# **UNIVERSITY GRANTS COMMISSION**

EDUCATION CODE:09

# **Unit -3: Learner and Learning Process**

**Sub Unit-3.1.** ( **Growth and Development**)

# **Topic-3.1.0**

Sl.No.		Topic	
1.	3.1.1	Concept of Growth and Development.	
2.	3.1.2	Cognitive Processes.	
3.	3.1.3	Personality.	
4.	3.1.4	Mental Health.	
5.	3.1.5	Mental Hygiene.	

# **Sub Unit-3.2.(Approaches to Intelligence and Problem-Solving)**

# **Topic-3.2.0**

Sl.No.		Topic
1.	3.2.1	Intelligence.
2.	3.2.2	Problem- Solving.
3.	3.2.3	Critical Thinking
4.	3.2.4	Metacognition.
5.	3.2.5	Creativity.

# **Sub Unit-3.3(Principles and Theories of Learning)**

# **Topic-3.3.0**

Sl.No.		Topic
1.	3.3.1	Learning.
2.	3.3.2	Social Competence.
3.	3.3.3	Social Cognition.
4.	3.3.4	Society and Social Relationship.
5.	3.3.5	Socialization.

# **Sub Unit-3.4(Guidance and Counselling)**

# **Topic- 3.4.0**

Sl.No.	Topic		
1.	3.4.1	Guidance.	
2.	3.4.2	Counseling.	
3.	3.4.3	Approaches Counselling.	
4.	3.4.4	Theories of Counselling.	
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# Section – 1 Unit at a Glance

**Sub Unit-3.1. (Growth and Development)** 

#### 3.1.1 Concept of Growth and Development

You must have noticed that from birth onwards something is always happening during an individual's lifetime and he or she keeps on changing. This change is constantly taking place in physical and different psychologically capacities. This unit shall try to familiarize about the different aspects of human development, i.e., physical, social, emotional, intellectual, moral and language. It attempts to explain the characteristics of developmental changes during different domains of life.

#### 3.1.2 Cognitive Processes

The term cognition is executed from the Latin word "cognoscer" which means -to know or to recognize or to conceptualize. It refers to the mental processes by an organism learns, remembers, understands, perceives, solves problems and thinks about a body of information. Cognition Progresses in stages with rising levels of complexity and hence the phrase "cognitive development" which is the stages a child goes by conceptualizing the world at various age levels. Cognition refers to all activity, processes, and products of the mind.

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# 3.1.3 Personality

The term personality is executed from the Latin word 'Persona', which means the mask worn by the Roman actors. In this affection, personality means the individual as seen by others. Some of the important definitions given below may throw light on the meaning of the term personality.

#### 3.1.4 Mental Health

Mental health is a status of well-being in which each individual realizes his or her own possibility, can cope with the normal pinch of life, can done productively and fruitfully, and is able to make a performance to his or her community. It also helps determine how we manage stress, narrate to others, and make choices. Mental health is significant at every stage of life, from childhood and adolescence by adulthood.

# 3.1.5 Mental Hygiene

Mental hygiene is a means of mental health. That is why we can say that mental hygiene is the means and mental health is an end. Mental hygiene is that approach to human adjustment and achievement, which is related to the prevention of emotional maladjustment and preparation of the individual for skilled working.



## **Sub Unit-3.2.(Approaches to Intelligence and Problem-Solving)**

#### 3.2.1 Intelligence

Intelligence is the ability to think, to learn from experience, to solve problems, and to adapt to new situation. The capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem solving. Intelligence is a very general mental capability that, within other things, include the ability to reason-plan, solve problems, think abstractly, comprehend and complex ideas, learn fast and learn from experience. It is not absolutely book learning, a narrow academic skill, or test taking smarts. Rather, it gleam a broader & deeper capability for comprehending our contiguous.

## 3.2.2 Problem- Solving

Problem solving is an instructional method where by the teacher and students attempt in an aware, planned and purposeful effort to get of some explanation or solution to some educationally important difficulty for the objectives of finding a solution. **Woodworth and Marquis** states that "Problem solving behavior occurs in novel or difficult situations in which a solution is not obtainable by the habitual methods of applying concepts and principles derives from past experience in very familiar situations. (1948, p. 623)

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# 3.2.3 Critical Thinking

Critical thinking, a person must have higher cognitive abilities and skills for the proper interpretation, analysis, evaluation and interference as well as explanation of the gathered information resulting in a purposeful, unbiased and self regulatory judgment.

Glaser told that "critical thinking an attitude of being disposed to consider in a thoughtful way and the problems and subjects that come within the range of one's experiences. Knowledge of the methods of logical inquiry and reasoning."

## 3.2.4 Metacognition

Metacognition is defined as "cognition about cognition or Knowing about knowing". Metacognition variously refers to the study of memory monitoring and self regulation. Metacognition was first coined by John Flavell, an American Developmental Psychologist in the year 1979. The word 'meta' means 'beyond' and 'cognition' means 'thinking', so the term metacognition refers to "Beyond thinking."

## 3.2.5 Creativity

Creative people are either perceivers or judges. Mathematicians and scientists are most commonly judges while writers are perceives. Perception is again either sense perception or intuitive perception. Most of the people are perceptive while very creative people are intuitive.



## **Sub Unit-3.3(Principles and Theories of Learning)**

## 3.3.1 Learning

Learning is the Modification, Practice, Training for behavior and the improvement in efficiency of adjustment as a result of insight, observation, imitation and conditioning."

#### 3.3.2 Social Competence.

Social competence is a complex and multi dimensional concept consisting of social, emotional, cognitive (e.g., fund of information, skills for processing or acquisition, perspective taking), and behavioral (e.g., conversation skills, prosaically behavior) skills, as well as motivational and expectancy sets (e.g., moral development, self-efficacy) needed for successful social adaptation.

#### 3.3.3 Social Cognition.

Social cognition came to supremacy with the rise of cognitive psychology in the late 1960 and early 1970s and is now the prevalent model and approach in mainstream social psychology. Common to social cognition theories is the concept that information is represented in the brain as-cognitive elements such as (schemas, attributions, or stereotypes). A focus on how these cognitive elements are processed is hourly employed.

# 3.3.4 Society and Social Relationship

Social relationships denote to the connections that stand between people who have revolved interactions that are realized by the participants to have personal meaning. This definition take on relationships between family members, friends, neighbors, coworkers, and other associates but excludes social contacts and interactions that are fleeting, incidental, or perceived to have limited significance (e.g., time-limited interactions with service providers or retail employees).

#### 3.3.5 Socialization

Socialization goals have traditionally been a topic of research in Anthropology and have also become important in Psychology, probably due to their supposed impact on the development of the child and developmental outcomes, for the individual and the group, the culture and the society. The interest in the theme also stems from the growing recognition of the role of culture in structuring the development of individuals and in the search to unify the

- 1. Micro perspectives -" the trajectories of individuals toward adult life"
- 2. Macro perspectives -"The cultural context in which we live."

## **Sub Unit-3.4(Guidance and Counselling)**

#### 3.4.1 Guidance.

Guidance is a helping individuals to access and use wisely the educational, Vocational and personal opportunities they have or can develop and as a schedule of systematic assistance whereby students are aided in achieving satisfactory adjustment to school & to life.

## 3.4.2 Counseling.

Counseling is a complex process by which a troubled person (client) is helped to tell and behave in a more personally satisfying method through interaction with an uninvolved person (counselor) who provides information and reactions which stimulate the client to develop behaviour which enable him to trade more effectively with himself and his environment.

# 3.4.3 Approaches Counselling.

Cognitive-Behavioural (Albert Ellis-REBT)- Albert Ellis (1957, 1962) proposes that each of us hold a unique set of assumptions about ourselves and our world that serve to guide us through life and determine our reactions to the various situations we encounter. One of humanistic psychology's early sources was the work of <u>Carl Rogers</u>, who was strongly influenced by <u>Otto Rank</u>, who broke with Freud in the mid-1920s. Rogers' focus was to ensure that the developmental processes led to healthier, if not more creative, personality functioning.

# 3.4.4 Theories of Counselling

As the name implies, this approach focuses on behavior - changing unwanted behaviors through rewards, reinforcements, and desensitization. This theory is based on the belief that behavior is learnt in response to past experience and can be unlearnt, or reconditioned, without explore the past to find the reason for the behavior. Rational emotive behavior therapy looks human beings as -responsibly hedonistic in the sense that they grapple to remain alive and to gain some degree of happiness.

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#### **Section -2: Key Statements**

Every candidates appearing for NET/SET examination should follow these key(main) points those can help them a better understanding regarding this unit very quickly.

#### **Basic Key Statements:**

Familiarize (3.1.1), Equilibration (3.1.2.1), Schemas (3.1.2.1), psycho-physical (3.1.3.3), Psycho-sexual (3.1.3.3), Social intelligence (3.2.1), Emotional Intelligence (3.2.2), crystallized (3.2.3), Assessment (3.2.4), Heuristics (3.2.5.5), skillfully (3.2.6), Beyond (3.2.7), judging (3.2.7.2), supplements (3.3.2), Drive (3.3.2.5), Cathexis (3.3.2.9), Consistency (3.3.3.1), dynamic (3.4.1), emotional relationships (3.4.4.3) New Effect (3.4.7.3).

## **Standard Key statements:**

Physiological (3.1.1.1), comprehensive (3.1.1.3), conceptualizing (3.1.2), egocentric (3.1.2.2), Object permanence (3.1.3.1), Psycho-analytic (3.1.3.3)

Proposition (3.1.3.7), Mental health (3.1.4), critical thinking (3.2), Connectionism (3.3.2), unconditioned (3.3.2.1), identifiable reflexes (3.3.2.2.), Shaping (3.3.2.5) Social schemas (3.3.3.3), adjustments (3.4), Counselor (3.4.5.3.2) Irrational Belief (3.4.7.3).

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#### **Advanced Key Statements:**

Predictable pattern (3.1.1.2), Assimilation (3.1.2.1), Accommodation (3.1.2.1), Unconscious (3.1.3.3), revolutionized (3.13.7), Mental hygiene (3.1.5), expressiveness (3.2.1.1), Intrapersonal (3.2.2.1), Algorithms (3.2.5.5), Brainstorming. (3.2.6.2), Metacognition (3.2.7), Modification (3.3.1), proximity (3.3.23), Generalization (3.3.2.6), Scaffolding (3.3.2.10), Appropriateness (3.3.3.1), Career Maturity (3.4.2), Counselor (3.4.5.3.2), Self Evaluation (3.4.7.4).

# **Unit -3: Learner and Learning Process**

# **Sub Unit-3.1. (Growth and Development)**

## 3.1.1 Concept of Growth and Development

The human being is never static. You must have noticed that from birth onwards something is always happening during an individual's lifetime and he or she keeps on changing. This change is constantly taking place in physical and different psychologically capacities. This unit shall try to familiarize about the different aspects of human development, i.e., physical, social, emotional, intellectual, moral and language. It attempts to explain the characteristics of developmental changes during different domains of life.

#### 3.1.1.1 GROWTH:

- a. Growth refers to structural and physiological changes.
- b. Growth is change in size, in proportion, disappearance of old features and acquisition of new ones.
- c. It is largely attributed to multiplication of cells and increase in the intracellular substance.
- d. It can be measured or quantified easily, I.e., growth in height, weight, etc.
- e. It is mainly related with physical development of an organism.

