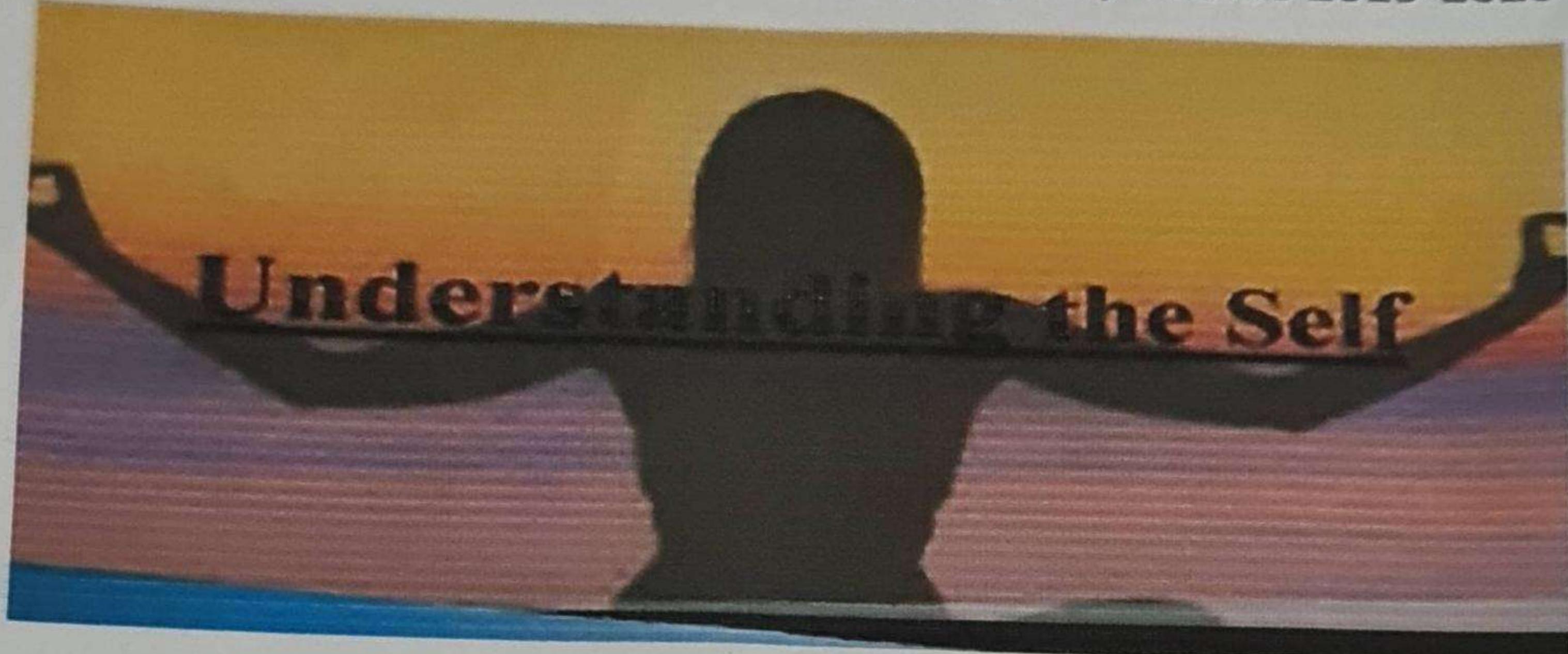


SHRI RAM COLLEGE OF EDUCATION

UNDERSTANDING THE SELF

B.ED (Regular) Course 2019-2020



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REGISTRATION NO: 718017

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SELF CONCEPT

The term self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself.

Baumeister (1999) provides the following self concept definition: "the individual's belief about himself or herself, including the person's attributes and who and what the self is".

Self concept is the image that we have of ourselves. How exactly does this self image from the change over time. This image develops in a number of ways, but is particularly influenced by our interactions with important people in our lives.

Definitions....

- "Self concept is our perception or image of our abilities and our uniqueness. At first one's self concept is very general & changeable... As we grow older, these self - perceptions become much more organized, detailed and specific." (Pastorino & Wayle-Pastorillo, 2013)
- A self concept is a collection of beliefs about one's own nature, unique qualities, and typical behaviour. Your self



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concept is your mental picture of yourself. It is a collection of self perceptions. For example, a self concept, might include such beliefs as 'I am easy going' or 'I am pretty' or 'I am hardworking' (Witten, Dunn, & Hammell, 2012).

SELF CONSTRUCTION

One's self-construction is one's cognitive and affective representation of one's own identity. Self-construction may also refer to: self-construction (architecture), the practice of creating one's own individual house. Self-construction (cosmology), a concept in theoretical physics. Self-construction (ecosystems theory), the process of which a disordered ecosystem of components forms an organized structure by interactions among the components themselves.

Some way that impressions from others are formed.

The self-concept is the set of the all an individual's beliefs about his or her personal qualities. These beliefs are based on diff. kinds of information.

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COMPONENTS OF SELF-CONCEPT

Like many topics within psychology, a number of theorists have proposed different ways of thinking about self-concept. According to a theory known as social identity theory, a self-concept is composed of two key parts: personal identity & social identity.

Our personal identity includes such things as personality traits and other characteristics that make each person unique. Social identity includes the groups we belong to including our community, religion, college and other groups.

Braten (1992) suggested that there are six specific domains related to self concept:

- Social - the ability to interact with others.
- Competence - ability to meet basic needs
- Affect - awareness of emotional states.
- Physical - feelings about looks, health, physical condition & overall appearance.
- Academic - success or failure in the school.
- Family - how well one functions within the family units.

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Humanist psychologist Carl Rogers believed that there were three different parts of self-concept:

1. Self-image, or how you see yourself, it is important to realize that self-image does not necessarily coincide with reality. People might have an inflated self-image and believe that they are better at things than they really are. Conversely, people are also prone to having negative self-images and perceive or exaggerate flaws or weakness. Each individual's self-image is probably a mix of different aspects including your physical characteristics, personality traits and social roles.

2. Self-esteem, or how much you value yourself. A number of different factors can impact self-esteem, including how we compare ourselves to others and how others respond to us. When people respond positively to our behaviour, we are more likely to develop positive self-esteem. When we compare ourselves to others and find ourselves lacking, it can have a negative impact on our self-esteem.

