proper interests and good habits of living can be developed in boys and girls by making adequate use of the strong sexual tendency that is a strong motivating force. In adolescence, the sexual organs of the boys and girls undergo rapid development. In girls, the menstrual cycle starts while the boys are subject to nightly emissions. The sexual organs are covered by hairs. Persistent development in the girl's breasts sometimes leads to pain. Lacking knowledge of the basis and cause of all these physiological changes, boys and girls are often subjected to much perplexity. Many of the girls are not even aware that he blood emitted during the menstrual cycle does not happen to them alone but to every other girls passing the same stage of development. This leads to much anxiety and sometimes even results in the creation of guilty feelings. Not knowing the manner in which they should dress hygienically during the menstrual cycle they are sometimes put in very embarrassing situations that are very painful to them. They are even rendered ridiculous. It is a matter of no little sorrow and pain that much changes are inevitable in the lives of every young men and women, but almost all of them have to get over them through trial and error. The parents, who have themselves been through these conditions, are content to leave the helpless children on their own resources and wit. This is not a desirable practice. In this connection it is for the parents to inform the children of all necessary details and methods, without making secret of anything. It is never a good practice to hate or scold or delivery moral lectures if one sees an adolescent developing bad habits. It is a matter of physiology and psychology, and it should be treated accordingly. It is for the teacher to inform the growing boy and girl of the complete facts about the male and female body and to train them adequately in all forms of hygiene.

4. Hero worship and idealization are two very useful tendencies with which the adolescent is endowed. This stage in his development is particularly efficacious for laying the foundations for a good character. He should be given the lives of great men to read and to draw what lesson he can from them.

High ideals stand revealed to him, and he can think in terms of greater characters as opposed to the imaginative pictures of heroes that he has been sketching to himself. The adolescent should be persuaded to read extensively. It is never desirable to prevent him from reading stories and novels. All that is needed is that he should be intelligently guided in forming his taste by being taught to read interesting works of great novelists and psychologists so that his knowledge of human nature increases and his sexual tendency reduces its hold upon him.

5. The adolescent is by nature a rebel against the traditions and customs prevailing in his society. His rebellious instinct can be channeled to good use by the teacher who can help to develop a generation which hate all the bad traditions and rids society of them. Adolescents can easily be induced to think of social development and improvement. They can be taught to rise above their narrow interests and comprehend the spirit of nationality, internationality and universal love.

6. It is no less important to impart ethical, moral and religious education to the child. Although all educational psychologists fail to see eye to eye on this subject, moral and religious education can benefit the recipient only if it is psychological and simple.

7. 'In adolescence the individual should be given vocational guidance after his mental capacities, inclinations and interests have been examined. His education should conform to the vocation that he is going to pursue in the future so that he may not be a misfit in any occupation but should rather be able to earn a comfortable living, establish a household and contribute actively to national development.●

Q.4. **Explain Guiding and Counselling Techniques for Adolescent.**

Ans. # Techniques of Guiding Adolescents

The problems concerning the adolescents are either concerned with education or are of a personal nature. Hence, Adolescent's guidance is jointly comprehended under educational and personal guidance. Similarly, the various forms of guidance, such as health guidance, recreational guidance, civic guidance, social and moral guidance, community service guidance and leadership guidance are all comprehended in personal guidance.

1. Individual Guidance Technique—In the individual guidance technique, the person to be guided and his guide, the psychologist, are in direct and personal contact with each other. He invades the ill person's house and makes a study of his family conditions, and for the purpose the interviews the various members of the individual's household. Besides the family background, the individual's social, financial and cultural background is also investigated so that no possible source of information is left untapped. And for this it becomes essential to study his neighbourhood and to collect as many facts of his life as are possible so as to build up a fairly complete case history. The schools and colleges that he has attended are contacted in order to gain in formation concerning his behaviour and scholastic attainments there. His teachers, too, are consulted on the matter.

Study of this type and the collection of all possible information concerning the individual is followed by testing of the individual himself. He is made to take tests of intelligence, specific mental abilities, interests, attitudes and personality. Interview is another weapon that is used to uncover much information and, incidentally, to learn the patient's opinion of himself. Accordingly, then, in individual guidance, the following information concerning the individual is gathered :

1. Information concerning his intelligence, mental abilities, interests, attitudes and personality.
2. Information concerning family condition.
3. Information concerning the social, financial and cultural background.
4. Other relevant information.

Having gathered all this information it is subjected to close and intelligent scrutiny and then curative measures are introduced to remove the problems which had made this guidance necessary. Among these efforts are logical arguments, suggestions, psychoanalysis, etc.

The individual guidance method has the following qualities :

1. It renders almost complete information concerning the individual. Hence, a proper cure can be effected.
2. Cures in this method are simpler and more effective. Despite these advantages, the method suffers from the following drawbacks :
1. It consumes much time, with the result that a very large number of psychologists are required if there is a big number of patients.
2. Accordingly, this method is extremely expensive also.
3. It needs trained and specialist psychologists.

2. Group Guidance Technique—These shortcomings of the individual guidance technique are not found in group technique because in this a number of people are guided simultaneously. Group guidance should not be interpreted to imply that it involves guiding the group. Actually, the guidance is aimed at the individual because it consists of the personal assistance rendered by a psychologist. In the group guidance technique a complete group is guided. But this guidance is intended to help the individual members of the group to solve their own problems the sole difference being that the group is surprised of individuals facing more or less the same problems. Evidently, then, there is no need to waste money and time in giving individual guidance to individuals who are facing similar problems and the advice given is likely to be similar. Hence, there can be no questioning of the importance of the group technique. It economizes from upon time and money.

Nevertheless, group guidance technique, lacks all the advantage that accrues from and application of the individual guidance method. Due to the smaller degree of personal contact between the psychologist and his subjects, the cures are not quite so effective as in the case of individual guidance. When group guidance is administered, it is also not possible to gather the same amount of authentic information concerning the subject is feasible in the individual guidance method. Hence, it may be tentatively concluded that group guidance method can be of value only in circumstances in which the problems faced and similar to a degree without wide individual differences and are also not particularly complex.

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Q.5. **Indicate the areas of problems for adolescence.**

Ans. **Areas of Problems for Adolescence**

Adolescence is the period of transition form childhood to adulthood which involves many type changes in social behaviour. It is called the period of great-strain and stress. It means the period of adolescence is full of problems. There are different areas of problem.

1. Physical Health Adjustment— Physical health is very important factor for adequate social adjustment. Both boys and girls are very particular regarding their physical appearance. Those adolescents who are either under-developed or over-developed have grate problem in adjustment. The important problems of this area are weak eyes, poor teeth, too short or too tall, poor complexion, headaches, frequent colds.

2. Teaching-Learning Relationship in School—Most of the adolescents face a great problem in adjustment which teachers. Teachers are rigid, conservative and do not change their attitude. Some adolescents reported the problem of showing favour by the teacher to some students. Students resent amount of home work.

3. Occupational Problem—The greatest single problem which bothers the mind of adolescent boys in India is uncertainly for future vocation. The problem what will do after study ? Haunts the mind of adolescent. There is another black side of the picture, that is when he sees that thousands of adolescents are unemployed. The mind of adolescent agitates against the social order, and he becomes rebellious.

It is further unfortunate that most of our adolescents study with future planning. When they finish their study they find themselves incapable of taking any independent means of livelihood.

4. Financial Problems—If we recollect the problems of adolescent of pre-independence period in India, we find that at that time problems were limited. The problems of adolescent have multiplied with the socio-economic development of the country. The problems of money is such a problem. There are many activities of adolescent which involve money. The adolescent needs money. He feels ashamed of begging money form parents. Parents are conservative in providing money for extra activities to their sons and daughters.

5. Home Life Relationship and Social Adjustment—Adolescents want more freedom to attend social functions but parents do not permit them to move outside the home. This is particularly in case of girls in rural areas.

Second important problem is regarding parent's high aspiration regarding achievement of their sons and daughters and when they do not come up to their aspiration, there is constant quarrelling among parents and adolescent. Sometimes these quarrels result in dire consequences. Adolescent runs from his home and may commit suicide.

There is lack of understanding between parents and adolescents regarding freedom and money. The parents treat adolescent like a child. They never discuss problems freely with them.

6. Development of Heterosexuality a Problem—Hetrosexual literally means other-sexual. Heterosexuality involves various relationships between the two sexes. Although a growing child develops a gradually increasing interest in the opposite sex, prior to adolescence his dominant social interest is with children of this own sex. This interest continues into adolescence but is paralleled by rising heterosexual interests and activities. Ordinarily many of person's childhood acquaintances and friendships extend over into the adolescent period.   ●

Q.6.   Discuss the role of teacher in controlling emotion.

Ans.   The Role of Teacher in Controlling Emotion—The teacher and the school can encourage the development of affective maturity in adolescents by providing them—

1. Skills that will enable the child to deal effectively with the threatening aspects of his environment.
2. The teacher should provide in class and school and atmosphere that permits the adolescent to admit the feelings he is experiencing.
3. Schools should provide identification of proper model and constructive in self-control of emotions. They should be provided with a variety of opportunities to participate in activities leading towards the acceptance of responsibility.
4. An important method which a class room teacher can encourage is to help the students to express their emotions in constructive ways. Students should be trained to express their emotions to others in whom they have full confidence. Verbalization of pent-up emotional feelings releases mental tension and as emotions are put into words, they become diffused, less intense and manageable. The teacher must develop a clear recognition of the desirable of achieving freer and more constructive expressions of emotions which will result in progress toward the desired goal.
5. The teacher may organize picnics, excursions and educational tours of his students to provide them opportunities to understand each other and come closer. This will resolve many problems of adolescents which are created by lack of communication among the members of the class and school.
6. The teacher should deal the problems of adolescents sympathetically. He should maintain the rapport with adolescents. They have the feeling of hero worship at this stage. The teacher should try to occupy this place for the adolescents.

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INDIVIDUAL DIFFERENCES

"Interest is essential as the starting point of the educative process, effort is essential as its outcome. The purpose of appearing to the interest of child is to lead him to the point where he will put forth efforts to master the unsolved problems, and understand relationships of his environment."

"Attitude is the sum total of an individual's inclination, feelings, prejudices or biases, preconceived notions, ideas, threats and convictions or beliefs about any specific object." —**L. L. Thurston.**

"An attitude can be defined as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual's world."
—**Krech and Crutchfield.**

"Measurable individual differences have been shown to exist in physics physical size and shape, physiological functions, motor capacities, intelligence, achievement and knowledge, interests, attitudes and personality tracts." —**Tayor**

"No two individuals of the same race are quite alike, we may compare millions of faces and each will be distinct." —**Charles Darwin**

Q.1. **Define the term individual and why do individuals differ and in what areas ?** *Or*
Indicate the determinants of individual differences. Explain the role of heredity and environment in individual differences. *Or*
Indicate the role of interest & Values in individual differences. *Or*
Enumerate Innovative practices of education which have been devised for individual variation in the process of instruction, Teaching and Training.

Ans. ## Meaning and Nature of Individual Differences

Human beings are not found anywhere in nature. There are only individuals. The individual differs from the human being because he is concrete event. He is the one who acts, loves, suffers, fights and dies. On the contrary, the human being is a platonic idea living in our minds and in our books. Thus, the individual is a particular being and the human being is a universal, a general being. It is, therefore, important to define and discover exactly the part of the human being and that of the individual. Educational Psychology is concerned with the individual. Indeed, individuality is fundamental in man. It permeates our entire being. It gives uniqueness to the self.

Individuals can be easily distinguished from one another by their gestures, their ways of talking, acting, walking and their appearance. And these changes cause every man to be himself and no body else. Identical twins coming from the same single cell are two quite different persons. In the same way there are no individuals of identical mentality. The richer the personality the greater the individual differences.

Thus, it is an established fact that the individuals differ in mental abilities as well as in physical abilities and personality traits. The individuals not only differ from one another, but also each individual differs from one ability to another within his own self. Thus, there are variations not amongst individuals, but there are variations within the same individual among his own abilities. The problem of individual differences, therefore can be viewed from two sides—

    (a) Differences in abilities form individual to individual.

    (b) Differences in abilities within the same individual.

Causes of Individual Differences

There is no definite measure of the extent of the Individual Differences. It has been found that there is a continuous graduation from one extreme to the other. Freeman of Cornell University holds that the "nature and extent of individual differences in a particular trait or complex of traits is represented by the unimodal curve which portrays the range of human potentialities for development in that trait under conditions as they, now are." We can not, therefore, say that all persons fall naturally into two distinct types such as athletic or unathletic, unintelligent or intelligent etc. The only thing that we can definitely discover is the average (mean) deviation. This can reveal to us the extent of differences.

Thorndike discusses the causes of individual differences under five main heads. These are—

1. Sex.
2. Race or Remote ancestry.
3. Maturity.
4. Heridity.
5. Environment.

1. Sex—As regards sex, it has been discovered that girls are superior to the boys in tests of memory. Superiority of females over males has been found in linguistic ability. Small differences have been found in favour of males in reasoning, computation, arithmetical ability and number concepts. Males are found to be superior in manual performance and mechanical ability.

However, there are also found great overlappings between the sexes. According to these differences there have been found marked differences in interests, habits, preferences, educational and vocational emphasis.

2. Race or Remote Ancestry—We generally enter into our common talk the observations like– Do individuals differ because they belong to different racial, national or cultural groups? "Russians are tall and stout," "Ceylonese are short and slim," "Germans have no sense of humours," "Yellow races are cruel and revengeful", "Americans are hearty and frank," "Indians are timid and peace-loving," and the myth of racial, national or cultural differences. Many studies have been conducted in the field of Psychology, Sociology and Anthropology to see whether there are some significant inborn differences in mental abilities among the several racial, national groups. But, the investigations have not given any clear indication. There is no evidence of any national superiority in mental abilities. Similar studies have been made with white and non-white children. The fact should be subjected to the general principle that the degree and form of mental development is the result of interaction between inherited abilities and the environmental influences. In fact, racial or national groups are compared by group averages and these cannot be more significant psychologically and educationally than are differences among individuals.

3. Maturity—As regards maturation, individual differences of mental growth are found in infancy. The rate of growth is not the same at all the stages. It differs from stage to stage. Not only the rate but the character of growth differs from one age level to another as maturation marches on. Yet, the children tend to maintain their relative positions of mediocrity, superiority or inferiority.

Late in life, persons suffer from a decline in mental abilities. The decline proceeds gradually at first, then increases with age, especially after sixty. But, the relative position is maintained even now.

4. Heredity—The importance of heredity is now fairly accepted. An individual's height, the size of his bones, the colour and texture of his hair, the colour of his eyes, the shape of his face, nose, mouth, hands and feet, the nature of his entire physical structure, and in fact all that he is physically, and mentally is determined largely by his inheritance. The general principle of Heredity is that children

resemble their parents and that "like tends to beget like." Children resemble both their parents but even within the same family children differ because they do not develop out of the same combination of genes. That is why even in large families complete correspondence of abilities is absent.

Further, children of bright parents tend to be less bright and the children of very inferior parents are often less inferior. Heredity is said to move towards the average. This is called regression and traits when passing from parents to children tend to move towards the average. The genius son of a genius father is a very rare thing. Again, there is a tendency among the off-spring to be higher in the traits in which their parents are low and lower in which their parents are high. They move towards the average, that is, they regress.

The Heredity of a child is not solely determined by his immediate parents. He inherits from all his forefathers and ancestors also or from the same stock their parents have inherited. It is said that one-half of inheritance is from the parents, one fourth from grand parents, one-eighth from great grand parents and one sixteenth and so on from gradually further removed ancestors.

Thus, Heredity unquestionably has a considerable influence on individual differences.

5. Environment—The nature of the human being is shaped through the interaction which take place between the human organism and the environment. Our environment is our habitation in the fullest sense. Not only our physical surroundings but also the people around us, social customs and traditions, culture, education and training, all constitute our environment. What we call our social heritage, ideas, and ideals, is a part of our environment. A number of studies have been conducted to see the influence of the environment on the individuals. These are—

A study was conducted to compare the intellectual status of children coming from different occupational and social groups. The occupational status of the father was treated as a general index of the mental abilities of the child. It was revealed by the study that (a) The I.Qs. of the fathers correspond to their occupational status and that (b) The intelligence of the children would correspond to the occupations of the fathers.

In an another study conduced on canal-born children and gypsy children it was found that their environment was very poor, they were isolated from the world, cut off from school and society, and lived and worked under the most humdrum conditions. The most striking fact revealed by this study was that with increase in age their I.Q. was depressed.

A detailed study was conducted to see the effect of environment on foster or adopted children. Their I.Qs., progress in schools, behaviour was assessed. As the foster parents are not the true parents and the hereditary relation does not exist, the influence of superior borne environment can be better evaluated. It was revealed that intelligence as well as development of the children was remarkably better in richer and more stimulating home environment.

A similar study was conducted on identical twins placed in different and similar environments. Study revealed that in latter case there was high correlation between their physical traits, mental capacities, educational abilities and in former case, in same twins, there was less difference but in other different environments did make a difference in educational achievement and I.Q.

On behalf of above studies, one can easily hold that environment unquestionably has a considerable influence on individual differences.

Kinds of Individual Differences

1. Inter and Intra Differences—Inter difference are connected with the difference between two individuals. It may be possible that two persons differ in their intelligence, attitudes, and interest. No two individuals in this world are same. Each one of them differ from one another.

On the other hand intra differences deals with the differences within an individual. These

differences are existed within individual. A person may have variability in intelligence, interest, attitude etc. It may be possible that he has high intelligence but other traits are lower than that.

2. Physical and Physiological Differences—Some individuals, according to the structure of the body, may be found differing in regards of height, weight, physique and colour etc. But physiological differences indicate differences which refers biological functioning like blood pressure, ANS, CNS and other functions of the body apparatus.

3. Differences in Ability—This has become an established fact that individuals differ widely as regards their I.Q's. The distribution of intelligence quotients obtained by examining first grade children with the Stanford revision of the Binet Test had a range from 60 to 160 with 100 as its mean. Other tests of intelligence are used with groups at all levels and ages. The results so obtained go to assert that individuals vary greatly on the scale of mental ability. Heredity and Environment are two great factors that cause individual differences in mental ability.

4. Differences in Aptitudes—When we speak of a person's aptitudes, we refer to his potentialities. They may be high or low, different in different fields. They vary from individual to individual. Aptitude of a person is one's ability to carry on a task to maximum success. It refers to one's special abilities. Scholastic aptitude pertains to potential learning ability. It is determined by one's intelligence. It is also called general aptitude.

But, as individuals differ from one another in the degree of intelligence, they are bound to appear different in their general aptitudes. It is a common experience that all people cannot perform a particular activity with the same amount of ease and perfection.

Special aptitudes refer to the relative fitness of the individual for special types of work. But, this "fitness" calls forth the requisite amount of various special abilities involved in the activity. But as individuals differ from one another in the amount and degree of these abilities possessed by them, differences in their special aptitudes, too, appear.

5. Differences in Personality—Personality is not one single entity. It is a blend of a number of traits and abilities. But these traits and abilities and their integration and the process of their blending differ greatly from one individual to another. Therefore, we find differences in individual personalities. The individuals differ greatly as regards the physiological and biological conditions of their organs, their psychological development and mental functioning. All these individual differences find a clear manifestation in the total differences in the individual personalities. When there are differences in the component parts of patterns, there will be differences in the whole patterns, too. Individual differences in intelligence, morality, sociality, temperament etc. result into differences in individual personalities.

Thus, individuals differ from one another and they differ within themselves from ability to ability.

6. Emotional Differences—Some individuals are very sensitive while some have normal level of emotionality. In the same way the ego of some persons are highly developed. As regards temperament of the individuals is concerned there are differences likewise ego.