#### 3.1.1.2 DEVELOPMENT:

- i. The term development means a progressive series of changes that occur in orderly, predictable pattern as a result of maturation and experience.
- ii. Development is a complex process of integrating many structures and functions.
- iii. It notices to a process of change in growth and capability over time, as function of both maturation and interaction with the environment.
- iv. Development cannot be considered on terms of the mind alone but rather in terms of the individual as whole in relationship with his experience with others.
- v. Development is a product of maturation and learning.
- vi. Development specifies maturation of functions.

# 3.1.1.3 Difference between Growth and Development:

#### Growth

- 1) sense. It generally refers to increase in size, length.
- 2) Changes in the quantitative aspects come into the domain of Growth.
- It is a part of developmental process. 3) Development in its quantitative aspect is termed as growth.
- Growth does not continue through 4) life. It stops when maturity has been attained.
- 5) Growth involves body changes.
- 6) The changes produced by growth are the subject of measurement. They may be quantified.
- 7) The changes produced by growth can be subject to measurement and can be quantified.

#### **Development**

- The term is used in purely physical 1) Development implies overall change in shape, form or structure resulting in improved working or functioning.
  - 2)Changes in the quality or character rather than the quantitative aspects comes in this domain.
  - 3)It is a comprehensive and wider term and refers to overall changes in the individual.
  - 4)It is a wider and comprehensive term and refers to overall changes in the individual. It continues throughout life and is progressive.
  - 5) It involves changes of and orderly, coherent types tending towards the foal of maturity.
  - 6) It implies improvement in functioning and behavior and hence brings qualitative changes which are difficult to be measured directly.
  - 7) It implies improvement in functioning and behaviors and hence brings qualitative changes that are difficult to measure directly.

## 3.1.1.4 Relationship of between Growth and Development:

- Human growth deals with only the physical aspects of development.
- Human development covers human growth, but also takes into consideration the psychological aspects of development.
- The relationship between growth and development in human biology is that growth is structural and ultimate in measure, while development is functional and co-ordinate with various systems of the body through age.
- Both are processes usual to all organisms and intimately linked with each other in time and space but practically independent of each other.
- Both are interrelated with genetic and environmental factors and modifications.

# 3.1.1.5 Principles of Growth and Development:

- I. Development is a continuous process from conception to maturity.
- II. Development depends on the maturation and myelination of nervous system.
- III. The sequence of the development is the same for all children, but the rate of development varies from child to child.
- IV. Certain primitive reflexes anticipate corresponding voluntary movement and have to be lost before the voluntary movement develops.
- V. Development follows a direction and uniform pattern.
- VI. Generalized mass activity given way to specific individual response.
- VII. Principle of hierarchical integration.
- VIII. Development lacks uniformity of rate.
  - IX. Development proceeds from general to specific responses.
  - X. Principle of independence of systems and most traits of development are correlated.
  - XI. It is cumulative in nature.
- XII. Development is a result of interaction of Maturation and Learning.
- XIII. Development is a product of contribution of Heredity and Environment.

#### 3.1.2 Cognitive processes and stages of Cognitive Development:

The term cognition is executed from the Latin word "cognoscer" which means -to know or to recognize or to conceptualize. It refers to the mental processes by an organism learns, remembers, understands, perceives, solves problems and thinks about a body of information. Cognition Progresses in stages with rising levels of complexity and hence the phrase "cognitive development" which is the stages a child goes by conceptualizing the world at various age levels. Cognition refers to all activity, processes, and products of the mind.

# 3.1.2.1 Cognitive processes:

The process of organization of theses structural units' tales place by three different activities-

**1. Assimilation:** The process of taking in new information into our previously existing schemas is known as assimilation. This is using an subsist Schema to deal with a new 'object or situation.'

Ex.: A child sees a 'Donkey' for the first time and immediately calls it a 'Horse'. Thus, the child has assimilated into his schema that this animal is a 'Horse'.

**2. Accommodation:** It is involves modifying existing schemas, or ideas, as a result of new information or new experiences. New schemas may also be developed during this manner.

(Ex.: The boy who had assimilated the Donkey as a Horse will eventually accommodate more information and thus realize the different characteristics between a Horse and a Donkey. The child will learn that the Donkey is not a Donkey but a Horse, an accommodated ability.)

**3. Adaptation:** Assimilation and accommodation are the two sides of adaption. It is the ability of the person to adjust to the environment and to interact with it. It's a system that takes place via direct interaction with the environment. Adaptation occurs as a result of two complementary processes, Assimilation and Accommodation.

#### **N.B.**-

<u>ISchemas</u>- are the primary structural units of human mind. They constitute patterns of behavior that an individual use in dealing with objects in his environment. A schema is a set of linked mental representations of the world, which we use both to understand and to respond to situations.

<u>Equilibration</u>- is optimal level of intellectual functioning take place when there is a balance between assimilation and accommodation. This process of maintaining this balance is termed as equilibration. The cognitive structure change form one stage to another by the process of equilibration, maintaining child and his changing environment.]

## 3.1.2.2 Cognitive Development:

The term cognitive development refers to the process of growth and change in intellectual or mental abilities such as thinking, reasoning and understanding. Cognitive development is a area of study in neuroscience and psychology focusing on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning and other perspective of brain development. It is the construction of thought processes including -remembering, problem solving, and decision-making, from childhood through adolescence to adulthood.

# • Stages of Cognitive Development:

J.Piaget cognitive stages mention to four different stages each of which is more advanced than the anterior stage because it subsume new reasoning and thinking abilities. Piaget believed that all people go through the same four cognitive stages; he acknowledged that they may go through the stages at different rates. At every stage, the child will make more complex motor skills and cognitive abilities. Although different behaviors characterize different stages, the transition between stages is gradual and a child moves between stages of subtly that he may not be aware of new perspectives gained.

## i. Stage 1. Sensori-motor stage(Birth to 2 Years)

- Intelligence is demonstrated through motor activity.
- Knowledge of the world is limited, physical interactions and experiences.
- Some symbolic abilities are developed at the end of this stage.
- Modification of reflexes.
- Primary circular reaction through stimulus and responding.
- Explore objects' potential.
- During this stage, children begin to make sense of the world by using their sensing impressions and motor actions.
- The ability of the child to know that an object still exists even when out of sight. (Object permanence).

#### ii. Stage 2. Pre-operational Stage(2 to 7 years)

- Symbolic function.
- Ego centric thinking predominates.
- Memory and imagination are developed.
- Semiotic function.
- o Limited social cognition.
- o Semi logical reasoning.
- o Animism.
- Transductive Reasoning. Technology
- Centration and Irreversibility.

# iii. Stage3. Concrete-operational stage(7 to 11 years)

- The ability of the child to think logically but only in terms of concrete objects.
- Intelligence is demonstrated through logical and systematic manipulation of symbols related to concrete objects.
- The ability of the child to perceive the different features of object and situations.
- The child can now follow that certain operations can be done in reverse.
- The ability to know that the certain properties of objects do not change even if there is a change in appearance.
- The ability to order or arrange things in a series.
- Operational thinking develops.



## iv. Stage Formal Operational Stage(11 to 15 years)

- Intelligence is demonstrated through the logical use of symbols related to abstract concepts.
- There could be a return to egocentric thought early in the period.
- Many people do not think formally during adulthood.
- Many people do not make it to this stage.
- Children formulate hypothesis by taking concrete operations and generate hypothesis about logical relations.
- Analogical reasoning and Deductive reasoning.

#### 3.1.3 Personality:

The term personality is often refers in terms of social attractiveness. A good personality is deliberated to be one who influence other people and who has the ability to get on well with others. Those who do not possess that ability are said to have relatively poor personality. However if one reflect personality from a scientific point of view, being fascinating to others is not a true concept of personality.

The term personality is executed from the Latin word 'Persona', which means the mask worn by the Roman actors. In this affection, personality means the individual as seen by others. Some of the important definitions given below may throw light on the meaning of the term personality.

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# 3.1.3.1 Definition of Personality:

- ❖ G.W.Allport in his book, Personality: A Psychological Interpretation(1937)"Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to the environment."
- ❖ Holly, E. Brisbane and Andrey Palm Riker(1965)-"Personality is the sum total of specific traits that are noticeably consistent in an individual's behavior."
- ❖ W.Brown(1946) was of the view, "Personality is the total differentiation which the individual makes by incorporating the inherited and acquired powers to stimulate and to activate the imagination of others in art, science and public affairs and also to live in and partake of a super-individual and super temporal world of values.
- ❖ J. W. McDougall(1914)defined personality as "A synthetic unity of all mental features and functions in their interplay."
- ❖ J.P.Guikford(1967),"An individual's personality then, is his unique pattern of traits-a trait is any distinguishable, relatively enduring way in which one individual differs from another."
- \* R.B.Cattel(1967),"Personality is that which permits a prediction of what a person will do in a given situation."
- ❖ William Healy (1930) described personality as "An integrated system of habitual adjustment to the environment particularly of the social environment."
- ❖ J B Watson(1924),"The sum of activities that can be discovered by actual observation over a long enough period of time to give reliable information."

## **3.1.3.2** Theories of Personality:

The search for the nature of personality will be tather incomplete if we do not mention some important theories regarding it. This helps us in classifying the people into categories according to their personality characteristics and gives a base for the assessment of their personality. The theories of personality, in general, can be classified in to four broad categories according to their modes of approach.

- i. Type theory
- ii. Trait theory
- iii. Psychoanalytic theory
- iv. Phenomenological theories
- v. Learning theory of Personality,
- vi. Social behavior theory
- vii. Rotter's Expectancy –reinforcement model.

# **3.1.3.3** Freud Personality theory(Psycho-analytic):

Sigmund Freud (6<sup>th</sup> may 1856 -23<sup>rd</sup> September 1939) born in Vienna was an Austrian neurologist who become known as the founding father of psychoanalysis. Psychoanalytic theory has three major parts:

- **a. Structure of personality-** Freud thought of personality as being based upon a structure of three parts. The Id, The Ego, The Super Ego.
  - ➤ <u>The Id:</u> Id instinctual drives present at birth. It does not distinguish between reality and fantasy and operates according to the pleasure principle. Operates on the pleasure principle. Is present from birth.
  - ➤ <u>The Ego:</u> Ego develops out of the id in infancy. It understands reality, logic and mediator between id and superego. Follows the reality principle.
  - ➤ <u>The Super Ego</u>: Super Ego internalization of society's and parental moral standards. One's conscience focuses on what the person 'should 'do. Can be harshly punitive using feelings of guilt.