3. Ideal self, or how much you wish you could be. In many cases, the way we see ourselves and how we would like to see ourselves do not quite match up.

ASPECTS OF SELF - CONCEPT

The self concept theory holds many assumptions about our personal judgement towards ourselves.

Here are some of them:

1. Self-concept is learned — One of the very basic

assumptions of this theory is that no person is born with self-concept. Self concept is believed to develop as a person grows old. This means that our perceptions towards ourselves can be shaped and can be altered, and can also be affected by environmental factors. A person may have a perception of himself different from what other people think of him.

2. Self-concept is organised — A person may have

numerous views of himself. He may think that he is kind, patient, loving & caring, or selfish, cruel, rude & stubborn. No matter how many different perceptions you have on yourself, still, there is one perception that facilities all of these insights causing one organised self-concept.

3. Self-concept is dynamic — As a person faces

different situations and new challenges in his life.



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Our insight towards ourselves may constantly change depending on the way we respond to such life changes. We see things depending on our self-concept. We behave according to how we see ourselves in a situation. Therefore, self-concept is a continuous development.

SELF - IDENTITY

Society's Role in Self Identity

Society plays a huge role in defining what is acceptable through the media. In many historical cultures, weight has a sign of good health. Some food has more, weight was a sign of health, wealth & therefore beauty. Today, television has a tendency to use only the thinnest women and the most fit men, who are often professionals when it comes to looking good for the camera? Society plays an essential role in how we evaluate & define our self-identity. We cannot define our self-identity without the context of our society.

Social identity theory

Social identity theory explains that we can define ourselves by the social categories that we feel we belong to.

define ourselves by the social categories that we feel we belong to such as nationalities, religious or political associations, gender roles, parties, and even as much as a group of fans of a certain sports team. Social Identity includes membership of social groups and the perceptions and behaviours associated with those groups.

SELF - PERCEPTION

Self-perception theory says that 'when people are unsure about their feelings and motivations, they will use their own behaviour to infer what they feel'. Self-perception theory (SPT) is on account of attitude information developed by psychologist Daryl Bem. It asserts that people develop their attitudes by observing what attitudes must have caused it.

SELF - ESTEEM

Self-esteem is how we value ourselves; it is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, our work-effects



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every part of our lives. Positive Self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection.

Following are - some outward signs of positive self-esteem:

- Confidence
- Self-direction
- Non-blaming behaviour
- An awareness of personal strengths.
- An ability to make mistakes from others.
- An ability to make mistakes & learn from them optimism.
- An ability to solve problems.
- An independent and cooperative attitude
- Feeling comfortable with a wide range of emotions.
- A good sense of personal limitations.
- A good self care
- The ability to say no
- Good self - direction.

low self esteem is a debilitating condition that keeps individuals from realizing their full potential. A person with low self-esteem feels unworthy, incapable and incompetent. In fact, because the person with low self-esteem, these

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feelings may actually cause the person's continued low self-esteem. Feeling unworthy, incapable and incomplete, these feelings may actually cause the person's continued low self-esteem.

Similarities Between Self-concept and Self-Esteem

There are a few similarities between self-concept and self-esteem. The similarities with self-concept & self-esteem start with the definition. The definition is even similar depending on which one you read. As explain in the reading by Baumeister, "self-concept might be defined as a conscious, cognitive perception of how one sees oneself whereas self-esteem is the evaluation of how one feels about that self-concept is very hard to separate from each other. Self-esteem has a big role in physical activity and how well you do in that physical activity. By achieving that goal or even coming close to achieving that goal it builds that self-esteem.

Self-concept and self-esteem have a lot in common though, mostly that they are reflective processes. They can be influenced not only by observing one's own self and behaviour objectively, but also by observing the reactions that other people

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have to you & your behaviour, or imagining what other people might think of you, or what other people might think of you, or what would thing of yourself if you saw yourself from outside giving themselves negative self-messages. They may need to counter negative messages with positive ones.

For example, replace the message "I made a stupid mistake, and I am no good at this job," with "yes I made a mistake but I have learned from it, and now I can do a better job". Begin each day by looking in the mirror and giving yourself a positive message. The following affirmations can help you to work toward a positive self-image.

- I respect myself and others.
- I am lovable and likeable.
- I am confident, and it shows.
- I care about myself
- I am creating loving, healthy relationships.
- I am a good friend to myself and others.

Here are some signs of low self-esteem or unhealthy self-esteem :-

- Negative view of life
- Perfectionist attitude.

- Misinterpreting others - even those who show signs of affection.
- Blaming behaviour.
- Fear of taking risks.
- Feeling of being involved and unlovable.
- Dependence - letting others make decisions.
- Feeling of being ridiculed.

BUILDING SELF-ESTEEM

Feelings of low self-esteem often build up over a lifetime, and letting go of ingrained feelings and behaviours is not an easy task. It may take time, hard work, and it may require professional counselling. But there are some simple, positive thinking techniques that can be used to help improve self-esteem. These called affirmations.

Using affirmations to stop negative talk is a simple, positive way to help increase self-esteem.

Affirmations are encouraging messages we can give ourselves everyday with they become part of our feeling and beliefs. Affirmations work best when a person is relaxed. But since people are often upset when they are in addition, self-concept and self-esteem can be developed through comparing oneself to those around you, and that is a big reason that self-esteem is raised or lowered. When you see that you are better at something than somebody else, then you

will probably have higher self-esteem because you see and understand your own value.

Difference Between self-concept and self-Esteem.

The key difference between self concept and self-esteem is that the addition of feelings, self-concept is simply the informational side of things, where you know facts about what you like. self-esteem is how you feel about those things you know, like whether you enjoy the fact that you are talkative at parties (high self-esteem) or you think you are annoying and need to learn to shut up sometimes (low self-esteem).

CONCLUSION....

To conclude we can say that psychological factors are affected by heredity and environment. Heredity supplies the raw material, culture supplies the design, while family is the craftsman because it is the parents, grandparents and other members of the family, school, mass media and society who carry the culture of the society of the child. Thus heredity and environment both play very important role in the development of personality of the individual.