Commonalities and Differences in Individual Differences with reference to Interest, Attitude, Aptitude, Values, Level of Aspiration, Self-concept, Study–habits, Achievement and Psychomotor Skills—

Darwin's theory known as theory of Natural Selection states that evolution of life takes place by natural selection of variations, produced by mutations. He recognizes the both slight and saltatory variations in the process. His theory is based on three main assumptions–(a) environment causes a struggle of life and the survival of the fittest, (b) As a result, variations occur which are transmitted to further generation and (c) thus, evolution takes place by way of natural selection. Similarly, Theory of Evolution, propounded by Lamark and concerned with the inheritance of acquired traits states that–the

organism has an inward urge to satisfy its need and adapt its natural habits and modified its bodily structures in doing so. These changes and modifications are then handed over to the offsprings who make a further advance in the same direction with the result that a new species gradually emerges after a longtime. Such variations are caused by use or disuse of bodily parts when accumulated generation after generation may result into permanent disappearance or appearance as those after a long time. The example cited by Lamark are the long neck of 'Giraffe' and short tail of 'Lizard' descended from snake.

Floyd L. Ruch (1970) explains commonalities and differences in families by saying, "After birth, the same process continues during normal body growth, each pair of chromosomes being duplicated in each new cell that is produced. But in the development of the gametes a special kind of cell division–reduction division occurs, with the result that each mature egg or sperm contains only one chromosome from each pair. Thus, only half of each parent's chromosomes are transmitted to each child. And, because a process of chance selection determine whether a particular germ cell contains one chromosome or the other from each pair, different combinations of chromosomes and hence different genes–are transmitted to different children of the same parents. This process of reduction division explains why a child is both like and different from his siblings, parents and grand parents, as well as other relatives. Only identical twins, who develop from a single egg that splits in two after having been fertilized, have identical chromosomes and genes.

The phenomenon dominance and recessiveness is also related to the family's commonalities and differences. If a child receives the genes for tallness from both the parents, have same effect. But if child gets the different genes from their parents e.g., genes for 'tallness' and 'shortness', the gene may or may not have same effect. A gene that takes effect whether or not it is paired with a like one is called to be dominant, and recessive gone is that which is ineffective unless it is paired with one just like itself.

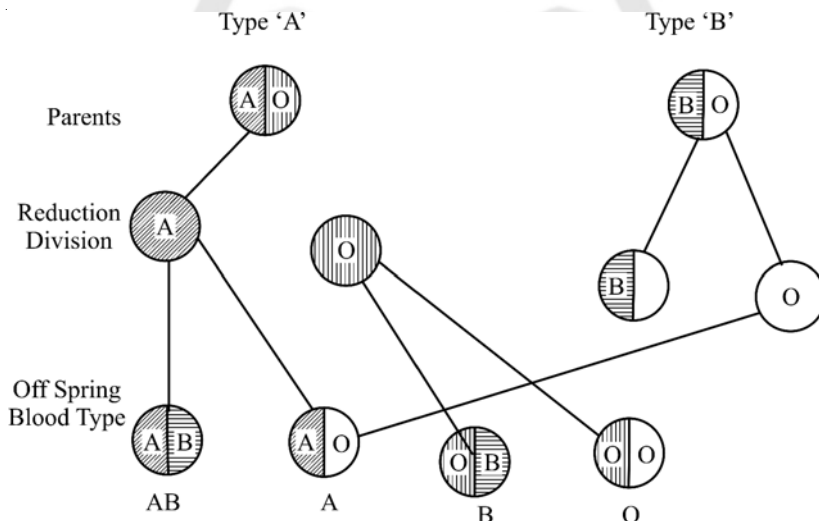The following figure will be more helpful in understanding the process. This figure is based on Montagu 1959.

Fig. : Dominance and Recessiveness

Mendel's three main laws or principles of heredity may help to some extent to understand the concept of commonalities and differences more specifically—

(a) *Like Begets Like*—This law indicates that children tend to be similar to their parents. Fair coloured parents produce fair coloured children. Bright people have got bright children, dull tend to have dull, blue eyed parents tend to have blue eyed children. This law confirms—'like father like

children'. But sometimes we find that fair coloured parents get black coloured children, bright gets dull, dull parents get bright children. These examples do not confirm this law, 'like begets like' and hence this law can not be called as an universal law.

(b) *Law of Variation*—This law explains that children are not exactly like their parents. They may have differences and variations of features etc. These differences or variations are due to the fact that the germ-cells of the parents have genes which unite in various ways and each combination produces a different quality offspring. That is, there will be as many variations as there are possible combinations. Mendel has explained the way in which variations take place. But this does not mean that this law is opposite to previous one. The children of the same family may be different in some particular traits, yet they show a greater tendency to be like each other.

(c) *Law of Regression*—Every child has a regressive tendency towards the average tendency of a family. This is not always true but sometimes this tendency takes place. The bright parents may have the children of average intelligence. According to **Sorenson**, *"the tendency for the children of very bright parents to be less bright than their parents and a comparable tendency for the children of very inferior parents to be less inferior is called regression."*

A teacher must know these laws to understand well the concept of commonalities and differences among individuals.

Interest and Individual Differences

Interests are the integral part of one's personality. It is an acquired trait from the environment. Personality is a wider term including all the psycho-physical dispositions, behaviours, views, interests and attitudes of an individual. Adjustment has some relevance with interests. According to **Kelly**, *"Interests of an individual really impart important information about the make-up of his personality. Interest is one of the determinants of the individual differences."* ●

Q.2. **Describe the meaning and definition of Interest. Discuss the Measurement of Interest.**

Ans. ## Meaning and Definitions of Interest

The following are some important definitions of the term *interest*.

"An interest is a tendency to become absorbed in an experience and to continue it."

—Bingham, W. V.

"An interest is very much the same as attitude, though their definition is also a matter of controversy. Their subject-matter is usually more concrete. We are interested in or like athletics, music, model of aeroplanes etc; where as we have favourable or other attitude toward religion, nationality etc." *—P. E.Vernon*

"An interest is not a separate psychological entity, but merely one of several aspects of behaviour." *—Super, D. E.*

"Interest is essential as the starting point of the educative process, effort is essential as its outcome. The purpose of appearing to the interest of child is to lead him to the point where he will put forth efforts to master the unsolved problems, and understand relationships of his environment."

The following are the main characteristics of interest—
1. Interests are not necessarily related to ability or aptitude.
2. Interest can be hereditary as well as acquired from environment, though the interests are mainly acquired.
3. Interests are fairly stable, can not be changed easily.
4. Interests of an individual resemble with his parents or family interests.
5. Interests are the aspect of personality of an individual.
6. Interest are related to aptitudes and achievements.

Measurement of Interest

There are various methods and tools of measuring personality such as observation, interview, check list, questionnaire and inventories. The following are most popular interest inventories—

1. Strong Vocational Interest Blank by **E. K. Strong,**
2. Kuder Preference Record, and
3. Occupational Interest Inventory.

The brief description of these instruments have been provided in the following paragraph—

1. Strong Vocational Interest Blank—This Interest Blank was designed by **E. K. Strong** in 1919. It consists of 420 items concerned with various occupations, school subjects, amusements, activities of people etc. It has been applied to persons in various professions such as law, medicine, teaching, engineering etc. According to Strong some interests are common to all these professions. It is not concerned with ability. It is applicable for adults. It is available in four forms-for men, women, students and those who have left school long back. About 40 to 50 minutes are given taking the test. The reliability is about .88. Validation is quite difficult. E. K. Strong validated after sixteen years who had taken test. The norms have been developed for the inventory.

Limitations—The accuracy of statements made by the subject cannot be tested. There is the problem of stability of interests as it is an acquired trait. The interests change at the different stages of development. It does not indicate the success in the occupation.

2. Kuder Preference Record—The Kuder Preference Record has been developed for high school and college students. Each item of this inventory consists of three preferences such as—

(a) Study Physics, (b) Study of Musical Composition and (c) Study Public Speaking.

It consists of 198 items in all, each item has three preferences. Preference is measured in nine fields-mechanical, scientific, computational, artistic, literacy, persuasive social service and clerical etc. It has high reliability index .90. Preference in this record can be compared with the Strong Vocational Interest Blank.

Interest inventories are used in the classification or selection of individuals for different occupations. It means that individual differences with regard to interest is useful for vocational guidance as well as educational guidance and counselling purpose. It provides the basis for selection of individuals for different jobs. It has the administrative function.

Information about the interest of students is much more useful for teacher in school. In selecting the study subjects after delta class, interests of the students are basic for their choice.   ●

Q.3.   Describe the determinants of Attitude and relations with Individual Differences?

Ans.   **Attitude and Individual Differences**

Attitude is very complex phenomenon and difficult to explain, but attitude is the significant determinant for individual differences.

According to **L. L. Thurston**, —*"Attitude is the sum total of an individual's inclination, feelings, prejudices or biases, preconceived notions, ideas, threats and convictions or beliefs about any specific object."*

The following are the main characteristics of attitude—
1. There are individual differences in attitudes.
2. It is a bi-polar trait as it is a position toward an object either for or against.
3. It may be overt or covert and it is fathemless or unlimited.
4. It is integrated into an organized system and can not be changed easily.
5. It varies from culture to culture and society to society.
6. It implies a subject-object relationship.

"An attitude can be defined as an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual's world."

—Krech and Crutchfield

"An attitude is a mental and natural state of readiness, exerting directive or dynamic influence upon the individual's response to all objects and situations with which it is related." **—Britt**

Britt has rightly stated that all behaviours of a person are governed his attitude towards all objects and situations with which he is related.

Determinants of Attitude

The following factors may influence the attitude of a person—

(a) Cultural and Social factors, (b) Psychological factors (needs, emotions, perceptions, experiences etc), (c) Functional factors (role of temperament).

The attitudes are formed on the following basis—

1. Acceptance of social norms and values,
2. Emotional and personal experiences,
3. Ego-involvements and social perceptions,
4. Technological changes and economic developments,
5. Suggestions and self-concept or ideals of life.

Measurement of Attitude—The following dimensions of attitude are important in its measurement—

(a) Direction (far and against) (b) Degree (c) Intensity or Strength or Depth (d) Neutral silence and (e) Consistency.

Attitude of a person is measured with the help of scales. The following are some important scales which are used for measuring attitudes towards some object—

1. Thurston's Attitude Scale,
2. Likert's Five point Scale,
3. Bogardus Social distance Scale, and
4. Scale of Attitude towards Teaching by Coombs and Travers.

1. Thurston Attitude Scale has become very popular, and many others have developed attitude scales on the lines suggested by Thurston, but his procedure of construction of scale is more time consuming and difficult method. H. H. Remmer has constructed attitude scale by using the Thurston's procedure of scale construction.

2. Likert Five Points Scale is simple and easy procedure as compared with Thurston's procedure. Therefore, Likert's procedure is commonly used by the researchers and test designers. The statement related to an object is rated by the subject or respondent directly on the five points scale—strongly agree, agree, neutral, disagree and strongly disagree, while in Thurston's scale, the statements are rated by judges not by the respondents.

3. Bogardus Social Distance Scale—E. S. Bogardus studied attitudes towards various nationalities. The nationalities were included–English, Italians, Chinese, Turkes, Canadians. American's favoured English and unfavoured Negroes.

4. Scale of Attitude Towards Teaching—Coombs and Travers developed a scale for measuring attitude towards teaching. It includes some statements related to teaching profession. The respondent has to express his feeling in terms of 'yes' or 'no' on the statements. Score is given for all 'yes' statements to assess the extent of his attitude towards teaching profession.

On the basis of attitudes far or against inter-individual differences can be measured. The intra-individual differences can also be observed as strongly favourable and favourable. The degree of favourableness indicates the intra-individual variations in attitudes. A teacher can make use of this

variation among students to deal their problems and organizing appropriate educational programmes in schools and classroom teaching.

Aptitude and Individual Differences

When a Psychologist speaks of an aptitude, he has in his mind the potentiality of a person to succeed in an occupation or job or school attainment.

"Aptitude is defined as a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some specified knowledge, skill or set of responses such as the ability to speak of language, to produce music etc." **—Warren**

Aptitude is a present pattern of traits but it always refers to future potentialities or performance. The state of definition does not say whether aptitude is inborn or acquired. It is the product of two-ability and interest.Aptitude is with specific sensory, motor, mechanical, artistic or professional ability while intelligence is with general abilities.

Characteristics of Aptitudes

The following are the characteristics of aptitude—
1. It is an abstract phenomenon and integrative part of personality.
2. It is the present condition with a future reference and it is symptomatic of potentialities.
3. There are individual differences in potentialities. People do not inherit the same endowments nor do they develop equally.
4. Aptitude of an individual is fairly stable but not perfectly constant and do not alter.
5. Aptitude implies the prediction about the individual future performance or occupation.
6. Aptitude brings the excellence in the job performance.

The concept of aptitude carries within certain assumptions—
1. An individual's potentialities are not equally strong.
2. Individuals differ from one another in their potentialities.
3. Many of these differences are relatively stable.
4. The differences are of two types-inter and intra or within individual differences.

Characteristics of Individual Differences

These are as follows—
1. Individuals differ from one another. They do not have the same endowments nor develop equally.
2. The individual differences have been recorded with regard to almost any measurable ability or trait-musical, artistic, educability, mechanical, ingenuity.
3. Regarding the distribution of individual differences do not permit region holding every one into constrasted types on assumption that a person must be either quick or slow and extrovert, dominant or submissive distinctively college material clearly unable to profit by liberal education.
4. It is important to bear in mind what ever may be implied by such characterization of the individual difference in a trait. It means that certain aptitude is evenly distributed.
5. There are important trait differences within the make-up of each individual, we find that the tendency of the abilities of individuals in a representative population to cluster around the average for that group, is matched by similar tendency for the different group or of a single individual to cluster about his own average.
6. The individual differences depend on specific trait and ability or job performance or certain activity.
7. A counsellor is properly concerned with helping an individual to see clearly the differences between his various capacities. The psychology of aptitude implies that person's potentialities are fairly stable. The present performance of the individual has the future course of potentialities.

If the concept of educational potentialities and vocational aptitudes is to have any meaning at all, that the changes which undoubtedly do take place in the relative potency of these factors (v: ed and

k: m) are seldom or sudden and that they occur within limits which can be often be ascertained in advance, is the function of aptitude.

The psychologists devices tests to discover in advance weather a person has an aptitude for learning foreign language, or for teaching or for engineering or mechanical etc. The aptitudes which interest us most at the end of the primary school years are those of the different kinds of secondary education. It is basically a question of aptitudes, on the our hand for academic abstract and book education and, on the other for practical, constructive, creative, and technical education.

The problem of individual differences in these aptitudes relate to the similar problem of variation in the quality of intelligence. The individual differences are marked as to justify that the aptitudes have the road field. The tests so designed to measure the aptitude, correlates very significantly with criterion of school subjects.

The measure is called the criterion and the correlation between aptitude tests and the criterion gives the predictive power of the tests. The test scores on an aptitude test are used for prediction of future performance of the individual.   ●

Q.4.   Describe the Tests of Aptitudes.

Ans.   Aptitudes can be measured by employing tests. These are used for selection for the job. Aptitude tests are categorized into two Differential Aptitude Tests (D.A.T.)

Differential Aptitude Tests are those which measure an individual's performance with regard to various aspects of intelligence. Anastasi has enumerated some basic factors which contribute toward the growth of differential aptitude tests which are as follows—

1. Recognition of individual differences in performance on intelligence tests.
2. Realization of the fact that so called general intelligence tests are not actually general, they measure some specific abilities.
3. Application of factor analysis technique provides the structure of the intelligence which is the basis of the differential aptitude tests.
4. Growing activities of psychologists in vocational guidance, and in selection and classification of industrial, educational and technical personal.

Some important differential aptitude tests are as follows—

1. Thurston's Tests of Primary Mental Abilities (P.M.A.)
2. Differential Aptitude Tests (DAT) developed by the Division of Psychological Corporation.
3. California Tests of Mental Maturity (CMM)
4. General Aptitude Test-Battery (GATB) developed by United Development Service.

1. Differential Aptitude Tests (DAT)

It is developed by Bonnett, Seashores and Wesman to measure the fundamental intellectual abilities. The purpose of D.A.T. is to assess differential traits or abilities for the use of guidance and counselling to provide an help to the individuals in their career possibilities.

It is a battery of tests which consists of seven tests—

(a) Verbal Reasoning Test of 30 minutes duration,
(b) Numerical Ability Test of 30 minutes duration,
(c) Abstract Reasoning Test of 30 minutes duration,
(d) Space Relations Test of 30 minutes duration,
(e) Mechanical Reasoning Test of 30 minutes duration,
(f) Clerical Speed and Accuracy Test of 6 minutes,
(g) Language-Spelling and Sentences Test of 35 minutes.

Thus, the whole battery requires of 6 hours, but the whole test need not be administered.

2. Specific Aptitude Tests

There are many kinds of specific aptitude tests—

(a) Mechanical Aptitude Tests (b) Motor Dexterity Tests (c) Clerical Aptitude Tests, (d) Artistic Tests (e) Scholastic Aptitude Tests and (f) Professional Tests (Medical, Teaching and Engineering etc.) (g) Musical Aptitude Tests etc.

The most of the tests are the performance tests. The aptitudes have a wide range of individual differences, so there are several types of tests which have been designed and used for screening the persons for different jobs and providing vocational guidance to the individual. The scholastic aptitude tests are most useful for teachers for educational guidance for the students for selecting their study subjects at delta class. ●

Q.5. **Write an essay on the relationship between Values and Individual Differences.**

Ans. **Values and Individual Differences**

The term 'Value' is mere a sociological concept. The values fall in the realm of ethics, economics, aesthetics and religion. They exist as they are experienced in human mind and translated into human actions. The value determine the direction of human actions. Thus, values are the significant determinant for individual differences. The values are related to feelings and beliefs of an individual which are deep rooted.

The value is defined in terms of sentiments and emotions, likes and dislikes, etc.

"Values seem to reside in the objects just as truly as do colour, smell, temperature, size and shape." **—C. E. M. Joad**

"Value is simply the maintenance of a set towards the attainment of a goal."
—Murphy et. al.

"Value is a motivation which sustains an individual's efforts to achieve a particular goal."
—Jones and Gevard

Maslow considers value as a psychological need. Woodruff defines, *"Value as an object, condition or activity which individual feels has an effect on his well being."*

According to **Woodruff**, *"Value is conceptualized in terms of personal happiness, security and existence of the living organism."*

The following are the characteristics of values—

1. It is the satisfaction of human wants.
2. It is the psychological need of a person.
3. It is a generalized and an organized end that guides individual behaviour.
4. It is an outcome of human choice among the competitive human interests.
5. It is the psychic-energy invested in the personality of an individual.
6. It is the real determinant of human behaviour and relationship between subject and object.
7. These are socially approved desires and goals and experiences of life which guides the actions and behaviours of individuals.

Measurement of Values

There are several tests used for measuring values. A test of values, in contrast to one of attitudes, claims to measure generalized and dominant interests. Allport et. al. have worked on values. Spranger has classified values in six categories—1. Theoretical, 2. Economic, 3. Aesthetic, 4. Social, 5. Political and 6. Religious values.

According to this classification—

1. The dominant interest of the theoretical man is discovery of truth.
2. The economic man is interested in what is useful for him.

3. The aesthetic man values form and harmonize most.
4. The highest value for social type is love of people.
5. The political man is interested primarily in power, and
6. The religious man places the highest value on unity.

In an effort to comprehend the cosmos as a whole Allport Test of Values presents 45 problem situations under each of which the subject is required to select from paired alternatives or from multiple choice-responses which are indicative of degrees of the six types of values.

This inventory may be regarded as one that estimates one set of social values; for, affiliation with a socio-economic group usually signifies acceptance of the major values of that group.

The Maney problem check list assist the individual himself, guide and counsellor as more readily identifying source of behavioural and adjustment difficulties, they also serve to indicate the subject's values and his attitude towards persons, institutions and other aspects of his environment. These are the traits of the personality of an individual.

Research studies have yielded that males have higher theoretical, economic and political values and females have higher aesthetic, social and religious values.