#### b. Levels of Consciousness-

- ❖ Consciousness level: Which relates to the awareness of an individual to his environment. It function when the individual is awake and it is concerned with though, feelings m sensations, memory IQ. Only elements in pre conscious enter consciousness. Conscious part of mind is aware of here and now as it relates individual and his environment.
- ❖ Pre-Conscious level: Which is described as that part of mind in which ideas and reactions are stored and partially forgotten. It also acts as a watchman because it prevents certain painful unpleasant, unacceptable, distributing unconscious memories from reaching the conscious mind. It is associate with mental activity secondary process of thinking. Aims of secondary thinking are to avoid unpleasantness and delaying instinctual discharge.
- ❖ <u>Un-Conscious level:</u> This is the largest part of mind. They become conscious only through preconscious mind. Repressed thought may reach to consciousness when censor is over powered or relaxed. It is associated with pleasure principle. Primary process thinking has on conception of time, logic, circumstances and needs immediate gratification of their desires, which is very common in infancy.
- c. Psycho-sexual Development-This psychosexual energy or libido, was described as the driving force behind behavior. If these psycho-sexual stages are completed successfully, the result is a sound personality. All human being permission through a series of five psycho-sexual stages are-
  - Oral stage(0 to 2 years): During the first year of life the mouth is the principal organ. Gratification is by sucking the breast of mother and bottle.
  - Anal stage(2 to 3 years): Membranes of the anal region provide pleasure. Not passing fecal matter also given pleasure to the child.
  - Phallic stage (3 to 6 years): Self-manipulation of the genital organs; the child also identifies group to which he belongs; what is the difference between him and his younger sister.
  - Latency stage (60to 12 years): This is a stage of psychosexual development when overt sexual interest is repressed and sublimated. The child's attention is focused on learning skills and other peer activities.
  - <u>Genital stage (12 years onwards):</u> This is the final stage of psychosexual development reached in puberty when the deepest feelings of pleasure are said to come from heterosexual relations.

## 3.1.3.4 Carl Rogers (Humanistic/self- Theories):

Carl Rogers was born January 8<sup>th</sup>, 1902, in a small suburb of Oak Park, Illinois right outside of Chicago. He was the fourth of six children. His parents were strict Protestants and worked hard to keep society from corruption their children. When Carl was a teenager his family moved to a farm in Glen Ellen, Illinois. In simple words, means how one perceives about one's merits and demerits in his own eyes and through others eyes. A person himself shapes his personality an individual's personality is primarily based on his self. According to Rogers, self concept is an organized consistent, conceptual gestate composed of perceptions of 'I' or 'Me'. He has presented the following four aspects of the self concept-

- **i. Self-Image:** Self-image means what one perceives what he is. Every person has a view point about himself. Thus, the total picture of one's plus and minus aspects in his own perception is his self-image. It may be good or bad or a mixture of two. Self-image has an important bearing on oneself as you think, so you become. It is conceived at the time of birth itself and develops with the growing of age.
- ii. Ideal-Self: Ideal self means what one perceives what he should be. Thus, self-image is the realistic position whereas the ideal self is the idealistic position where one perceives he is and where one perceives he should be. Social factors play important role in the formation of ideal self.
- **Looking glass-Self:** Looking glass-self means what one perceives what others perceive about him what he feels what others feel about him. If an executive perceives that his boss is favorable to his, good rapport may develop between them or vice versa. The formation of looking glass self is also a continuous process which is primarily based on social interaction.
- **iv. Real-Self:** Real self means what one really is. The other three concepts are the perceptions of the concerned person which may be true or false. However, the real self is the hard reality. A manager is more concerned with the real self of his employees because it ultimately affects the productivity.

# Rogers identified five characteristics:

- 1. Open to experience
- **2.** Existential living
- **3.** Trust feelings
- 4. Creativity Fulfilled life
- 5. Fulfilled life

## 3.1.3.5 Gordon Willard Allport (Trait theory of personality):

American psychologist G.W.Allpot was one of the first psychologists focus on the study of personality traits. He focused on the uniqueness of every individual and importance of the present behalf and opposed to past history. He manifested a list of 4500 trait like words. Although Allpotr is noted as being influential in many areas of psychology, he is particularly well known for his trait theory. Allport determined that each human being possesses hundreds of traits that exist on one of three levels.

- a) Cardinal Trait: That trait that dominates and shapes a person's behavior that they color every aspect of one's behavior. These are also called primary traits. These are limited in number to just one or two. Cardinal traits that dominate the personality, influencing almost everything a person does.
- **b) Central Trait:** these characteristics which typifies a person behavior. Characteristics which can be used to describe one's personality. E.g.; honesty, kindness.



c) Secondary Trait: Secondary trait responses to particular stimuli which may occur on rare occasions. Not dominant as cardinal or central. Characteristics related to one's performance and attitudes. Appear only in some situations and relatively weak. E.g.; anxious to speak to mass.

## 3.1.3.6 Max Wertheimer(Gestalt theorist of Personality):

Max Wertheimer) 15<sup>th</sup> April 1880 to 12<sup>th</sup> October 1943) was an Austro Hungarian psychologist and philosopher. He created the Phi phenomenon which forms the basis of Gestalt psychology. His work created a foundation of psychological theory, and his findings are presented in his book Productive Thinking.

- **i. Perceptual Grouping-** Unit forming faxtors that influence how elements are grouped or organized in wholes. These unit forming factors are:
  - Similarity,
  - Proximity,
  - Common fate.
  - Good continuation,
  - Set.
  - Past experience.
- ii. Phi- The phi phenomenon is a perceptual illusion narrated by Max Wertheimer in his 1912 Experimental studies on the seeing of Motion, in which a disembodied perception of motion is produced by a succession of still images.
- **Productive Thinking-** He was interested in making a distinction between reproductive thinking and productive thinking. Reproductive thinking is linked with repetition, conditioning, habits or familiar intellectual territory. Productive thinking is the product of new ideas and breakthroughs. Productive thinking is insight-based reasoning.

- **3.1.3.7 Kurt Koffka (Gestalt theorist of Personality**):Kurt Koffka(March 18<sup>th</sup>, 1886 to November 22<sup>nd</sup>, 1941) was a German psychologist. His work on perception showed that we perceive in terms of whole objects, which are greater than the sum of their parts
  - ➤ Koffka needed to provide empirical evidence for the new theory. To accomplish this, Koffka formulated a three stage proposition that revolutionized existing assumptions of psychology:
  - 1. Perceiving sensory experiences as a combination of individual parts does not align with the actual experience of perception. The school of Gestalt suggests that human sensory experience be viewed as a whole since wholes are more meaningful than the sum of its parts.
  - 2. It is a mistake to correlate a stimulus with sensation because functionality of a stimulus must be paired with factual information. Stimuli should be correlated to factual content of the perceptive field
  - 3. The previous two premises hold that the relationship between the psyche and physical needs to be reconsidered.
    - The Gestalt Principles were developed to delve into how the human eye perceives visual elements. The principles help to provide ways to understand how complex visual elements can be broken down into simpler parts. The principles also try to demonstrate how the human eye perceives shapes as a single "object" instead of splitting the object into simplified components of the object being seen. Some of the most commonly used principles were proximity, similarity, and continuation. Gestalt principle of proximity discussed that visual elements close to one another will be perceived as a whole. Gestalt principle of similarity establishes that people tend to categorize objects that share the same traits into a group. Gestalt principle of continuity reveals how people perceive lines or curves as a whole if they "touch" one another.

- **3.1.4 Mental Health:** Mental health includes our emotional, psychological, and social well being. It affects how er think feel and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.
  - WHO- "Mental health is a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.
  - Mental health refers to adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerate behavior and happy disposition.
  - They neither feel good about themselves and neither underestimates nor overestimate their abilities.
  - They can tale life's disappointments in their stride.
  - They can accept their own shortcomings and self-respect.
  - They able to deal with most situations and feel comfortable with other people.
  - Essentials of good mental health –Feeling of security, Feeling of self respect, Satisfactory social adjustment, Emotional maturity, Adjustment with work, Capability of self evaluation.
  - Multiple social, psychological, and biological factors determine the level of mental health of a person at any point of time.
  - Mental health promotion involves actions that improve psychological well-being. This may involve creating an environment.
  - Socio-economic empowerment of women.
  - Mental health promotional activities is schools, violence prevention programmers, community development programmers, poverty reduction and social protection for the poor, anti-discrimination laws and campaigns, promotion of the rights, opportunities and care of individuals with mental disorders.
  - Mental health care and treatment, in the context of national efforts to develop and implement mental health policy, it is vital to not only protect and promote the mental well-being of its citizens, but also address the needs of persons with defined mental disorders.



## 3.1.5 Mental Hygiene:

The science of maintaining mental health and preventing the development of psychosis, neurosis, or other mental disorders. Mental hygiene is a means of mental health. That is why we can say that mental hygiene is the means and mental health is an end.

- Mental hygiene is that approach to human adjustment and achievement, which is related to the prevention of emotional maladjustment and preparation of the individual for skilled working.
- Mental hygiene means the discovery of mental aberrations in their developmental stages, prevention of as many diseases of this kind as possible in society and provision of a mentally healthy life in society for the greatest number of individuals.
- It is the application of a body of hygiene information and technique.
- The major aims of mental hygiene are not merely the prevention and curing of mental disease, but the development of a personality of each individual in society that makes for good adjustment with the environment.
- Mental hygiene should attain a proper synthesis between the intellectual, emotional and physical aspects that is satisfied and optimistic and experiences minimum tensions and conflicts in its conduct with other individuals in society.
- Mental hygiene is to prevent mental health problems by developing some programmers and Function is to develop programmed through education for preserving mental health.
- Mental hygiene is to train a set of personnel who can help the people with psychological problems by trying to understand the problems and then helping them.



# **Sub Unit-3.2.** (Approaches to Intelligence and Problem-Solving):

The 'Intelligence' derives from the Latin nouns intelligential or intellects, which in turn stem from the verb intelligere, to comprehend or perceive. In the middle Ages, the word intellects became the scholarly technical term for understanding, and a translation for the Greek philosophical term nous. This term however, was strongly connected to the metaphysical and cosmological theories of teleological scholasticism, including theories of the immortality of the soul, and the idea of the Active Intellect.

Intelligence is the ability to think, to learn from experience, to solve problems, and to adapt to new situation. The capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem solving.

**Definition:** - Intelligence is a general mental ability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not absolutely book learning, a narrow academic skill and test taking smarts. Rather, it reflects a broader and deeper capability for comprehending our empower.

As early as 1920, Thorndike formulated social intelligence as distinct from other human intelligence, such as abstract and mechanical. He defined social intelligence as the ability to understand men and women, boys and girls to act wisely in human relation.

**3.2.1 Social Intelligence:** - It means the ability of an individual to react to social situations of daily life. Good adjustment in social situation is the syndrome of social intelligence. Persons having this type of intelligence know the art of winning friends and impression them. Leaders, ministers, members of diplomatic origin and social workers have it.

- > It is a major building block of developing and maintaining social relationships.
- Social intelligence is the accumulation of knowledge, cognitive abilities, and affective sensitivities that allows individuals to navigate their social world.
- ➤ It is the capacity to get along with others and navigate complex social relationships and environments.
- Social intelligence that the worst side of human nature is the toxic form it can take by just being around the wrong person at the wrong time. This extremely popular book was influential in bringing a sea of change in the way companies viewed the roles of employees in the company (**Daniel Goleman**).