PERSONALITY

PERSONALITY → what we are and what we hope or aspire to become is our personality. It influences our behaviour. It is said to be the mirror of one's total behaviour. It is the total integration of physical, intellectual, emotional, social and character make up of the individual which is expressed in terms of behaviour, manners, attitudes, values, beliefs, ambitions, aspirations, interests, habits, sentiments, temperaments and traits.

Nature of Personality....

1. Etymological definition → The word 'Personality' is derived from latin word 'Personae' which means the mask of dress which the actors used to wear in Greek drama.

2. Laymn's view on popular meaning → Personality is the extensibility of the individual (i.e his dress, facial expression, movements, gestures etc).

3. Summative meaning → Sum total of physical, intellectual, emotion and social traits of the individual.

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4. **Integrative** → Personality is the organisation of all the cognitive, affective, conative and physical characteristics of an individual.

Some expert views :-

5. **Physiology** → Personality is ideal of perfection.

Expert views :-

1. **Kurt Lewin's view** → "Personality is the dynamic totality of experiences".

2. **J.P. Guilford's view** → "An individual's personality has unique pattern of traits".

3. **Healy William's view** → "personality is an integrated system of habitual adjustment to environment particularly to social environment".

Types, Dimensions or Aspects of Personality

Traits of personality will help us in understanding the value nature of personality. The following are the traits of personality :-

1. **Physical Traits** → It includes the physical body, size, shape, structure, colour, appearance, weight, voice & nervous system. These traits refer to the qualities of health and physique.

2. **Intellectual traits (Mental traits)** → Intellectual traits of personality are memory, imagination, learning, thinking, reasoning, observation, judgement, attention, perception, intelligence and ability to adjust to various situations.

3. **Emotional traits** → It includes reactions, temperaments like introvert or extrovert, cheerful, submissive or dominant, courageous or timid, sentiment, desires, attitudes & complexes.

4. **Social Traits** → It includes will power, interests, character and adjustment. Some people have firmness of determination while others are unstable in their determination.

5. **Moral Traits** → How does an individual behave is determined by moral traits? A person must possess the quality of morality so that he is respected in the society. Morality arises from norms and customs of a particular society.

CHARACTERISTICS OF PERSONALITY

1. **Dynamic** : Personality is dynamic in nature. It is not static. It is ever growing, ever developing and even changing.
2. **Psychophysical system** : A psycho - physical system is composed of habits, attitudes, emotional, states, sentiments, motives and beliefs, all of which are psychological but have a physical states.
3. **Determining tendencies** : All the systems that comprise personality are to be regarded as determining tendencies.
4. **Unique** : Personality is something unique. There is an element of uniqueness in the personality of every person. No two individuals behave in precisely the same way over a period of time.
5. **Adjustability** : Personality is continually adjusting itself to environment.
6. **Sociability** : Personality is through and through social. Society plays an important role in shaping the personality of an individual.

Mark^s of Balanced Development of Personality

1. Good Physical Appearance.
2. High Intellectual Ability.
3. High emotional stability & cool temperament.
4. High moral character.
5. High adjustability including adjustment with oneself & adjustment with society.

INTEGRATION OF PERSONALITY (MATURE PERSONALITY)

An integration of personality is an ideal state which may be approached even so closely that never completely reached. In such a personality there is satisfaction of needs. There is no internal conflicts. There is a clear acceptance of abilities as well as limitations. An integrated personality (mature personality) can be best defined as one in whom the various aspects of personality (physical, intellectual, emotional and social) are working in a harmonious & effective manner.

Classification of Theories of Personality

Theories of personality can be classified into the following broad categories:

1. Type theories :- The view point of Hippocrates, Koest Schinner, Sheldon and Jung etc. are based on type approach.

2. Trait theories :- The views of personality like Allport and Cattell are based on trait approach.

3. Type with trait theories :- Theories like Tyzenck's theory belong to this category.

4. Psycho analytical theories :- Theories like Freud's psycho-analytical theory, Adler's theory of individual psychology, Jung's theory of analytical psychology may be placed under this category.

5. Humanistic theories :- Theories like Carl Rogers' self theory and Maslow's self-actualisation theory can be put under this approach.

6. Learning approach :- Dollard's and Miller's learning theory and Bandura's and Walter's theory of social learning may be included under this category.

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Hippocratic classification

Personality Type	Dominance of fluid types in the body	Temperamental characteristics
Janguine	Blood	Happy, hopeful, light hearted & optimistic etc.
Melancholic	Black bile	Sad, dejected, depressed, bad tempered and self involved.
Choleric	Yellow bile	Angry, irritable, passionate & outgoing with active imagination

Kretschmer's classification

Personality Type	Body Type	Personality Characteristics
Asthenic	Thin & tall	Shy, sensitive, pessimistic, reserved & unsocial.
Athletic	Muscular & balanced body	Adjustable, energetic & optimistic.
Pyknic	Short & heavy having fat body	Easygoing jolly, happy-go-lucky type, good nature.

Development of Personality : Biological, Socio-cultural And Psychological Determinants

I. Biological or Hereditary Determinants :-

1. Physique and Personality — Physical differences i.e. differences in height, weight, complexion, bodily form or defects influence personality of the individual.

(a) Height → The child who is short may develop a feeling of inferiority if other persons tease him.

(b) Weight → If a person is over weight, friends tease him and he will develop inferiority feelings.

(c) Physical defects → Badness or weak eyesight, deafness or dull hearing directly influence the development

2. Intelligence → Intelligence is mainly hereditary persons who are very intelligent can make better adjustment in home, school & society than those persons who are less intelligent.

3. Sex differences → Boys are generally more aggressive, tough minded. Boys shows interest in machinery and outdoor activities.

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4. Nervous System \Rightarrow Man's intellectual ability, motor ability, physical strength and ability to adjust depend upon the structure and modification of nervous system.

II. Socio-cultural Determinants

(1). Natural Environment \Rightarrow It refers to the physical or geographical environment in which the child is born and where he grows. The physique of a person is influenced by the geographical environment. The climate makes some men dark, some fair, some large & some small.

2. Family at Home

1. Family Environment \Rightarrow Good family environment is essential for healthy development of personality. The number of members in the family, birth order of the child, emotional climate of the family, outlook of parents, cultural & economic conditions of the family have important bearing in personality development.

\rightarrow Home climate \Rightarrow If the home climate is favourable, the individual will react to personal problems and frustrations in a calm, philosophical manner.