These variables cover the wider range of individual differences–health, school, family, social, morale, religion, economic, aesthetic and girls-boys relation. This information regarding the students and their variations is very useful for organizing various types of educational programmes and understanding their problems of adjustment. The suitable remediation and guidance can be provided to the students so that they can adjust themselves in home, school and society. This type of assistance will help in their development. The awareness of individual differences is very essential for the all round development of their personality.

Level of Aspiration and individual differences

The concept of ego-involvement can be helpful in explaining the behaviour of individuals and in particular, how the frame of reference which the individual builds up for himself influences his judgements, memory, perceptions and actions in situations which casually and superficially appear to have all the marks of objectivity.

The role of ego-involvement in the learning process may be explained by level of aspiration of learner. When a person is actively involved in a task, he sets himself a new standard to conquer, this is called the level of aspiration. He may raise the level if he has just succeeded or he may lower it if he has just met failure. We take risks of future defeat by challenging our capacities by raising the level of our aspiration.

There are so many factors in learning process like past performance, setting the level of aspiration, new action, feeling of success or failure at the level of attainment reached, the future action, setting new level etc. The positive goal discrepancy means that the level of aspiration is set higher than previous performance. A negative attainment discrepancy means that new performance has fallen short of the level of aspiration. Two factors which determine the level of aspiration are—

1. Personal Factors—These are associated with immediate situation and experience of the learner include—

1. Ability, 2. Health, 3. Hobbies, 4. Environment.

2. Cultural and Environmental Factors—The standard of a class or group will affect the individual level of aspiration. The bright child in the class may tend to set for himself a lower level than his performance while the dull child will set for himself higher level (subject to his present standard of class).

Apart from above, following factors also play important role—

(i) Norms

(ii) Socio-economic values

(iii) Composition of group or society

(iv) Level of attainment

(v) Traditions, and

(vi) Superstitions.

An interesting experiment for studying factors influencing level of aspiration was conducted on college graduates by Festniger. Three pairs of equivalent groups were selected. Each of six groups then gave its level of aspiration test. The results are given as good discrepancies.

It is evident from the results and the presentation that high school group has low level of aspiration and high achievement, it means that there is positive goal discrepancy. The under graduate group appears to have no goal discrepancy. It means that there is no difference between their achievement and level of aspiration. The graduate group has negative goal discrepancy, their level of aspiration is greater than their achievement. It shows that there is a trend of increase of level of aspiration towards the higher classes.
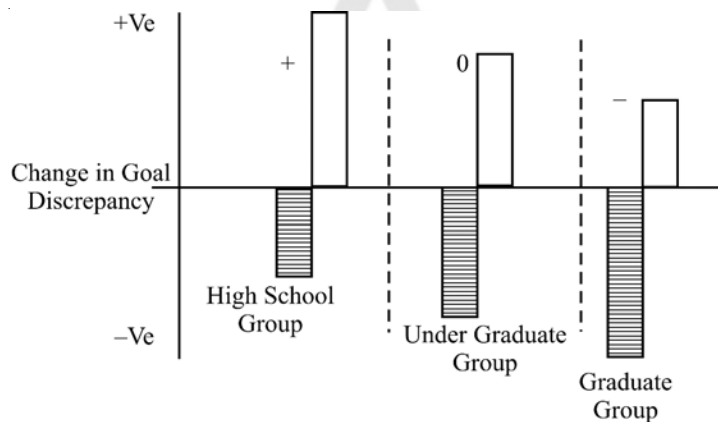

Fig. : Level of Aspiration

Educational Implications

The following are the educational implications—

1. The class standard depends on the teacher. He has to maintain the standard of the class by raising the level of aspiration of the students.

2. The classroom learning is to lay emphasis on reinforcement, conditioning, and insight upto the intermediate level but for higher learning the awareness of self-feeling motivate them.

3. The teacher has to plan his teaching lesson in such a way that the self–feelings of students may be raised or developed.

4. Learning at higher level takes place much through self-organized activity and cognitive learning of the learner. Therefore, for advance learning teacher should plan that every student may get the opportunity for self-activity. The science and language teacher requires much of the ego-involvement learning.

5. The lesson in the class and out side the class and social activities should be based on ego-involvement of the students. Teachers and students should be activated by self-motivation. There should not be any scope for distractions in teaching situations. ●

Q.6. **Describe the educational implications of Individuals Differences.**

Ans. **Educational Implications of Individual Differences**

Individual differences in the children faced daily by the school teachers in their classrooms have never lost sight of the reality and importance of individuality. Not surprisingly, they are less

concerned about causes than they are about the effects of individual differences on learning ability and adaptability to educational goals and procedures. Regardless of the cause of variability goals and procedures. Regardless of the cause of variability, teacher of even the youngest nursery age children must deal with these differences.

By the time children enter the first grade, differences in abilities are already marked and absolute variations become more pronounced as they progress. Whatever the reasons be, for these diversities, the fact is that the school should deal with them by means of differentiated curricula and individualized instructions as far as it is feasible.

A thorough knowledge of the individual differences is essential because they serve as the foundation upon which effective pupil guidance and good teaching can be built. They are often the source of one's most pronounced achievements, fullest self-realisation and greatest usefulness. They are evidences that distinguish individuals from one another.

Educationally, individual differences mean that a pupil's chronological age is an unreliable criterion upon which to base his educational programme. As the individuals differ from one another, so their education too, must essentially differ. Secondly, as the individual is not the same at all the stages of development and that he differs greatly with respect to his abilities at different stages and age-levels, so education should also differ accordingly at various age-levels. In other words, human variability should be given due regard in the content and methods of education. *"Every person is a well-defined type and that in each type certain fixed trait-relationship exist."* Education, therefore, must be adjusted to each type according to these trait-relationships. This has resulted into following specific trends in education.

(a) *Individualization*—"Individualization" in the words of Courtis "as a method of teaching or as a philosophy of education refers primarily to the attempt to adjust education to the nature of the individual." Individualization emphasizes the marked individual differences of human nature.

(b) *Homogeneous Grouping*—Individual differences compel to think in terms of homogeneous grouping of classes according to the level of ability and not age. This is also known as "ability-grouping".

(c) *Adjustment to Special Interests*—Individuals differ from one another as regards their interests. A great principle of learning is that education should take notice of the interests of the boys at all stages of development. This fact may be utilized in the adjustment of teaching to the special interests of the boys of various stages of development.

(d) *Assignment*—The teacher should modify the assignment in amount, quality, difficulty, and sequence according to individual differences. The individual differences in personality-traits, previous education, capacity and other factors must be taken into consideration to fit the work to the requirements of differing individuals.

The first Acharya Narendra Deo Committee of U.P. proposed a system of secondary education based on the varied needs of pupils and said that the schools should provide diversified curricula to suit the needs and aptitudes of our students. The recommendations are based upon the recognition of the "importance of individual differences in ability, intelligence and personality make-up of school pupils". The Acharya Narendra Deo Committee Report of 1953 says. **"aptitudes, intelligence testing and educational guidance are of prime importance in a widespread system of higher secondary education for a free and democratic country."** The recognition of the fact of individual differences resulted into four types of courses-literary, scientific, constructive and aesthetic. "Course-analysis" like job-analysis has been stressed by the committee". "Ability tests" and scholastic aptitude tests too have been recommended by it. All these are sound recommendations based upon the established fact of the individual differences. The same has been asserted by Mudalior Commission Report of 1954 on Secondary Education.

Individual differences are of great significance for personal and vocational guidance purpose. On the one hand individuals differ from one another as regards their physical characteristics, general

intelligence, aptitudes, personality traits, interests and likings, on the other hand there are differences in requirements of occupations. It is, therefore, essential that proper adjustment should take place between differences so that the fittest man may go to a particular occupation and there may not be the wastage of national energy and genius.

Individual differences are of great importance for clinical and personal hygiene purpose. They differ in personality traits and other abilities. Hence there are differences in the adjustment that they make towards their environments. Deficiency of some traits in some of them may cause mal-adjustment which is to be avoided. The individual can be helped rightly only if we are able to know and measure the trait or ability that is responsible for this. Individual adjustments are to a very great extent determined by one's own abilities and traits. It is the duty of the schools, the home and the society to provide the individuals with an environment which suits their respective abilities and traits in order to avoid mental disorders. The psychology of individual differences gives an insight into adjustment problems of the individuals.

To sum up **Skinner** holds that, **"A knowledge of the nature of individual differences is essential, if the teacher is to improve the education that all children receive regardless of their ability."**

Individualizing Educational Programmes

If the teacher recognizes and accepts the fact of individual differences his approach to pupils will be more positive. All that the teacher can do is to provide opportunities for learning and practice. Understanding individual differences the teacher will be able to devise such remedial programmes of instruction as will help slow learners to achieve better results. In attempting to meet the varying needs, interests and abilities of pupils and to enable each pupil to grow and develop at his own rate several teaching procedures and types of pupil classification and promotion are being extensively used in progressive schools. Some of the earlier plans and procedures were directed primarily at helping the duller pupil and almost all of them neglected the brighter pupil. Some of the recent attempts however provide means for all degrees of intelligence, both inferior and superior. They are—

1. Individual Instruction—Individualized instruction is considered as a ready solution of the problem of individual differences. The advantages of individual instructions are obvious. It helps to concentrate attention on the work of individuals rather than on the average work of the class, and the teacher can acquire intimate knowledge of each pupil's interests and vocational tendencies. The slow pupil is allowed to work at his own rate and shows more satisfactory results. The bright, gifted pupil instead of marking time with the mediocre, average pupils has opportunities to go ahead and work on more advanced assignments, according to his choice. The teacher gets an opportunity to develop diagnostic skill in discovering how different pupils respond to a task or a problem. Thus, individual instruction seeks to meet individual differences through a degree of variable instruction.

2. Group Instruction—Individual instruction misses the social value of group work and therefore, group instruction is advocated. It saves the teacher from duplicate preparation and explanation, and simplifies the problem of class management. Providing for group work, co-operation, and competition young people are fired with a desire to win the good opinion of others and the class work acquires strong motivation. Group work provides for the social values of education. The slow pupil is stimulated to do better by the example of brighter pupils.

3. Winnetka Plan—The Winnetka plan was introduced by C.W. Washburne in the schools of Winnetka. Its accent is on selection of subject matter, its organisation for presenation and workable devices for checking the outcomes. The first part is known as the common essentials, consisting of knowledge and skills which are needed by all pupils. This corresponds to the core curricula. The second part is known as group activities. The pupil's work on the common essentials is fully individualized. It is decided into units and for accompanying each unit are prepared assignment sheets, work sheets and

test sheets. Each pupil works at his own rate on each unit. When he has finished his work on one unit, he compares his results with the answer sheet. If he finds that he has passed, he proceeds to the next unit, otherwise he goes over his work to correct the defects. When he has completed a group of units he offers to be finally tested by the teacher before taking up the next-group of units. If he fails, he does further work and is re-tested. The pupil has to secure cent per cent score. Group activities like-dramatics, excursions, entertainments, etc. occupy nearly half the time and every day opportunities are given for creative work. The socializing influence of these activities are quite obvious.

4. Dalton Plan—Dalton plan was introduced by Miss Helen Parkhurst at Dalton. The main principles underlying the plan are freedom, co-operation and allocation of time. The pupils are free to continue without interuption the work in which they are absorbed, unhindered by time-tables. The work is designated as a "job" and each pupil is given a written statement of the work to be done. He is free to do it in his own way and at his own rate. The year's work is divided into monthly assignments and each assignment is further divided into daily units of work. Each classroom becomes a "Laboratory" for a special subject and it is presided over by a specialist teacher. Each pupil may elect to work on any one subject throughout the month but he is not allowed to begin on the second month's assignment till he has completed that of the first. He is encouraged to spend more time on the subject in which he is weak. Group work is encouraged if a number of pupils are working at the same stage. General difficulties are explained in a group lessons called "conferences". A pupil advances steadily job by job, through the curriculum. If in a school year of nine or ten months he only finishes eight jobs, on account of balance or illness he begins the ninth job in the following year. The bright child may, on the contrary, accomplish in one year the work planned for eighteen months and the slow child working at his own rate may build a sound foundation.

5. Morrison Plan—Morrison plan devised by Prof. H.C. Morrison of Chicago University is based on direct guidance and stresses unit assignment. Directed guidance has five steps. The first is pre-test in which the background of the pupil is determined to see what approach the pupil will have for the new unit of work. The next step is presentation. Its purpose is to present the main points of the unit of work as effectively as possible to stimulate the pupil to work. It is followed by assimilation in which pupils study to master the assignments growing out of presentation. The next step is organization in which each pupil presents his own outline of the matter learned, and the final step is recitation in which the assimilated material is orally presented by each pupil. The important task in this plan is to establish learning units. For Morrison a unit is "a comprehensive and significant aspect of the environment," of science, art or conduct whose learning affects personality.

6. Project Method—This method was devised by Kilpatrick. In this method few problems are given to students to solve on their own behalf as cooking, tailoring, carpenting, playing drama, writing, solving problems like why population of Delhi is fastly increasing ? etc. A project has its own purpose and activity oriented. A pupil is free to select work of his own choice and capabilities. He works in his own way. From planning till execution of the project, he is completely free to complete his work in accordance with his need, interests and potentialities.

7. Decroley Plan—This plan was devised by Ovid Decroley, an educationist of Belgium. The underlying principle of this method is that for life a child receives his education from the life itself. The classification of the students to their classes is made such, that, with regards to their interests, intelligence, potentialities etc. they look alike. The child is given complete freedom at school to work. Attempts are made that the child should feel relaxed at school like his home. Students' interests are laid proper importance. The teacher treats his pupils in a psychological manner with sympathy and paying proper attention to their needs and interests.

8. Contract Plan—Contract plan is the same as Dalton plan. In this plan too, the study subjects are prescribed to children and alike Winnetka plan the progress of child is tested through Diagnostic tests. A teacher pays more attention on the subject in which the child is weak and is encouraged to

spend more time on that particular subject. In other words we may say that Contract plan is a combination of Dalton and Winnetka plan.

9. Activity Programme—Activity programme lays stress on activity. The different subjects are taught with acitivity as centre of each subject. A child selects any activity according to his interests, aptitudes, potentialities etc. During the learning process the child does not sits quiet and passive but is equally active and interested as the teacher. It is thus, that whole learning process becomes child-centred instead of teacher-centred. Thus students plan, organize, evaluate and draw results of project independently with great success and effectiveness.

10. Programmed Instruction—Programmed instruction is a method in which a pupil learns according to his speed and capacity. A topic is divided further into many sub-topics. There are various forms of programmed instruction, but, that of Skinner's (programmed instruction) is most common in use. It is used for the purpose of self study. Individual differences are laid proper attention in this programme. Keeping himself engaged in the learning process, the child learns best according to his speed, need, interest and capacity. Simultaneously, his progress is also assessed through tests. Thus, in programmed instruction a pupil follows the entire instructions of the programme with keen zest and enthusiasm.

11. Grouping According to Ability—The general practice of grouping pupils for purposes of instruction is pupil ability. Attempts have been made to improve the system of classification by grouping pupils with greater homogenity. The basis of classification may be age differences, mental age, I.Q., achievement, teacher's rating, physical or social maturity etc. But, such grouping has been strongly criticized as harmful socially and psychologically. If bright pupils are placed in separate groups they acquire superiority complexes and if dull pupils are separately grouped they will acquire inferiority complexes, and all this is injurious to their social development.

In practice the same class is divided into three sections of bright, average and slow pupils. These three sections cover then same course of study but at different rates of speed. Or, these groups may be kept in the same class and given different tasks. The slow group covers less work and is given more drill. The work is more concrete and practical. The bright group covers much more ground and the stress is on difficult problems and original work, pupils with special abilities and handicaps will have to be given special attention.

12. Diagnostic and Remedial Teaching—There are some children whose abilities are rather irregular owing to genetic or physical factors, habits, interests, purpose or environmental background. Ideally, then, it is the school's responsibility to find out only each child's general intellectual level, but to discover his special abilities or weaknesses if he has any. This may be achieved through careful observations, by teachers' educational tests such as (Diagnostic, Achievement, Prognostic), or through special clinical examinations. In brief, Diagnostic Tests point out individual's difficulties or weaknesses in a particular subject, while Remedial Teaching suggests remedy or educational provisions to overcome these difficulties. Hence, Remedial Teaching is must after diagnosis.

13. Acceleration—In India the system of promotions is rampant and the evil can be removed by making promotions more frequent and flexible. Here, brighter pupils are allowed to skip classes and double promotions are permitted to pupils who have done exceptionally well. Some schools have a system of trial promotions in which bright pupils are promoted to the next higher class on the condition that they make good, failing which they will be sent back to their original class. Many schools hold classes for failed students during the summer vacations which follows the annual promotions and give them another chance to pass. This method of acceleration suits to junior classes but is not desired for higher classes, as it may create some emotional problems to them.

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PERSONALITY

"Personality is the integration of those systems of habits that represent one individual's characteristic adjustment to his environment." **—Kemph**

"The personality of an individual may be defined as his persistent tendencies to make certain qualities and kinds of adjustment." **—Shaffer & Shober**

"Personality is the sum total of all the biological innate disposition, impulses, tendencies, appetites and instincts of the individual and the acquired dispositions and tendencies." **—Morton Prince**

"Personality is the dynamic organisation within the individual of those psychological systems that determine his unique adjustment to his environment." **—Allport**

SHORT ANSWER TYPE QUESTIONS

Q.1. **Define the term personality. How this term personality has been defined by philosophers and sociologists? Enumerate the characteristics of personality and general traits.** *Or*
Indicate the types and traits of personality. Explain the term motives and modes of adjustment. *Or*
Enumerate the theories of personality. Describe the psycho-analytic theory of Freud and its educational contribution. *Or*
Describe the main features of the field theory of Kurt Lewin. Indicate its contribution to education. *Or*
Enumerate the main features of the 'personalistic theory of Murray and its educational implications. *Or*
Explain the terms personality according to schools of psychology and contribution to education.

Ans.   **Definitions of Personality**

The following are some important definitions of personality :

"Personality has come to be regarded as the individuality that emerge from interaction between a biological and social, physical world." **—Boring**

"Personality is the dynamic organization within the individual of those psychological system that determine his unique adjustment to his environment." **—Allport**

A definition which commands itself is as the following—

"A personality is the product of the dynamic and unique organization within the individual of psychological structure or system and their action within the environment."

It is these two aspects uniqueness of the structural organism and the characteristics of his environment that determine the individual's particular adjustments to his surrounding.

"A personality is the individuality that emerges from interaction between a psycho-biological organism and the world in which he has developed and lives."

Dynamic organizations means that personality traits do not exist independently or act in isolation.

The term psycho-biological structures connotes motives, habits, traits, attitude, feeling, values ways-of thinking and acting.

Interaction within the environment is made explicit in order to emphasize that an individual's personality does not merely grow from within. It is product of the interaction between him self a developing organism having certain psychological and biological needs and on the other hand, his environment which has nurtured influenced, directed, satisfied or in varying degrees failed to satisfy those needs.

Personality is described in terms of an individual's behaviour his actions, postures, words, and attitudes and opinions regarding his external world and also individual's cover feelings about his external world one's feelings about himself, may be conscious, pre-conscious or unconscious level. Personality means man within the man.

Definition of Personality by Sociologists

"Personality is the integration of all traits which determine the role and status of a person in society."

Definition of Personality by Philosopher

"Individuality is the personality."

Idea of perfection is the personality.
"Personality is the self-realization."

The simple definition of the term personality is—
"A man within the person is the real personality."

Personality Characteristics

Confining ourselves to those aspects of personality that are characteristics and distinctive simplifies considerably the problem of studying personality. We find that personality characteristics often overlap and are higly co-related with each other. e.g., honesty, integrity, dependability. We shall consider several sets of characteristics under the following heading :

1. Traits
2. Types
3. Abilities, Interest Attitudes
4. Motives and
5. Modes of Adjustment.

1. Personality Traits—A trait is a generalized tendency toward action, but trait is an abstraction, it can not be analyzed. Trait is "higher order habits." or organized frames of references.