# **3.2.1.1** Models of Social Intelligence:

- **1.** Greenspan's Hierarchical Model of Social Intelligence- (1979) Social intelligence consist of three components:
  - **a.** Social sensitivity, reflect in role taking and social inference.
  - **b.** Social insight, including social comprehension, psychological insight and moral judgment,
  - **c.** Social communication subsuming referential communication and social problem solving.
- 2. Maslowe's Model of Social performance Skills(1986)

Social intelligence comprised five domains -

- i. Prosocial attitudes
- ii. Social performance skills
- iii. Empathetic ability
- iv. Emotional expressiveness
- v. Confidence

#### 3. Albrecht's Five part of Model of Social Intelligence(2005)

Albrecht suggests this model and its five key dimensions as a descriptive framework for social intelligence –

- a) Situation Radar(S) Technology
- b) Presence(P)
- c) Authenticity(A)
- d) Clarity(C)
- e) Empathy(E)

## 4. A Cognitive Performance Model of Social Intelligence(2005)

- i) Social understanding- The core ability domain of social intelligence is social understanding.
- ii) Social memory Weis and sub defined social memory as in storing and recall of objectively given social information that can vary in complexity.
- iii) Social perception The ability to quickly perceive social relevant information in more or less complex situation.
- iv) Social creativity It refers to the production of as many as diverse solutions or explanation as possible for a social situation or problem.
- v) Social Knowledge It is defined as knowledge about social world and operationalization reflect knowledge as good etiquette in every specific setting.



#### 5. Goleman's Model of Social Intelligence(2006)

Goleman presents a model of social intelligence that includes the synergistic interplay of brain and biology. In this model, social intelligence is organized into two broad categories-

- I) **Social awareness-** The first category of social intelligence, social awareness encompasses primal empathy, attunement, empathic accuracy and social cognition.
  - a. Primal empathy is the ability to sense and make meaning of another's non verbal emotional signals, communicated unconsciously through facial muscles.
  - b. Attunement refers to the ability to listen with full receptive capabilities.
  - c. Empathetic accuracy has to do with understanding another person's thoughts in the area of empathetic accuracy suggests that our reading of the thoughts and feelings of others can be accurate.
  - d. Social cognition is an understanding of the norms and mores of a changing environment.



II) Social Faculty- The second category of social intelligence is social faculty encompasses synchrony, self presentation, influence and concern extents.

- i.t Wit Synchrony refers to smooth interaction by an individual at the nonverbal level.
  - ii. Self presentation is the ability to present oneself effectively.
  - iii. Influence is the understanding of and ability to shape the outcomes of social interaction.
  - iv. Concern extents the idea of empathy by adding action and caring about other's need and then behaving accordingly.

## 3.2.2 Emotional Intelligence:

The non-cognitive aspects of intellectual behavior were realized by Weschsler. He asserted that non-cognitive ability is essential for predicting one's ability to succeed in life. Weschsler was not only researcher who mention non-cognitive perspective of intelligence to be important for adaptation and advancement, Robert Thorndike was also writing on "social intelligence".

- ❖ Emotional Intelligence as a form of social intelligence that involves the ability to monitor one's own and others feelings emotions, to discriminate among them, and to use this information to guide one's thinking and action.
- ❖ Emotional Intelligence is the ability to identify, assess, and manage the emotions of one's self, and of other.
- ❖ Emotional intelligence is the capacity of recognizing our own feelings and those of others, for motivating ourselves, for managing emotions in ourselves as well as in our relationships.
- ❖ EI never stops growing. Because we are always evolving as people.

# 3.2.2.1 Models of Emotional Intelligence:

Emotional intelligence has been conceptualized in two distinct ways or modes. First, it has been conceptualized as ability model, which describes emotional intelligence as a set of abilities. Second, it has been conceptualizes as a set of personality traits.

#### 1) Mayer, Salovey and Caruso's Ability Model(2000):

According to Mayer, Salovey and Caruso's ability model, emotional intelligence refers to ability used to process information, about one's own emotions and emotions of other. In this mode there are four branches:

- i. Emotional Perception- It is an ability to register, attend to and decipher emotional messages as they are expressed in a variety of context.
- ii. Emotional integration It refers to an ability to access and generate feelings which facilitate though.
- iii. Emotional Understanding –It is an ability to comprehend the implication of emotions. People with well-developed emotional understanding can understand how emotions change over time, and how the temporal pattern of emotions can affect relationships.
- iv. Emotional management- it is an ability to regulate emotions to choose to experience and to control the way in which these are expressed.

#### 2. Bar-On's personality Model of social and Emotional Intelligence (2000)-

Emotional intelligence distinctions are made between five domains.

- I) Intrapersonal domain: It includes skills of emotional self-regard, assertiveness independence, and self-actualization. In it an emotional self-awareness is the ability to express one's thoughts, beliefs and feelings in a non-aggressive way so as to define one's rights.
- II) Interpersonal domain: The following skills fall into the interpersonal domain, empathy, social responsibility and interpersonal relationships.
- III) Adaptability domain: Problem solving reality testing and flexibility are the skills which constitute the adaptability domain. Reality testing is the ability to evaluate the correspondence between subjective experiences and external objective experiences and external objective situations.
- IV) Stress management domain: Stress tolerance and impulse control are the main skills in the stress management domain. In it stress tolerance refers to the capacity to withstand the build-up of adversity, challenges, stresses and strong emotions without decompensate or emotionally "falling apart".



Mood domain: In it maintaining happiness and optimism are the principal skills. Maintaining happiness is the ability to enjoy one self and others, to have fun, to express positive feelings and to be satisfied with life. Optimism is the ability to look on the bright side of things even in the face of adversity.

#### B. Goleman's Model of Emotional Intelligence:

Goleman created a model which was characterized by four broad emotional intelligence competencies such as self and social awareness, self management and social skills. Goleman created a model which is characterized by five broad areas-

- a. Knowing one's emotions- Observing and recognizing a feeling as it happens.
- b. Managing emotion- Handling feeling to that they are appropriate; realizing what is behind a feeling, ways to handle fears and anxieties; anger and sadness.
- c. Motivating oneself- Channeling emotions in the service of a goal; emotional self-control, delaying gratification and stifling impulses.
- d. Empathy- Sensitivity to other; feeling and concerns and taking their perspectives; appreciating the difference in "how people feel about things".
- e. Handling relationship- Managing emotions in others; social competence and social skills, self-awareness is the essential dimensions of social intelligence.



#### C. Cooper's EQ Map(1996/97):

Richard Cooper developed an instrument called the Emotional quotient map or EQ map which evaluates the respondent's current environment, emotional literacy, EQ competencies, EQ values and attitudes and EQ outcomes.

- i. Building trusting relationship- This forces involves developing specific way of creating and sustaining a long lasting trust radius with current potential customers. Owns team and the entire organization.
- ii. Increasing energy and effectiveness under pressure: This force increases personal and interpersonal energy and build a foundation for exception attentiveness and capacity to excel during stressful times, complexity and change.
- iii. Creating the future- This force builds essential skills for taping the power of divergent views and for indentifying core talent and strength in one –self and others that are rarely used as a competitive advantage.

- **3.2.3 Theory of Intelligence**: There are different theories about intelligence; none of which agree with each other. Each approach to thinking comes up with its own different view and assumptions, mostly contradicting at least one earlier theory.
  - > Faculty theory(UNI factor theory)
  - > Spearman's two-factor theory(G & S)
  - ➤ Thorndike's multifactor theory(level, range, area, speed)
  - ➤ Thurstone's Primary/Group factor theory(number, verbal space, memory, word, reasoning)
  - ➤ Guilford's Three dimensional/Structure of intelligence(Content, Operation, Product)
  - ➤ Vernon's Hierarchical theory.
  - > Cattell's fluid and crystallized theory.
  - > Gardner's theory of multiple intelligence.
  - > Sternberg's Triarchic theory.
  - Anderson's cognitive development theory.
  - > Eysenck's structural theory.
  - Ceci's Biological theory.
  - Theory or Emotional Intelligence.

## 3.2.3.1 Sternberg's Triarchic theory:

Psychologist Robert Sternberg (1985) has constructed a three-ranged or diarchic theory of intelligence. Work on a concept of ntelligence that goes beyond the conventional or traditional theories that are confined to mental ability skills.

- a) **Analytical Intelligence** is what we generally think of as academic ability. It occupy us to solve problems and to gain new knowledge. Problem solving skill include encoding information combining and comparing pieces of information and generation a solution.(Analyze, Critique, Judge, Compare, Evaluate, Asses)
- b) **Creative Intelligence** is defined by the abilities to cope with novel situations and to profit from experience. The ability to promptly relate novel situations to familiar state fosters adaptation. Moreover, as a result of experience, we also become able to solve problems more rapidly.(Create, Invent, Discover, Imagine, Suppose, predict)
- c) **Practical Intelligence** Enable people to adapt to the demands of their environment. For example keeping a job by adapting one's behavior to the employer's requirements is adaptive. But if the employer is making unreasonable demands, reshaping the environment or selecting an alternate environment is also adaptive.( Apply, use, Put into practice, Implement, Employ, Render practical)



#### Text with Technology

# 3.2.3.2 Gardner's theory of multiple intelligence:

The theory of multiple intelligences proposes a major transform in the way our schools are run. It believe that teachers be trainee to present their lessons in a mass variety of ways treat music, cooperative learning, art activities, role play, multimedia, field tripe internal reflection, and much more. One of the most remarkable features of the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning.

- A naturalist intelligence is critical in farming culture, whereas verbal and important technological cultures.
- Gardner believes that intelligence has a biological base.
- An intelligence is "a biological and psychological potential; that potential is capable of being realized to a greater or lesser extent as a consequence of the experiential, cultural and motivational factors that affect a person"

#### A) Verbal / Linguistic(Word smart)

- 1. Read the story to the whole class
- 2. Ask students to respond to the story and write about it.
- 3. Writ a magical cap story.
- 4. Write important parts of the story in a sequence and illustrate.

#### [Ex. Mark Twain, Robert Frost, Poets, Writers, Newscasters]

#### B) Logical –mathematical (Number/reasoning smart)

- Is familiar with the concepts of quantity time and cause and effect.
- Uses abstract symbols to represent concrete objects and concepts.
- Likes math and using technology to solve complex problems.
- Expresses interest in careers such as accounting compute technology, and law.

#### [Ex. Einstein, accounting, banking, medicine scientific research]

#### C) Visual/Spatial (Picture smart)

- Learns by seeing and observing. Recognizes faces, objects, shapes, colors, details, and sense.
- Thinks in pictures and visualizes detail.
- Uses visual images as an aid in recalling information.
- Enjoys doodling, drawing, painting, sculpting, otherwise reproducing objects in visible form.

  Text with Technology

#### [Ex. Martin Luther king(dreamer), artists, architecture, advertising]

#### D) Bodily/Kinesthetic(Body smart)

- 1. Bake money –shaped cookies.
- 2. Role plays the story.
- 3. Have a cap parade.
- 4. Have a cap relay.

#### [Ex. Adrian Peterson, dancers, dramatic acting, mime, physical education ]

#### E) Musical / Rhythmic (Music smart)

- 1. Write a catchy jingle or rap to sell caps
- 2. Sing a song about the story.
- 3. March in a cap parade singing the song.

## [ Ex. Taylor swift, music composers, music teachers, musical theater]

#### F) Intrapersonal (People smart)

- Is aware of his range of emotion.
- Is motivated to identify and pursue goals.
- Works independently.
- Establishes and lives by an ethical value system.
- Strives for self-actualization.

#### [Ex. Billy Graham, counseling, politics, sociologists, therapists]

#### **G)** Interpersonal (Self smart)

- Bonds with parents and interacts with other.
- Forms and maintains social relationships.
- Perceives the feelings, thoughts, motivations, behaviours, and lifestyles of others.
- Expresses an interest in interpersonally-oriented careers such as teaching, social work, counseling, managements, or politics.