\rightarrow Order of Birth \Rightarrow Studies show that first born child is more dependent, more withdrawn and introverted, more anxiety ridden, more fearful of pain and frightening.

situations. First-borns tend to be bossy, selfish, self-centred & spoiled. They show their feeling of superiority about their achievements. But most last-borns have relatively less achievement motivation.

→ Broken homes → Broken homes due to death of either parent or divorce are traumatic for family members. Broken homes due to death of producing maladjusted personalities.

→ Size of the family → It is impossible for parents to devote as much time & attention to each child as is possible in small family. It is difficult for me parents to give all the children the material possessions, educational facilities.

→ The only child family → The only child is the apple of his parents as well as grandparents' eyes. Not only he is given what he wants but he is subjected to a was rigid discipline than he is essential in a home with several children. This encourages him to be selfish and self-centred personality.

→ Value placed on sex of the child → Most parents have often strong preference for boys in our country. This encourages him to be selfish and self.



→ Economic factors → Economic factors influences personality development. Poverty of parents and lack of money to fulfil the legitimate needs of children leads directly to certain kinds of frustrations.

→ Family morale → children coming from homes where good morale patterns dominate are better adjusted more independent and more satisfactory related to their parents than the children coming from homes showing family discord pattern.

2. Family life Pattern → Family life, aims, ambitions, aspirations and attitudes of parents, their emotional stability or instability, their over-protection or under-protection to children.

3. School → School environment plays a vital role in the development of personality →

→ Teacher's Personality → Teacher's personality by ie his attitudes, beliefs, ideas, habits, ambitions, aspirations, sentiments, emotional maturity & way of maintaining discipline significantly influences personality development.

→ School curriculum → Activity - centred, experience centred, life centred, Balanced curriculum has positive effect in personality development.

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→ Co-curricular activities → games and sports, debates, contests, exhibitions, morning assembly play an important role.

Q. Other social determinants -

- Neighbourhood
- Friends & companions
- Radio, television & cinema
- Religious institutions
- cultural environment (Religion, ethics, literature, art, educational & recreational institutions).

III. Psychological determinants of factors →

1. Motives → Motives give a sort of direction to the behaviour of the individual and provides energy in learning abilities. They are helpful in concentration.

2. Interests → They are responsible for persistence and consistent behaviour of the individual

3. Attitudes → His learning, activities, habits, interests, ways of looking towards people & things are people all affected by the nature of his attitudes.



FORMS OF SELF-EXPRESSION

PERSONAL CONSTRUCT....

Personal construct theory is a theory of personality and cognition developed by the American psychologist George Kelly in the 1950s. It suggests that people develop personal constructs to make sense of their observations and experiences. The world we live in is the same for all of us, but the way we experience it is different for each individual. For example, imagine that you and your friend are going for a walk in the park and you spot a large brown dog. You immediately see a graceful and adorable animal that you would like to pet. Your friend, on the other hand, sees a threatening animal that she wants to avoid. How can two people have such a different interpretation of the same event?

According to psychologist George Kelly, personality is composed of the various mental constructs through which each person views reality. Kelly believed that each person was much like a scientist. Just like scientist, just want to understand the world around us, make predictions about what will happen next, and create theories to explain events.

HOW EXACTLY DOES THIS WORK?

Kelly believed that we start by first developing a set of personal constructs, which are essentially mental representations that we use to interpret events. These constructs are based upon our experiences & observations.

During the early 1950s, the behavioural and psychoanalytic psychology. Kelly proposed his personal construct theory as an alternative view that departed from these two prominent points of view.

Rather than viewing human beings as passive subjects who were at the whims of the associations, reinforcement, and punishment they encountered in their environments (behaviourism) or their unconscious wishes and childhood experiences (psychoanalysis), Kelly believed that people take an active role in how they collect and interpret knowledge.

"Behaviour is not the answer to the psychologist question; it's the question," he suggested

As we live our lives, we perform 'experiment' that put our beliefs, perceptions, and interpretation to the test. If our experiment work they strengthen our current beliefs when they don't, we are able to change our views.

What makes these constructs so important? Because according to Kelly? We experience the world through the "lens" of our constructs.



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SOCIAL CONSTRUCT...

Social constructionism or the social construction of reality (also social concept) is a theory of knowledge in sociology and communication theory that examines the development of faintly constructed understandings of the world. It displays understanding, significance and meaning that are developed in coordination with other human beings.

The elements most important to the theory are (1) the assumption that human beings rationalize their experience of creating a model of the social world and how it functions and (2) that language is the most functional essential system through which humans construct reality.

A major focus of social construction is to uncover the ways in which individuals and groups participate in the construction of their perceived social reality. It involves looking at the ways social phenomena are created, institutionalized, known, and made into tradition by humans.

Gender, which represents ways of talking, describing or perceiving men and women, distinguished from sex (which is biological), motions of gender represent

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attempts by society, through the socialization process, to construct masculine or feminine identities and corresponding masculine or feminine gender roles for a child based on physical appearance and gentilice

In social construction terms, "taken for granted realities" are cultivated from "interactions between and among social agents." Furthermore, reality is not some "objectionable truth waiting to be uncovered through positive scientific inquiry." Rather, there can be "multiple realities that compete for truth & legitimacy. Social constructionism understands the "fundamental role of language & communication" and this understanding has "contributed to the linguistic turn" and more recently to "turn the discourse theory". The majority of social constructionists abide by the belief that "language does not mirror reality, rather, it constitutes (creates) it."

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COMMUNICATION SKILLS

Being able to communicate effectively is the most important of all life skills. Communication is simply the act of transforming information from one place to another, whether this be verbally (using voice), written (using printed or digital media such as logos, magazines, websites or emails), visually (using logos, maps, chats or groups) or non-verbally using body language, gestures and the tone and pitch of voice.

Developing your communication skills can help all aspects of your life, from your professional life to casual gatherings and everything in between.

The ability to communicate information accurately, clearly and as intended, is not a vital life skill and something that would be overlooked. It's never too late to work on your communication skills and by doing so improve your quality of life.

1. Send clear, concise messages.
2. Hear and correctly understand messages someone is sending to us.

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COMMUNICATION INVOLVES THREE COMPONENTS

- 1). Verbal Messages → The words we choose.
- 2). Paraverbal Messages → how we say the words.
- 3) Non-verbal Messages → our body language.