A trait is any aspect of personality that is reasonably characteristics and distinctive. The following are the general traits—

(i) Social Adaptability.
(ii) Emotional control.
(iii) Conformity.
(iv) Inquiring intellect and
(v) Confident self-expression.

Individual Traits : The following are the individual traits :

(i) Cheerful-depressed. Talkative-silent.
(ii) Unshakable-easily upset, self-sufficient emotional expression,
(iii) Readiness, good, natured, trustful, selfish, easy going, self-centred.
(iv) Broad or narrow interests, imaginative, depending.
(v) Assertive-submissive opposite sex, expression.

2. Personality Types—There have been many attempts to classify persons on the basis of their personality pattern.

According to Thorndike persons are of three types on the basis of thinking.

(i) Abstract thinker,
(ii) Ideal thinker, and
(iii) Thing or concret thinker.

According to Jung, two types—

(i) Introverts and (ii) Extroverts are most famous. An introvert is self-centred shy, simple impractical (e.g, philosopher, scientist painter) Extroverts are practical minded persons they try to please others. Most of them are in between two two can be termed as—(iii) Ambiverts types.

Several attempts have been made on the different basis—

(a) Physique,   (b) On interest
(c) Social   (d) Bodily type
(e) Intelligence   (f) Adjustment and
(g) On the basis of imagination.

3. Abilities, Attitude and Interests—Any descriptive of personality characteristics is incomplete if it does not included such things. He is intelligent, conservative and sports loving.

They are more often measured by objective tests. They are often measured for special purpose such as selection of the students, vocational counselling or public opinion

4. Motives—It is also possible to describe a person in terms of his motives and goals. We need to have concepts of personality that are cast in terms of motives as well as traits. The traits are described by motives.

A Classification of major personal motives (after Murray)

Motive	**Goal and effects**
1. Achievement	To accomplish difficult task, surpass other.
2. Affiliation	To seek and enjoy cooperation with others to make friend.
3. Aggressive	To overcome opposition, revenge or rediculate others.
4. Dominance	To control and influence the behaviour others to be leader.
5. Order	To arrange things in order cleanliness.
6. Play	To devote one's free time to sports games, to laugh, joke of everything.
7. Rejection	Avoidance to an inferior person.
8. Exhibition	To make an impression
9. Deference	To admire a superior person.
10. Defendera	To defend onself against attack.

5. Modes of Adjustment—Another way of characterizing people is by their typical modes of adjustment. The term adjustment refers to accommodating oneself to circumstances or motives under various circumstances—

(i) Conflict of motives approach-approach circumstances avoidance, approach-avoidance,
(ii) Defence Mechanisms,
(iii) Nurotic Reactions,
(iv) Effect of Function, and
(v) Psycho-Reaction.

Theories of Personality

There has been changing emphasis of area in the discipline of psychology. The groups of thinkers or schools of psychology have emphasized on different areas of study consciousness, behaviour and mind in psychology. The psychologists of various schools have explained the psychological concepts according to their own.

It is true that there is no comprehensive or general theory of personality on which all psychologists agree. So far, personality has been considered two complex in its manifestations to varied and its determinants are numerous.

There are several definitions of personality and several theories of personality have been developed so far to explain its nature. It is a psychological construct. Psychologists have designed studied by employing factorial analysis method to extract the factors of personality.

Some important theories of personality are enumerated here—
1. The Psycho-analytic theory–Freud
2. The Constitutional theory–Sheldon
3. The Factorial theory – R.B. Cattel
4. The Individual Aproach theory–Allport.
5. The Personalistic theory–H.A. Murray
6. The Organismic theory–Goldstein
7. The Field theory–Kurt Lewin

The details of these have been discussed in the following paragraphs.

The Psycho-Analytic Theory of Personality

There are three aspects of this theory of personality—
1. The dynamic side – Id, ego, superego.
2. Topographical – Consciousness, unconscious sub-conscious.
3. Economic aspects – Defence mechanism.

The Dynamic Aspect of Personality

The ego, id and superego are the parts of psycho. Freud's theory made at about the same time as his shift from the ego libido polarity of motive to the life and death instincts, had to do with doctrine of the unconscious. As to interpret the personality structure in terms of dynamic aspect of it. It may be studied in terms of ego, id and super ego.

(a) Id : The has the following components—
1. The Id consists primarily of drives, inherited instincts or urges:
2. Id has no direct access to the environment
3. Id has no sense organs or muscles.
4. Id is bottomless and blind.
5. Id is unorganised, unstructured, mixed desires libido and destructiveness.

Psychoanalysis helps maladjusted persons to substitute rational control for frightened repression and so to build up the ego at the expenses of the Id.

(b) Ego : It includes the following components—

The conscious self was also called the ego and the ego had the task of resisting the unconscious.
1. Ego has the direct access to the environment.
2. It functions through sense organs and muscles.
3. It learns through experience, it gets to know the danger to the environment and the necessity to check the id.
4. Its job is to take over the instincts from the id as far as it can, and make them conform the reality principle.
5. Ego task is to control the id.
6. Ego can be split into two—
   (i) Execution, ego remains proper, and
   (ii) Watcher and moral critic or active
7. The ego remains as somewhat ambiguous concept

(c) Super Ego. It has the following operations :

The super ego corresponds to what we ordinarily call conscience, so far as conscience means a blind feeling of right and wrong rather than a knowledge of what is good for us and socially valuable.

It is made up of moral elements. The super ego appropriates some of the aggressive tendency for use against the ago.

Formation of Super Ego : It consists of the following—

(i) Introjections into the self of the external moral authority as represented specially by parents and other important persons in early life.

Super ego formes through personal contact or environment. Ideals are assimilated into the person through social personal relationship.

(ii) Direction on the introjected or individual morality of some portion of the marcesitic libido, so that individual loves himself. Introjected ideals began to act as self ideals.

(iii) It can not explain its command because source of its authority, rudiments of super ego where inherited from primitive mankinds and takes shapes Oedipus complex.

The Oedipus complex—

Usually the boy's libido fastens on the mother, the girls on the father, Oedipus is the here of Greak, the child Oedipus had killed his father to marry his mother.

Topographical Aspects

The psycho formation can be represented by topographically as :

(a) Consious.

(b) Sub conscious, and

(c) Unconscious

(a) Conscious is part of psyche. The individual is fully aware or cognigent of different type activity engaged by psychic.

1. The individual congnitive, and affective tendency are implied the conscious mind.
2. The ego of the individual is directly linked with conscious sphere.
3. The conscious part of psychic is sufficiently less in dimension as compared to the unconscious part. The $1/8^{th}$ part of psychic is said to be conscious part.

(b) Sub-conscious It is directly related to the conscious but by little effort it can be brought to the level of conscious part of mind. The idea appears conscious part of mind, comes mostly from sub-conscious and fore conscious part.

Individual attention, thinking and concentration are directly explainable in terms of sub-conscious. It acts as threshold. The ideas never forget can recollect of recall on the power of conscious mind.

(c) Unconscious. It has the following characteristics :

1. The unconscious is more real and permanent aspect of human personality mere than $3/4^{th}$ of human psychic consist of the conscious.
2. The unconscious is vast and bottomless its mystery can not be easily known motives.
3. The evidence for the unconscious part of psychic is the dream analysis, slip of tongue and slip of eye and other human behaviour which can not be explained by conscious motives.
4. The unconscious is the sheet of instinctual urges of the Id. It is huge area occupied by instinctual forces of the individual.
5. The unconscious part of an individual reflect the true individual compared to his appearance i.e., real personality can be structural to know unconscious, dream analysis.

Economic Aspect of Personality

The nature exercise economy and follows the principle of test expended on existing total situation.

Law of parsomony (economy). Freud believed making a person try to make ill due to his over work and confine to bed. Similar the case in mental area, we try to live psychologically least expanse of this economy. It reflects different mechanism that used by human psychic.

1. Defence mechanism are those than toes resolve the conflict rather than specific fashion.
2. Minor mechanism are used as supplementary tools by the major mechanism.

Mechanism of Personality

1. The mechanism is function, ways and means between Id, and super ego.
2. They tend to eliminate or reduce the severity of conflict situation.
3. They are economical methods of resolution.
4. Not all conflict can be resolved, there are some confcts which continue and continuation of conflicts is some times very harmful for the growth of personality.

Major Mechanism of Consciousness

1. Repression and
2. Discriminatory decision

Major Mechanism of Unconsciousness

1. Conversion
2. Regression
3. Sublimation
4. Reaction formation and
5. Rationalization

Minor Mechanism of both (Conscious and Unconscious)

1. Transference
2. Identification
3. Introjection
4. Projection and
5. Displacements.

Major Mechanism of Consciousness

1. *Repression.* It is the part of conflict situation which is most unaccepted. Unconscious may be forced into conscious by the ego when they occur, the mechanism is called *repression.* Inhibition where an individual consciously or purposely refrains from an activity.

Suppression. Where an individual consciously forces unacceptable idea out of his mind successfully for period of time.

2. *Discriminatory decision.* It is found in normal adult quite frequently and less frequently in children. Conflicts are resolved by discriminate decision and renounciation, weighting the pros and cons.

Major Mechanism of Unconsciousness

1. Conversion : It is the mechanism which repress energy, connected with the frustration basic drive is changed (converted) into the functional symptom bodily disease. The conflict is resolved by conscious or uncousciously into sickness. This mechanism is making weak physiologically and psychologically. Conversion hysteria the disease due to the repression of derive, the energy thwarted and takes the form of disease. It is due to basic urges. Many a time headache may not be due to physical fatigue but due to basic urges. Many a time headache may not be due to physical fatigue but due to thwarting the basic desire. The mental disturbances is due to basic urges.

2. Regression. (*means going back*). It implies the reversal of the ordinary progressive sequence of development and hence turn into more personality structure. The conflict is solved by flight into childhood. Two types of regression.

  (i) *Ego* regression and
 (ii) *Libido regression.* Ego-regression is to return into earlier activity inacts as he is in the earlier stage may be in ego and libido. These two may occur libido regression without ego-regresson. On the other hand, we seldom find ego regression. Without libido regression.

3. Sublimation : It is the solution of basic urges through the substitution a socially acceptable goal, there is redirection of basic urge into socially approved channel, the manifested behaviour are not

only socially acceptable but have definite social values. The unconscious is resolved flight into creative work. e.g. poet is interested in fine art, many a time shows the tendency of sublimation. Expressing his desires in same forms his usges can not be satisfied in original form.

4. Reaction formation over compensation. The development of behaviour which diametrically opposed to the unconscious urges or wishes, the conscious conflict is resolved behaviour denial of it. A person is preaching moral but may not moral man. Actually a people shows and posses more than his real.

5. Rationalization. The mechanism by which the individual justify his belief and action by going other reason than those activated along with other regression, sublimation reaction available in normal adult. No agreeable to prove his feeling with his own commands so rationalize his motive with logic for some thing actual reason is not given rationalization.

Minor Mechanism

1. Transference. It signifies the shifting of feeling of Love-egoic cathoxies from one object and person to another. Freud gave an example a patient suffering from neurosis the show the tendency of love to the doctor. The patient derives same type of love feeling exibit by patient toward the doctor as she exihibit toward he father, mother and husband.

2. Identification. It refers to the mechanism through a person attempt to mould his ego, after death of some one else believes himself to have some other person e.g. children male usually identify himself to his teacher at lower stage of education female teachers are proved more effective rather than higher stage. We identify to the person whom we get pleasure.

3. It refers in corporation of the ego into itself of the outside environment of other individual o object apart of himself, emathy sympathy always with me in letters, that is, the sign of in introjection' you shall carry one.'

4. Projection. It may be considered as inverse of introjection in that the ego attitude toward the environmental objects or other persons characteristics of their own personality which are unexpected to the ego to seek faults in others. Try to look qualities of others, you are also weak you are also late. These are lame excuses.

5. Displacement. It refers of transfer of one object to another.

The Constitutional Theory of Personality

The theory is developed by Sheldon. He insists on measurement of traits as they are continuous variables.

He has developed a psychology of personality which recognizes the importance of biological constitutional factors. He has emphasized on a continuous variable approach for the measurement of constitutional as opposed to the earlier method of classification on the basis of broad discontinuities. But, it resembles with older topologies.

All earlier topologies of personality assume that behaviour characteristics are related in same fundamental way to underlying biological factors.

Sheldon Thesis

He postulates that human physique and personality can be adequately described in terms of three fundamental temperamental patterns.

Primary components of human physique—(1) Endomorphy, (2) Mesomorphy and (3) Ectomorphy

1. Endomorphy. This temperament has three components
(a) The degree to which an individual shows rotundness.

(b) An under development of muscles and bones.

(c) Over development of fat and viscera especially the latter.

2. Mesomorphy. This temperament has the following characteristics :
The degree to which an individual shows :

(a) A predominance of development of bones muscbs as opposed to the other bodily components.

(b) Possesses an athletic body which is hard well proportioned muscular.

3. Ectomorphy. It has the following characteristics :

It is the component which determines the relative development of skin and nervous tissue over the other components.

An individual physique is related to the pre-ponderance of development of three fundamental embryonic-tissues–

(i) *Endoderm – Innermost* layers of embojenic cells

(ii) *Mesoderm – Emorgonic* layer from which muscles and blood survived.

(iii) *Ectoderm – Cellular* layer from which skin, hair, central nervous system derived.

An individual is rated on seven point scale on each of the above components. In addition to these primary components, the individual may also be rated on the degree to which he demonstrates.

1. Dysplasia
2. Gyndromorphy and
3. Texture.

1. Dysplasia. The extent to which a person shows or lack of harmony or markedly uneven mixture of the basic components in any part of his body. Ex-an otherwise entomorphic individual with the laps of an endomorphys delinquencies, mental disease.

2. Gyandromorphy. The extent to which an individual has the bodily characteristics commonly indentified with numbers of the opposite sex.

3. Texture is the degree to which an individual possesses a fine aesthetically pleasing body as revealled by the texture of his/her skin, hair and perhaps underlying cells.

Primary Dimensions of Temperament

Temperament of an individual rafers to his emotional and motivational nature. Behaviourally it is his reactive disposition.

Three primary cluster of traits could account for 1225 correlations among the traits were studied.

(1) Viscerotonia trait is closely associated with digestive and vishal process.

(2) Somatonia trait is associated with voluntary muscular system (Sematic structure).

(3) Cerebrotonia traits are the activities which have to do chiefly with attentional consciousness.

Relationship between Physique and Temperaments

Under this study Sheldon selected 200 adults and obtained the following result :

1. *Viscerotonia* trait is most closely related to endomorphy temperament.
2. *Somatonia* trait is most closely association with mesomorphy temperament.
3. *Cerebrotonia* trait is most closely related to ectomorphy temperament.

On the basic of the relationship, temperament can be predicted on the basis of physique with a considerable accuracy and concomitantly physique with the help of temperament, but causal relationship can not be established.

Criticism of Sheldon Theory

The following are the advantages and limitations of Sheldon theory of personality.

1. Most of the studied done by Sheldon are on adult male subjects. Therefore his findings related to biological traits and temperaments can not be applied for female subjects, because their

physique constitution is different from male. There is also difference between temperaments of male of female.

2. Sheldon has used rating scale for measuring these variables, therefore the observations have the 'Halo Effect' of the rators.
3. Somatic type is relatively in variant.
4. It considers, physique and emotional aspects of a person but does not consider the intellectual and social aspects which are most important for the psychology of personality.
5. It has limited the scope for using this concept of personality in Education.

The Factorial Theory of Personality

This theory has been developed by R.B. Cattle. He has defined the term personality.

"Personality is that which permits a prediction of a person what will he do in a given situation."

Main features of his theory– It has the following main three characteristics.

1. He has restricted to 'units of behaviour.' It must be integrated into a larger whole, is the true picture of the functioning of personality.
2. Both types of traits physiological and psychological are possible units of behaviour. But Cattel favours the trait approach is more fruitful.
3. The traits are inferred from the individual behaviour i.e., personality is an integration of traits. The traits are classified into categories–
   (a) Surface traits and
   (b) Source traits.
   (a) Surface traits are revealed by correlating traits elements or traits indicators which are behaviour samples which go together, independence, boldness alterness with enthusiasm.
   (b) Source traits are revealed by factors analysis and represent deeper level viable and more significant aspect of personality.

Explanatory Units. He found by conducting experiments that units of behaviour found to correspond to most fundamental influence, physiological, temperamental and social which give rise to personality.

In repeated factorial studies Cattle has found evidences for as many as 15 source traits. However only six are repeatedly confirmed and unmistakable.

1. Cyclothymic Vs Seluzithymic (constitutional)
2. General mental capacity Vs Mental defect.
3. Surgency Vs desurgency
4. Adventures cyclothymic Vs Anxiety seluzithymic.
5. Socialized, cultured Vs Boovishness
6. Bohemian concerned Vs Conventional of personality.

Further classification of traits. The traits can also be classified into two major categories :

1. Environmental Mold Traits
2. Constitutional Traits (Hereditary determinants).

1. Environmental mold traits are of three types :
   (a) Dynamic–Goal direct behaviour.
   (b) Ability–How well he worked towards the goal
   (c) Temperamental–Emotional activities. Speed or energy with which he reacts.

Dynamics of the Functioning of Personality

It depends on two components (i) Base Ergse and (ii) Metaergse

(i) Base ergse :
   (a) A dynamic constitutional source trait.

(b) Selectively turned towards certain environmental objects.
(c) An ergic pattern carries with it a certain characteristic of emotion.
(d) The pattern results in a certain specific type of goal satisfaction.
(e) An innale preference for path leading to goal.

Examples of ergs are sex, self-assertion, fear, gregariousness parental, protectiveness, appear of self, abasement, play curiosity and narcissism.

(ii) Meta erg :
(a) In all respects like erg except that it is an environmental mold trait attitude, sentiments and motives.
(b) Metaerg are also learned.

Development of Personality

It the development of personality Cattel has emphasized, unfolding maturational processes and their modification through learning and experiences. He suggests four ways for developing personality of an individual.

1. Modification of ergs.
2. Elaboration of meta ergs.
3. Organization of self, and
4. Dynamic lattices involving subsidization, chaining ergs and meta ergs.

In this way Cattel has developed seventeen principle for developing personality of an individual.

Evaluation of the Factoral Theory

1. He has used 'factors analysis' method for developing his theory of personality. Therefore, it is mainly influenced by demerits of factor Analysis method.
2. He has given main stress on traits and ergs in his theory. Thus the theory is dominated by traits and ergs. His theory seems to be very close to Murray's theory.
3. A teacher has to modify the ergs of students and has to elaborate their meta-ergs to make his teaching effective.
4. He has not taken into consideration social variables in extracting the factors for personality interpretation.

An Individual Approach Theory

Allports theory of personality is considered his significant contribution in psychology. It is also known as psychology of Individuality. His approach in defining the personality is a synthesis of contemporary definitions.

Definition of Personality According to Allport

"Personality is the dynamic organization within an individual of those psycho-physical system that determine his unique adjustment to his environments."

He has emphasized the following aspects of personality–
1. Personality as a dynamic or growing system of an individual.
2. It consists of psycho-physical system or factors.
3. Personality is the uniqueness of each individual.
4. The psycho-physical factors determine his adjustment to his environment. The adjustment is the function of the personality.

Allport views on personality span a period of 20 years duration. He has been guided by the basic principles–

(a) To do justice for the complexity of personality compounded as it is ofherediatary, temperamental, social and psychological factors.

(b) To recognize or identify the uniqueness of each individual personality despite the many communalities that exist among different people.

(c) Both nomothetic (universal laws) and ideographic unique methods are combined to study the personality

(d) He has opposed psycho-analytic view of personality. Dynamics in which present behaviour must be treated to its genetic origin.

Concepts of Psychology of Individuality

It has two main concepts—

1. Functional autonomy of motives and
2. Theory of traits.

1. Functional Autonomy of Motives. It refers to the following sub-concepts—

(a) It holds that adult motives are varied nature.
 "Self-sustaining contemporary systems, growing out of antecedent systems but functionally independent of them."

(b) It refers to the observation that a given activity originally serving a motive may become motivating in its own right, hence autonomous.