#### [Ex. Psychiatry, spiritual counseling, philosopher]

#### H) Naturalist (Nature smart)

- Recognizes and can name many different types of trees, flowers, and plants.
- Has an interest in and good knowledge of how the body works and keeps abreast of health issues.
- Is conscious of tracks, nests, and wildlife on a walk and can read weather signs.
- Has an understanding of, and interest in the main global environmental issues.

#### [Ex. Farmers, gardeners, florists, geologist, archaeologists]

# 3.2.4. Assessment of intelligence:

**Intelligence Test:** Intelligence tests are psychological tests that are designed to measure an excess of mental functions, where reasoning, comprehension, and judgment. It endeavor to measure your intelligence that is your primary ability to understand that world just about you, assimilate its functioning, and apply this knowledge to improve the quality of your life.

# **3.2.4.1** Types of Intelligence Tests:

#### A) Based on number of individual -

- 1. Individual tests- One individual are tested at a time.
- 2. Group tests- Group of individuals are tested at a time.

#### B) Based on the form of test-

- i. Verbal tests- Uses language or paper and pencil.
- ii. Non Verbal tests- For example performance.

#### > Individual Verbal-

- a. Binet-Simon Scale.
- b. Stanford-Binet Scale.

#### > Individual Non-Verbal-

- a. Koh's Block Design test. with Technology
- b. Alexander's Pass along.
- c. Seguin Form Board test.
- d. Gealy's Puzzle test.
- e. Dearborn's form Board test.
- f. Pintner Patterson Scale.

### **➤** Group Verbal-

- a. Army Alpha test.
- b. Army General Classification test.
- c. The group test of general mental ability.
- d. Group verbal intelligence test.(Kerala University)

#### **➢** Group Non-Verbal-

- a. Army Beta.
- b. Raven's Progressive metrics test.
- c. Chicago Non-Verbal test.

#### > Mixed items-

a. Wechsler Bellevue intelligence test.

#### > Culture tree-

- a. Cattell intelligence test.
- b. Davis and Ells genarl intelligence test.

# 3.2.4.2 Intelligence Quotient (IQ)-

An intelligence quotient (IQ) is 'a total score derived from a set of <u>standardized tests</u> or subtests designed to assess <u>human intelligence</u>'. The abbreviation "IQ" was coined by the <u>psychologist William Stern</u> for the <u>German</u> term Intelligence quotient, his term for a scoring method for intelligence tests at <u>University of Breslau</u> he advocated in a 1912 book.

- **3.2.5. Concepts of Problem Solving:** Problem solving is an instructional method where by the teacher and students attempt in an aware, planned and purposeful effort to get of some explanation or solution to some educationally important difficulty for the objectives of finding a solution.
  - ➤ Woodworth and Marquis states that "Problem solving behavior occurs in novel or difficult situations in which a solution is not obtainable by the habitual methods of applying concepts and principles derives from past experience in very familiar situations. (1948, p. 623)
  - ➤ **Skinner** state that "Problem solving is a process of overcoming difficulties that appear to interfere with the attainment of a goal. PS is a procedure of making adjustment in spite of interferences." (168, p. 539)

# 3.2.5.1 Factors Affecting Problem Solving-

- The size or shape of the problem.
- The simplicity or complexity of the problem.
- Appropriate defining of the problem.
- The nature of the help available from the present circumstances and resources at hand.
- The effect of the unfavorable circumstances.

# 3.2.5.2 Factors Effecting/Associate Problem Solving-

- ➤ Level of Previous learning or training.
- Interest and motivational level of the problem solver.
- Analysis of the Problem By the problem solver.
- Mental Images.
- > Functional fixedness.
- ➤ Mental and Physical states of the problem solver.
- > Time spent on solving the problem.

# 3.2.5.3 Purpose of Problem-solving-

- ❖ Train the students in the act of reasoning.
- Gain and improve the knowledge.
- ❖ Solve puzzling question.
- Overcome the obstacles in the attainment of objectives.

**3.2.5.4 Steps in Problem Solving-** The question arise as to which scientific procedure should be followed in a problem solving behavior? Let us describe its systematic steps.



- 1. Problem awareness- The first step in the problem solving behavior of an individual concerns his awareness of the difficulty or problem that needs a solution. He must be confronted with some obstacle or interference in the path of the realization of his needs.
- **2. Problem understanding** The difficulty or problem felt by the individual should be properly identified by a careful analysis. He should be clear about the problem. The problem should then be pinpointed in terms of specific goals and objectives.
- **3.** Collection of relevant information- The individual is required to collect all the relevant information about the problem through all the possible sources.
- **4. Formation of hypotheses for possible solutions** In the light of the collected relevant information and nature of his problem, one may then engage in some serious cognitive activities to think of the various possibilities for the solution of one's problem.

- **5. Selection of a proper solution-** All the possible solutions thought of in the previous step are closely analyzed and evaluated. He has to use his own discretion by utilizing his higher cognitive abilities for the proper identification of the appropriate hypothesis or solution by rejecting all other hypotheses.
- **6. Verification of the concluded solution**-The solution arrived at or occlusion drawn must be further verified by utilizing it in solving various other likewise problems. The verified solution may then become a useful product of his problem solving behavior that can be utilized in solving other future problems.
- **3.2.5.5 Strategies of problem solving-** Psychologists and educationists, as a result of extensive research in the field of problem solving, have recommended a few special strategies and tactics that can help a lot in finding the ways of solving the problem in quite an economical and effective way.
  - Algorithms
  - Heuristics

# 3.2.6 Critical thinking-

Critical thinking is a type of thinking that helps a person in stepping said from his own personal beliefs, pre-judies and opinions to sort out the facts and identify the truth. Critical thinking, a person must have higher cognitive abilities and skills for the proper interpretation, analysis, evaluation and interference as well as explanation of the gathered information resulting in a purposeful, unbiased and self regulatory judgment.

Glaser defines "critical thinking an attitude of being disposed to consider in a thoughtful way and the problems and subjects that come within the range of one's experiences. Knowledge of the methods of logical inquiry and reasoning."

M. Scriven & Richard state that - Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, reasoning or communication as a guide to belief and action.

# 3.2.6.1 Characteristics of CT-

- Base judgment on evidence.
- It is a higher order well disciplined thought process.
- It is self correcting and sensitive to the contemporary issues and circumstances.
- Strive for understanding.
- It is the basis and reliable support for carrying out the process of problem solving.
- Recognize that extreme views are seldom correct.
- Control their feelings or emotions.

# 3.2.6.2 Strategies to CT-

- Brainstorming.
- Classification.
- Compare and Contrast.
- Male Connections.
- Group Opportunities/Activities.

# 3.2.6.3 Components of a CT-

- Perception- The way we see the world.
- Assumption-Implied ideas.
- Emotion- An individual's state of mind in relation to their environment.
- Language- Complex systems of communication.
- Fallacy- Incorrect reasoning resulting in misconception.
- Logic- Principles of valid reasoning.
- Problem solving- A higher order cognitive process that requires control of routine and fundamental skills.

#### 3.2.6.4 Process of CT-

- 1. Recognize the existence of logical relationships between propositions.
- 2. Draw warranted conclusions and generalizations.
- 3. Reconstruct one's patterns of beliefs on the basis of wider experience.
- 4. Render accurate judgments about specific things and qualities in everyday life.

### 3.2.6.5 Skills of CT-

- i. Verbal reasoning.
- ii. Argumentative analysis.
- iii. Hypothesis testing.
- iv. Decision making.

# 3.2.7 Metacognition: ("Thinking about Thinking")

Metacognition refers to higher order thinking that involve active control over the thinking processes involved in learning. It plays a critical role in successful learning and it is important for both students and teachers. Metacognition is defined as 'cognition about cognition or Knowing about knowing'. Metacognition variously reference to the study of memory monitoring and self regulation.

 Metacognition was first coined by John Flavell, an American Developmental Psychologist in the year 1979. The word 'meta' means 'beyond' and 'cognition' means 'thinking', so the term metacognition refers to "Beyond thinking."

# 3.2.7.1 Skills of Metacognition-

- Planning- Decision making.
- Monitoring-A special duty to be responsible.
- Evaluation- A sound judgment about the process and outcome of thinking.

# 3.2.7.2 Steps in Metacognition-

- i. Diagnosis- Means identifying the problem.
- ii. Selection of appropriate strategies- Use a specific strategy.
- iii. Monitoring-Keeping track of what we do and how well we are doing it.
- iv. Evaluation- The act of examining or judging the worth of learning and the usability of a strategy.

# 3.2.7.3 Elements of Metacognition-

- Person variables: what one recognizes about his or her strengths and weaknesses in learning and processing information.
- Task variables: What one knows or can figure out about the nature of a task and the processing demands required to complete the task for example, knowledge that it will take more time to read, comprehend, and remember a technical article than it will a similar length passage form a novel.
- Strategy variables: The strategies a person has at the ready to apply in a flexibke way to successfully accomplish a task.

[Ex. –I know that I (<u>person variable</u>) have difficulty with word problems (<u>task variable</u>) so I will answer the computational problems first and save the word problems for last (<u>strategy variable</u>)]

# 3.2.8 Creativity:

Creativity is a very precious and unique quality in an individual that enables him to solve complicated problems in different walks of life. Creativity is the capacity of a person to reveal compositions, products which are originally new/ novel and previously unknown to the producer.

- According to P.V. Jung, "Creative people are either perceivers or judges. Mathematicians and scientists are most commonly judges while writers are perceives. Perception is again either sense perception or intuitive perception. Most of the people are perceptive while very creative people are intuitive.
- C.E. Skinner state that Creative thinking means that the predictions and /or inferences for the individual are new, original, ingenious, and unusual. The creative thinker is one who explores new areas and makes new observations, new predictions, and new inferences. (1968, p. 529)
- **4Ps** Psychologists view creativity from different dimensions. Hence it would be better to discuss the term creativity from different angle i.e. from psychological traits of a **Person, Process, Press, and Product**.

# 3.2.8.1 Characteristics of Creativity:

- Creativity is universal.
- Creative abilities are natural endowments.
- Something new or novel is produced.
- Creative expression is the source of joy and satisfaction for the creator.
- The field of creative expression is very wide.
- Creativity is the ability to synthesize ideas, create new ideas, develop something original, and accept challenges.
- Creativity is a process as well as a product.
- Creativity is the freedom to exercise choice and readiness to change self & environment.

**3.2.8.2 Components of Creativity:** Guilford thinks that the creative disposition is made up of many components. Being multidimensional aspect creativity can be measured by factor analysis on the basis of aptitude project of Guilford and his associates.



- Ideational fluency
- Associational fluency
- Expressional fluency Technology
- Word fluency.
- ii. **Flexibility**: It indicates in how many distinct different ways an individual can respond to a stimulus. Flexibility is of two types-
  - 1. Spontaneous.
  - 2. Adaptive flexibility.
- iii. Originality:
- iv. Elaboration
- v. Creative Production
- vi. Ingenious Solution to Problems
- vii. Sensitivity to Problems
- viii. Redefinition

# 3.2.8.3 Theories of Creativity:

- 1. Psycho analytical theory- Frued.
- 2. Theory of Giftedness- Spearman.
- 3. Mental Health Theory- Maslow
- 4. Motivational Theory- Krop
- 5. Transfer Theory- Dewey, Johnson, Marrfied.
- 6. Process Theory- Walls
- 7. Intellect Theory- Guilford
- 8. Independent Theory- Foster.
- 9. Serendipity Theory-Galvani
- 10. Associative Theory- Wilsons and others.
- 11. Cognitive Theory- Witkin
- 12. Gestalt Theory



# 3.3. Principles and Theories of learning:

**Learning-** Learning id the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the change in activity cannot be explained on the basis of native responses, tendencies, maturation or temporary states of the organism. Learning is the process by which behavior originates or changes through practice and training.