These three components are used to ↳

- 1). Send clear, concise messages
- 2). Receive & correctly understand messages sent to us.

EFFECTIVE VERBAL MESSAGES ARE ↳

- 1). Brief and organised
- 2). Free of jargon
- 3). Do not create resistance in the listener.

PARAVERBAL MESSAGES ↳

- 1). Account for about 38% of what is perceived & understood.
- 2). Include the tone, pitch & pacing of our voice

NON-VERBAL MESSAGES ↳

- 1)- Account for about 55% of what is perceived and understood by others.
- 2)- Are conveyed through our facial expressions as well as our postures and gestures.

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INTERPERSONAL COMMUNICATION SKILLS

Interpersonal skills are the skills we use when engaged in face-to-face communication with one or more other people.

Listening is a vital interpersonal communication skill. When we communicate we spend 45% of our time listening. Active listening provides a lot more information about how to listen effectively and can help you to avoid misunderstanding. Good interpersonal communication skills enable us to work effectively in groups & teams.

PRESNTATION SKILLS

Although, for many of us, presentation skills are used infrequently, there will probably be times in your life when you need to present information to a you need to present information to a group of people, either in a formal or informal setting. The thought of giving a presentation or talk to a group of people can be very alarming to the novice, even hardened professional can feel nervous. Good planning and practice, however can help to alleviate these fears & enable you to present information.

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WRITING SKILLS

Communication skills are not limited to direct interaction with other people and the spoken word. The ability to be able to write clearly and effectively is the key to communication can be frustrating for the reader and potentially damaging for the author.

PERSONAL SKILLS

Communication skills Personal skills are the skills that we use to maintain a healthy body & mind they can enhance communication.

Developing your personal skills can help with communication processes. Improving self esteem and building confidence can help you to feel more positive about yourself and your abilities - including your ability to communicate.



SOFT SKILLS

The phrase 'soft skills' is often used to describe the skills which characterise relationship with other people, or which are about how you approach life and work.

Other phrases that are often used for these types of skills include: 'people skills', 'inter-personal skills', 'social skills', or 'transferable skills', or 'transferrable skills'.

'Hard skills', by contrast, is a phrase usually used to describe job-specific skills. Examples of such skills include professional skills. Examples of such skills include bricklaying or accountancy, medical expertise such as diagnosis and treatment or other skill that can be taught and whose presence is testable through exams.

The Relative Importance of Hard & Soft Skills

Job-related expertise is essential in any profession and in many other cases. However, over the last twenty to thirty years, understanding has grown that perhaps the soft skills may ultimately be more important in determining levels of success. That is, the hard



Skills are a basic minimum necessary in order to operate in that particular workplace. Whether or not you are successful in your career may depend on how you relate to other people and to work, the so-called soft skills.

MOST IMPORTANT SOFT SKILLS

It's hard to judge which soft skills are most important, but this list is broadly what employers mean when they talk about good soft skills which are most likely to enable you to build constructive working relationships with others, or to be a constructive and helpful employee.

1). Communication skills

Communication skills are always top of the 'essential skills' list in any job advertisement. People with strong communication skills can build relationships from the initial building support through to a longer term relationships, listen well, and vary their communication to suit the circumstances.

2). Making decisions

Valued by employers for many reasons, being able to make decisions is key to getting on in life. Sometimes the actual answer doesn't even matter.



what matter is that you have made one and moved on.

3). Self Motivation

People who are self - motivated get on by themselves. They doesn't need class superb so and they are good to work with because they are generally positive about life.

4). Leadership skills

These are the set of soft skills that we least expect someone to develop by themselves. There are many leadership skills courses available and much has been written about how to develop your leadership skills.

5). Team - Working skills

Like leadership skills, there are many training courses to teach you how to work well in a team. However, there is also plenty of thinking to suggest that good communication skills particularly good listening skills together with an ability to build rapport will go a long way to support your ability to work well in a team.

SELF AND IDENTITY:

ADULT - CHILD GRAPHS

Self and identity is a subfield of psychological. As the name implies, it deals with topics pertaining to both self and identity. Key areas of investigation includes self-concept, self-esteem & self-control.

Self and identity as a discipline, it has scientific character. Its methodological approach differs from both philosophy and sociology.

Self and identity incorporates elements from different areas of psychology. It particularly large debt to

- * Personality psychology
- * Social psychology.

INDIVIDUAL LEVEL ANALYSIS OF THE SELF

There are two levels of analysis that one can look at self and identity. One level of analysis is

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the self on the individual level, for example →
self-states, self-motives, self-esteem, self-affectivity.

Self - states & Self - process that include
unbiased self-awareness.

Self-motives are more serious impulses
to action, something that is innate and
universal to all.

SOCIAL OR CULTURAL ANALYSIS OF THE SELF

The other level of analysis is on the social
or cultural level. for eg - The cultural
conception of a person, cultural arrangement
that make the person who they are and
the cultural concept of self.

Self and Identity is highly contingent upon culture.
In industrialized, western culture, the concept
of self is based solely on independence.

ADULT - CHILD STAGES

The transition from childhood to adult life is a
natural development process. But for adolescents

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with mental health conditions this can be a difficult time. Adolescence & adulthood are high risk periods for the development of mental illnesses.

In health, perhaps more than other conditions, continuity of care is imperative. Fortunately, unlike predictions, child psychiatrists are trained and licenced to provide treatment of both children and adult so, theoretically, they can provide ongoing care to adolescents and young adults. In reality, this is often not possible because psychiatrists who practice in a pediatric facility may only be allowed to see children under the age of 18.

For example → Pediatric & adult service often have different practice pattern. While pediatric practices tend to focus on the children as well as on their families, there is a movement away from this. In adult services, where the emphasis is instead placed on the individual patient.

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Locus Of Control

Locus of control as a principle was originated by Julian Rotter in 1954. It considers the tendency of people to believe that control resides internally within them, or externally, with others or the situation. In personality psychology, locus of control refers to the extent to which individuals believe they can control events affecting them. Not that, like other preferences, this is a spectrum. Some people have a wholly internal or external locus of control, but many will have some balance both views, perhaps varying the situation. For example some may be more internal at home but more external at work.