(c) It explains the transformation of the selfish child into socialized adult. It accounts for the force e.g., phobia, delusion and other forms of compulsive behaviour.

The driving force behind such complex activities as craftsmanship, artistic, endeavour and genious is explained as love of the activity for its own sake.

2. Theory of Traits : Traits and attitudes are both the central concepts in the psychology of personality.

Definition of a Trait

"A trait is a generalized and focalized neuropsychic system (peculiar to the individual) with the capacity to render stimuli functionally equivalent and to initiate and guide consistent forms of adaptive and expressive behaviour"

(a) Traits are functionally autonomous reaction tendencies which are aroused by focal classes of stimulus situations

(b) Such reaction tendencies are, in a sense unique for each individual personality, but because of common biological and environmental influences many traits may be considered as common traits, thus allowing for the measurement and prediction of behaviour.

Characteristics of Traits : The following are main characteristics of traits—

1. Traits are both general and focal.
2. Traits are around by certain classes of stimuli and not by specific stumuli.
3. Traits have dominance tendency in the presence of other people.
4. Traits are consistent or permanent in nature.

Classification of Traits : Traits are classified into two categories—

1. Individual and
2. Common trait.

1. Individual traits. In a sense every trait is an individual trait. This may be of three types.

(a) Cardial traits
(b) Central traits
(c) Secondary traits.

(a) *Cardial traits* are outstanding all pervasives, dominant in the individual life a ruling passion.

(b) *Central traits* are focal of personality, ordinary measured by rating scale, mentioned in conversation and described in words of recommendation.

Personality demonstrates a unity and integration of different type trait. He shows his concerns with the problem of identifying the inner essence of personality.

The Concept of Self : The concept propnium includes the bodily sense, self-identity, awareness of continuity of self, ego enhancement ego excitation, identification of external objects with the self, rational cognitive function, the self images, propriate striving refers to the self as opposed to behaviour which is peripheral to the self.

The forms of behaviour that serve self-realization represent growth or abundancy motivation as opposed to deficiency of motivation.

Evaluation of Allports Theory

It has the following merits and demerits of this theory–
1. His theory is quite influential among those psychologists whose major concern is with area of personality.
2. His theory seems to be more comprehensive to cover all aspect of an individual.
3. He has tried to explain the phenomenon of self but self has been vindicated.
4. He is very tender minded on theorizing the psychology of personality or individuality.
5. He is greatly influenced by existentialism.

The Personalistic Approach Theory

Murray's theory of personality resembles with Allports in its humanistic, holistic and elective orientation to the problems involved in developing a science of personality.

This theory of Murray has been greatly influenced by psycho-analytic theory of personality. It has placed great stress on the importance of environmental influence on the individual. It has consistently stressed on the physiological processes which are underlying in behaviour manifestation.

Definition of Personality

According to Murray *"Personality is the continuity of functional forms and press manifested though sequences of organized regnant processes and overt behaviours, from birth to death."*

This definition of personality includes the following characteristics of personality—
1. Continuity in the functional forms.
2. Regnant processes dynamically organized brain activities. and
3. Emphasis on functional forms i.e., overt behaviour.

Concepts Related to Personality

Murray's theory is also known as 'Theory of Need'. He has defined the term need.

"A need is a construct (hypothetical force) which stands for a force (the physic chemical nature which is unknown) in the brain region, a force which organizes perception, apperception, intellection, conation and action in such a way as to transform in certain direction an existing unsatisfying situation."

According to Murray, an unsatisfied need would arouse the person to work that would be sustained until satisfaction had been attained.

All needs have been classified into two broad categories

(1) Viceroginic needs are also known as primary needs which are essential for the survival of an organism. They include hunger, thirst and sex-water, food secretion, defection, unination, warmth etc.

(2) Psychologenic needs are the secondary which emergy out of primary needs. Murray has given a long list of these needs. Some important Murray's needs are as follows—

1. Acquisition	2. Achievement	3. Abasement
4. Affiliation	5. Aggression	6. Autonomy

7. Construction	8. Superiority	9. Retention
10. Order	11. Dominance	12. Similance (empathy)
13. Rejection	14. Exposition	15. Play
16. Nurturance	17. Succorance	18. Cognizance and

19. Blame-Avoidance.

(3) Need press theory

(4) Preceedings–Internal and External

(5) Concepts of Sencils

(6) Development of Personality.

Evaluation of Murray's Theory

It has the following advantages and limitations.

1. Murray's approach is elective to the theory of personality. He tries to integrate the concepts of theorists of personality.
2. He has emphasized on dynamic and perceptual factors but he has ignored 'self' and individuality.
3. His theory appears to be more comples. His need press concept is very close to psycho–analytic theory.
4. He has given main stress on secondary needs in explaining the personality. Other aspects. Intellectual, social and physical have not been considered.

The Organismic Theory – Goldstein

He takes biological view in explaining a person. He looks for mental and emotional factors operation in organic conditions. Psycho-biological concept is better working hypotheses for psychiatric work and mental metrics. The study of nervous system come of these development proceed from whole to the part.

Characteristic of the Theory – The following are the main characteristics of this theory–

1. In emphasizes on individual as whole. Individual is regarded as an unity in multiplicity.
2. An individual is to be described with regard to situation and the individual continually changes by environment to achieve optimal performance.
3. An individual has relationship with environment with three levels—
   (a) Biological level concerns with needs hunger, thirst and sex.
   (b) Psychological level reacts to the environment taking part in the environment.
   (c) Valuation level concerns with appreciation and values for the effectiveness and tries to evaluation the environment.

According to Goldstein there is only one drive, the drive is self-actualization with in self. Making the hidden potential to make the self real.

The self is the integrating factor in conscious experiences. Psychology of selves means as conceived organized whole round the concept of self. Goldstien recognizes four characteristics of self.

1. Self is complex, relates to functions as feeling of self, willing of self and thinking of self.
2. Self is relatively persistence.
3. Self is unique and replaceable. Two persons can not feel in similar manner. Self feeling, thinking and willing can not be replaced by the individual experiences.
4. Self is an agent which is related to conscious of an object or person.
5. The function of an individual is the whole not a part of his experiences.

Theory of Conversion

It is the characteristic in developing the child totality in the environment influences. One trait converses to the conversion. The conversion leads to personality. The group of traits leads to another

traits of the personality. A person is the combination or bundle of traits. The traits react together. The person is endowed with traits.

Theory of Salient

Whatever is salient at the same time imrabbed indeeper layrs of a person when we take on the topic the deeper layrs' of conscious comes out. The salient has its roots in unconscious mind layrs of personality.

Evaluation of Organismic Theory

The following are the merits and demerits of this theory—
1. It has emphasized the biological and psychological levels or factors.
2. The environment plays significant role in the development of personality.
3. It has also stressed upon self. Self has been defined in detail.
4. The theory involves to sub theory of conversion and salient.
5. The theory has emphasized the whole person not a part.

The Field Theory—Kurt Lewin

This theory describes how a person gains understanding of himself and him world in a situation where himself and his environment compose totality of mutual interdependent and coexisting fact.

This is also known as cognitive filed theory of learning under this theory learning is defined as relativistic process by which a learner develops new insight or changes old once in no sense is learning a mechanistic automatic process of connecting stimulus and response within a biological organism. Insight consciously defined basic sense of feeling for relationship, insight into matter into its meaning persons insight collectivity consititute, the constitute, the cognitive structure of life space.

Cognitive structure the way of a person how he perceives i.e., psychological aspects of a personal physical and social world. Such a world includes a person and all his facts, concepts, beliefs and expectation, consequently the cognitive structure of life space, figures in the development language, emotion actions and social inter correlation.

Cognitive Field Psychology

The development of cognitive field psychology is attributed largely Kurt Lewin and his associates. Kurt Lewin considered psychology (Action research) as a science closely related to every day life. The centre of Lewin psychological interest was in motivating conditions of a person environment situation and furthermore he was extremely in democratic practice and principles. Although field theory is applicable in all field of psychology it is particularly useful in social personality and educational psychology. Lewin's goal was to make the concept of field psychology of sufficient scope, applicable to all kind of behaviour and yet specific enough to permanent representative of definite person in concert situation. He observed that Laws of SR association in psychology are based on statistical predication and that statistical prediction may apply to the average of children or to the typical behaviour age group but they do anticipate what will do in specific situation.

Methods of Cognitive Fields of Psychology—1. Topology, and 2. Vector Analysis.

Kurt Lewin field psychology is more precisely called topological vector psychology in developing his psychology. He borrowed this idea and concepts from other subjects namely Physics and Geometry. The key concepts which he borrowed where topology from geometry, vector from physics. In using these related concepts he died add rigidly to the definite of mother science. But constitute them in manner most useful in system of psychology, through the use of topology and vector concept. Lewin pictured the psychological reality in term of field relationship of a person and these environment in so doing he applied method of field theory, it had been developed physical science however, concept of physical sciences did not lend themselves. He did not use same concept and fact did field theory in sister sciences. The following terms summarized the concept of field theory.

1. Person : A consciously behaving self centre of abilities and needs that child, when he says 'I am.'

2. Person need : State of a person which they exist in relation to a goal and determination towards that goal, correspond to tension system inner person.

3. Ability : Means cognitive concept to know environment, exclusive capacity to manipulate environment. Everything in which person can make psychological moment to do any thing about. Person and environment are mutually dependent on another.

4. Cognitive Structure : An environment including a person as known by the person he has one dimension clarity (insight or understanding).

5. Foreign hull : Of a life space complex of none psychological environment or facts which surrounds a life space that part of person's physical environment particular environment which dos not include in psychological environment, Physical social raw material foreign hull tends behavioural possibilities.

Kurt Lewin and Hull are mathematician psychology. Hull verified 16 postulate by mathematical formula. Similarly Lewin reduces his concept and proved by vector and by topology.

6. Values : Are of two types negaitve and positive. If an individual is drawn towards the life space positive valence and away from it negative valence. The person tends to move in that region or away from it i.e., valence.

7. Locomotion : It relates to the relative position of respective region of a person temporarily continue to life space when we consider a study of a person – environmental situation, behaviour adequately devotes changes which occurs in life space.

8 Tension : Which very closely related and descriptive to psychological needs, the state of one system relative on the stage of surrounding system. It is either created as result of opposed forces or induced by internal physiological changes or external stimuli and inner personal region may come into equilibrium in state of tension, release of tension may be achieved either through reaching goal, restricting the lige space.

9. Goal : A region of valence it is common point toward which forces within a life space point. It is a region of life space to which a person has psychological attractive barrier, it is dynamic part of environment which resists motion through it, that which stands in the way a person reaching to goal.

The Essential Feature of Field Theory

The unique approach to the study of perception and reality is one of the features of this theory, other important characteristics are interpreted intelligence behaviour as purposive. It emphasies psychological function rather than objects a situational approach a historical point of view and stress up the principle of contemporally.

1. Perception and reality. There is no absolute, it is defined relativey.

2. Purposiveness of behaviour Simultaneous and mutual interaction. A person and his environment are simultaneously interacting and participating in perception neither the organism nor the environment made the factor.

In classroom situation the different of behaviour of students to different teacher. Simultaneous mutually interaction is between individual environment. An intelligence behaviour is purposive. When a child behaving purposively he is pursuing his goal and enlight his insights. It means that he has intelligence behaviour.

3. Emphasis on psychological environment. Emphasis on psychological environment is rather than function. Every individual has its own psychological environment.

4. Situational emphasis. The situation as whole is to be taken into account for a psychologically into account for psychological study. The specific details and various aspects of situation comes later at no time aspect of field views as isolated elements. Here Lewin concepts is Gestalt.

5. The Principle of Contemporarily. *Literally* meaning of contemporarily is at all time. Whatever the length of time every things is going at once. Lewin lays emphasis on the past also.

Educational Implication of Field Theory

1. Learning as change in cognitive structure. As one learns one increases in knowledge. A change in the structure of knowledge (cognitive structure), may occur with repetition. The important thing is that the cognitive structure gets changed, not the repetitions occur it depends on the better arrangement of situation. Change in cognitive structure come about in the part. A psychological force may have two consequence. Its can lead to locomotion and change the cognition structure.

2. Reward and punishment. Those who accept law of effect or reinforcement theories have seldom analysed in detail what circumstances are which force the learner to confront the reward or the threat of punishment. The punishment is used to keep the learner at an intrinsically disliked task, the tendency is to leave the field. Reward situation is attractive and keeps the learner in the field.

3. Success and Failure. It is more appropriate to think of the goal actively as successful or unsuccessful rather than as rewarding or punishing.

  (i) To reach the goal constitutes success + valence.
 (ii) To get within the region of the goal may be success experience.
(iii) To make noticeable progress toward a goal may provide a success experience.
(iv) To select a socially approved goal may in itself be a success experience.

It is Lewin's credit that he made serious effort to deal with psychological real problem.

Psychological success and failure depends upon ego involvement in the task at hand that is the goals must be real to the learner. Easy world is not spelled correctly it not the psychological failure. Experienced teachers know how hard it is a to keep task at an appropriate level of difficulty so that the learner remain ego involved.

4. Learning as a change in Motivation. The goal attractiveness is what Lewin calls valence and valence change.

Often desirable out come is a change in the interest of the learner, that is, change in the relative attractiveness of one goal over another.

Goals originally unattractive may become acceptable through a change in the meaning of the goal related activity. There are may teaching techniques which depend upon this principle.

1. Changing of food preference by telling a story.
2. This is common radio devices for instruction.
3. The behaviour of teacher necessary change cognitive structure of the student fear of change in valence.
4. The field theory is significant for a group of children who are more than average an have the ability to see the relationship between person and goal. It is therefore, useful for teaching the bright children.
5. It emphasises, the development of insight and change in cognitive structure. Every experienced teacher should be careful while interpreting the behaviour pattern of the class.

Freud theory emphasizes the biological drives-hunger, excretion and sex in particular. Most other theories place some what greater emphasis on social factors. Adler emphasizes the concept of the inferiority complex and the concept of compensation. All parties theory of personality emphasize traits.

●●●

EXCEPTIONAL CHILDREN

"The term 'exceptional' is applied to a trait or to a person possessing trait upto the extent of deviation from normal possession of the trait is so great that because of it the individual warrant or receives special attentions from his fellows and his behaviour responses and activities are thereby affected."
—Crow and Crow

"An exceptional child is he who deviates, physically, intellectually and socially so marked by from normal growth and development that he can not be benefited from regular classroom programme and needs special treatment in school."
—W. M. Cruichshank

LONG ANSWER TYPE QUESTIONS

Q.1. **What is meant by Exceptional children? How will you identify them? Explain the term 'Exceptional Children.** ***Or***
Enumerate the problems and characteristics of gifted children. Describe educational programmes for gifted children.

Ans. According to **Jersild Telford and Sawarey**—*"The term exceptional is commonly applied to children who differ notably from the average children."*

According to **W.M. Cruichshank**—*"An exceptional child is he who deviates physically, intellectually and socially so markedly from normal growth and development that he can not be benefited from regular classroom programme and needs special treatment in school."*

According to **Kirk**—*"An exceptional child is he who deviates from the normal or average children in mental, physical and social characteristics to such an extent that he requires a modification of school practices or special educational services or supplementary instruction in order to develop to his maximum capacity."*

Characteristics of Exceptional Child

1. It is applied to a trait of a person possessing up to the extent of deviation from normal.
2. It is commonly applied to children who differ notably from the average children.
3. An exceptional child deviates physically, mentally, emotionally and socially from normal growth and development.
4. An exceptional child is he who can not be benefited from regular classroom teaching programmes.
5. An exceptional child requires a modification of school practices and needs special treatment in school to develop his maximum capacity.
6. An exceptional child belongs to both the extremes of physical, mental, social, emotional and educational achievement.

Meaning and Definition of Gifted Children

The term 'giftedness' has been defined by the psychologists in various ways. They have stated the term with help of intelligent quotient, social potentialities or social efficiency and also statistically. Some of the important definitions of 'giftedness' have been stated in the following paras—

1. **W.B. Kolesnik**—*"The term gifted has been applied to every child who, in his group, is superior in some ability which may make him an outstanding contribution to the welfare and quality living in our society."*

2. **Havighurst**—*"The talented or gifted child is one who shows constantly remarkable performance or outstanding behaviour in any worthwhile endeavour."*

3. **Terman and Witty**—The gifted children that Terman and Witty studied is, *"Superior in physical development, educational achievement, intelligent and social personality"*.

4. **Simption and Lucking**—*"The gifted children are those who possess a superior central nervours system characterized by the potential to perform tasks requiring a comparatively high degree of intellectual obstruction of creative imagination of both, are called gifted child."*

5. **Lucito**—*"The gifted are those children whose potential, intellectual powers and abilities are at such as high ideational level in both productive and evaluative thinking that it can be reasonably assumed that they could be future problem solvers, innovators and evaluators of the culture if adequate educational experiences are provided to them."*

Characteristics of Gifted Children

1. The giftedness is upper extreme on the normal distribution of any trait *e.g.* social, mental and aptitude.
2. A gifted child is one who shows remarkable and outstanding performance in any worthwhile task.
3. He possesses a superior central nervous system high degree of intellectual, creative and imagination.
4. A gifted child makes outstanding contribution to the welfare, quality of living and our society.
5. Gifted child possesses high ideational level in productive and evaluative thinking.
6. He is problem solver, innovators and evaluators of cultural and educational experiences.

Problems of Gifted Children

The gifted children have their own problems which are related to their adjustment in different areas—

1. Problem of adjustment in family.
2. Adjustment in school.
3. Adjustment in society.
4. Mental adjustment.
5. Teaching methods and unsuitable curriculum.
6. In case their giftedness is not recognized they may become perverted intelligent. They may show hostile attitude and fell themselves as rejected unwanted and isolated. They may develop inferiority complex and insecurity.
7. If the classroom work is easy for them they may not take interest, and therefore may feel boredom in class. They may become truant or may use day dreaming or fantasy for the work of higher lever.
8. If they do not get proper guidance they may develop the tendency of negativism and bad reactions to authority.
9. If they do not get favourable attitude or love, affection and sympathy from elders they may join gangs.
10. If these children of not get good friends of their level, their social development is blocked.
11. If they get over attention of parents and teaches, may develop boastful and conceited attitude and tendencies.

12. Because of varied interest they find themselves in great difficulty in choosing right type of school subjects, and vocations in future life.

General Method and Techniques for Gifted Children

Some of methods and techniques have already been discussed under the chapter of intelligence and creativity. Some important devices have been summarized as follows—

1. The positive reinforcement or praise and encouragement devices are effective but challenge and criticism devices are much more effective to reinforce their behaviour. For example "We do not expect such behaviour student like you".
2. The repetition in teaching is boring to them. They do not take interest in the unnecessary interpretation and repetition of content in classroom teaching.
3. They prefer, concept formation, generalization and completing the gaps. Teacher should not explain each and every aspect of the content, he should leave same gaps to be filled by them.
4. Teacher should probe into the depth of the content to develop some insight into it.
5. There should be the provision and facilities of library, reading, laboratories and field work.
6. In classroom teaching difficult questions are put for providing challenge them.   ●

Q.2.   **What do you understand by Backward children? What are their chief characteristics? What educational provisions would you make for such children?** *Or*
Explain and define the term Backwardness Indicate the main features of backward children. Describe the problems and measures of prevention and treatment of backward children.

Ans.   **Backward Children**

Meaning and Definition

Cyril Burt has discussed the term 'Backwardness' in the book. The causes and treatments of backwardness. He term 'backwardness' may be defined arbitarily but it difficult to define comprehensively.

1. Cyril Burt—*"The backward child is one who is unable to do the work of the class next below that which is normal of his age."*

2. T.K.A. Menon—*"In the Indian situation a backward child is one year older than the average are of his class."*

3. Berton Hart—*"The backward child is one who is unable to do the work of the cases where their educational attainments are lower than what they are capable of."*

4. Schonell—*"Backwardness refers to educational age relative to the chronological age of a child. Retardation refers to educational age relative to the mental age of a child."*

A child remains weak in all the school subjects, it may be known as 'general backwardness'. If a child is weak in one subject only, this may be termed specific backwardness.

