

Experimental Edition, for Limited Circulation only

**CURRICULAR MATERIAL
FOR
DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed) COURSE
IN DIETs OF
ARUNACHAL PRADESH**

Course Code: 07

**COGNITION, LEARNING
AND
SOCIO-CULTURAL CONTEXT**



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
GOVT. OF ARUNACHAL PRADESH
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The curricular material has been developed keeping in view the learning needs of the D.El.Ed Course trainees as per the current PSTE curriculum. While developing the material authentic textual/reference materials from various sources have been referred. As far as possible the content of the materials have been presented in an objective manner. The ideas and opinions as presented in the content of the materials are entirely of the developer of the material.

FOREWORD

The Diploma in Elementary Education (D.El.Ed.) curriculum for 2 year PSTE course of the DIETs in Arunachal Pradesh was revised and updated as an exercise deemed necessary in the context of National Curriculum framework-2005 and enforcement of Right to Education (RTE) Act-2009. The curriculum was revised on the basis of recommendations of the National Council for Teacher Education, National Curriculum Framework for Teacher Education (NCFTE) and the guidelines of Bordia Committee Report entitled “Implementation of RTE, Act and Resultant Revamp of SSA” (2010). Since 2013-14 the revised D.El.Ed Curriculum is being implemented in all the eleven DIETs of the state. However, in view of change in the structure and content of the revised curriculum, there has arisen a pressing need for content specific and contextualized curricular materials which could be handy for both teacher educators and student teachers of the DIETs in the state. Further Justice Verma Commission Report on Teacher Education-2012, constituted by the Hon’ble Supreme Court of India observed,” our prospective teachers are educated through substandard readymade materials available in the form of ‘guides’ which are conceptually confusing and regressive in perspectives”. Hence, the commission strongly recommended for development of learner friendly curricular materials for different types of teacher education courses.

The D.El.Ed curricular material has been developed in workshop situation with participation of Resource Persons from Department of Education, Rajiv Gandhi University, Itanagar and faculty members of SCERT and DIETs of the state.

I am immensely grateful to the Joint Director, SCERT, Mr. Gania Leij for his guidance, Professor Jaydev Sahu, Dept. Of Education, Rajiv Gandhi University, Itanagar for his academic support, members of SCERT Academic Team, Assistant Directors, Shri G.C.Baral, Sri S.Pradhan and Sri V.R.Sharma for supervision and finalisation of curricular materials. I am specifically thankful to the author on **Pedagogy of Science at Upper Primary Level course code-18, Sri V.R.Sharma, Assistant Director SCERT, Itanagar** for his efforts in writing the texts of the course materials as per the need of the syllabus.

Lastly, it is hoped that the curricular materials will be highly useful as reference materials for the teacher educators and student teachers of the DIETs of the Arunachal Pradesh.

Moto Nyori, Joint Director SCERT, Itanagar

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I thank all the people for their help directly or indirectly for completion of the assignment in time.

Mrs. D.Y.Ringu

INTRODUCTION TO THE COURSE MATERIAL

The revised curriculum 2012 for the two year PSTE, D.El.Ed Course of DIETs is being implemented in all the eleven DIETs/DRCs of the State from the academic session 2013-14. Due to absence of content specific materials in the libraries and poor connectivity of DIETs/DRCs located in remote areas, the teacher educators and the pupil teachers are facing a lot of problems in pursuing the new course - **Cognition, learning and socio-cultural context, (Course Code-07)** effectively. Hence, there is a need for providing of content specific curricular material for this course. In view of the urgent need the writer has been assigned with the task of developing curricular material for the course code -07 (Cognition, learning and socio-cultural context).

The course material has been developed by referring to the relevant books. The names of the books are given at the end of each unit. Due attention has been paid to the need of the learners while developing the course material. Examples and explanations are given from the local context as per requirement for easy understanding.

It is expected that the present curricular material would help in promoting better understanding of the various theories of learning and cognition in our socio-cultural context. It would help the teacher educators and the pupil teachers of our state in developing insight into learner's behavior pattern and psychological construct during learning process.

Mrs. D.Y.Ringu

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UNIT - 1: LEARNING

Course outline

- 1.1 Concept and Nature
- 1.2 Laws of Learning
- 1.3 Factors of Learning
- 1.4 Theories of Learning- Conditioning Theory and Insight Theory

1.1 Concept and Nature

Learning occupies an important place in our life. Learning provides a key or structure to one's personality and behavior. An individual starts learning immediately after his/her birth or in a strict sense even earlier when in the womb of the mother. Experiences directly or indirectly are found to play a dominant role in moulding and shaping the behavior of individual from the very beginning. Example: While touching a piece of burning wood, Sonom got burnt and then withdrew herself. The next time whenever she faced burning wood she wasted no time in withdrawing herself from it. In this way she learned to avoid not only the burning wood but also all burning things.

An individual's development is the result of learning, because every part and action of one's life is connected with learning. Our efficiency and individuality is based on learning. Learning may be regarded as an attempt to effect reform or change. The reform or the change that occurs as a result of learning is external and internal. It is on the basis of these changes and reforms that thinking and imaging process develops.

Learning is the acquisition of habits, skills, knowledge and attitudes. It involves new ways of doing things and operates in an individual attempt to overcome obstacles and to adjust to new situations. It represents progressive changes in his behavior and enable him to satisfy interests and to attain goals. It is the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the changes in activity cannot be explained on the basis of native responses, tendencies, maturation or temporary states of organism. Broadly, the term learning stands for all those changes and modifications in behavior of the individual which he/she undergoes from his/her birth to death.

Definitions of learning:

1. **Wood Worth-** “An activity can be called learning so far as it develops the individual and makes him/her alter behavior and expression different from what that would otherwise have been”.
2. **Melvin H. Max** defines learning as “ learning is a relatively enduring changes in behavior which is a function of prior behavior (Usually called practice)”
3. **Kingsley and Garry-** “ learning is the process by which behavior is originated or changes through practice and training”

The definitions given above emphasize three attributes of learning which are:

1. Learning is a process. Learning is not directly observable but it manifests in the activities of an individual.
2. Learning is the result of some changes of enduring nature.
3. Learning depends on practice and experiences.

The above definitions reveal the nature of learning:

1. Learning involves all those experiences and training which help an individual to produce changes in his/her behavior.
2. Learning brings relatively permanent changes in the behavior of a learner through experiences or practice.
3. Learning is universal and continuous. Every creature that lives learns. In human being it is not limited to any age, sex, race or culture. It is a continuous never ending process that goes from womb to tomb.
4. Learning does not include the changes in behavior on account of maturation, fatigue, illness or drugs etc.

5. Learning leads to bring changes in behavior but it does not necessarily bring improvement or development in positive direction. One has equal chance to drift to the debit side of human personality.
6. Learning is purposeful and goal oriented. In case there is no purpose there would definitely be hardly any learning.
7. Learning is multiple.
8. Learning is transferable to new situation to develop new relationship.
9. Learning prepares an individual for necessary adjustment and adaptation.
10. Learning takes place both at conscious and unconscious level.
11. Learning is possible in every context of life, media, from old to the young, from parents and the community and the environment apart from teachers and books.
12. Learning inspires to set new goals, new ways and means of getting new results, new outlook about the things and situations of ever changing life.

1.2 Laws of learning:

E.L. Thorndike viewed learning as a series of stimulus response connections or bond. He postulated three major Laws of Learning. Law of Readiness, Law of Exercise and Law of Effect.