INTERNAL LOCUS

People with a high internal locus of control believe in their own ability to control themselves and influence the world around them. They see their future as being in their own hands and that their own choices lead to success or failure.

Their belief in their ability to change things may

will make them more confident and they will hence seek information that will help them influence people and situations. They will also likely to be more motivated and success-oriented. These beliefs may even lead them to be more politically active. They tend to be more specific, generalizing less and considering each situation as unique. People in middle age tend to have the highest internal locus of control. A downside of an internal locus of control is that, in accepting responsibility, the person has to also accept blame on failures.

EXTERNAL LOCUS

People with a high external locus of control believe that control over events and what other people do is outside them, and that they personally have little or no control over such things. They may even believe that others have control over them and that they can do nothing but obey. With such beliefs, people with an external locus of control tend to be fatalistic,



seeing things as happening to them and that there is little they can do about it. This tends to make them more passive and accepting. When they succeed, they are more likely to attribute this to luck than their own efforts.

STABILITY

A factor that affects both internal and external locus of control factors. Common attributed causes in each of the four cases are shown in the table.

Hence a person with stable internal locus of control will likely assume that failure is due to a lack of their ability, whilst a person with unstable external locus of control might say they were unlucky.

SO WHAT?

Understand the preference of the person and the stability of the cause being discussed. If you want to build support attribute to similar causes. If you want to challenge, get them to consider

alternative choices or change their locus of control.

If you want people to take more control of their lives, act in a more healthy way or become more successful at studies or work, then encouraging them to take a more internal position may well help.

DO YOU HAVE IN EXTERNAL OR INTERNAL LOCUS OF CONTROL

• OUTLOOK 1

→ I often feel that I have little control over my life and what happened to me.
→ People rarely get what they deserve.

→ It isn't worth setting goals or making plans because too many things can happen that are outside of my control.

→ Life is a game of chance.

→ Individuals have little influence over the events of the world.

OUTLOOK ↗.

- If you work hard and commit yourself to a goal, you can achieve anything.
- There is no such thing as fate or destiny.
- If you study hard and are well-prepared, you can do well on exams.
- Luck has little to do with success, it's mostly a matter of dedication and effort.
- In the long run, people tend to get what they deserve in life.

BENEFITS AND DRAWBACKS

Individuals who identify with an internal locus of control tend to take more responsibility for their actions, whether those actions or the end results are good or bad. They do not accept outside influence for the outcomes no matter what that is. IJ, for example, this person did not get back to work in time from lunch altogether. The results of the action are theirs and theirs alone to bear.

STRESS MANAGEMENT

Stress is what you feel when you have to handle more than you are used to. When you are stressed, your body responds as though you are in danger. It makes hormones that speed up your heart, make you breathe faster, and give you a burst of energy. This is called the flight or fight stress response. Some stress is normal and even useful. Stress can help if you need to work hard or react quickly. For example, it can help you win a race or finish an important job on time. But if stress happens too often or lasts too long, it can have bad effects. It can be linked to headaches, an upset stomach, back pain & trouble sleeping. It can weaken your immune system, making it harder to fight off disease.

To get stress in your life under control:

- find out what is causing stress in your life.
- look for ways to reduce the amount of stress in your life.

Learn healthy ways to relieve stress and reduce its harmful effect.

TYPES OF STRESS

1. ACUTE STRESS : It is the most common form of stress among humans worldwide. It deals with the pressures of the near future or dealing with the way result past. This type of stress is often misinterpreted for being a negative connotation.

2. CHRONIC STRESS : It is unlike acute stress. It has a wearing effect on people that can become a very serious health risk if it continues over a long period of time. It can lead to memory loss, damage special recognition and produce a decreased drive of eating. The severity varies from person to person and also gender difference can be an underlying factor. Women are able to take longer durations of stress than men. Without showing the same maladaptive changes. Men can deal with shorter stress duration better than women.

EFFECTIVENESS

Stress management has physiological and immune system benefits.

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Positive outcomes are observed using a combination of non-drug interventions:

Treatment of anger or hostility
autogenic training

talking therapy (around relationship or existential issues)

biofeedback

cognitive therapy for anxiety or clinical depression.

Unhealthy ways of coping with stress

- Smoking
- Drinking too much
- Using pills or drugs to relax
- oversleeping too much
- Zoning out for hours in front of the TV or computer.
- withdrawing from friends, family & activities.
- Filling up every minute of the day to avoid family problems.
- Taking out your stress on others (crashing out angry outbursts, physical violence).

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RELAXATION TECHNIQUES

Relaxation techniques are a great way to help with stress management. Relaxation isn't just about peace of mind or enjoying a hobby. Relaxation is a process that decreases the effects on your mind & body. Relaxation techniques can help you cope with everyday stress and with stress and with stress related to various health problems, such as anger and pain.

BENEFITS

When faced with numerous responsibilities and task on the demands of an illness, relaxation techniques may take a back seat in your life. But that means you might miss out on the health benefits of relaxation.

Particularly relaxation techniques can reduce stress symptoms by →

Slowing your heart rate.

Lowering blood pressure.

Increasing blood flow to major muscles

Slowing your breathe rate

Improving concentration and mood.

Lowering fatigue.

Reducing anger and frustration.

TYPES OF RELAXATION TECHNIQUES

There are several main types of relaxation techniques, including ↗

- Autogenic relaxation → It means something that comes from within you. In this technique you use both visual imagery and body awareness to reduce stress. You repeat words or suggestions in your mind to relax and reduce muscle tension.
- Progressive muscle relaxation → In this, you focus on slowly tensing and then relaxing each muscle group. This helps you focus on the difference between muscle tension and relaxation. You become more aware of physical sensations. One method of progressive muscle relaxation is to start by tensing and relaxing the muscle in your toes & progressively working your way up to your neck and head.
- Visualization → In this, you form mental images to take a visual journey to a peaceful, calming place or situation. During visualization, try to use as many senses as you can, including, smell, sight

Other relaxation techniques include :-

- Deep breathing
- Hypnosis
- Massage
- Meditation
- Tai Chi
- Yoga
- Biofeedback
- Music and art therapy

Relaxation Techniques Take Practice

As you learn relaxation techniques, you'll become more aware of muscle tension and other physical sensations of stress. Once you know that the stress response feels like, you can make a conscious effort to practice a relaxation technique moment you start to feel stress symptoms. This can prevent stress from spiraling out of control.