Characteristics of Backward Children

1. The backward child mental age is smaller than his chronological age.
2. A backward child may be retarded as well but not always.
3. The dullness of a child may be one of the causes of his backwardness.
4. A backward child has low educational attainment than what he is capable of.
5. He can not keep pace with the class even in one subject or in all subjects.
6. A backward child is unable to do the work of the class next below. Who is normal for the age, weak in class assignments and examination or class tests.

Educational Provision of Backward Children

The following methods to prevent backwardness, if it is not due to lack of intelligence. The cure for the backward students having low intelligence is very difficult and complex. They will remain always backward in studies than the average students. The following are some suggestions for the education of backward children. (1) Administrative provisions and (2) Academic provisions.

Administrative provisions are of three types—(a) Backward child in regular class or mainstreaming. (b) The Special class for backward children, and (c) The Special schools of backward children.

Medical examinations should be arranged periodically to find out the physical status of the children. If the child suffers from some disease, the remedies should be applied for that and the education should also be arranged accordingly.

(a) It has been observed that backward children study in **regular classes** with the average children. The regular teaching is adequate for them because they can not pace with regular class. It is the responsibility of the teacher that he should help them to deal with them. There should be provision for tutorial classes for the backward student. Teacher should have helping and sympathetic treatment. They require sufficient individual attention in the classroom.

(b) The **special class** of backward children should be arranged in the school to remove their difficulties. Teacher should appropriate methods and techniques for such special class. The teacher should have special qualification and training of teaching. He should understand their needs and problems.

The class size of specially for backward students should be small 15 to 20 students. Their parents may have some objections. They should be taken in confidence that the class has been formed for their betterment.

(c) The **special schools** for backward children—There are separate schools for blind, deaf and dum children. Similarly, separate schools may be established for such students. The curricular, objectives, methods of teaching and teachers are to be managed according to their needs and problems. The parents of such children may not like such isolation of the children from regular schools. Such school may be expensive and costly for children.

Methods of Teaching Backward Children

In the classroom teaching, the backward children should be treated psychologically. The following methods and techniques should be used.

1. Healthy atmosphere should be created at school and also in community. It should be conductive for learning.
2. Teaching should be arranged according to the interests of these children. Their needs and problems should be considered.
3. Backward children should not be assigned heavy load of work. They should be assigned easy school work.
4. Teacher should be serious and should take classes regularly. He should pay individual attention.
5. Use of A.V. aids should be emphasized for illustrating.
6. Parents should be informed regarding student's ability and should request to treat accordingly. They should be given progress report.
7. Practical activities should be organized for their participation. They should be assigned some practical work.
8. Teacher should not use harsh treatment for them. Their responses should be immediately reinforced.
9. Good methods of teaching be employed in class.

10. Children should be motivated properly.
11. Teacher should arrange some extra classes for these children. Tutorial classes should be organized.
12. Low intelligent children should be taught with slower speed. Teacher should pace with them.
13. Teacher should consult experts and specialists if need arise and may refer the children to them.
14. Programmed instructional material can be used for remedial purpose. Their should be the provision for assimilation.
15. The curriculum should be according to their needs and requirements. It should be divided into smaller units. Theoretical knowledge should imparted after the practical work.
16. The deductive method of teaching should be used by the teacher in classroom.   ●

Q.3.   **Explain the term 'Creativity'. Enumerate the characteristics of creative children. Describe the approaches and methods of teaching creative children.**

Ans.   # Creative Children

Creativity is most significant concept for the human development. The creative child is an asset to the society as well as to nation. The should identify creative children and should provide them adequate educational facilities for the development of their creativity or talents. Here creative children refer to the upper extreme of normal distribution of this creativity ability.

Meaning and Definition of Creativity

1. Guilford—"Creativity involves divergent thinking with regard to this trait, while intelligence involves convergent thinking with reference to number, verbal memory reasoning, perception and space. The creativity refers to originality, fluency, flexibility and elaboration. Guilford creative thought means divergent thinking and uncreative means convergent thinking. Guliford has given 120 mental abilities. Content, process and product, the **'Structure of intellect'** involves 24 creative abilities. The intelligent test do not measure creativity because these tests involve or employ convergent thinking."

3. Torrence—"Creativity is as process of becoming sensitive to problems, deficiencies, gaps of knowledge, missing elements and so on, identifying the difficulties, searching for solutions, formulating hypotheses about the deficiencies, testing and recasting them and finally communicating results."

Characteristics of Creative Children

Characteristics of creative children very at different stages of development and growth.

1. Early Childhood—Grivin (1933) has identified the characteristics of children of 3 to 7 years age group. The children of this age group can repeat alone memory images and can organized several memory images, possess emotional realization and feeling of appreciation, can write short-stories and essay and can modify.

2. **Elementary School Years**—The creative children of this stage possess, the following characteristics—

1. Keen interest drawing, 2. Creative writing and expression, 3. Manifestation of creativity in participation of games and sports, laboratory work, field work and Library work. Their creative behaviours and acts are easily observable. The creativity is manifested at elementary stage.

3. High School Education—The purpose of teaching at this stage is to impart the knowledge of different courses or subjects but the following characteristics are noticed.

Skill of expression and writing an essay of original nature effective presentation in the debate and discussion. Expression is highly logical and unique, investigate some new technique or device.

4. Higher Education or Adults—At higher stage of education, reflective method of teaching should be employed which is known creative method of teaching which provides the situation for

original and independent thinking. Teaching is most thoughtful the purpose of higher education is to develop creativity. The main emphasis on problem solving activities. Research work, essay writing and developing projects, participation in cultural activities and effective organization of educational programmes. Participation in seminar conferences and group discussion.

Methods of Teaching for Creative Children

The project method can be used for smaller children at elementary schools, but the most important strategies of teaching are as follows—

1. Synectics Teaching Model for Creativity—Gorden—William J.I. Gordon and his associates have designed the synecties model of teaching. The model depends upon a number of assumptions regarding the process and development of creativity.

Focul—It has the focus to develop the creativity of the students relating to the academic discipline.

Syntax—The structure of the model consists of two strategies—First exploring the unifamiliar and second one creating something new.

The first strategy involves seven phases. In **first** phase, teacher provides information about new topic. In second phase, the teacher suggests direct analogy and asks students to explain the analogy. In third phase, teacher gets students to be the direct analogy. In the **fifth** phase, students re-explore the original topics on his own terms. In the **last** phase, students can provide their own direct analogy and identify similarities and differences.

The **second strategy** also includes seven phases. The teacher gets student's description of situation as they now perceive in first phase. The teacher states problems and defines task in second phase. The students suggest direct analogies, select one and explore it in third phase. The students select personal analogy in fourth phase. They take their description in fifth phase. They create and select under direct analogy based upon the conflicts. In the last phases, teacher gets to move back towards original task.

Social System—The model is moderately structured with the teacher initiating and guiding the students. The teacher introduces his activities in psychological sequence. It create the environment to develop the intellectual and emotional aspect of the students and can enjoy the learning activity. The self motivation and internal motivation is an essential for the problem-solving behaviour of the learners.

Support System—The teacher provides all types of facilities to the students to improve the creativity of the learners and groups. The students encounter the scientific problem so that they can make the problem concrete. They have to perform some activities to fine out the solution. The smaller group can work effectively for the purpose of creativity training.

Classroom Application—It is used to develop creative abilities of an individual and group. It facilitates an implicit learning. It may be used with students in all areas of curriculum both science and arts. This may be applied in the interactive teaching situation and in material for mediated learning experience. The student teachers can use this model successfully in the classroom teaching.

2. Brain Storming Strategy—It is completely permission style of teaching strategy and based upon the assumption that a student can learn better in a group rather than in individual study. It is problem-oriented strategy of teaching.

Objective—The higher order of congnitive and affective objectives may be achieved by employing this strategy of teaching. Another objective is to develop creativity of the students.

Structure—It consists of a problem solving situation in which learners are assigned a problem and they are asked to discuss any ideas which come to their mind. The group is encouraged to provide and evaluate the workability of their own suggestions of the problem.

Osborn's Brain Storming Procedure—He has suggested the following steps for this strategy of teaching.

1. All pahses are planned of the problem and think about sub-problems which may emerge.
2. Select sub-problems to be attached.
3. Think up about the data or evidences which may help in solving them.
4. Select the probable sources of data and collect most relevant data.
5. Decide the possible ideas through 'free-wheeling with suspended judgement' as hints to the solution.
6. Select ideas most likely to lead to the solution.
7. Consider the possible ways to test these ideas.
8. These ideas are tested in terms of relevance, adequacy and sufficiency.
9. Imagine all possible contingencies and ways of meeting them.
10. Take decision about the final solution of the problem.

Advantage—It has the following advantage—
1. It has both psychological and educational basis of teaching.
2. It is more creative strategy of teaching and encourages for the original ideas.
3. It provides more ideas of good quality.
4. It creates the situation for more independent thinking among learners.

3. Independent Study—Independent study, which more usually called **'project work'** has been defined by Baskin (1961) in his book. It helps in developing student's initiative, responsibility, and understanding for what they study. This strategy is more useful for a training programme.

Objectives—The affective and cognitive objectives are achieved by this teaching strategy.

Structure—Independent work or reading is organized in small groups. But such takes place in the absence of a teacher and in view of certain regularly scheduled meetings. The programmes is defined precisely in terms of objectives and criterion test. It is a part of regular teaching and is organized for superior students. Teaching reperoire is used in this type of situation.

Principle—It is based upon the following learning principles—
(1) Freedom for work and reading, (2) Self-study, (3) Principle of individual difference and (4) Principle of involvement in the task.

Advantage—The following are the main advantages of this teaching strategy—
1. It encourages the student's participation.
2. It develops independent or original thinking among students.
3. It develops social and cognitive abilities.
4. It is definitely superior teaching strategy for traditional strategies.
5. It creates the situation for the learners to work according to their own abilities.
6. Teacher provides individual guidance to the students.
7. Conditions for creative work in schools.

4. School Conditions—The following **school conditions** are essential to develop creativity of the students.

1. **Mental health**—The mental health of teacher and students should be sound for creative activities.
2. **Opportunity of Expression**—The teacher should provide opportunity for expressing his own ideas to other.
3. **Self-assessment**—The teacher should encourage the students for self-evaluation of his own task, performed.
4. **Self-concept**—The teacher should develop self concept of the students.

5. **Brain storming**, independent study, supervised study, reflective level teacher methods and approach should be employed for teaching.

6. **Special Programmes** should also organized for developing confidence and spontaneitly in children. ●

Q.4. **Write an essay on special education of mentally retarded children.**

Ans. # Mentally Retarded Children

Meaning

Generally speaking, no mother or father is easily prepared to accept that their child is mentally backward or mentally retarded. But modern intelligence test techniques have indubitably established that some children are mentally backward. A backward child is more in need of assistance than one with average or above average intelligence, hence in modern schools teachers are expected to pay particular attention to the weak students in their classes. A backward child, evidently, is one who has an intelligence quotient lower than the average child. In the words of Cyril Burt, "A backward child is one who, in the middle of the school career; is unable to do the work of the class below that which is normal for his age." In this way, the backward child falls far behind other children of his age in matters of study. In school, such children remain in the same class for many years, and fail to progress upward. Educational psychologists have no single opinion of the intelligence quotient below which a child can definitely be called backward. Yet generally, psychologists classify those children backward whose intelligence quotient falls below 85.

Problems

Children who are backward have certain problems that are peculiarly their own. Having a very low intelligence quotient, they require to be taught many things by others. A backward child cannot lead, he is in need of help and sympathy of friends and relatives. A child who is feeble-minded, having an intelligence quotient of 70 or less, cannot obtain education in the ordinary school, and has to be sent to special institution. Emotional adjustment of the child is completely disintegrated if he fails in the same class time after time. In a class, teaching approximates to the average level of students. Hence, it is only natural for the backward child to meet with failure. Failure in school legs to the assumption that he will also be a failure in life. His ambitions are destroyed and he becomes hopeless.

Backward child also faces difficulties in social adjustment. In the group, he does not easily grasp ever the smallest thing and rules of play have to be repeated for his benefit. His colleagues naturally heckle him. It is possible that a spark of leadership may be ignited in him if he communicates with those younger than himself but at the same intelligence level. But there he is unwelcome since other children setter clear of him because of his physical superiority. Adults pay him little or no attention, instead he is scolded from time to time. In adolescence and adulthood, too, the position of the child does not improve. He is made the but of every joke. Activities of the group are usually on a higher level, so that he does not fit in them either.

Etiology

It is not even possible to recount all the various causes of backwardness, but the main causes are the following—

1. Physical Causes—Due to many physical defects and abnormalities, the child lags being other average children. Such physical conditions would be weakness of eyes, deafness or being hard of hearing, stuttering, behind weak or crippled, etc. He also has an adverse effect upon his social adjustment.

2. Mental Defects—It has been indicated earlier that the backward child has a very low intelligence quotient, as compared with that of an average child. Having a low intelligence, his other mental characteristics and abilities also do not compare favourably with the average child.

3. Educational Immaturity—Physical and mental shortcoming in the child result in educational immaturity. Putting it differently, he has no adequate maturity to grasp the teaching that is customary for his age leave.

4. Emotional Factors—The child's social adjustment is affected by his mental and physical abnormalities, and he meets with successive failures. He meets with criticism on every account. Hence, it is natural for him to manifest anxiety, tension, depression and other emotional factors. Sometimes, though every other defect is absent, the child is backward in his class for no better reason than these psychological or emotional factors.

5. Atmosphere in the home—One reason of backwardness can also be the atmosphere in the home. Proper development of the child cannot occur in a virulent family atmosphere. Hence, he falls behind children of his age group. And among the factors that contribute to the defective atmosphere in the home are constant quarreling and fighting between parents and children, unbalanced diet, strict discipline absence of all peace and calm, poverty etc.

6. Lack of Interest—Sometimes, even though the child is free from all the defects and shortcomings mentioned above and even those that have not been mentioned, the child falls behind the rest of the class for the simple reason that he cannot develop any interest in the various subjects being taught. This causes repeated failure.

7. Factors concerning the schools—The school can be a veritable storehouse of factors that inhibit the child's development such as inadequate method of teaching, inefficient teachers, undesirable atmosphere, inadequate curriculum, defective time-table, disgusting relations between students and teachers etc. All these causes conspire to make even the average child look backward.

Cyril Burt's Opinion

Different educational psychologists have stressed different factors present in the analysis of backward children and their causes. Different factors have been considered more or less important. Cyril Burt has allocated importance to the various factors in backwardness in the following proportion—

Cause	Percentage
Poverty	20%
Home atmosphere	16%
Educational causes	11%
Health	8%
Neighbourhood	3%

Even if this kind of guesses are not relied upon, one can still say that backwardness is considerably aggravated through the contribution of physical and mental defects, atmosphere in the home, emotional cases, lack of interest in subjects of education, neighbourhood and school, etc.

Identification

Modern schools are led to believe that the backward children in a class should be specially attended to. Hence, the teacher must know how to distinguish and recognize a backward child. This can be done in four steps—

1. Discovering the child's A.Q.—Tests in arithmetic, language and general knowledge can be used for discovering the child's A.Q.

2. Discovering I.Q.—Select children with an intelligence quotient of below 85, their exact I.Q. should then be calculated.

3. Individual Intelligence Tests—Now the results obtained from the group intelligence tests should be examined for their reliability by obtaining results through individual intelligence tests and coinciding the two conclusions.

4. Rating by Teachers—Following this, rating by teacher should be sought concerning children who appear to be backward so that the results of tests are confirmed by skilled insight.

5. Case History—After all, the above tests have been completed, the child's detailed life history should be prepared.

Special Education/Remedial Programme for Backward Children

Most of the so-called backward children can be improved. In the case of children with intelligence quotients below 70, no improvement is possible through education in the ordinary schools since they need to be sent to specialized schools and institutions. In children with intelligence quotients between 70 and 85, considerable improvement is possible even in regular educational institutions. Many of these children can be raised to the level of average normality through cures so that the can find success in school and later life. If they are given some encouragement and are shown some success, they learn many simple activities. But this requires modification of the curriculum, the teacher's method of teaching, and separate education establishments are not essential, as they require only special attention and periodical expert examination. But with children of intelligence quotients below 70, separate arrangements are unavoidable.

1. Curriculum—Often many children fail repeatedly in the same class for the simple reason that the curriculum does not suit them. Consequently, the teacher must modify his curriculum to meet the requirements of backward children so that it contains only those subjects. The entire curriculum should be so fashioned that when the backward while completes his course; he should be fitted to adopt some particular profession. Basic education should be emphasized in the curriculum. Children can also be trained for some specific professions and vocations.

2. Method of Teaching—The sole quality of a teaching method is that the student should grasp what it has to teach. Hence, there should be different methods of teaching for students on different levels. It is evident that backward children will not gain much if they are taught by a method that is found suitable for average children. For them, there should be a special method of teaching with the following characteristics—

 (i) Pace of teaching should be slow;

 (ii) Lesson should be repeated more than once. ●

Q.5. **Explain special education of problem children.**

Ans.

Who is a Problem Child?

Problem children, as is evident from the term applied to them, are children whose behaviour is not normal and it results in some so the problem of adjustment is being caused. In the words of Valentine, "Problem children are generally used to describe children whose behaviour or personality shows something seriously abnormal." In this manner, the class of problem children includes all those juveniles whose character or personality shows some signs of abnormality. Some behavioural abnormalities that seem to indicate this condition are—stealing, lying, maltreating children weaker and younger than themselves, not doing home assignments, running away from school, or arriving late in school. They can also be called defects or abnormalities concerning character or personality because conduct of this nature indicates shortcomings in personality as well as character.

For an understanding of the psychology of problem children it is necessary that a detailed analysis of the behaviour be made and the problematic form of behaviour distinguished from the normal forms. It must here be recalled that the problem child is not a member of a group distinct from the normal child groups. There is no distinct line that distinguishes him from his more normal counterparts as to some extent and at varying stages in childhood, the behaviour of every child becomes problematic. Almost every child, at some stage or the other and for one reason or another tells a lie or steals something.

Hence, it is not quite desirable to declare one completely problematic and another more or less completely normal. It has been seen that very often the child is prone to much naughtiness between the ages of two and five, and his conduct appears somewhat problematic and strange. But as he continues to grow older this naughtiness disappears and he no longer appears a problem child. It is for his reason that specialists have made very detailed studies into problematic behaviour. In his book on educational psychology, Cronbach made a mention of a study by Richard Henderson which had revealed the symptoms of problematic behaviour that were considered the most sure sign of problematic trouble by the best trained and particularly intelligent research workers.

Causes of Problematic Behaviour

Problematic behaviour can have two kinds of causes (1) Hereditary and (2) Environmental. Hereditary causes include physical, emotional or nerovour defects, but sometimes these may also be the result of weakness. The environmental factors are the following—

1. Atmosphere of Home—One major cause of problematic behaviour is the contaminated behaviour that exists in many homes. A large majority of problem children come from broken families of divorced persons. In a study conducted by Bannister and Rooder it became known that 66 percent of the children come from homes that have an improper atmosphere. Certain other studies traced abnormal behaviour to such diverse causes as poverty, lack of recreation, absence of care, almost complete absence of affection and love, cruel behaviour to step mothers or other relatives, too much cinema seeing, etc. When the entire family is complied to live in a small house with only two rooms the child may have occasions to witness sexual activities of adults which has the worst influence upon his undeveloped mind and leads him to forming bad sexual habits. Signs of problematic behaviour are also generated in children who come from homes, the atmosphere in which is either strictly disciplinarian or completely lax and unihibited. Much of what is said regarding juvenile delinquents is also true of the problematic children

2. Bad Company—Besides the family, another agency that plays an important role in developing signs of abnormal behaviour in the child is his companionship. Falling into bad company the best of children learn stealing, smoking, physical outrage, cruelty or sex habits of a bad nature.