- **Law of Readiness:** when an organism is in a state that the connection units (S-R connections) are ready to conduct, then the conduction is satisfying, if the conductions are not ready to conduct, the conduction is annoying. Readiness is dependent upon both maturation and experiences of the learners.
- **Law of Exercise:** The Law of Exercise is also called the law of Use and Disuse. This law states that the more S-R connection is used, the stronger it will become and the less it is used, the bond will become weaker.

- **Law of Effect:** As per this law, when an S-R connection is followed by satisfaction (reward), the connection will be strengthened. If the connection is followed by annoyance (punishment) the bond or connection will become weak. The reward strengthens learning and the punishment weakens the learning.

1.3 Factors of Learning:

Learning is the outcome of interaction between the learner and the environment where he/she is living. Understanding and managing the different influencing conditions both personally and environmentally is the crucial aspect in classroom management. These factors are classified as personal factors and environmental factors:

1. Personal factors :

- a. **Age of the learner** – As all living beings, the baby learns by having sensory experiences and motor movements. A child has many ages. Chronological age is not the basis for schooling at times if he/she doesn't have social age, emotional age and mental age.
- b. **Maturation** – A child learns to perform a task when it has attained maturity of that specific age.
- c. **Emotional condition** – Emotional and social climate at home and in the school either promote or hamper the emotional and social health and interest of the children. If they are emotionally positive and socially secured, their learning would be smooth and fast.
- d. **Need** – The learner is also motivated by conscious and unconscious needs and wants. Learner's needs are the enthralling motivators for their behavior. If their needs are not satisfied they express behavioral problems that dilute or disturb their learning and achievement.
- e. **Interest** – Capitalizing on natural interest and cultivating new ones is the mark of a good learning programme.
- f. **Motivation** – Motivation helps in learning.
- g. **Abilities** – Learner's ability to listen, observe, comprehend, read, write, speak, remember, think and judge are crucial in the process of learning.

- h. **Aptitude** – Learners differ in their aptitudes. Some are good at reading and comprehension while some others are good at mechanical manipulation or numerical ability.

2. Environmental factors: -

- a. **Natural Factors** – Atmospheric conditions directly affect learning. High temperature and humidity reduces efficiency. Productivity and creativeness of the pupils in hot regions is much lower than the colder regions. Morning is always the best time for mastering a difficult task.

- b. **Social Factors** – These include home and school factors.

i) **Home factors :-**

- Stimulating environment at home provides more opportunities for learners to use their abilities to the maximum.
- Healthy diet, rest and activity provided at home, positively contribute to a healthy body and facilitate learning.
- Constant ill health of parents or family members, poverty, quarrelling parents rebutting parents, over-ambitious parents and addicted parents negatively influence the learning spirit of pupils.
- Sibling rivalry, sibling comparisons, and bossing of siblings kill their secure feeling and confidence.

ii) **School Factors:-**

- The physical features of the school; the building, furniture, and facilities either attract or detract learners
- If the surrounding of the school causes noise pollution or air pollution the learner gets fatigue soon.
- If the peer group influence is anti-social, learning is hampered due to involvement in group activities.
- Co-curricular activities and participation in community service make the
- learners active in all their dimensions of personality which in turn promotes learning.

- C. Cultural Factors-** culture of a society inspires the learners. Cultural factors like Child rearing practices, family life dependency, social values and beliefs, discipline, and life style together influence learning directly or indirectly.
- D. Learning materials-** The manner of organization of learning materials and their meaningful presentation is an important requirement for achieving successful learning goals.
- E. Relationship with parents-** Parental co-operation and encouragement to the learners enhances their learning. Positive attitude of the parents towards education, school, teachers and their friends make the children willing to learn. Negative attitude of the parents degrades learning.
- F. Relationship with teachers-** If students have good relationship with their teachers, their participation, acquisition and comprehension will be high. Teacher's influence on student surpasses all other influences.
- G. Relationship with peer group-** Peer group influences learning. Learning atmosphere in the classroom is created both by the teacher and students. Self-learning and peer learning or learning in groups, apart from teaching can develop and sustain interest in learning.
- H. Media influence on learning-** The use of multimedia is needed because of the inadequacy of words and abstractions for concrete and sustainable learning. However, addiction to any particular medium has detrimental effect on wide and deep learning. Similarly, media may also negatively influence learning if it is not judiciously used. For example, the celluloid world is deviating the young mind from learning besides being a potent factor for increase in violence in the society.

1.4 Theories of Learning- Conditioning Theory and Insight Theory

1.4.1 Conditioning theory of Learning:

The learning process which is based on the recollection of the experiences born of the relations between **Stimuli and Response** is called conditioning theory of learning theory. Most

of the feelings of an individual are born out of the response to stimuli. But under what condition the association between stimuli and response takes place was minutely studied by **Pavlov**, a Russian psychologist in the beginning of the present century.

The theory of conditioning advocated by Pavlov considers learning as habit formation and is based on the principle of ‘association and substitution’. Pavlov restricted his experimental studies to the process of secretion of saliva in dogs. We will understand the experiment through a diagram.

Before Conditioning:

Neutral Stimulus (Bell sound) → No relevant response

Unconditioned Stimulus (US) (Meat powder) → Unconditioned response (UR) (Salivation)

During Conditioning

Neutral Stimulus + US (Bell + Meat) → Unconditioned Response (UR) (Salivation)

After Conditioning

Neutral stimulus (CS) (Bell) (Conditioned Stimulus) → Conditioned Response (CR) (Salivation)

As shown in the diagram before conditioning, the Neutral Stimulus causes no relevant response. The unconditioned stimulus always causes unconditioned response. During conditioning the Neutral stimulus was associated with the unconditioned stimulus. This process resulted in Unconditioned Response. After conditioning the earlier neutral stimulus became conditioned stimulus and it caused Conditioned Response. From this experiment Pavlov had drawn the conclusion that **all types of learning can be explained through the process of conditioning.**

According to **E.L Thorndike**, correct responses are learnt as a result of their rewarding or annoying consequences. When put to perform a new task the first tendency of a learner is to use activities which he/she has already mastered earlier. He/she tries out various ways until eventually he/she hits upon the correct solution. As a result the correct response is identified with the corresponding stimulus by the learner.

There are many instances of trial and error in case of human beings. For instance, a person attempting to solve a new problem in Mathematics tries out different approaches before arriving at a solution. Similarly, trial and error learning occurs when a person learns to use a type writer or drive a car as these tasks are complex tasks and one cannot learn them in one trial. **Trial and error learning** is also practised in social learning situations etc.

B.F.Skinner, a famous behaviorist advocated the theory of ‘**Operant Conditioning**’ which is viewed as an extension of the ‘Stimulus Response’ theory propounded by Pavlov, Thorndike and Watson. According to Skinner, all behaviors of man can be described in mechanistic terms. As per his theory of conditioning, an organism tends to do in future what it was doing at the time of reinforcement. On the basis of his experiments with rats, dogs and pigeons, Skinner concluded that these animals can do simple acts when they are given reinforcements. In ‘Operant Conditioning’ the important stimulus is the one immediately following the response and not the one preceding it.