If one relaxation technique doesn't work for you, try another. If none of your efforts at stress reduction seem to work talk to your doctor about other options.

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Social Interaction And Group Influence
(Social Bonds, Group Formation) cooperation
& competition)

SOCIAL INTERACTION

Social interaction is the basis of the whole social order. Social group is the product of social interaction.

A social interaction is an exchange between two or more individuals and is a building block of society.

Social interaction can be studied between groups of two (dyads), three (triads) or larger social group.

It is the real foundation of all social processes, structure, social groups of functions. In sociology, interaction is the gate of its knowledge.

Definitions →

Max & Getty → "It is a process by which mean interpret & state the minds of each other."

Conkines → "Social interaction is such a process which influences different behaviour or state of mind in the individuals."



ELEMENTS OF SOCIAL INTERACTION

- Two or more than two persons.
- Reciprocal relationship among them.
- Influence on event, behaviour, brains of the persons.

These three conditions inter-relate the people among themselves and convert them into social group.

TYPES OF SOCIAL INTERACTION

According to Young & Hack, there are two types of social "interaction between people and societies.

* **SYMBOLIC INTERACTION** → There are different types of relationships between people. It involves the use of language and symbols. It means communication through a common language.

Symbolic Processes → This is the most common method of human activities. Human societies. Human society conveys their ideas through language and it is completed by reciprocal response.

GROUP INFLUENCE

A group in which an individual would like to get along.

Group → A group with which a person does not wish to be associated.

The pattern of behaviour of person in a situation by virtue of the person's position in that situation.

Punishments imposed on individuals for violating role parameters.

Role Parameters → Range of behaviour acceptable within a given role.

Role overload → when a person attempts to fill more than the available time, energy or money allows.

Role prototype → A shared visualization of the ideal performance of a role.

Humans are inherently social animals, and individuals influence each other.

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COMPETITION

It is a process by which two or more people attempt to achieve a goal that only one competition is a common feature of western societies & the corner stone of the capitalist economic system and the democratic form of government. Most sociologists view competition as a positive thing, one that can motivate people to achieve goals.

competition can also lead to psychological stress, a lack of cooperation in social relationships, inequality and even conflict.

COOPERATION

It is a process in which people work together to achieve shared goals. cooperation is a social process that gets things done, no group can complete its task or achieve its goals without cooperation is social its members. cooperation works together with other forms of interaction such as competition, a base ball game.

CHARACTERISTICS OF COOPERATION

- Cooperation is an associate process of social interaction which takes place also between two or more groups.
- Cooperation is a conscious process which individuals or groups have work consciously.
- Cooperation is a continuous process. There is continuity in the collective efforts in cooperation.
- Cooperation is a universal process which is found in all groups, societies & nations.
- Cooperation is based upon two elements such as common and organized effort.

TYPES OF COOPERATION

1. DIRECT COOPERATION → Under direct cooperation may be included all those activities in which people do like things together. Eg :- Planning together, working together, pulling the air.

2. INDIRECT COOPERATION → Under indirect cooperation included those activities in which people do unlike task together to a common end. Eg :- when carpenters, plumbers & masons cooperate to build a house.

CHARACTERISTICS OF COMPETITION

It is universal → competition is found in every society & every age. It is found in every age.

It is non-personal → competition is not a personal action. It is an interaction without social contact.

It is an unconscious activity → competition takes place on the unconscious level.

FORMS OF COMPETITION

Economic competition → it is found in the field of economic activities.

Cultural competition → it is found among different cultures, when two or more cultures try to establish.

Social competition → it is found in modern societies. Social plays a vital role in the determination of society.

Racial competition → it is found among different races of the world. It takes place when one race tries to establish its superiority over the other.

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SOCIAL BONDS

Social bonds are an innovative way for Government to contract for social outcomes. Social bonds see private and non-profit organizations partners to find and deliver services to improve social outcomes. If they achieve agreed results Govt. will plus a return investors return depend on the level of results upto and agreed maximum. Social bond theory is a framework that criminologist and socio-logists use to decide to engage in criminal behaviour.

GROUP FORMATION

Group formation means collection of people. Group means any collection of human beings who are brought in social relationship with one and other.

According to Good → "group dynamics implied and interaction psychologist relationship in which members of a group developed a common perception based on shared feelings and emotions these interstimulative relationship may described by the term group dynamics"



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CHARACTERISTICS

- Group members have common goals, interest and values.
- Each group has its own norms, customs, traditions, rules.
- This of mutual bonded the members of group with each other.
- Group goal, policy & group characteristics influence the members of that group.

CONFFLICT RESOLUTIONS

conflict Resolution, known as reconciliation is conceptualization as the methods and processes involved in facilitating the peaceful ending of conflict and retribution. committed group conflicts by actively communicating information about their conflicting motives of ideologies to the rest of the group and by engaging in collective negotiation. conflict resolutions have many types like culture based, In animals and education.

METHODS OF CONFLICT RESOLUTION

- NEGOTIATION → Negotiation is the most basic means of settling differences. It is back and forth communication between the parties of the conflict with the of trying to find a solution.

WHEN AND HOW NEGOTIATION IS USED →

Most people negotiate every day. In some circumstances you may want the help of a lawyer so you negotiate a fair deal. Negotiation is the first method of choice for problems-solving and trying to reach a mutually acceptable agreement.

CHARACTERISTICS →

- 1). Voluntary
- 2). Private and confidential
- 3). Quick and inexpensive
- 4). Informal and unstructured
- 5). Parties control the process, make their own decisions and reach their own arguments.

→ MEDIATION → Mediation is a voluntary process in which an impartial person helps with communication and promotes reconciliation b/w the parties which will allow them to reach a mutually acceptable agreement.

CHARACTERISTICS →

- 1). Promotes communication and cooperation.
- 2). voluntary, informal and flexible.
- 3). Private can reduce hostility and preserve ongoing relationships.

→ **ARBITRATION** → Arbitration is the submission of a disputed matter to an impartial person for decision.

CHARACTERISTICS :-

- 1). Can be used voluntarily.
- 2). Private / unless the limited court
- 3). Appeal is made.
- 4). May have a right to choose an arbitrator with expertise.
- 5). If no binding, you still have the right to a trial.