"Learning is the Modification, Practice, Training for behavior and the improvement in efficiency of adjustment as a result of insight, observation, imitation and conditioning."

# 3.3.1 Principles of Learning:

- 1. **Participation-** Learning should permit and encourage active participation of the learner. Participation improves motivation and apparently engages more senses that reinforce the learning process.
- 2. **Repetition-** An important principle of the learning is to provide the learner with the opportunity for practice and repetition. To gain the full benefit of training learned behaviors must be over learned to ensure smooth performance and minimum of forgetting at a later date.
- 3. **Relevance-** Learning is helped when the material to be learned is meaningful. The learning should be problem-centered rather than content-centered.
- 4. **Transference-** Transfer of learning occurs in a special environment, an important question to ask is whether learning will transfer to the actual job situation.
- 5. **Feedback** Feedback gives learners information on their progress. Performance feedback is a necessary prerequisite for learning. Feedback improves performance not only by helping learners correct their mistakes but also but providing reinforcement for learning.
- 6. **Informal Learning-** This refers to learning which, though not accidental was not an outlined aim of the teacher.
- 7. **Direct Experience-** Students are actively involved in creating their own patterns and connection in a real context.
- 8. **Reflection-**Students are able to internalize what they have learnt and to apply their own relevance to their experience.
- 9. **Compelling Situation-** Students see or try to avoid having firsthand experience with the hazards which may occur if outline protocols are not followed.

**3.3.2 Theory of Learning:** A theory provides detailed systematized information of an area of knowledge. It serves as guidelines to conduct further research in the area. It produces new facts or supplements the previous facts. It gives an organized explanation about a phenomenon. It provides practical wisdom.

# Classification in learning theory-

- A) S-R theories / Behaviouristic Theory
  - i. Without Reinforcement
    - a) Classical conditioning
      - b) Maze learning (Classical Conditioning)- J.B. Watson.
      - c) S-R Connection- E. R. Guthrie
  - ii. With Reinforcement
    - a. Connectionism / Trial and Error- E.L. Thorndike
    - b. Reinforcement/ Need Reduction theory- Clark L. Hull
    - c. Operant conditioning B.F. Skinner
- B) Cognitive field theory
  - 1. Gestalt theory of learning.
  - 2. Field theory of learning- Kurt lewin
  - 3. Sign Gestalt theory of learning Tolman's
- C) Constructivist Theory
  - 1. Social Constructivism
    - a) Vygotsky Text with Technology
  - 2. Cognitive Constructivism
    - a. Piaget.

#### 3.3.2.1 Classical conditioning Theory of learning-

- a. Proposed by Dr. Ivan Pavlov(1849-1936), a famous Russian physiologist. He had won Noble Prize for this discovery.
- b. "Learning that tales place when a conditioned stimulus is paired with an unconditioned stimulus."
- c. Conditioning is the modification of the natural response. By conditioning, Pavlov modified the behavior of the dog on which he experimented.
- stimulus(US)-Produces d. Unconditioned response without prior learning(Food)
- e. Unconditioned Response (UR)- The response to US. This is not due to learning.(Salivation on seeing food).
- f. Conditioned Stimulus (CS)- It is that stimulus which was previously neutral. It produces response after learning/ classical conditioning has occurred (Sound of bell).
- g. Conditioned Response(CR)-The response to CS. This is due to learning.(Salivation on hearing bell).
- h. Before Conditioning US(Food) ------UR(Salvation on seeing food) During Conditioning CS+US(food+Bell)------UR(Salvation on seeing food) After Conditioning CS(Bell)------CR(Salivation on hearing bell soun)
- Principle of Reinforcement- The term reinforcement refers to the following of the conditioned stimulus by the unconditioned stimulus (Food following the bell).
- Sequence and Time intervals-There is an optimal time between the presentation of the conditions stimuli and the unconditioned stimuli.
- k. Principle of Spontaneous recovery- There is no complete extinction on account of the time interval but there is inhibition of CR.
- Principle of Differentiation- When two stimuli are sufficiently distinguishable, a living being can be conditioned to respond to one of them.
- m. Principle of Inhibition-Inhibition may be defined as a process in which a stimulus inhibits a response that would otherwise occur.





# 3.3.2.2 J. B. Watson's Conditioning

- i. Father of American Behaviorist theory or father of Behaviorism.
- ii. His work based on Pavlov experiments on dogs digestive system, he researched on classical conditioning.
- iii. Watson believes that all individual differences in behavior were due to different experiences of learning.
- iv. Neutral Stimulus-the white rat
   Unconditioned Stimulus- The loud noise
   Unconditioned Response- Fear
   Conditioned Stimulus- The white rat
   Conditioned Response- Fear

After Conditioning [Neutral stimulus----Conditioned Response]



He thought complex behaviors came about through combinations of identifiable reflexes.

He was a chief proponent of nurture and believed that all human differences were the result of learning and reflected the notion of individual differences. Give me a dozen healthy infants, well informed and my own specified world to bring them in and I will guarantee to take anyone at random and train him to become any type of specialist might select.

ix. A stimulus and response occur at the same time in close contiguity the connection between them is strengthened and this depends upon the frequency of SR repetitions.

# 3.3.2.3 Guthrie's Theory of Association By Contiguity:

- a. E.R. Guthrie's(1886-1959) developed his own theory of learning similar to the theory built by Watson. He advocated Stimulus-Response theory of association by contiguity.
- b. "A combination of stimuli which has accompanied a movement will on its recurrence tend to be followed by that movement."
- c. The principle of proximity stressed that only the last series of response elicited by a given stimulus all other things being equal, tended to be evoked most readily when the stimulus was next presented.
- d. He conducted a number of experiments on cats in puzzle boxes and come to the conclusion that for connection of SR only one trial was thought to be necessary to give the Conditioned Stimulus full strength.

#### 3.3.2.4 Connectionism / Trial and Error:

- i. E. L. Thorndike (1874-1949) was the chief exponent of the theory of connectionism or trial and error. An association between the dense impressions and impulses to action.
- ii. Thorndike propounded his theory on the basis of experiments conducted on cats, chickens, dogs, fish, monkeys and rats.
- iii. Thorndike's book entitled, Animal Intelligence (1901).
- iv. Trial and Error is based on random activities to reach the goal.[Drive—Goal—Block—Random movements—Chance success—Selection-Fixation]
- **v.** All learning is a matter of bond connections, i.e., strengthening neutral connections between situations and responses. A stimulus is connected by response with(S-R) bond. It bonds may be motor, perceptual, conceptual, emotional or attitudinal.
- **vi.** The stimulus may be in the form of a motive, need or desire to reach the goal. This impels one to activity.
- **vii.** In order to reach the goal, the individual makes a number of responses to the situation, i.e. he makes a number of trials. Let the trials be R<sub>1</sub>R<sub>2</sub>R<sub>3</sub>R<sub>4</sub> etc.
- viii. Some responses may not be successful as these do not help the individual to reach the goal. Such responses are automatically eliminated. This is in accordance with Thorndike's Law of Effect, which states that the connection is strengthened by satisfactory responses, and weakened by annoying response

#### 1. Importance of readiness:

Thorndike believes that readiness is preparation for action. It is essential for learning. Whether the pupil is ready to learn, he learns more quickly and effectively with greater satisfaction than if he is not ready to learn.

### 2. Importance of motivation:

Thorndike emphasized the importance of motivation in learning which was totally neglected his time. Arousal of motivation create the students ready for learning. Students must be properly motivated before they are taught.

### 3. Importance of experience:

The theory recognizes the importance of previous experiences. Understanding grows due to previous experiences. The best mode to develop understanding is to develop a body of connections appropriate to that of understanding.

#### 4. Strengthening of bonds:

An important task of the teacher is to see what theories, principles and generalizations, etc. he likes to be remembered or forgotten by the students. Consequently, he must try to strengthen the bonds or connections between the stimuli and the responses which are to be remembered. This could be done by drill, repetition, practice and reward. For forgetting he should make attempts to weaken the connections through disuse and annoying students.

#### **5. Importance of repetition:**

For effective learning more repetitions should be made. Students should succeed the rule that "practice makes a man perfect." Forgetting takes place since of the law of disuse.

#### 6. Role of reward and punishment:

The theory law of effect recognizes the foreword of rewards and punishments in learning. Find reward as a result of few learning motivates and encourages the child to proceed on the same ways with more intensity and enthusiasm while the punishment of any type discourages him and make distaste and distraction at that learning.

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### 7. Grading of the task:

Theory exploit the grading of the receive from simple to complex. Therefore teacher should make from simple to complex, known to unknown, concrete to abstract.

#### **8.** Use of experiments:

Thorndike placed much emphasis on experimental verification. Therefore the teacher should commit of experiments and 'learning by doing' wherever possible for delicious and effective learning.

### 9. Learning of skills:

Different skills that sitting, standing, walking, running, cycling are learnt through trial and error.

#### 10. Scientific inventions:

Numerous scientific inventions, machines and improvements are the innovation of trial and error.

# ix. Laws of learning:

# A) Primary laws-

#### 1. Law or Readiness:

The 1<sup>st</sup> primary law of learning is the 'Law or Readiness' or the 'Law of Action Tendency', which means that learning takes place when an action tendency' is activate through preparatory adjustment, set of attitude. Readiness means a preparation for action. If one is not prepared to learn, learning cannot be automatically instill in him, for example, unless the typist, in order to learn typing ready himself to start, he would not make much achieve in a lethargic and unprepared schem.

### 2. Law of Exercise:

The 2nd law of learning is the 'Law of Exercise', which means that drill, or practice helps in growing efficiency and durability of learning and according to Thorndike's "S-R Bond Theory, the connections are strengthened with trail or practice and the connections are weakened when trial or practice is discontinued."

The 'law of exercise', therefore, is also means as the 'law of use and disuse' in which instance connections or bonds commit in the brain cortex are weakened or loosened.

#### 3. Law of Effect:

The 3rd law is the 'Law of Effect', according to which the trial or steps direction to satisfaction mark in the bond or connection. Satisfying states direction to consolidation and strengthening of the connection, whereas dis-satisfaction, annoyance or pain deading to the weakening or stamping out of the connections.

In fact, the 'law or effect' importance if the responses gratify the subject, they are learnt and selected. Which are not satisfying are eliminated.

# B) Secondary laws-

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#### 1. Law of Multiple-Response:

According to it the organism varies or changes its responses till an adequate behaviour is hit upon. Without discrepant the responses, the correct response for the solution might nothing be elicited. If the individual wants to evolve a puzzle, he is trying in various ways rather than mechanically persisting in the similar way.

#### 2. The Law of Set or Attitude:

Learning is guided by a total set of the organism, which controller not only what the person will do but what will satisfy or abrade him. For example, unless the cricketer sets himself to make a century, he will not be able to score more runs.