1.4.2 Insight Theory of Learning:

Three German psychologists namely Max Wertheimer, Kurt Koffka and Wolfgang Kohler had developed new theories of learning as an alternative to Stimulus- Response theory of learning. This learning theory is known as **Gestalt theory** and the psychology associated with it is called Gestalt psychology. According to Gestalt psychologists learning occurs neither as a result of trial and error nor as a conditioned response to unnatural or conditioned stimuli. It occurs on the other hand by insight into the whole situation to be learned. Learning does not take place gradually or step by step or trial after trial but suddenly by an insight into the learning situation as a whole. Gestalt psychology later laid the foundation for **Cognitive Psychology**. Gestalt is a German noun. The nearest English translation of Gestalt is “Configuration” or more simply “an organized whole in contrast to a collection of parts”. Gestalt psychologists consider learning as Gestalt

which means “an organized whole. A thing cannot be understood by study of its constitutional parts but only by the study of it in totality. This theory leads to development of a new theory of learning, popularly known as ‘Theory of Insight’. This theory is associated with the name of Kohler who conducted a series of experiments with chimpanzees. According to the insight theory of learning, learning is a process which is more deliberate and conscious effort on the part of an individual than being a product of mere habit formation or stimulus-response conduction. According to them, in the learning process the learner does not merely receive or make response to the stimuli but he definitely processes (interacts and does something). What he receives and his response is determined by that processing. Thinking on this line a group of Gestalt psychologists organized a learning theory known as Insight theory of learning.

In the practical sense, the theory of insight learning is primarily concerned with the nature of perception. According to Gestalt psychologists’ learning takes place only when there is insight because the situation is fully under control and solution of the problem appears to have come from our knowledge of perception. The learner then gets such an insight through which, he shows proper response and quickly solves the problem. In the action inspired by insight, there is a definite and orderly move towards a fixed direction. Insight learning is bound to depend upon the following factors;

- **Experiences:** Past experiences help in the insightful solutions of the problem. Example: A child cannot solve the problem of modern mathematics unless he is well acquainted with its symbolic language.
- **Intelligence:** Insightful solution depends upon the basic intelligence of human learner. The more intelligent the individual is, the greater will be his insight.
- **Learning Situation:** How insightfully the organism will react depends upon the situation in which he acts. Insightful learning occurs when the learning situation is so arranged that all necessary aspects are open for observation.
- **Initial effort:** Insightful learning has to pass through the process of trial and error. This stage does not last long but it will open the ways for insightful learning.
- **Repetition and Generalization:** After having an insightful solution of a particular type of a problem, the organism tries to repeat it in another situation, demanding similar type

- of solution. The way found in one situation helps him to read insightfully in other identical situation.

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Unit 2: LEARNING AND COGNITION

Course outline

2.1 Behaviorism

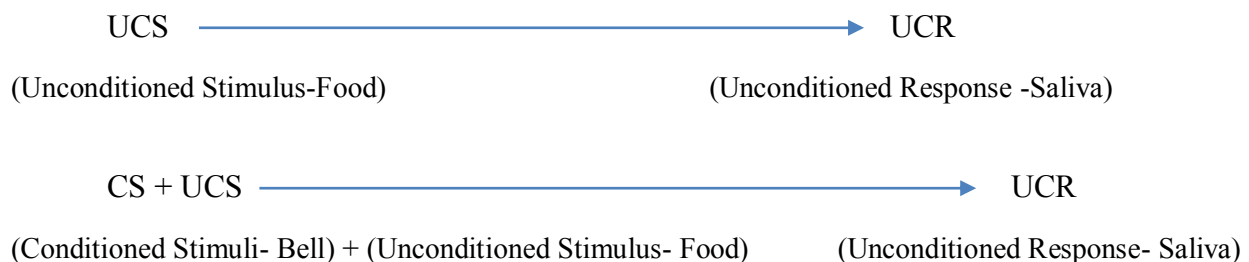
2.2 Constructivism

- Piaget Theory of Cognitive Development
- Implications of Constructivism in Teaching and Learning

2.1 Behaviorism

Behaviorism as a theory of learning explains change in behavior of an organism through conditioning process that occurs between stimulus and response. It is basically of two types; Classical Conditioning and Instrumental or Operant conditioning.

1. **Classical Conditioning** – the classical conditioning theory is also known as Pavlovian conditioning of stimulus and response. Here, initially a neutral stimulus is paired with another stimulus that draws out reflex response. After several paired trials, the neutral stimulus alone starts drawing out the response that is initially associated with the neutral stimulus. Classical conditioning response is voluntary action mediated by the automatic nervous system of the organism. It can be represented as;



But these can be an extinction of conditioned response on repetition of conditioned stimuli without reinforcement (UCS) then a particular response can be elicited if we use similar stimuli (Meat). This is called stimulus generalization. The organism can also be conditioned to discriminate between two or more stimuli which are similar in many respects. In that way the organism will

elicit the desired response only on presentation of particular stimulus and not on other similar ones. The principles of classical conditioning can be used in the following areas of human behavior.

- Developing good habits.
- Breaking of bad habits and elimination of conditional fear.
- Use in Psychotherapy.
- Developing positive attitudes.
- Teaching alphabets.

Instrumental or operant conditioning:

Operant behaviors are actions that person uses to meet the demands of environment. E.L. Thorndike was the first American psychologist in **Stimuli- Response theory**, who laid emphasis on reinforcement. According to him, if responses which are followed by satisfaction or pleasure are reinforced, they become more probable in future. All learnings according to Thorndike are the formation of bond or connection between Stimuli-Response (S-R). The process of forming connections depends on a number of variables which operate in the environment and the organism.

Thorndike's classical experiments on cat in the 'puzzle box' are widely known and often quoted in Psychology. Skinner, a Harvard psychologist created an 'operant box'. It is a simple box in which the animal (rat) can manipulate a lever. This action of animal was reinforced by providing a food pallet. In actuality the levers/keys are devices that are activated by the organism on the basis of positive reinforcement. Hence, positive reinforcement enhances the lever pressing. The experimental fact suggests that shaping the behavior is a classic concept in operant/instrumental conditioning. Reinforcement leads to modification of desired response.

The concept of reinforcement is central in operant conditioning theory. Reinforcement is an event which changes subsequent behavior, when it follows behavior in time. According to Skinner, there are two kinds of reinforcements- **Positive and Negative**. A positive reinforcement is an introduction of stimulus which increases likelihood of a particular behavior. In case of

teaching-learning situation, appreciation with encouraging words, tapping back, small material rewards are classified as positive reinforcement. Negative reinforcement is a kind of stimulus that leads to removal or withdrawal of likelihood of particular behavior. Public humiliations, physical abuses, suspension from the class are the examples of negative reinforcement.

2.2 Constructivism:

Constructivism as a philosophy of teaching-learning came into being during the 18th century. However, the clear idea about this learning theory was developed by the contemporary psychologists like Jean Piaget, Von Glasersfeld and John Dewy. Constructivism theory regards learning as an active process in which learners construct meaning through the process. Constructivism is also referred to as the way knowledge or information is stored in the human brain. We receive experiences from any of our five senses. Even when two people observe the same thing by seeing and hearing, their memories of what they observed are almost certain to differ. Differences in our perception and memories arise because we interpret our experiences and interpretations always in the light of whatever knowledge we already possess. Thus, our interpretations of experiences become new knowledge, which keep growing and helping us interpret new experiences. This process is known as knowledge being constructed by the learners.

Another important aspect of knowledge in the brain is that it is organized in meaningful ways. Knowledge is organized differently depending on whatever we find it in textbooks, in encyclopedia or in a dictionary. Knowledge is organized flexibly in the human brain. Jean Piaget named these organized structure of knowledge in the brain as “Schema.” According to him experiences are being fitted into our “Schemas” and “Schemas” also need to change to allow new information in. It means as per constructivism, learning takes place only when we build understanding and make sense of the information. Hence, the active role of the learners in building understanding is emphasized in constructivism.