3. Atmosphere in College—Another important cause of problematic behaviour is the defective and contaminated atmosphere of the college. It is only natural for children to show signs of abnormal behaviour, when they are compelled to study in colleges or schools in which the teachers present improper and immoral deals before them, the method of teaching is disgusting or uninteresting, and where there is absence of wholesome recreation, etc.

Special Education of Problem Children

Hence, the special education of problematic children demands the removal of all objectionable elements from the atmosphere at home and in college as well as from the child's company. The main facts to be noted in this connection are the following—

1. Measures Concerning the Family—Valentine has made the following suggestions concerning the administration of discipline in the family—

  (i) Discipline should not take the form of pressure or fear but should aim at ultimate self-control in the child.

 (ii) Level of conduct should not be too high.

(iii) The behaviour of parents should be benevolent, and there should be every possible cooperation between the home and school.

(iv) Discipline and rules should be relative.

 (v) The child should never be allowed to feel that he is not leave by anyone.

Following these suggestions it will be possible to improve the atmosphere in the family. Residences of families should normally be as far as possible from prostitution houses, gambling dens and factories etc. Children should not be allowed to view very inflammatory or sexually arousing films. Parents should be affectionate and understanding in their behaviour, as the child's behaviour, character and personality depend upon these corresponding elements in themselves. Thus, they must present the best ideals to the children, and should the child develop any undesirable symptoms it should be dealt with psychologically rather than having recourse to physical punishment.

2. Good Company—The company that a student keeps outside the house, in the college or in the neighbourhood should be carefully studied and kept in mind. If he has had the misfortune of failing into bad company, tactful methods, should be employed to wean him of it and introduce him into better circle of friends. It is equally improper and unjustified to give the child too much pocket money or to give him none at all. There should be adequate arrangement for his recreation.

3. Methods Adopted by Schools—Schools can adopt the following measures for the prevention or cure or problematic behaviour in the students.

(i) Presentation of High ideals by Teacher—In the school the teacher is no less than an ideal to the student or child, hence it is essential that the teacher's character, personality and conduct should be of the highest order and exemplary so that best ideals become personified in him.

(ii) Interesting Method of Education—If the method of education or teaching be not interesting the children run away from school and fall into very bad habits. If they are taught by more interesting methods they will be interested and thereby prevented or protected from many ill-usages.

(iii) Proper use of Educational Apparatus—In schools through the medium of libraries and reading rooms children and students should get healthy literature so that their thinking may take on a healthy hue and proper from.

(iv) Balanced Curriculum—The curriculum in various classes for students should be so designed as not to strain that student too much, but at the same time provide him with a variety of knowledge.

(v) Arrangement of Extra-curricular Programmes—Where the question of prvention of problematic behaviour in children is concerned, much more can be gained by extra-curricular activities such as picnics, touring, camps, scouting, community singing, dancing and debate, etc., than can be achieved through the formal curriculum.

(vi) Means of Healthy Recreation—If the child is to be persuaded to avoid any unhealthy means of entertainment it is necessary that various kinds of games and means of recreation be available to him so that he can enjoy himself without injuring his development.

(vii) Self-discipline—Discipline in the college should not be foisted upon the student but should take the form of autonomous or self-discipline. This will help to increase sense of responsibility without being a burden upon them.

(viii) Synthesis between Family and Schools—In order to prevent to cure problematic behaviour in the child it is essential that the teacher and parents should jointly endeavour to achieve it. Hence, family and school should be synthesized.

(ix) Guidance—Children are often faced with problems the solution of which is beyond their own ability, and this resulting difficulty manifests itself in the form of symptoms of problematic behaviour. Hence, he schools should provide for individual, educational as well as vocational guidance.　　●

Q.6. **Describe special education of handicapped children.**

Ans.　　　# Special Education of Handicapped Children

Children can have both defects and abnormalities. The general system of education is denied for the average and normally healthy children, as a result of which it cannot incorporate the development

of abnormal children since they need special arrangements. One has to speak louder than when one is speaking to a normal person if one wants to communicate with a deaf individual. A modern teacher is concerned not only with the development of a majority of average children, but also with the development of brilliant, backward, defective and abnormal children. Hence, the system of education should also provide for such individuals. Unfortunately many circumstances conspire to make provision of such facilities impossible in all schools. Nevertheless, the teacher should definitely be aware of the defects and abnormalities that mar the development of a child, or arise during progress. Here, these defects will be divided into various categories concerning physical development, mental development and character etc.

Physical Defects and Abnormalities—Almost any and every organ of the body can be deformed through defects, and it is not possible to list all such defects. Secondly, all of them do not have any effect on education. Thus, the physical defects and abnormalities that are to be treated of here, are specifically those that are particularly important from the point of view of the educational process.

Defects of the Head—Of all the parts of the body, the head is the most important since it is houses the brain. Hence, the removing defects of the head is most important. Common defects of the head are the presence of leeches, skin eruptions, pus, etc., that are mainly caused through the head being left unclean. A child cannot himself keep his head clean. Parents should keep an eye on its cleanliness. One definite measure that must be taken very regularly is that it should be cleaned with soap or other cleaning agents, and another is its regular massage with oil, and proper combing. It is always advisable for young students to keep hair short trimmed. This both avoids putting much weight on the head and also makes for easier cleaning and maintenance. Oils that are used for lubricating the head should be those that have a good effect on the head and brain. Application of the oil itself should not involve mere smearing of it on the head but be more of the nature of massage. There are a variety of oils available for the purpose, but only the best should invariably preferred. If the child develops some disease on the skin or the head or acquires leeches, his head should be shaved clean following which he should be submitted to expert medical advice and care. In the classroom, the teacher himself should see the extent to which his wards keep cleanliness. If they tend to be dirty he should invite their parents to school and point out the desirability of cleanliness and personal hygiene.

Important organ of the body that has considerable importance from the educational viewpoint is the eye. It too, is another organ that is prone to many defects in the case of children. Some defects are innate and even hereditary, but many others are the results of excessive strain on the eye. ●

Q.7. **What are the defects of visually impaired child? Describe special educational programmes policy.**

Ans. School should provide facilities for regular periodical checks of the children's eyes so that it should be possible to know of a defect as soon as possible. Besides making arrangements for having any such defect cured the teacher should also advise the student as to the proper mode of eye care. Power of the eyes can be maintained and increased through such expedients as splashing cold water on the eyes, planning, deep breathing, consuming almonds, white pepper, etc., and other things that increase the power of the brain. Students should never be careless on this score since it is on this that their entire future is based. Finally, as has been pointed out earlier, teachers should read books published by **Dr. Bates** and other nature cure specialists, so that they may acquaint their students with various exercises of eye that keep them in good health. One very useful book on this subject is Harry Benjamin's **Better sight without glasses**.

Another organ of the body that has considerable importance from the educational viewpoint is the eye. It, too is another organ that is prone to many defects in the case of children. Some defects are innate, and even hereditary, but many other are the result of excessive strain on the eye.

Defects of Visually Impaired

Main defects of the eye are the following—

1. Shortsightedness—In this the child cannot see objects at a distance from him. Sitting at the back of the class or even with two or three rows of benches from the black-board, he cannot see anything that is written upon it. In this defect, the image of any distant object focuses in front of the retina, so that its visualization requires either that the capacity of the retina be increased or that the object be brough nearer to the eye. This defect can be compensated by having the eyes tested by a competent eye specialist, and spectacles of the proper power being then used. Sometimes, exercise of the eye are also very beneficial. Now-a-days, many books contain much useful knowledge and information on this core. **Dr. Bates** has devised many eye movements which can bring the eye back to normal if the are persisted in for a certain period of time. Teachers should offer to advise students or their parents on this score.

2. Longsightedness—In this case, the object has to be placed further than normal from the eye for it to be seen clearly. Only then can the image be properly focused on the retina. It is the opposite of shortsightedness. It needs a convex lens while shortsightedness can be cured with a concave lens.

3. Astigmatism—Students should sit straight in studying. Even if the back is inclined against some object forest, the eyes should be in line with the book. Some children fall into the habit or reading while lying in their backs or on one of the sides. In this case the eyeball turns in the direction in which the body is inclined. As a result, the child cannot read straight as his eyes become astigmatic. Such a defect can be removed by spectacles in which the lens is ground to suit the inclination of the eyeball.

4. Colour Blindness—Some children have a power of distinguishing colours. This abnormality is called colour blindness, and is either partial or complete. In complete colour blindness, every obect is visible either as white or black, every other colour being invisible. Partial colour blindness is such that some colours can be recognized while others remain invisible. The actual causes of this disease have not yet been discovered, but one is painfully aware of the fact that it can lead to difficulties of adjustment in children. A teacher should be careful that a child does not form an inferiority complex through knowledge of this defect, and also that other children do not annoy him on this score. Such children need the cooperation and sympathetic assistance of teachers and parents if they are to adjust within the class and the group, and if they are to achieve progress in education.

5. Blindness—Some children are born blind while others are inflicted at some later stage through some or the other cause. In cases of children of the first two kinds, the normal educational system cannot be efficacious. Special educational institutions have now been provided for them in which blind boys and girls are educated through Braille method. Benefiting from this, many children become educated and learn some minor profession on the earning of which they can live a simple and wholesome life. Blindness is a physical defect that make social adjustment very difficult, and it also leads to the development of some special tendencies. A blind child, for example, either plays alone or in the company of his mother since other children only bother and irriate him. Parents should realize the difficulties of these poor children, and should do their best to help them. Now-a-days, with the existence of schools for blind, their development has become possible. Helen Keller, a woman born blind and deaf is the most poignant example of what even the handicapped can achieve. School should provide for regular periodical checks of the children's eyes so that affect the ear is a difficulty to hear slight sounds. Their problem resembles the problems of the deaf to some extent. But in their case this shortcoming can either be cured or made less obnoxious through the use of some mechanical devices. Social adjustment is a problem for deaf children and for those who are hard of hearing. Teachers and other well-wishers must devote some of their attention to these problems. It usually happens that in large classes, teachers have no way of knowing the various physical ailments that are affecting their students. Hence, it is for them to examine their students from time to time through tests, and advise their guardians of their condition periodically. It is as necessary to cure defects of the ear as it is to provide for their general

care. Living continuously in an area that is very noisy may lead to serious additional consequences since such conditions can cause deafness. There have been definite cases of traffic policeman in big cities going deaf through being constantly in the center of extreme noise. When the ear accumulates dirt, most people are in the habit of cleaning it with some sharp-edged instrument a practice that is most depreciable as it endangers the ear drum. If there is dirt within the ear, then it shoud be removed in such a manner that it does not endanger ear drum. Itching in the ear can be cured or at least relieved by putting lukewarm castor oil or oil of neem in it. And even otherwise if some oil is put in the ear from time to time, it prevents extreme dryness of the ear. Too much dirt or any disease of the ear is a condition that only expert physician or ear specialist can treat. Considerable damage can result in such cases even from the least evidence of carelessness. Students who are hard of hearing should be given place in front of the class so that they may not miss too much of what the teacher says. ●

Q.8. **What should be done to help various kinds of creative and talented children in educational institutions?**

Ans. **Jack Kough** and **Rober F. DeHaan** have published teacher's guidance **Handbood for Helping Student with Special Needs**. This hand-book gives elaborate instruction as to how gifted and talented students should be helped to develop their particular abilities. A brief review of the suggestions given in this book is as follows—

1. Helping Students with Intellectual Ability—This requires class-room enrichment, acceleration, ability giving and examination of the teacher's own attitude and goals and about gifted students. It requires physical arrangements and materials. Steps to enrich teaching courses should be based on the following principles—

1. Prune you curriculum.
2. Re-examine your teaching methods.
3. Consider your gifted youngsters as your own special project for the year, whether you work with one student or more.
4. Establish goals and select techniques.
5. Discuss the plan with the individual student.
6. Plan with the gifted students as a group.
7. Use large, flexible teaching units.

It also requires an enrichment techniques which includes individual research, reporting the research, learning by listening to the reports of others and evaluating any of these things. The students should be encouraged to ask questions. They may be enriched by tours with famous men, scenes from history, miniature government, information please, meet the critic. Treasure chest of words, Exploring in science, Citizenship in action, the origins of words, Inventions of games, the changing words, we are there, any one theory, our city of tomorrow, conversion piece, Wall newspaper, construction of magic squares, A world of different dimensions, Elementary statistics, etc.

2. Helping Students with Scientific Ability—The first step in this process requires identification of scientifically gifted students. Then teacher's own feeling towards science should be checked. He should know the scientific method and stimulate its use in the classes of different subjects. The following suggestions are useful for enrichment of scientifically gifted students—

1. Encourage library research.
2. Set high standards of achievement.
3. Encourage experimentation.
4. Have students make a study of the various branches of science.
5. Get others to help stimulate the youngster's scientific interest.
6. Acquaint the student with opportunities outside the school.
7. Contact the student's family.

Special section should be created for gifted students in science. Physical facilities should be provided and all soft of encouragement given.

3. Helping Students with Leadership Ability—We need leaders in every field of life. Leaders are men with drive and energy, a sense of responsibility enthusiasm a pleasing personality, the desire to lead and several other traits. Leadership skills include ability to make a formal presentation, ability to conduct meetings by parliamentary procedure, ability to organize, ability to lead a discussion. In democratic societies leadership includes demarcate attitude which means sensitivity to individual and group needs, concern for the individual and respect for the majority. Leaders can be trained both individually and in group, which require different techniques. Teachers should avoid some common mistakes such as negligence about leadership, too much advice, hindrance to leadership, lack of encouragement, etc.

4. Helping Students with Creative Ability—The first step in this direction is of course identification of creative individual. This identification may be done by the most important marks such as intellectual curiosity, self-confidence, energy, positive attitudes towards work, sense of humour, sustained towards creative students. The creative process includes four stages—Preparation, Incubation, Insight and Finding out. All these stages must be encouraged to improve creativity. In this connection the following suggestions may be helpful in fostering creativity in class-room—

1. It is essential that you establish a classroom atmosphere that is conducive to creativity, where students will feel free to develop new ideas.
2. A great share of the training for creativity lies in removing any stumbling blocks.
3. Independent thought needs to be encouraged.
4. Creativity needs to have freedom from restrictive time limit.
5. Creativity is nurtured by experience.
6. Help your students to get the 'big picture.'
7. Preparation is basic to creative ability in any given field.
8. Encourage the imaginative flights of youngsters.
9. Obtain equipment necessary for certain types of creative activity.
10. Help your students get the habit of writing down their creative ideas.
11. Help your students understand the creative process.
12. The problem-solving approach to situation is the seedbed of creative activity.
13. Motivation is extremely important in stimulating creativity. Class-room exercises and creative topics should be suggested in the class-room. Parents should be helped to encourage creativity.

5. Helping Students with Artistic Talent—First of all the stage for artistic expression should be set in the educational institution. Encouragement of artistic talent involves the following—

1. Encourage students with talent to incorporate visual materials in their reports and to develop some from which the entire class can learn posters, charts, murals, displays.
2. Through the techniques of full and free class-room discussions, help youngsters become aware ofo their feelings and impressions.
3. Be generous but judicious with your praise. It involves the following donts—
   (i) Unless you are an art teacher don't 'correct' students' are work, but try to see what they are trying to express in it.
   (ii) Don't stress competition.
   (iii) Don't ask students to draw objects as they appear to you.

Some additional suggestions in this connection are as follows—

1. Try to have basic art materials available.
2. Encourage the youngster to take part in school and community events where he can use his talent.
3. If possible, provide a place to work.

6. Helping Students with Writing Talent—Writing may be practical or creative. Writing in different classes such as that of English, social studies, science, mathematics, art, music, etc., can be developed by giving suitable assignment to the students. The process of creative writing may be developed by free-lance writing, editorial work and news reporting, etc. The student should be provided necessary books and materials. He should be encouraged both by the teachers and parents.

7. Helping Students with Dramatic Talent—This requires personality development and subject-matter learning. The teacher's role involves settting of the stage, including students in the planning setting the scene, call for volunteers, and evaluation.

8. Helping Students with Musical Talent—This requires creation of opportunities for music training. The relationship of the teacher and taught should be improved. Opportunities should be offered to participate in musical competitions in school, in the city and also outside. Students should be encouraged by the teachers and parents.

9. Helping Students with Mechanical Skill—This requires provision of suitable material for the development of mechanical skills. Besides, the following steps should be taken for this purpose—
1. Every community has resources outside the school which can be used by students the mechanical ability to develop their talent.
2. You can help skilled youngsters learn about the possibilities for carriers in engineering, in scientific development, and in the skilled crafts.
3. Parents of youngsters with mechanical ability need to be aware of the talents of their children and what they as parents can do to foster it.
4. You can lend your support to the setting up of extra-curricular activities, clubs, and groups that will provide opportunities for talented youngsters to develop their mechanical ability.
5. Look for information about contents, fairs, and exhibits where youngsters with mechanical skills can compete and develop their abilities.

10. Helping Students with Physical Skills—Physical abilities should be developed for development of personality, good health, socialization of the youngsters and motivation to learn. Teachers should provide specific activities for development of physical skills among all the students. Besides the natural athlete may be helped by means of the following provisions—
1. Encourage the youngster with physical ability to enter more than one athletic activity.
2. Help the youngster relate his physical activity to other aspect of living.
3. Use a youngster's physical-skill to interest him in other valuable pursuits.
4. Try to find some body who can give the boy or girl with physical skills a few sound pointers early in his career.
5. Be sure the student knows about the facilities and programme of the YMCA, the YWCA, the Girls Scouts, the Boys Scouts, Church athletic organizations, and young people's baseball leagues.
6. Summer camps open up wonderful avenue to youngsters for developing physical skills.
7. Keep the youngsters in touch with community athletic events.
8. Let the youngsters know that you appreciate his skill and that you stand ready to help develop his ability.   ●

Q.9. **How shall you check habit of being late for school?**

Ans.   **Being Late for School**

Causes

Being occasionally late for the class is nothing unusual. But, if a student persists in being late for the school, the teacher has of necessity to investigate and find out the cause of it. Since punctuality

is an important asset and a part of personality development. There can be many causes why a child is considently late for the class, main ones among them being the following—

1. Parent's Carelessness—Children can be punctual in reaching school only if their parents prepare them for school well in time. If they are careless in this respect, it is only natural that their children should be late for school.

2. Aimless Wandering—Another reason why children, who are prepared for school in time by their parents, reach the school late is that they fall into bad company and play on the wayside or roam around before reaching the school. Once a child falls into a company of vagrants it is only natural for him to develop a liking for wandering. It is a kind of wander lust.

3. Tendency to Avoid Classes—The fundamental reason why the child is always late for school is that there is nothing in the class to interest him, and he wants to avoid it, anyway. Tendency to run away from classes can be inspired by many things, among them are uninteresting methods of teaching strict discipline, level of education being higher than the child's level of mental development, bad atmosphere in the classroom, very strict administration in school, etc.

4. Other Causes—There cannot be the same reason for children being late for school. Due to different reasons and under different circumstances, children do this. It is quite possible that a child may have a special passion for some particular form of exhibition and that this exhibition may be situated on his way to school so that he may be tempted to spend a few minutes there everyday.

Cure and Solution—Whatever it may be, the teacher must begin his investigation to examine the reasons why a student is delayed on his way to school. And then efforts can be made to eliminate these causes, a venture that requires the cooperation of the parents. Parents and teachers can cooperate to punish the child indirectly and thus break him of his habit. Parents must do their bit by preparing the child for school with a good bit of time to spare. If the atmosphere in school and the method of teaching is defective, it can be removed and education made more interesting. It is the duty of his seniors to save the youngster from bad company. A child naturally likes to live in the group, be it a group of good children, or one of bad children. The sole method of having the child void bad company is that he be put in good company. Then he will not try to go to bad company. Parents should communicate with the teacher at regular intervals to find out whether their child is reaching the school in time. If this is not done, it is up to the teacher to immediately inform them if he thinks it fit. Such cooperation and sensible behaviour can help to rid the child of this bad habit. Secondly, this problem can also be solved by teaching the child all the virtues of punctuality. Some people fail to see the significance of doing things at the time allotted for their doing. Punctuality is a quality that is developed both in school and at home. Having become habituated to having meals, getting up, going to sleep at appointed hour and doing many things by the clock will develop into such a strong habit that he will be instinctively compelled to go to school in time. Otherwise, he is apt to reason out the little difference it makes by being late for school. But before inculcating the wisdom of punctuality inchildren, it is essential that the parents and teachers themselves be very punctual. Teachers who themselves are usually late for their class can hardly expect to convince their students that punctuality is a virtue. Punctuality is a thing that is best learned by imitating one's seniors. If parents and teachers themselves are very punctual, the child will drop the habit of being late for school.   ●

Q.10.   Describe the characteristics of Juvenile delinquents. How will you identify them?