### 3. Pre-Potency of Elements:

According to this law, the learner responds selectively to the important or essential element in the situation and disregarded the other features or elements that may be irrelevant or non-essential. The ability to trade with the essential or the topical part of the situation makes analytical and insightful learning feasible. Thorndike is really anticipating insight in learning which more underline was by the Gestations.

### 4. Law of Response by Analogy:

This law, the individual makes use of old experiences or acquisitions while learning a new condition. There is a tendency to improve common elements in the new situation as existed in a similar past situation. The learning of driving a car, for instance, is facilitated through the earlier acquired skill of driving a motor-cycle, even riding a bicycle; because the perspective/maintaining a level and controlling the handle helps in steering the car.

### 5. The Law of Associative Shifting:

According to this law we may gain any response, of which a learner is capable, associated by any other condition to which he is sensitive. Thorndike illustrated this by the act of teaching a cat to stand up at a command.

# **3.3.2.5** Reinforcement/ Need Reduction theory:

Drive reduction theory was founded in 1930s by an eminent American psychologist C. Hull, whose works were **influenced by other behaviorists** as Ivan Pavlov, Edward Thorndike and Edward Tolman, but also by Charles Darwin's theory of appreciate. Hull's theory was at the time very influential. As a general learning theory it tried to interpret **all behavior** and the likelihood of its outlook mathematically using **a set of formula**. Another area of Hull's interest was hypnotism research. He conducted a number of laboratory experiments in which he at last showed that hypnosis and sleep are two completely isolate states.

- Change in Traditional S-R Notion: Hull rejected the S-R formula given by Thorndike where Thorndike mode it out to be mechanical, a trigger like function of stimuli-response. Hull introduced the concept if 'intervening variables'.
- Reinforcement and Drive Reduction: He viewed reinforcement in terms of the reduction of one's need or drive.
- Habit formation and habit strength: When a stimulus emits a certain type of response and it is accompanied by a reinforcer, the association between the stimulus and the response is strengthened.



•  $sEr = (sHr \times D \times K \times V) - (sIr + Ir) \pm sOr$ 

Hull's formula suggests performance is affected by the following 'variables'-

**sHr** - reinforced trainings improve the S-R connection resulting in **learning** ('of a motor skill').

- **D** Deprivation of drive results in gain performance. Experiments have shown that if two rats had the same amount of training, the one-who had been deprived of food for a greater instant of time would be more likely to find a solution to a maze in order to obtain food .
- **K Incentive motivation** direct to the size of the **prize** and directly affects motivation to gain certain goal. This explains why athletes perform delicious in playoffs than during adjusted season play since the incentive motivation of every game has increased.
- V Clarity of the stimulus(S) can influenced the performance. 'If a sportsman is trying to catch the ball, blinding sunlight can affect clarity of the stimulus.'



**sIr** - Non-reinforced trainings (trainings that don't result in drive reduction) because reduction of the probability of displaying given behavior [**extinction**].

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Hull's system of learning advocated the following chain sequence for improved results in the teaching-learning process:

- **a. Drive** This is something which is needed by the learner in order to behave or respond.
- **b.** Cue There must be something to which the learner must respond.
- **c. Response** The learner must be made to respond in order to learn some act.
- **d. Reward** The learner's response must be reinforced or rewarded, thus enabling him to learn what he wants to learn.
  - Drive is essential in order for responses to occur (i.e., the student must want to learn).
  - Stimuli and responses must be detected by the organism in order for conditioning to occur (i.e., the student must be attentive).
  - Response must be made in order for conditioning to occur (i.e., the student must be active).
  - Conditioning only occurs if the reinforcement satisfied a need (i.e., the learning must satisfy the learner's wants).
  - Organism possess a hierarchy of needs which are aroused under conditions of stimulation and drive.
  - Habit strength increases with activity that is associated wity primary and secondary reinforcement.
  - Habit strength aroused by a stimulus other than the one originally conditioned, depends upon the closeness of the second stimulus.
  - Stimuli associated with cessation of a response become conditioned inhibitors.



# 3.3.2.5 Operant conditioning:

B.F. Skinner is regarded as the progenitor of 'Operant Conditioning', but his work was based on <u>Thorndike's (1898) law of effect</u>. According to this rule, behavior that is followed by pleasant consequences is apparently to be repeated and behavior followed by unpleasant consequences is less perhaps to be repeated. Skinner introduced a new term within the 'Law of Effect – Reinforcement'. Behaviors which is reinforced tends to be repeated; behavior which is not reinforced tends to die out-or be extinguished. Skinner (1948) studied operant conditioning by conducting experiments using animals which he settled in a -'Skinner Box' which was same to Thorndike's puzzle box.

- ➤ Reinforcement and Reinforcer- A reindorcer is the stimulus the presentation or removal of which increases the probability of a response being repeated. In this type of conditioning, reward or reinforcement is not possible unless the response is emitted.
- > Skinner identified three types of responses, or operant, that can follow behaviour.
  - **Neutral operants**: responses from the environment that neither increase nor decrease the probability of a behaviour being repeated.
- **Reinforces**: Responses from the environment that improvement the probability of a behaviour being periodic. Reinforcers can be either positive or negative.
- **Punishers**: Responses from the environment that decrease the likelihood of a behaviour being repeated. Punishment weakens behaviour.
  - **Positive reinforcement:** Skinner showed how positive reinforcement worked by placing a hungry rat in his Skinner box. The box contained a lever on the side, and as the rat moved about the box, it would accidentally lick the lever. Suddenly it did so a food pellet would drop into a container next to the lever.
  - Negative reinforcement: The removal of an unpleasant reinforcer can also strengthen behaviour. This is known as negative reinforcement because it is the removal of an adverse stimulus which is 'rewarding' to the animal or person. Negative reinforcement force behaviour because it stops or removes an unpleasant perception.
  - Punishment: It is defined as the opposite of reinforcement since it is designed to weaken or eliminate a response rather than increase it. Punishment is an aversive cade that decreases the behaviour that it follows. Kind of reinforcement, punishment can work either by directly applying an unpleasant stimulus as a shock after a response or by removing a potentially rewarding stimulus, for instance, deducting someone's pocket money to punish 'undesirable behaviour'.

#### > Schedules of Reinforcement:

- a. Continuous Reinforcement Schedule- It is an arrangement of providing reinforcement after every correct response.
- b. Fixed Interval Reinforcement Schedule-In this schedule the organism is rewarded for a response made only after a set interval of time, e.g.-ever 3 minutes or every 5minutes.
- c. Fixed Ratio Reinforcement Schedule- In this schedule the reinforcement is given after a fixed number of responses.
- d. Variable Reinforcement Schedule- Ehen reinforcement is given at varying intervals of time or after a varying number of responses, it is called a variable reinforcement schedule.

### > Important Operations-

- i. Shaping- Shaping refers to the judicious use of selective reinforcement to bring certain desirable changes in the behavior of the organism. The basic process in shaping is successive approximation in i the desired behavior.
- ii. Chaining-Chaining refers to a process in the shaping of behavior and the learning of a task where the required behavior or task is broken down into small steps for its effective learning and subsequent reinforcement.
- iii. Discrimination and Cueing- Discrimination in Skinner's theory may be defined as a process of using cues, signals or information to determine when behavior is likely to be reinforced and/ or punished.
- iv. Generalization Generalization refers to the ability of an organism dealing with the perception of an response to, similar stimuli.
- ➤ Operant conditioning experiments suggested appropriate alternatives to punishment, in the form of rewarding appropriate behavior and ignoring inappropriate behavior, for its gradual extinction.
- > The learning process and environment should be so designed as to create the minimum frustration and the maximum satisfaction in a learner to provide him with proper reinforcement for the desired training or learning.



# **3.3.2.6** Gestalt theory of learning:

Max Wertheimer is generally considered to be Gestalt psychology's founding father. The other pioneers in this field are Kohler, Koffka and Wolfgang. 'Gestalt' is a German word whose equivalents in English are 'form' or 'pattern' or 'configuration'. Max Wertheimer has explained the term 'Gestalt' as, that the whole is greater than the parts. For example, a flower is just not a total of sepals, petals, calyx, corolla, colour, honey and fragrance but something more than that. The total of the parts is not equal to the whole. This is known as Gestalt view-point.

- ➤ Gestalt psychologist developed a new theory of learning popularly known as theory of insight.
- ➤ Gestalt is a German word for which there is no equivalent word is English. The term was carried over into English psychological literature. The nearest English translation of gestalt is 'configuration' or more smiles 'an organized whole in contrast to a collection of parts'.

# > Principles of Gestalt Theory:

- (a) Law of Similarity: Makes the individual to grasp things which are similar. They are picked out as it were from the total context. Similar ideas and experiences get associated together. An object revives another object which resembles it e.g., seeing a man and remembering an intimate friend by some resemblance in his personal appearance, though never saw them together in the past.
- **(b)** Law of Proximity: Makes proximate or near together things to be picked up first learned as to how many these are among the more distant things. In other words, perceptual groups are favoured according to the nearness of their respective parts. It tend to form groups if they are spaced together.
- (c) Law of Closure: The law of closure means that closed areas are more stable and satisfying than the unclosed ones. Closed areas more readily form in groups. This law also behalf that when the perception of the situation is partial, the individual is not efficient to solve the problem. The problem is solved when he is able to bring the separate parts of the situation together into a closed perceptual figure, consisting of the goal, and the means of achieving the goal.

- (d) Law of Continuity: Makes the individual to grasp things which are joined together in a string or along the line which constituting a whole are grasped together than the dis-connected, dis-joined or scattered. In various way, experiences which happen together either simultaneously or in near succession, mutate towards reviving one another the perception of a ripe mango suggests the idea of its sweet taste and flavor because they are perceived together in the past or the idea of inkpot suggests the idea of pen.
- **(e)** Law of Contrast: A perception or an idea inclines to suggest its iverse opposite. For instance, adversity reminds a person of his days of prosperity. Similarly, the heat of summer suggests the cold of winter. In these laws of learning is brought out the Gestalt point of view that the organizational capacity of the brain makes to grasp the whole in priority with the parts.
- (f) **Law of Figure/ground:** This principle describes the eye's tendency to see and separate objects from their surrounding background. A classic example uses a vase/candlestick illustration to show two faces show up at each other, but you can further see this effect in a different logo designs. It action because human eyes want to see the figure (foreground object) and background (ground) as two various planes of focus.
- (g) **Figure ground:** Everything we perceive stands against a background. There is a close relationship between figure and ground. We listen to a song against the background of music.

# **Educational Implications of the theory of Insight:**

- The teachers should present the picture of a topic or subtopic as a whole.
- Progressive and scientific methods like heuristic, analytical and problem-solving should be made use of.
- They could be closely integrated into the whole.
- A child's curiosity and interest must be aroused.

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# **3.3.2.9** Sign Gestalt theory of learning :

Basis of Learning according to Sign Theory Edward C. Tolman (1886-1959), like behaviourists rejected the concept of 'introspection' as a method of studying human behaviour. On the contrary, he trust the 'objective method' of collecting data. He remarked that we do not only respond to the stimulus but we act on beliefs, and express attitudes. Behaviour can be modified through experience and training. Tolman's theory combines the advantages of 'stimulus-response theories and 'cognitive field theories'. Purposive Behaviour in Animals and Men (1932) and recorded the results of his experiments. He revised his theory in 1949. According to the discovery of these experiments, the learner does not touch the goal in fixed sequence of movements but switch his behaviour according to the variation in situation.