As per John Dewey “Only by wrestling with the condition of the problem at hand, seeking and finding his own solution (not in isolation but in correspondence with the teacher and other pupils) does one learn.”

Vygotsky has prescribed two types of constructivism namely cognitive and social constructivism.

- **Cognitive constructivism:** Cognitive constructivism is concerned with thinking and learning. As per this theory, knowledge is constructed initially by the learners. Learners continuously organize, reorganize, structure and restructure new experiences to fit them in the existing structure of knowledge. Learners learn as per their own capacities and experiences.
- **Social Constructivism:** Social constructivism is concerned with construction of knowledge through interaction in the social context.

-Piaget Theory of Cognitive Development

According to Jean Piaget cognitive development in the human beings takes place through four important stages. These stages occur in sequences. Each stage is marked by a defined maturational period and distinct cognitive abilities. The stages are;

1. **Sensory-motor stage:** (Birth to 2 yrs) This stage of development is characterized by infant sense and motor abilities to interact with immediate environment. For example, if we touch the infant's lips, he/she immediately starts sucking our finger. This stage is also marked by co-ordination of schema. This means related schemas are coordinated to perform a specific cognitive function. For example, when an infant touches an object, he/she tries to grasp it by reaching it. In this case two schemas, namely touching schema and reaching schema are co-ordinated to form the grasping schema. The period of four to eight month after birth is characterized by concept of object of permanence, distinction between oneself and the world beyond and the concept of space and time. The concept of object of permanence means the infant believes in the permanence of an object, if it is within his/her view. During eight to twelve months, an infant creates symbolic meaning of the event in the environment. Twelve to eighteen month is marked by the concept of causality.
2. **Pre-operational stage:** (2 to 7 years) The pre-operational stage of cognitive development is characterized by development of languages, reasoning, intuition and concept formation. During this phase of development children achieve the capacity to form

mental symbols that stand for abstract things, people or events. For example, the word “Cat” represents an object creating sound “Mew.” The child during this stage of development becomes ego centric and is unable to consider others point of view. The first onset of reasoning with the child starts during pre-operational stage. This is the period when conceptual development takes place in a child.

3. **Concrete operational stage :**(7 to 11 years) The next step in cognitive development of an individual is concrete operational stage. Concrete operational stage is marked by logical operations. At this stage the child is able to manipulate and organize information. Following are the other characteristics of this stage of development.

1. Use of written words and numbers.
2. Development of serialization concept.
3. Development of reversibility.
4. Development of relational and combinational procedure.
5. Development of classification ability.
6. Development of class inclusion.
7. Development of conservation ability.

4. **Formal operational stage :**(11 years and above) Formal operational stage is characterized by abstract thinking and beginning of adolescent thinking. At this stage an individual is able to test hypothesis and solve the problems even when the matters are not present physically in the environment. This stage of development is marked as most advanced in the functions of cognitive system. The individual at this stage reaches at the highest level of intellectual potentialities. The common characteristics of this stage of development can be listed as following.

1. Hypothetical deductive thinking
2. Inductive thinking
3. Reflective thinking
4. Inter propositional logic

-Implications of constructivism in teaching and learning:

- Interpretation of new information in the light of existing knowledge helps students in developing true conceptual understanding.
- Constructivism helps in understanding learner's intelligence level and learning ability.
- Constructivist theory helps in selecting variety of teaching aids and communication skills.
- Providing suitable framework of learning experiences in view of cognitive development of the child and need of the society.
- Understanding the thought process of the child at particular level of their maturation and chronological age.
- Educating the child according to the level of functioning of his/her cognitive structure.
- Emphasizing on organizing optimal conditions for an individual's learning and development in the light of process of assimilation, accommodation and equalization.
- Constructivist theory of teaching-learning assures mastery over the learning task.
- Constructivist theory emphasizes the active role of learner in building understanding and making sense of information.

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Unit 3: Memory and Retention

Course outline

3.1 Meaning, Definition and factors of Memory

3.2 Transfer of Learning

- Types
- Principle and
- Implications for Teaching and learning

3.1 Meaning, Definition and factors of Memory

Meaning: Memory is regarded as a special ability of our mind to conserve or store what has been previously experienced or acquired through learning then at later stage enable us to make use of its reproduction, retrieval and revival. Every person has a specific power of collecting experiences but person may differ in degree in reproduction of the same.

Definitions:

According to **Ryburn**; “The power that we have to “store” our experiences and bring them into the field of consciousness sometime after the experience have occurred, is termed as **memory**.”

Spearman “To recollect a learnt thing or an incident is the sign of **memory**.”

In terms of psychology, the ability or power of our mind to store the past experiences of learning and utilization of them (by reproducing) at later stage is known as **memory**.

Types of Memory:

Psychologists have tried to classify memory into two broad categories; short term and long term memory.

1. **Short term Memory:** Short term memory has brief retentive period. Old sensory impressions disappear as they are erased by new information. For example, we look at a telephone number from the directory and remember it for a while but after making the call, we usually forget it.
2. **Long term Memory:** Long term memory is a store house, where information is stored fairly permanently even when we are not recalling it. Long term memory codes information according to meaning, pattern and others characteristics. This memory helps us to remember a number of things on a relatively permanent basis.

Factors of Memory

Various factors are said to be responsible for influencing and controlling the process of memorization. These factors may be categorized as follows.

1. **Remembering:** those students, who cram without understanding the inter-relationship of thoughts contained in the subjects, fail to reproduce the same thing. When they forget some of the words their entire labour is wasted. For better remembering continuity needs to be maintained and the subject should not be divided into different parts.
2. **Retention:** There are individual differences in the power of retention. If a person has good health and keeps interest in his subject, his retention power may remain strong for considerably longer period. The things which a person always thinks about is always remembered by him/her.
3. **Recall:** - To remember the experience stored in the conscious mind is called recall. Psychologists believe that in the mental process of recalling the similarity, contrast and contiguity of experiences are necessary.
4. **Recognition:** If by seeing an individual we remember where we had seen him/her earlier, then it is called recognition. A person feels unable to recall many things but he may succeed in recognizing them. Recognition is absolutely necessary for memory.

Transfer of Learning

Transfer of learning refers to the influences to carry over the learning from one situation to

another situation. Not only the learning of the tricks of a trade or the knowledge and skill acquired in a particular school subject is transferred to other situation but also the habits, interests and attitudes get transferred and try to influence the activities of individual in future.

According to H.C.Elli, “transfer of learning means the experience or performance on one task influences performance of some subsequent tasks.”

As per Crow and Crow, “The carryover of habits of thinking, feeling or working of knowledge or of skills from one learning areas to another usually is regarded as transfer of learning.”

By analyzing both these definitions, we can draw conclusion that transfer of learning is a process by which our new learning or performance is influenced by our previous learning or training.

Types of Transfer of learning:

The learning in one situation may not be always helpful in another situation. In this way transfer of learning also involves possibilities of negative and adverse effects beside positive and favorable ones. Transfer of learning can be classified in the following three types.

1. **Positive Transfer:** Transfer of learning is said to be positive transfer, when previously learned experience benefits the performance in new situation.
2. **Negative Transfer:** Transfer of learning said to be negative transfer when previously learned experience creates hindrance the performance in new situation.
3. **Zero Transfer:** Transfer of learning said to be zero transfer when previously learned experience makes no differences at all to the performance or learning in a new situation.