Ans.   In modern civilized countries a criminal is not looked upon as sinner or a bad person, but rather as a mentally diseased individual or one who has been victimized by circumstances. There was a time when even small children were severely punished if they committed some crime. But as psychologists proceeded to draw the attention of the civilized world to the causes of juvenile delinquency, the tradition of punishing children lost favour, to be replaced by efforts at improving and rehabilitating them. Now-a-days, in every nation efforts are made to correct the juvenile delinquent rather than to punish him. To

make the deviant once again a healthy and responsible citizen of society efforts are made through reformatory schools probation and other measures.

Methods of Identifying Juvenile Delinquents

Three kinds of methods have usually been employed to delve into the causes of juvenile delinquency—(1) Statistical, (2) Case history method, and (3) Psycho-analytic method. They have also been used to discover crimes. Now these methods will be described in some detail.

1. Statistical Method—The statistical method finds its best exposition in the works of Cyril Burt. He compiled a list of some specific situations or circumstances. And with the help of this inventory he attempted the discovery of circumstances that are peculiar to the healthy ones. Some of these situations are described as follows—

  (i) **Circumstances of Heredity**—(a) physical (b) mental, (c) temperament (also signs of mental diseases).

 (ii) **Circumstances of Environment**—
  (a) Situations in the home—(i) poverty, (ii) defective family relations, (iii) defective discipline, (iv) bad characters in family.
  (b) Situations outside the home—(i) neighbours, (ii) conditions outside the home, (iii) friends circle.

(iii) **Physical Condition.**

(vi) **Mental Conditions**—(a) intellectual, (b) emotional, (c) interest, (d) emotional aberrations, (e) mental compels.

On the basis of the above list of circumstances and conditions Cyril Burt tried to discover the causes of juvenile delinquency. Some circumstances were noted through observation while others were measured through testing. The most important cause of juvenile delinquency turned out to be emotional. And crime appeared to have intimate relationship with the presence of tuberculosis and other serious diseases in the physical constitution of the parents. In the environment, the status of the family was found to be the most important. Physical and mental condition of the adolescent himself was found to be of secondary importance. Accordingly, Cyril Burt came to the conclusion that the main factors concerning juvenile delinquency were defective discipline, defective relations between the parents and emotional aberrations.

2. Case History Method—Another important method of discovering the case of juvenile delinquency is the case history method. The statistical method does not reveal the singular and actual causes as it does not include a study of the personal life of the juvenile delinquent under consideration. In the case history method, efforts are made to collect all information concerning every aspect to the subject's personality, as well as most of the circumstances of his life. The observer collects all relevant information concerning the school, home, family and any other important field of the life of the subject. Knowledge of the subject's ambitions, frustrations and problems is gained through mental tests, personality inventories and actual interview. Detailed information is sought at the hands of the subjects parents, near relatives and intimate friend by interviewing all of them. And, on the basis of all such information that comes to hand, a complete case history is developed. An example of one such study is the book called **The Jack Roller** by show. Study of the case history revealed many factors that could have led them to find crime attractive, for example, bitter criticism of all others unceasingly, blaming others, obtentatious desire to attract the attention of others, rationalization instead of insight, inability to understand one self and unfounded suspicion of others, etc.

3. Psycho-analytic method—The third and the most important method of discovering the cause of juvenile delinquency is the psycho-analytic method in which the external circumstances of the subject are not the only subject of enquiry. What is attempted is the analysis of his subconscious mind. Psycho-analysts have recourse to many method such as dream analysis, word association and other psychological

tests with the help of which they can probe the unconscious element in the individual's mind and uncover the hidden and submerged causes that compel him to a life of crime and disorder. In **Roots of Crime** Alexander and Healy have written that the criminal tendency cannot be understood by discovering certain incriminating things by the statistical method nor by making inferences form the results of individual method. To understand the criminal mentality we should understand those psychological processes that are in the background of all human behaviour. It need be specifically pointed out that psycho-analysis cannot be said to be the one method that can discover all the causes of delinquent behaviour among juveniles. In fact, none of these three methods taken alone can help in probing the causes of juvenile delinquency, and it is best to make use of all these three methods. Such an approach is the best as it throws light on the causes of crime by high lighting the internal and external conditions, and the peculiarities of his personality. ●

Q.11.   What are the chief causes of delinquency?

Ans.   # Etiology of Delinquency

According to the novel approach and concepts of modern criminology, the causes of juvenile delinquency have been divided into two classes—internal and social causes. In crime, two special factors are at work—personal and external. Internal factors include physical and psychological factors while the external factors consist of social elements. Criminals have been divided into two categories by the American criminologists—(1) social criminals, (2) personal criminals. Social criminals, in particular, are the result of social circumstances. Walter Recklace has pointed out two specific causes of crime—(1) constructive, and (2) circumstantial. Some other criminologists have divided the various causes of crime into two parts—(1) sociogenic, and (2) psychogenic. Here the clause of convenient stud—(1) social causes, (2) psychological causes, (3) economic causes.

Social Causes

Of the various causes of juvenile delinquency, the most comprehensive are the social causes. Among them, the main ones are—(1) family, (2) school, (3) criminal area, (4) bad company, (5) recreation, (6) war, (7) social disorganisation, (8) displacement.

1. Defects of the Family—Of the causes of juvenile delinquency, Elliot and Merrill accept distorted family influence to be the most potent. Of 4000 juvenile delinquency in Boston, Healy and Bronner found that about 50 percent of them came from decided or broken families. The major situations in the family that cause it are: (a) broken families, (b) attitude of parents, (c) character and conduct of parents, (d) effect of criminal relatives. In order to understand the importance of family as cause of juvenile delinquency. It is necessary to comprehend these factors.

2. Defects of the School—After the family, a child's personality is next influenced by the school. But one major form of juvenile delinquency is absconding from school. In 1947, Williamson found in his study that playing truant from school, theft and sex crimes were the major forms of juvenile delinquency, and even among those running away from school or roaming outside the school claimed the greatest attention and interest among children. Analysing the cause of such behaviors, Williamson came to the conclusion that it was caused by criticism at the hands of parents, gaining membership of a gang of criminals, punishment by the teacher, weakness in some subject, and level of education that education that is above the child's ability and capacity. Children who run away from the school usually spend their time in the worst sort of company and commit all kinds of crimes. This is one of the major problems confronting the teachers. It is for this reason that in most big cities, students are not allowed to view matinee shows in film exhibition, but preventions of this nature do not held to solve the problems. One of the major causes of increasing indiscipline in the present time is that education is taken as stuffing the brain with information rather than building up character. It need hardly be said that it is these factors that make the child lose interest in study and try to avoid school with the result that he falls into a life of crime.

3. Crime-dominated Area—According to the results of a study by Clifford, Shaw and Mckay, some areas are not appropriate for the development of children. It is a matter of common knowledge that the neighbourhood casts important influences upon the child. Using the statistical method, Maller came to the conclusion that in New York, juvenile delinquency was greatest in those quarters where the level of life was very low, child morality was very high, there was no means of recreation, residences were not permanent. In a community that is unstable there are no social taboos or laws. Pickpockets are found in great abundance in and around hotels and other places where travellers stay since there is always some traveller or the other there. Clifford, Shaw and Mckay studied juvenile delinquency in nearly 15 towns to discover that the rate of juvenile crime was highest in the centre of the town and lowest at its furthest reaches. From this they concluded that the social traditions of backward and low economic status areas distinguish the pattern of crime from the average groups. And these patterns are maintained in juvenile delinquent groups. In this way, big towns have certain areas where there is a abundance of criminals, and these areas are called criminal areas or crime – dominated areas.

4. Bad Company—According to the famous criminologist Edwin. H. Sutherland, criminal behaviour acquired through interaction with others. He says that an individual becomes a criminal where there is excess of conditions that promote the infringement of law over conditions that prevent such infringement. And, among children, some get good company while others don't. The child who gets bad company progresses towards crime while the child who gets good company progresses to become an able and useful member of society. And individual's behaviour is influenced to a considerable extent by the conduct of his companions. In order to induce the children to accept and respect the values and assumptions of adult society around them it is necessary to create such an atmosphere in which inspiration to criminal behaviour is reduced to the absolute minimum.

5. *(a) Absence of Recreation*—Means of recreation have an important place in the child's development. It is only a good and healthy atmosphere that can provide the right sort of inspiration to the children for sensible and healthy behaviour in their spare time after schools. The ability to make proper use of one's spare time is an added instigation to criminal behaviour. Play and games are essential elements in the socialisation and ethical training of children. Inadequate, uncontrolled and improper recreation in a town is one of the cause of juvenile delinquency. In Thurston's study of 2507 juvenile delinquents it was found that their spare time had hung heavy on their heads.

(b) Defective Recreation—In modern times, the one means of recreation available to big and small is the cinema, which is responsible for juvenile delinquency and anti-social activity to quite an extent. New patterns of crime are presented to an individual through scenes of adventure and romance. Some films have such potent influence upon the adolescents that after their screening in some towns, certain kinds of crime increased manifold. But the reactions of children to films are determined and guided by patterns within the house or around the neighbourhood. And different children react differently to it. Scientific studies have determined that the direct influence of cinema upon the behaviour of children is very little. Actually, more important than the cinema is the child's reaction to it which keeps on functioning on the basis of his previous experience and reaction to social and cultural circumstances.

6. War and Post-war Conditions—Increases in the rate of juvenile delinquency have been found during war and post-war periods. In countries that actually participate in the war, the children's education is considerably hindered and affected. It often happens that in a time the father is on the front fighting the war, while the mother goes to the factory to earn. Hence, children are not properly looked after. Lack of any control leads to much promiscuous mixing between girls and boys with the result that sexual crimes increase. In wartime, wherever, there was bombing, it was the adolescents in that area who took the greatest part in looting smashed houses. Hence, the situation of war definitely encourages criminal tendencies.

7. Social Disorganization—Social disorganization leads to disorganization of individuals. And disorganization of society leads to increase in criminal activity; hence it, too, is one of the cause of

juvenile delinquency. In modern industrial society there is lack of synthesis and equality which creates tension. This tension inspires young men and women to crime.

8. Displacement—Displacement also influences juvenile delinquency. In studying the town. Berkely, Start discovered that juvenile delinquents lived in an area where there was considerable displacement, but as compared with their own respective families, they themselves were much less active and dynamic.

Psychological Causes

Till now, we have been discussing the social causes of juvenile delinquency, all data for which were collected on the basis of the statistical methods. The application of the other two methods of discovering causes of juvenile delinquency—case history method and psycho-analysis—has led to some light being shed on the psychological causes of the phenomenon. Psychological causes concerning criminal activity are the following—

(1) Intellectual weakness, (2) mental disease, (3) characteristics of personality, (4) emotional instability.

Economic Causes

Crime and poverty are intimately related. Study conducted by Shaw, Mckay and Elliott revealed that among juvenile delinquents, majority belonged to families of unskilled behaviour. This discovery has the support of Bonger and Fornasiri, as they, too, advocate that poverty acts as in incentive to crime. Concerning these juvenile delinquents Merrill has written that a low family income compels the children also to share the burden and to neglect their education. Atmosphere in the factory and mill is such that it leads the male and female child to crime. Sometimes children are entrusted with carrying messages to the homes of seniors where they often see all kinds of sexual practices. This has the worst effect on them, and they become tendentious towards crime. Statistics show that among juvenile delinquents, employed youngsters involved in crime number ten times the unemployed ones. Girls working in hotels or presentation houses are easily lured into sex crimes since their wages are low, their residences are dirty, hours of work are long, and their is no shortage of individuals who want to lure them to a life of crime. In fact, children in poor families have many desires that remain unfulfilled, and it is to satisfy them that they turn to crime. Poverty also includes sense of dissatisfaction and inferiority, another spur to criminal tendencies.

The foregoing exhaustive treatment of the social, psychological and economic causes of juvenile delinquency makes it clear that the principle of specific causation does not properly apply to this phenomenon. In fact, no modern criminologist and psychologist can refute the fact that the causes of crime are many and varied. A person's activities are his modes of adjusting to his environment. And in this adjustment individuals who apply socially acceptable means are called healthy while those who use unsocial and abnormal means for this adjustment are called criminals. Thus, a child becomes a criminal through the cooperation of many causes social and individual, familial, psychological and economic. Hence, in order to rehabilitate the juvenile delinquent as a healthy member of society, it is necessary to understand all these causes and to remove them. It is matter of no little satisfaction that this fact has been experienced in all progressive nations with the result that juvenile delinquent are everywhere cured rather than punished. ●

Q.12. Write an essay on Remedial Education.

Ans. ## What is Remedial Education?

In May-June 1963 the seminar organized by the N.C.E.R.T. on the 'Education of the Backward Child' described the concept of the existence of some new and magical educational formula which will enable us to remove, with a wave of the hand, all the problems that affect the backward child, and speedily restore him to his rightful place in the class. Unfortunately, there is no magic formula and

there is no easy way. In a sense there is no such thing as remedial education, there is only education, or perhaps, sound education. If the term remedial education, actually has any meaning at all, it is only in the sense of a term of convenience used to describe a particular emphasis in educational approach. It is concerned with the individualization of education, that is, with making education need-centred in terms of the individual child. In helping the backward child with his problems, we are simply extending the approach to its logical conclusions.

Aims of the Remedial Programme

Once the child's errors and difficulties have been located precisely, it then becomes possible to frame a remedial programme aiming at—
1. Correcting basic errors.
2. Re-establishing the child's confidence in himself and his ability to succeed in the subject.

Principles of Remedial Education

Following basic principles have to be borne in mind in framing the remedial programme—

1. Rapport—Good personal relationship must be established right from the start of remedial work. If rapport between the teacher and pupil is poor, than not even the most enthusiastic effort will bring success. The teacher should seek to convey to the child his or her personal involvement, and genuine to help.

2. Clarity—The plan of attack on the problem should be clearly defined and set out. Where treatment is being given in a group situation, it is advisable to actually write down what you intend to dry and do with each child and how are going to do it.

3. Open Mind—An open mind must be kept on the method and procedures used. The remedial teacher must be prepared to modify, supplement or abandon a programme at any time in the light of results and try a new aproach.

4. Great Care—Great care must be exercised in the choice of materials to be used in remedial work, bearing in mind the age, ability, attainment and interest level of the child.

5. Motivation—Motivation should be optimum and all methods of enlisting interest should be used according to the child's age and attainment level. Play and story methods would, for example, be most effective with younger children, while the utility and master approach would probably be most effective with older groups. Where the teacher has good relationship with the children, the child's natural desire to win praise through success will operate at all age level.

6. Immediate Opportunities—The programme should be so designed as to furnish the pupil with immediate opportunities for success. Further, this success should be made clear and obvious to the child.

7. Involvement—The pupil himself should be involved as much as possible in the remedial programme which he is to follow, Progress should be measured not against any external standards, but in the light of his own previous levels of attainment. The keeping of progress charts and a record to timed performances, for example, are useful in this context.

8. Individuality—Treatment should be given individually or in small groups if progress is to be rapid. Each child would, of course, tend to prepare his own remedial programme.

Diagnosis in the Subject Areas

The first step in remedial work is to make a thorough examination of the child's difficulties in the subject or subjects in which he is failing. This is an analytical examination designed to locate—
1. The level at which break-down is occurring;
2. The seriousness of the fatigue;

3. The specific errors being made; and
4. The cognitive weakness, if any.

Organization of Educational Provision

In order to provide for educationally retarted child it may be useful to have a look at some of the methods that have been devised in Western countries. There are as follows—

1. Provision within the School

(i) Care of Remedial Group—One or two interested teacher are allocated a specific number of periods a week to try and help those pupils who are educationally retarded in their specific subject areas. In all probability such teachers will have no training in remedial techniques apart from their general training as teachers. The number of such children in the remedial groups are small, not more than five or six, and some benefit, the reform does accure. Dare has to be taken, however, to ensure that no loss in incurred by the child in other subjects as a result of attendance at the remedial group.

(ii) Peripatetic Remedial Teaching—Special remedial teachers are appointed and trained, usually by the School Child Guidance Services, under whose general direction they work. Each teacher is allocated a number of schools which are visited, regularly once or twice a week, remedial sessions being organized for small group of children with specific subject difficulties. Usually these teachers receive extra remuneration.

(iii) Adjustment Classes—Permanent adjustment classes under a trained remedial teacher have been set up in some schools especially at the primary level. These tend to function in two main ways—
  (a) The child is transferred temporarily to the group until his learning difficulties have been overcome.
  (b) The child level his own class at the regular time each day for remedial help in the adjustment group e.g., a child experiencing difficulty in arithmetic would leave his own class daily for extra help, but for the duration of this lesson only. The numbers in such classes are usually kept to a maximum of ten or twelve.

In some areas the adjustment class system is very well developed. It is often integrated with the school psychological service. This system may be regarded as one of the most effective, since the children requiring help can be assessed by the educational psychologist, who is usually available also to give advice and individual treatment when this is necessary.

(iv) After School Group—This system utilizes the services of subject specialistic to organize remedial classes outside school hours. Normally, these classes are held immediately after school and children in need or extra help attend with their parents's permission. Though untrained in remedial work, these teachers usually receive extra remuneration. Provided that the numbers in the groups are severely restricted, rewarding work can be done.

2. Provision Outside the School

(i) Remedial Centres—A remedial class or centre is established in one school which serves a number of schools in the district. Children with specific subject difficulties attend the remedial centres at regular time each day or week until their difficulties have been overcome.

(ii) Child Guidance Service—Sometimes school psychological service employs remedial teachers who work in the clinic under the direction and guidance of the educational psychologist. The children who are in need of help attend the centre or clinic at regular times each week. Normally, the child Guidance service only concerns itself with those children whose problems have no yielded to remedial treatment in school or are complicated by emotional factors either in the school or the home.

Suggestion for Remedial Educational in India Context

Following suggestions may be given for remedial education in the Indian situations—

1. Ordinary Teachers—Ordinary teachers who are interested in remedial work might be relieved of some of their normal duties, or have workload lightened to enable them to organize small remedial groups in school during school hours.

2. Remedial Group—Remedial groups could be set up immediately after school hours, two or three days per week with subject specialists in charge of the groups.

3. Educational Psychologists—Educational psychologists on the staff of training in institutes should aid individual schools to organize remedial groups, and give assistance in the diagnosis of learning difficulties. Small remedial groups could also be set up in the institutes themselves and utilized in training programme.

4. Training Colleges—Training colleges should organize in service programmes for teachers interested in understanding remedial work in both Primary and Secondary schools. Departments of Extension Service could contribute here.

5. Child Guidance Centre—Each state should have at least one Child Guidance Centre staffed by educational psychologists under the Department of Education.

6. Educational Guidance Centres—Educational Guidance Centres might be established in each community to give help and guidance to parents on educational problems affecting their children. Centres might be attached to training colleges or to Departments of Education or of psychology to function as model units.

7. Parent-Teachers Association—Through Parent-Teachers Association, efforts should be made in informing parents and enlist their help in instituting Guidance Centres and in helping children at home.

8. Association of Teachers and Parents—Headmasters and teachers Associations and Parent-Teacher Associations should be requested to exert some efforts in this direction.

9. Symposia and Articles—Written symposia and article on remedial education should be published regularly and widely circulated.

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