→ **LITIGATION** → (Going to court) litigation is the use of the courts and civil justice system to resolve legal controversies. Litigation can be used to compel opposing party to participate in resolution.

CHARACTERISTICS :-

1. Involuntary - A defendant must participate.
2. Formal and structured rules of evidence and procedure.
3. The decision is based on the law.
4. The decision can be final and binding.
5. Rights of appeal exist.

GROUP AND SOCIAL HARMONY

People of all faith, nation, colour, irrespective of all those

differences living peacefully in mutual trust as a society
in social harmony.

Social group uses the power of social media and Yoga to build teams of digital influences for their clients. The network includes bloggers, fashion influences and other niche bloggers and social media influences.

Yoga

The word yoga means union or identification and is derived from the same Indo-European root as the English verb to yoga. The union of the individual soul and the universal would be a blissful experience. The goal of Yoga in its mystical dimension therefore is self-realisation. When the body and the mind become perfectly quiet, the Yogi discovers the answer to the question who am I; the existence lies in the substratum of being. The training of making body and mind perfectly quiet is called Yoga. Most Indian Yogis devotedly follow a spiritual path and discipline, while most people in the west practice Yoga for benefits in health and psycho-physiological relaxation and poise.

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This may seem strange until one comes to understand just what the Yoga techniques involve. An atheist may seek *aniruddhi*, but will look on it as a means of refreshment and renewal, as a mental state in which there is a strong and blissful feeling of oneness with the unique, or perhaps as a brief contact with a higher state of consciousness towards which man is evolving whatever ones belief, whatever ones sex, age or race, one should put Yoga into practice which will lead to more abundant life.

HEALTH AND HAPPINESS IN AN AGE OF STRESS.

Yoga is the most practical means of attaining health and happiness in an age of stress that is available. we should not support those pessimists who believe that civilization should be destroyed & that we should return to the levels of human development achievement by the cave-man.

YOGA PATHS

Mystical union is the goal of Yoga, there are many paths to its attainment Following are the main six paths of Yoga:

- Hatha Yoga → Union by bodily control
- Raja Yoga → Union by Mental control
- Jnana Yoga → Union by knowledge
- Bhakti Yoga → Union by devotion

- Bhakti Yoga → Union by devotion
- Karma Yoga → Union by action
- Mantra Yoga → Union by sound.

i). Hatha Yoga → Hatha enables one to understand his body and gets mastery over it. It is this Yoga that is best known in the west. Physical exercises, hygiene and breathing practices are all part of Hatha Yoga.

ii). Raja Yoga → It is closely linked with Hatha Yoga and they are often practised together, just as the Hatha aims at mastering the body, so Raja aims at mastering of thoughts that flow through the human and quiet mind by means of concentration and contemplation.

iii) Jnana Yoga → It is for the intellectual. The truth of existence and the nature of the self are examined. The person should see for himself that he is not the body, feelings, personality or intellect, but their user.

iv) Bhakti Yoga → Bhakti involves faith and worship. It is the Yoga of devotion, involving concentration & meditation on the divine. It is as much the way of the emotions as Jhana is of the intellect.

V). Karma Yoga → Karma is for the active and extravagant. It is work performed for the service of mankind, and at the same time it is worship. The craftsman worships with his tools, the farmer with his plough.

V). Mantra Yoga → Mantra concentrates the mind by means of Japa, the repetition of special words and sentences, prayers and incantations. The Japa may be voiced, whispered or mental. Mantra deal with the subject of sound vibration, and there is much in path that will fascinate the musicians.

DIFFERENCE BETWEEN YOGA AND EXERCISE

In Yoga, moves one leaves himself into shape, not be himself into shape. Yoga moves in a series of poses specially designed to balance the energy of your entire body, mind and nervous system. Each move is an exercise in itself with the specific purpose of preparing and maintaining individual parts of body.

The purpose Yoga moves, in conjunction with proper breathing creates increased circulation, enriched the skin tissues.

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and purifies the blood. Yoga moves stretches out the body by working on the spine, the spine. Pay close attention during the poses not to collapse at the spine. It will keep the life force called prana flowing through the body and reviving it. In Yoga, we stand, move and sit with awareness, until it becomes a natural part of us.

YOGA MEDITATION

PLACE → Yoga meditation should be performed in a quiet place free from noise, interruptions and extremes of temperatures. It can be either outdoors and indoors. It is very pleasant to meditate outdoors in peaceful and beautiful surroundings, but weather conditions and other factors may often rule this out.

TIME → Set aside 15 to 30 minutes daily for stilling the mind and attaining inner serenity. Except for two hours after meals, anytime of the day will do for Yoga meditation. It is the best once you have decided on a time of day, to stick to it.

POSTURE → Spine & head should be erect and in a straight line. A wall or door may be used for support and a cushion can be placed against the small of the back to help keep it straight. Sit on a cushion or folded rug or blanket.

Curbing the Restless Mind

The mind is difficult to tame, especially if it has been allowed to run loose for many years. But it can be mastered by constant practice. The first and most important step in this practice is sense withdrawal or pratyahara.

SENSE WITHDRAWL

Pratyahara is a detaching of the mind from the sense organs. The word means gathering towards. It checks the outgoing powers of mind and turns them inwards. It is a gathering in an integration of the previously scattered mental energies. In Yoga meditation, the external world is shut out. This detaching from the same sense organs is something that all of us do everyday. The real organ of vision is in a nerve centre of real organ of the brain. A man may be asleep with his eyes open, you seeing nothing. Pictures

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are striking the retina of his eyes, but the man will not be aware of them because his consciousness is not aroused. His consciousness is not aroused.

If a person finds on meditating that he has dozed off or slipped into involuntary reverie, then he should know that he is performing the exercises incorrectly and must bring the wayward attention back to its task.



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BREATHING

Pratyahara should be aided by quiet breathing. When we are agitated our breathing is fast and jerky, but if we breathe quietly and evenly, tranquility of mind is promoted. At first, you will have to do this deliberately. As you sit motionless in a meditative posture, inhale and exhale slowly through the nose. Let the inhalations and exhalations be long and controlled throughout. This form of breathing during meditation will be conscious of it, just as you should not be conscious of your seated body.