Principles of Transfer of Learning:

1. **Principles of Identical Learning:** Thorndike and Woods worth in their theory of

identical elements on the basis of experiments concluded that transfer of learning occurs from one situation to another because of the presence of identical elements. Identical elements influence functions from situation to situation of similar type. For example, learning of Anthropology will help learning of Psychology because both deal with the process of man's development. Likewise, addition will help in improving the multiplication skill because a lot additive processes are require in multiplication tables. Learning of one language helps learning of another language when they have identical elements of structure and vocabulary.

2. **Theory of Mental Discipline:** According to the theory of mental discipline “Transfer of learning” is automatic but it requires the exercise of various mental faculties such as observation, correlation, identification, analysis etc.
3. **Transfer of learning through generalization:** According to Judd, transfer of learning takes place to the extent to which an individual organizes his experiences and makes generalisation to bring out his principles which can be transferred in other identical conditions.
4. **Transfer of learning through theory of transportation:** Transfer of learning occurs only because of the pattern of experiences. The perceptual similarity between situations is the basis for generalization. The insight developed in one situation is usable in other situations even though the situations are not apparently identical.
5. **Principle of learning to learn:** It is commonly observed that individuals improve in their abilities to learn a task when they practice a series of related similar tasks.

Implications of Transfer of learning in teaching and learning:

The transfer of learning is not an automatic process; it requires a lot of effort on the part of teachers and the learners. The teacher can help students in the following ways to achieve optimum transfer of learning.

1. **Maximize the similarities between teaching and the ultimate testing situation:** A teacher must have clarity about the learning objectives. He/she must enable the students to clearly identify the features or the idea that can be applied

2. in new situations. The students should also be encouraged to find out relationship between two learning situations.
3. **Provide adequate experiences with the original tasks:** The extensive practice on original task yields positive results. It is the duty of a teacher to provide thorough practice in the early stage of developing new skills and concepts.
4. **Provide variety of examples:** The students must be given variety of examples specifically when teaching different concepts and skills. Examples help in strengthening the students' understanding of new concepts and they will be able to see its applicability in real life situations.
5. **Identifying important features of a task:** The students should be encouraged to identify important features and aspects of a task. They should be made to pay attention to different features. For example, while teaching young children, the teacher should enable the pupils to identify the feature of difference between the letter 'b' and 'd'.
6. **Make sure that general principle are understood:** In order to maximize the transfer of learning from classroom learning experiences to life situations the teacher must ensure that general principles have been thoroughly understood by the students.
7. **Mastery of sequential task:** The learning framework should be planned from more inclusive task to a specific aspects of the task. Transfer from generalized prior knowledge to a new task is facilitated, when the learner's prior knowledge is well organized.
8. **Use of discussion:** Adequate opportunities should be provided for free discussion in the classroom for better understanding of the problems.

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Unit 4: PLAY

Course Outline

4.1 Play- Meaning, Characteristics and Types of Play

4.2 Functions of Play- Linkage with Physical, Social, Emotional, Cognitive, Language and Motor Development of Children.

4.3 Games and Group Dynamics- Rules of Games and how children learn to negotiate differences and resolve conflict.

4.4 Educational Implications.

Meaning of Play

Play is a natural urge in every child. Play is regarded as the language of the child. It offers opportunities for natural release of physical and mental energy of the child thus leaving him/her a balanced self physically, mentally and emotionally. During play one is free from external restrictions. In a play a child reflects various tendencies and emotions. It may include emotions of anger, fear, joy etc.

Definitions of play:

According to **Crow and Crow**, play can be defined as **“an activity which a person engages in when he is free to do what he wants to do.”**

J.S. Ross defines, **“Play is a joyful, spontaneous, creative activity, in which man finds his fullest self-expression.”**

Characteristics of play:

- Play is essential for the development of the child.
- Play is the inner urge of a child.
- Play is the source of joy and freedom.

- Play is a spontaneous activity.
- Play is a voluntary activity.
- Play is an opportunity for self-expression.
- Sometimes play turns to be a creative activity for the child.
- Play is refreshing.
- Play also has diagnostic and therapeutic role in child's emotional development.

Types of play:

Play may be divided into two types.

1. **Individual play:** Individual play continues up to the developmental stage of early childhood i.e. (six years). The individual plays can be broadly classified into following categories.
 - a. **Play through the functioning of various limbs:** Initially a child begins playing with his/her body. As soon as he/she learns to walk and run, jumping, hopping and making peculiar movements of the body become almost a habit with him. She/ he gets control over his/her various senses and limbs through motor activities.
 - b. **Play with objects:**
 - Destructive play:** A child likes to play with objects, when he/she attains some physical and mental power. He/ She manipulates the objects in his/her own ways. The child learns about colors, sizes, texture and weight through manipulation of the objects. The child also learns to handle and control the objects. In fact, destructive tendency of a child in the play is only a symptom of constructiveness. The child's destructive and constructive plays are closely related. The individual and group plays of constructive type have an element of social feeling.
 - Constructive play:** The constructive plays are both individual and group plays. The child constructs various things according to his/her whim and interests. For example, sometimes a child makes houses. The female child makes an ornament using natural

flowers. The individual and group plays help in developing social feeling among the children.

-Imitative play: The child has an innate tendency of imitation. Their plays reflect these tendencies. For example, a village child tries to imitate a farmer ploughing in the field. It is necessary to give right direction to the children when they imitate so that their natural talents can be traced and encouraged.

2. **Group play:** Group plays become identical with growth. Children prefer to play with children of their age group. In course of time they are able to understand the rules of games. Group games help the children in developing their social skills and accelerate development of various faculties.

Functions of play:

Linkage with Physical, Social, Emotional, Cognitive, Language and Motor development of children.

According to Maria Montessori “Play is children’s work.” Play is the best way of development of a child. It is the purist, the most spiritual activity of an individual at this stage. It gives expression to the hidden talents in a natural way. It therefore, gives joy, freedom, contentment, inner and outer rest, peace with the world. The importance of play is linked with all the aspects of development of a child.

1. **Physical Development:** The childhood stage is the most critical period of individuals’ life because optimal development of muscular co-ordination and the basic motor skills takes place during this period of life. Motor skill development may be defined as development of control over bodily movement through the coordinated activities of the nerve centers and muscles. Motor skills are of two types, ‘Gross Motor Skills’ and ‘Fine Motor Skills’. Development of control and co-ordination of large muscles is called Gross motor development. Plays like jumping, running, crawling, skipping, climbing, cycling, catching and swimming etc. help in gross motor development. Fine motor skills involve the finer muscles, particularly of eye and hand/finger coordination. Plays like painting, pasting, tearing, drawing, writing, cutting help in fine motor development.
2. **Socio & Emotional Development:** There are wide individual differences in child’s behavior. Some are very active, outgoing, independent, explorative and curious and

others may be shy, passive, dependent and withdrawn. Social development is the development of those characteristics or behaviors which help the child to adjust efficiently in his/her social environment. Emotional development in a way provides base for social development. It has implications for the child's social behavior and interaction. Play provides children with certain kind of self-fulfilment and self-realization. It enables the child to express himself/herself as he/she can. Group plays like 'Doll play', 'Teacher school play', 'find your partner play' helps the child in learning behaviors like sharing, respecting the rights and privileges of others, cooperating and taking leadership roles and generally learns to be with others. Play is a socializing force in lives of young children.

3. **Cognitive Development:** Cognitive development is the development of those mental processes or skills that enable an individual to get to know his/her environment. Game provides opportunities to the child to manipulate and interact with environment. It helps the child in cognitive development. Example of plays for cognitive development are, 'Smell and Tell', 'in- Out', 'Moving in a circle' etc.
4. **Language Development:** Language acquisition is one of the most complex and remarkable accomplishments in a child's life. Group plays such as 'Free Conversations', 'Show and Tell', 'Doll play', 'Dramatic plays' both outdoor and indoor, provide the children opportunities for verbal interaction. They also help the children in developing their expression to a great deal. Play helps the child in sound discrimination and vocabulary building. Plays like 'nature walk', 'creative drama' help in developing imagination, verbal expression and independent thinking.

4.3 Games and Group dynamics -Rules of games and how children learn to negotiate differences and resolve conflict:

Group Dynamics means the changes in behavior through interaction in the group. It refers to the forces which operate in a group situation. If the games and sports teacher is well equipped with the basic knowledge of group dynamics, he/she can provide better guidance for adjustment. Through play we must see the possibilities of child's development in all aspects. Games help us in identifying children's dominant interests, preferences and their individual needs. 'Group plays' help the children in acquiring the traits of competition,

cooperation, discipline etc. which will help them in leading a better social life.

Games and group dynamics offer an opportunity to enjoy the experiences of playing with other children. Games and group dynamics promote healthy development in all aspects of young children i.e. -motor, conceptual, social, emotional etc.

There are many group games at primary level. They may be ‘free play games’ and ‘structured games’. Free play with various objects of varying dimensions from the environment under the appropriate guidance of a teacher, can help the children developing various concepts in curricular subject areas like Maths, Science, EVS and Languages. In Mathematics free play games help to develop pre-number concepts.

‘Structured games’ activity encourages the small children to get together and make different groups of children with 5 -10 numbers at a time. Before play, they are acquainted with the rules of particular games and participate to play the game. Students learn to play together, exchanges their views, eat together and learn from each other (Peer learning). In playing structured games like football, cricket, volleyball etc., they can make planning to win the games. They coordinate and co-operate with each other and develop emotional and social skills. It is the only platform where children learn a lot though they have lots of individual differences. It stimulates physical growth and development. They become disciplined when they participate in group games.

Games improve eyes, hand and body coordination which helps the children to be more confident and self-dependent. During group activities children learn to wait for their turn and develop to control their emotion which is very important for an individual. Group activity increases ability to follow instructions given by the authority through which they become disciplined, good human beings.

During the activity they may have some different opinions to achieve a target but they often give priority to the group interest rather than to individual interest. Some conflicts may arise but they resolve their conflicts within themselves by discussing the matter. Children develop to learn negotiation skills through which they can resolve their own conflicts.

‘Group play’ activities involve planning and providing child centered and entertaining

activities for children which should be in accordance with their interest, need and level of development. These activities should be planned and sequenced in ways which would foster the child's motor, cognitive, language and socio-emotional development as well as development of their creative expression and aesthetic appreciation. The teacher's role in the group games is more of a facilitator who prepares the environment for activities which demand active participation of children.

Games are techniques of developing understanding and minimizing conflicts among the students. Games enhance the desirable influences and dilute or discourage the negative force influencing the group, thus promoting the dynamic nature of the group. Group dynamics comprise of all the principles and laws governing the group and improving the functioning of the groups. Group dynamics improve social and emotional climate of the group. It helps in developing friendship among the children to come out of their unfriendly behavioral tendencies in the following ways.

- a. **Common Goal** - Common goal which is well defined helps in developing the feeling of team spirit and oneness.
- b. **Motivation** - For achievement of a common goal the students prepare themselves by playing together. It helps in the development of affective domain in terms of their receptivity, values and attitudes and motor behaviors.
- c. **Well organized roles** – Well organized roles in games help the students to learn to follow the rules of the games and accept their roles in the games. For example, in football, players are given different positions and accordingly their roles are designated.
- d. **Rules and a set of norms** - Rules and set of norms of the games expect students to follow the way of conducting themselves and to regulate their behavior to achieve the goals of the games. The norms include the standards, customary practices and routine procedures to be followed for smooth interaction.
- e. **Reciprocal relationship**- The games and sports activities enhances the communication process and strengthens interpersonal relationship.
- f. **Face to face relationship** – Games and sports activities help in developing face to face relationship. It promotes develop many affective qualities of the pupil.

- g. **Understanding of others-** Understanding of others is possible in close interaction in playing the games.

4.4 Educational Implication of Play

Different aspects of play facilitate education in many ways. Various implications of play in education can be enumerated as follows.

1. Play reflects not only the tendency of constructiveness in the individual but also mirrors his/her complete nature. Incorporation of play in the teaching- learning process makes education process more interesting.
2. A free atmosphere is the key condition for play. Perfect learning also takes place in a free atmosphere. Hence, it is essential to incorporate play in the teaching- learning activities in order to achieve the learning goals.
3. Self-expression is a necessary condition for development of personality. Through play activities children get ample opportunities for self- expression. Personality development is one of the major objectives of education.
4. Play is a spontaneous activity. A child learns different plays through activities. This lays foundation of the principle of learning by doing.
5. Play helps in resolving conflicts among the learners.
6. Play gives first hand learning experiences which are permanent in nature.
7. Play helps the child in understanding the value of collaborative and peer learning.
8. Constructive plays make the learners more curious, which helps in constructing their own knowledge.
9. Plays allow the learners to learn at their own pace.
10. Learning through play is planned in accordance with the need and interests of the children.

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Unit 5: CREATIVITY AND INTELLIGENCE

Course Outline

5.1 Creativity: Meaning, Nature, and factors affecting its development

5.2 Strategies for development and fostering creative potential

5.3 Intelligence: Meaning, Definition, Intelligence and Knowledge

5.4 Intelligence Tests, Verbal and Non-verbal, Intelligence Quotient.

-Meaning

Creativity refers to some sort of originality found in an individual. Creativity comes through divergent thinking process. Creativity is the result of a unique way of perceiving the world because of unusual thinking and distinctive characteristic(s) of an individual. Thus, we can define creativity as **“a unique mental process that operates on body of knowledge in a way that develops novel end product.”**

According to Levin (1978) “creativity is the ability to discover new solutions to problems or to produce new ideas, inventions or works of art. It is a special form of thinking.”

Wallach and Kogan (1965) believe that “creativity lies in producing more associations and in producing more that are unique.”

Analysing these definitions it may be concluded that, creativity lies in making associations that are remote or unusual, original, unpredictable, novel and unique.

-Nature of Creativity

1. Creativity is new and original behavior that has not been learned from others.
2. Creativity requires first hand exploration of the process by the students.
3. Creativity is a useful and interesting process.
4. Creativity results in effective solution of a problem.
5. Creativity is creating products in terms of ideas, theories or concrete objects which are marked by originality, uncommonness and social usability.

-Factors affecting development of creativity:

1. **Valuing Creativity:** When a school teacher appreciates creativity and values the uniqueness of the project than factual correctness, it encourages the learners to exhibit their creativity.
2. **Focusing on internal traits:** To encourage creativity the teacher must give importance to the student's interest and pleasure.
3. **Mastery in a particular subject:** Mastery of a particular subject helps in developing creativity in that subject area.
4. **Thought provoking questions:** Thought provoking questions also helps the learners in divergent thinking triggering the process of creativity.
5. **Freedom to take risk:** Children should be given the freedom to think freely and differently and take risks.
6. **Time:** Students need to be given lots of time and space to think and act creatively.

5.2 Strategies for development and fostering creative potential

Creativity is specific to different content domains. Some students may be creative writers others may be creative artists or scientists. The children should be given ample and varied opportunities for fostering and promoting creativity. The following strategies should be adopted for promoting creativity among students.

1. **Collecting information:** The students should be given certain topics as per their choices and they may be instructed to collect information relevant to the topics.
2. **Finding out solutions of the problems:** The children may be asked to find out solutions of the day to day problems such as the problem of irregular power supply, water supply etc. The solutions to the problems suggested by the students will bring out creativity among them. If pros and cons of the solutions given by the students are analyzed, their creativity is likely to be further promoted. Analyzing future consequences of some problems will also help in promoting creativity among the children.
3. **Making investigation:** The students may be encouraged to make certain investigations for improving their own works or method of work.

4. **Freedom of expression:** The child should be made free to express his/her views before teachers and others. Any view of the students must not be ridiculed even if it appears funny.
5. **Role of teacher:** The teacher should act as a friend and guide.
6. **Flexible curriculum:** The curriculum should be flexible and it should not be examination oriented. Otherwise a child will be always busy in preparing for the examinations which will suppress the creativity of the child.
7. **Use of Community resources:** The students may be encouraged to use the available community resources for their school projects.

5.3 Intelligence

-Meaning

Intelligence is the mental capacity that helps in dealing with events in the environment and challenges as well as problems of life in different situations. Intelligence is also viewed as the capacity to acquire and apply knowledge.

Intelligence is also defined as mental capacity that involves the ability to reason, plan solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experiences.

-Definitions

According to Binet and Simon (1916) defined intelligence as “the capacity to judge well, to reason well and comprehend well”

Terman (1916) – “The ability to think in terms of abstract ideas.”

Piaget (1952) – Intelligence as “the ability to adapt to one’s surrounding.”

Thus, intelligence as a whole is viewed as mental capacity that helps in dealing successfully with theoretical as well as practical tasks, events in the environment and challenges and problems of life, faced at different times and varying situations.

-Knowledge

Knowledge is generally understood as statement which conveys facts. The term knowledge is also understood as being propositional which conveys truth. Knowledge can be used to mean a variety of things such as familiarity with people, place, skills, beliefs, faith and everyday experiences. For example- Tezu township is situated on the bank of the river Lohit.

Conditions which constitute knowledge

1. **Facts:** The meaning of fact is confined to the minimum of what must be known so that the truth or falsehood of any statement may be analyzed. For example, the existence of mountains in Arunachal Pradesh is a fact.
2. **Belief:** Knowledge is considered as a kind of belief that exists in the mind. Belief is again a mental state. Most of the individual's beliefs are based on their background. For example, as per the belief of the Monpas of Arunachal Pradesh, good flowering of apple plants leads to good apple production.
3. **Truth:** True beliefs constitute knowledge. According to John Hospers, this is one requirement of knowledge. It means the proposition must be true.
4. **Evidence or Reason:** True beliefs alone do not constitute knowledge. Formulation of beliefs should be based on evidences or reason. For example, ice melts by heating.

Types of Knowledge

Knowledge can be broadly divided into two categories.

1. **Apriori Knowledge:** The knowledge gained independent of experiences are Priori Knowledge. For example, if today is Wednesday then tomorrow cannot be Friday. The truth based on logic and reasoning like mathematical truths constitutes Priori knowledge.
2. **Posteriori knowledge:** The knowledge gained by experiences and through scientific methods is known as posteriori knowledge. The posteriori knowledge is based on perceptions, memorizations and beliefs of natural science.

Knowledge may also be classified as;

- i. Knowledge supported by psychological connections,
- ii. Procedural knowledge and
- iii. Acquired knowledge.

5.4 Intelligence Tests: Intelligence Quotient, Verbal and Non-verbal Tests

Intelligence Quotient:

Terman and M.A.Merrill used the concept of 'Intelligence Quotient' (IQ) to measure the IQ of a person. Intelligence quotient is synonymous with intelligence. It involves the following two concepts.

- ❖ Chronological Age (CA) is physical age of a person counted from the date and time of his /her birth. It is counted in terms of years, months and hours.
- ❖ Mental Age (MA) is an index of intelligence. Mental age means that a given individual's performance in a test. It is like the average performance of a child of a given chronological age in the same test.

How to calculate the IQ of a child?

Intelligence Quotient (IQ) means a child's mental age divided by its chronological age multiplied by 100.

$$\text{Intelligence Quotient} = \frac{\text{MA}}{\text{CA}} \times 100$$

A child with a mental age of 6(six) and a chronological age of 5(five) would have an IQ of 120.

$$\text{Intelligence Quotient} = \frac{6}{5} \times 100 = 120.$$

Similarly, a ten years old child with a mental age of five would have an IQ of 50.

$$\text{Intelligence Quotient} = \frac{5}{10} \times 100 = 50$$

The IQ indicates the rate of mental growth of a child. It expresses the size of yearly increments that are made to a child's mental level. Children may have the same IQ but have CA or may have same MA but different IQ.

Terman has proposed the scale for classifying IQ level.

Over 140 = Genius or near Genius

120-140 = Very Superior intelligence

110-119 = Superior intelligence

90-109 = normal or Average intelligence

80-89 = Dullness

70-79 = Border line deficiency

Under 70 = Definite feeble mindedness.

Intelligence tests are usually administered to individual or group of individuals.

1. **Individual Tests:** Administration of individual tests requires one to one consultation with the child. These tests involve various verbal and nonverbal sub-tests which can be combined to give an overall IQ. Some intelligence tests measure only one skill such as vocabulary or visual analogy. Binet and Weschsler's test of intelligence are the examples of individually administered tests.
2. **Group Tests:** The group tests of intelligence enable us to test a large number of individuals at a time in a relatively shorter period. Group administered intelligence tests involve a series of different tests and are generally used in mass testing situations. Usually group intelligence tests have different levels that are used with individuals in certain grades. Group intelligence tests include some combination of measures of language ability, memory skills, comprehension, analogical reasoning and reading and mathematical aptitude.

For example, Wechsler Adult Intelligence Scale (WAIS) is a standardized intelligence test which is suitable for age range of 16yrs to 64 yrs. The scale consists of the following sub tests, which fall into two broad categories verbal and non-verbal tests.

1. **Verbal tests:** Verbal tests are also called language intelligence test. The verbal test contains the following types of items.
 - a. Vocabulary- straight forward vocabulary test
 - b. Information
 - c. Arithmetic
 - d. Comprehensions
 - e. Similarities
 - f. Digit

2. Non-verbal Tests: Non-verbal intelligence tests may be of following types.

- a. Block design
- b. Picture arrangement
- c. Object assembly
- d. Mazes
- e. Picture competition.

Nonverbal intelligence test minimizes cultural and educational biases.

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Unit 6: SELF-IMAGE AND MORAL DEVELOPMENT

Course Outline

6.1 Self-image: Self concept, Self esteem, and Self control.

6.2 Moral Development: Human Values- traditional and modern (With special reference to Arunachal Pradesh).

-Strategies for moral development- Integrated vs. Exclusive approach.

-Role of school, family and society.

6.1 Self-image

Individual's view or picture of himself/herself is his/her self-image. It includes all those aspects or areas of life in which he/she is personally involved. Our country is a multicultural society made up of numerous regional and local cultures. People's religious beliefs, way of life and their understanding of social relationships are quite distinct from one another. The cultural diversity of the society, feelings, emotions, needs as well as various extraneous factors determine the self-image of an individual. Thus, development of self-image is a continuous process which influences one's habit, thought and action.

- Self-concept

An individual's efforts and goals, his/her strivings and aspirations are largely determined by how he/she perceives himself / herself and the surroundings. There are four dimensions of the self-concept.

1. The individual's perception of his/her abilities, status and role in the world including other people's reactions to these.
2. The changing perception of the self at one point of time in a particular situation.
3. The social self as the person thinks about himself or herself on the basis of the opinion of his/her peers, parents, teachers and other members of the society.
4. The ideal self that is the kind of person the individual aspires to be.

The self-concept changes in course of development, depending largely on social relations, the kind of experiences in the family and school, the culture to which he/she is exposed. The teacher can help the child change the self-concept of the children in desirable directions. The child should be made to accept himself/ herself in order to develop his/her self concept to address the problems of life in a consistent manner.

-Self-esteem

A child begins early to distinguish himself/ herself from the person around him/her and knows what he/she can feel and do and what capacity is beyond his/her. He/she may realize that he/she is not an object of thought but is a thinker. Gradually self-consciousness grows and he/she identifies himself/herself with certain likes and dislikes, thoughts and ideas, feelings and emotions, skills and abilities and patterns of living. The child builds her/his prestige, self-respect and character which dictates his/her life and builds up his/her confidence. A person with negative self-esteem suffers from low self –esteem and develops feeling of helplessness, doubt and guilt. A person who is lacking in confidence also suffers from low self-esteem.

-Self-Control

Self-control is control over impulses. These impulses are connected with sentiments. A child in the absence of strong sentiment of self-regard, noble and exalted ideas of his/her duties may be poor in action and practice. Hence, it is necessary to train the child to control and organize sentiments systematically. During character building process, the child must be motivated to follow rules and regulations, understand the advantages of being more planned and systematic to lead a disciplined life with correct decision making capacity.

Moral development: Human values- Traditional and Modern (with special reference to Arunachal Pradesh)

Human values

Human values refer to the ideals in various fields of behavior. They refer to what we “ought” to do in preference to something. It involves facilitating the child continuously to develop a conscience, which would help him in taking right decisions. In other words, this

includes both cognitive and conative aspects. Values are normative standards or criteria, which determine important and lasting beliefs or ideals shared by the members of a culture about what is good. Values are the determinant of human behavior. Values can be altered through educational process.

Traditional and modern values (with special reference to Arunachal Pradesh)

Every society thrives on the basis of its value system evolved over a long period of time. The value system of a society largely depends on the socio-cultural life of its people living in a particular geographical situation. Arunachal Pradesh is predominantly a tribal inhabited state which remained in isolation for several centuries without any outside interference in the way of life of its people. In the present globalised situation, the puristic traditional values of the tribal people have been susceptible to influences of modern ways of life. At present, the people of Arunachal Pradesh present a blend of both traditional and modern values. Increasing exposure to the main stream population and the modern world with the development of transport, communication and media has brought about significant changes in the value system of the indigenous people of the state. On the one hand there has been erosion of some of the age-old traditional values of the tribal people such as; **‘dignity of labour, truthfulness, righteousness in conduct, co-operation in community life, respect to elders and nature worship etc.** on the other hand there has been assimilation of some modern values like **love for education, health and sanitation, gender equality and equity, secularism and liberal attitude etc.** in their ways of life. In such a situation, it is imperative that these traditional values are kept alive in the life of the tribal people while imbibing the modern values.

Strategies for moral development:

A variety of strategies have to be employed in keeping in the mind the age group of children for moral development. There are two important approaches for imparting moral education.

- 1. Integrated approach:** In this approach, moral education is given by implication not directly but through the subjects already included in the curriculum. Moral principles may underlie the stories and personalities. Subjects like civics, history, languages and other branches of humanities have tremendous potentialities to help the students to

distinguish between right and wrong, good and bad, fact and fancies. For example, the Gandhian philosophy may be presented as value of dignity of labor, equality and justice. While planning a lesson therefore, every teacher must ensure integration of basic human values, socio-cultural and constitutional values in the lessons and in the teaching learning process.

- 2. Exclusive approach:** Exclusive approach refers to a systematic attempt to teach morality as a subject. This approach includes regular classroom instructions, talks and discussions to develop the ability to solve moral conflicts. In this approach the teachers are required to teach moral education as an exclusive subject. The main objective moral education is to develop the ability to make sound moral judgment.

Morality is concerned with behavior and action. Making it an academic subject and conducting classroom sessions are inappropriate to change the process of thinking and behavior.

Role of school in moral development:

Moral development is a process of bringing about desirable changes of behavior of an individual in knowledge, skills, attitude and values. These are the values which inculcate strong sense of duty as well as sincere tendency to do the duties. The school seeks to achieve moral development through curriculum, which includes co-curricular and curricular activities. Therefore it is necessary that the curriculum must have strong moral basis. Besides these a school can impart moral values among the young children in following ways.

- 1. Through morning assembly:** The religious values, sense of discipline and value of respecting elders can be developed through Morning Prayer.
- 2. By celebrating religious days:** Secular values, mutual respect and communal harmonious feeling can be developed by celebrating religious days.
- 3. By organizing lectures of eminent leaders:** The ideal and values of different philosophies such as socialism, Marxism and democratic values can be developed by arranging lectures by eminent leaders.
- 4. Teacher as a role model:** The teacher can contribute toward moral education by maintaining high standards of behavior among the pupil and by setting himself as a

model of a free rational adult.

5. **By organizing co-curricular activities:** Group activities and co-curricular activities helps in inculcation of values of co-operation, mutual respect, sincerity, discipline, unselfishness and social responsibility.
6. **Parents- teacher associations:** The role and functions of parent teacher association helps in inculcation of the values of mutual understanding, respecting others view points, co-operation, social responsibility and democratic values.
7. **Providing moral environment:** The healthy moral environment of the school should inspire all the activities of the school and must be reflected in the life, tone and atmosphere of the school.
8. **Celebration of National Days:** Celebration of national days helps in inculcating the values of patriotism and respecting for freedom fighters.

Role of family in moral development

Family is the first school for a child. The child's family particularly the parent becomes the primary agent for child's socialization process. The child's moral development initiated with the learning of the behaviors, beliefs and attitudes valued by his or her parents.

A child learns many actions by observing family around him/her. Parents and elder members of the family serve as important role model, whom the child imitates. Hence, the family environment should not contain contradiction with the moral values preached. It is essential to have conducive family environment for moral development. The influence of family is crucial in the development of child's personality. Habits of mind and body formed there persist through one's life.

Individuality of child should be respected. Freedom of expression of a child should be respected. Every child must provide a trustworthy and secure family environment.

Child should be never given physical punishment. It only creates humiliation for the child and child imitates the aggressive behavior of the adult.

Role of Society in moral development

Moral development is also referred to training of mental hygiene, etiquette and manners appropriate social behavior, civic rights and duties to religious training. Child get influenced by social environment to a great extent. Following are the roles of society for child's moral development:

1. The child's every experience is influenced by the values of the socio-cultural group to which the child belongs to so it is essential that social environment of child must be very healthy and gives desirable valued experiences because child learn most of the things by observing elders.
2. The learning experiences at school should be realistic so that the child can relate with his/her social environment.
3. The social environment should not encourage any sex roles stereotype in children like "boys should not cry" or "girls should play with doll."
4. Society must not discriminate children on the basis on gender, caste and economic status.
5. The sense of belongingness and democratic functioning of the society will automatically help the children to develop the desirable values.

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