- Tolman's theory of learning is known by several names such as "sign significance theory", "expectancy theory", "purposive behaviourism" or simple "sign theory".
- According to Tolman, learning occurs as learners **following signs** (stimuli) **to a goal.**Learning was about finding a mode and **meanings instead of reproducing behaviors**.

  Organisms learn behavior disarray and relations more than behavior patterns. There is no need for reinforcement when speaking about learning while the behavior is move by a meaning.

- Tolman intended to apply his theory to human learning, but most of his experiments were conducted only on rats. An significant conclusion of his researches is that **reinforcement** (for example food found after finding solution to a maze) may distribute as **motivation**, but is not a crucial factor affecting learning. In the end Tolman, influenced by Guthrie, Freud and reinforcement theorists, concluded there are **six forms of learning**, each with its own characteristics:
  - i. Cathexis learned tendency to associate certain objects with certain drives. In example, vegans tend to satisfy their hunger across non-animal products (positive cathexis), and not meat (negative cathexis).
  - **ii. Equivalence Beliefs** a feeling that a "**subgoal**" has the same **value as the main goal.** If a sport achievement temporarily minimizes a competitor's need for love, the achievement has served as an equivalence taith.
  - **iii. Field Expectancies** learning in which the organism learns what **action** leads to what **outcome**. Field expectancies are made for example when one learns what tools can be used for what task, or the mode from one place to another. Field expectancies form cognitive maps. Unlike the first two mentioned types of learning (cathexis and equivalence beliefs), this kind of learning does not presently depend on reinforcements and suggests Tolman is at least 'partly cognitive theorist.'
  - **iv. Field Cognition Modes** Tolman offers very little explanations on this type of learning, yet it should present a way of approaching a problem-solving situation through arranging the perceptual field with certain configuration. For example **using language** when learning a puzzle solution in laboratory conditions. A person is likely to learn the solution as a verbal series of right and left turns.
  - v. **Drive Discrimination** learning to discriminate between drives in accordance with desired outcomes, like learning to satisfy hunger with food and thirst with water in animals. This type of learning is very similar to cathesis and it is not quite clear why Tolman introduced a new category for it.
  - vi. Motor Patterns learning the association between stimuli and movements. Tolman expressed this kind of learning is like to 'Guthrie's S-R connections' formed by temporal contiguity.

- Tolman proposed five types of learning:
  - i. Approach learning
  - ii. Escape learning
  - iii. Avoidance learning
  - iv. Choice point learning
  - v. Latent learning.
- Factors affecting learning-
  - 1. Motivation
  - 2. Reward and punishment
  - 3. Proper environment
  - 4. Teacher behavior
  - 5. Will power
  - 6. Learning by doing
  - 7. Previous experience.
- Educational implications
  - a. Defining the goal objects
  - b. Use of reward and punishment
  - c. Emphasis on right methods
  - d. Individuals education

    Text with Technology

#### **3.3.2.10** Social Constructivism:

The Lev Vygotsky (1934) has become the foundation of much research and theory in cognitive development upon the past several decades, especially of what has become known as Social Development Theory. Vygotsky's theories emphasis the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning."

- This is a general theory of cognitive development. Most of the main work was done in the context of language learning in children (Vygotsky, 1962), when later applications of the framework have been broader (see Wertsch, 1985).
- The Social Development Theory includes three major concepts. These are comprised of the induction of a)Social Interaction in Cognitive Development, the b)More Knowledgeable Other and the c)Zone of Proximal Development.
  - a) Role of Social Interaction in Cognitive Development- The Social Development Theory (SDT) mainly asserts that social interaction has a vital role in the cognitive development process. With this idea, Vygotsky's theory opposes that of Jean Piaget's Cognitive Development Theory because Piaget interpret that a person undergoes development first before he gain learning, whereas Vygotsky argues that social learning comes first before development.
  - b) The More Knowledgeable Other (MKO)- The MKO is any person who has a higher level of ability or understanding than the learner in terms of the task, process or concept at hand. Normally, when we consider of an MKO we mention to an older adult, a teacher or an expert. For example, a child learns multiplication of numbers because his tutor teaches him good. The traditional MKO is an older person; yet, MKOs could also mention to our friends, younger people and also electronic devices like computers and cell phones. For example, you learn how to skate because your daughter instructs you this skill.
  - c) The Zone of Proximal Development (ZPD)-The ZPD is the distance between what is known and what is unknown by the learner. It is the difference between the force of learner to performer a inelastic task under the guidance of his MKO and the learner's ability to do that task independently. Originally, the theory interpret that learning occurs in ZPD.

- **d)** Scaffolding: Vygotsky's concept of scaffolding is closely related to the concept of the Zone of Proximal Development. Scaffolding refers to the temporary support given to a child by a More Knowledgeable Other that enables the child to perform a task until such time that the child can perform this task independently. Scaffolding entails changing the quality and quantity of support provided to a child in the course of a teaching session. The MKO adjusts the level of guidance in order to fit the student's current level of performance.
- **e) Reciprocal teaching-** A highly successful teaching method, it provides an environment of open dialogue between student and teacher which goes beyond a simple question and answer session.
  - According to vygotsky, humans use tools that develop from a culture, such as speech and writing to mediate their social environments. Basically children develop these tools to set solely as social functions, ways to communicate needs.
  - Lev Vygotsky refers to Elementary mental Functions- Attention, Sensation, Perception, and Memory.
  - Development involves the internalization of signs acquired by an individual from others so that he can solve problems by himself.
  - The child is viewed as an active seeker of knowledge; the child and environment interact together enabling cognitive development in a culturally adaptive way.



# 3.3.2.11 Cognitive Constructivism:

Piaget's (1936) theory of cognitive development illustrate how a child constructs a mental pattern of the world. He disagreed with the idea that intelligence was a stable trait, and regarded cognitive development as a method which befall due to biological maturation and interaction with the environment.

Piaget was devoted at the Binet Institute in the 1920s, where his job was to develop French versions of questions on English intelligence tests. He ripen intrigued with the reasons children gave for their incorrect answers to the questions that necessary logical thinking. He trust that these wrong answers revealed important differences between the thinking of adults and children.

Piaget (1936) was the first psychologist to do a systematic study of cognitive development. His achievement include a stage theory of child cognitive development, clear observational studies of cognition in children, and a sequence of simple but ingenious tests to expressdifferent cognitive abilities.

#### > Schemas-

A schema is a cognitive framework that helps organize and illustrate information. Schemas can be necessary because they allow us to accept shortcuts in interpreting the limitless amount of information that is available in our environment. However, these mental frameworks also cause us to exclude relevant information to focus instead only on things that ensure our pre-existing beliefs and concept. Schemas can performance to stereotypes and the use of schemas as a basic concept was first used by a British psychologist named Frederic Bartlett as part of his learning theory. Bartlett's theory suggested that our understanding of the world is formed by a network of abstract mental structures. Make it difficult to keep new information that does not respond to our established concept about the world.

#### > Assimilation-

The process of taking in new information within our already existing schemas is known as assimilation. The process is something subjective because we lean to modify experiences and information meager to fit in with our preexisting faith. In the example above, 'seeing a dog and labeling it "dog" is a case of assimilating the animal into the child's dog schema.'

#### > Accommodation-

Another part of adaptation environs changing or altering our existing schemas in light of new information, a process known as accommodation. Accommodation involves modifying existing schemas, or concept, as a result of new information or new experiences. New schemas may also be developed during this system.

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#### > Equilibration-

Piaget believed that all children try to strike symmetry between assimilation and accommodation, which is achieved with a mechanism Piaget called equilibration. As children achieve through the stages of cognitive development, it is significant to maintain a balance between applying previous knowledge (assimilation) and changing behavior to statement for new knowledge (accommodation). Equilibration helps describe how children can motion from one stage of thought to the next.

Cognitive development stages: Piaget's stage theory describes the cognitive development of children. Cognitive development involves changes in cognitive process and abilities. In Piaget's prospect, early cognitive development involves processes founded upon actions and later achieve to changes in mental operations.

## 1) The Sensorimotor Stage:

#### **Ages: Birth to 2 Years**

- o Major Characteristics and Developmental Changes:
- The infant knows the world through their movements and sensations
- Children learn about the world through basic actions such as sucking, grasping, looking, and listening
- Infants learn that things continue to exist even though they cannot be seen (object permanence)
- They are separate beings from the people and objects around them
- They realize that their actions can cause things to happen in the world around them

### 2) The Preoperational Stage

#### Ages: 2 to 7 Years

- o Major Characteristics and Developmental Changes:
- Children begin to think symbolically and learn to use words and pictures to represent objects.
- Children at this stage tend to be egocentric and struggle to see things from the perspective of others.
- While they are getting better with language and thinking, they still tend to think about things in very concrete terms.

### 3) The Concrete Operational Stage

### Ages: 7 to 11 Years

- o Major Characteristics and Developmental Changes
- During this stage, children begin to thinking logically about concrete events
- They begin to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example
- Their thinking becomes more logical and organized, but still very concrete
- Children begin using inductive logic, or reasoning from specific information to a general principle

### 4) The Formal Operational Stage

#### Ages: 12 and Up

- o Major Characteristics and Developmental Changes:
- At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems
- Abstract thought emerges
- Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning
- Begin to use deductive logic, or reasoning from a general principle to specific information

# **3.3.3.1** Factors affecting social learning:

Children will imitate anything that they find attractive. Animals, cartoon characters ... anything! The favorites things to imitate are, obviously, parents and family, but nothing really stops the child imitating other things. However, children do not imitate everything they see, otherwise they would be imitating thing constantly. So, what does the child imitate? Gross (1992) mentions 7<sup>th</sup> factors that have been displayed to influence imitation.

#### • Consistency:

If the model behaves in a way that is consistent across situations (e.g. always brave) then the child will be exceeding likely to imitate than if the character behaves in different method depending on the condition. This is true of their response to parents too.

#### • Relevance:

Bandera et al (1961) showed that the behavior of the male was seen by boys as more relevant to them than it was to the girls.

#### • Appropriateness:

Bandera et al (1961) showed that male aggressive models were copied more often than female aggressive models. This seems to be because in Western society male aggression is received more readily than female aggression. How many female boxers do you see regularly? It gleam the sex-role stereotyping that we always see.

#### Powerfulness:

Models that appear to have more power be more in control are more likely to be copies than those who are perceived to be weaker.

#### • Similarity:

This is based on the development of the child's gender identity. Can they category themselves categorically as male or female? If so, they are likely to imitate the same remodel. This ability is not commonly present before the age of about 30 months, so before that time males and females do not preferential who they will imitate.

#### • Reward:

Bandera et al (1963) display children films of adults behaving in diffrent ways (from aggressive to simply unusual) and it was place that if children saw the adults being rewarded (reinforced) for the behavior then this acted as a reinforcement for the children too (this kind of reinforcement is called vicarious reinforcement) and they were therefore more likely to imitate those behaviors.

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## • Vicarious consequences

I would like to share my personal account on this. I had my "idol" professor in college who used to inspire every one of us with her prowess in teaching. She can be readily considered by many as the most intelligent and competent professor. However, her humble attitude keeps her on the ground of being more open to further studies. She believes that there are still lots to learn so she continued studying her PhD degree.

#### • Outcome expectations

Definitely, people search what's better or even best for the thing they're involved in. With the belief that hard work will pay off in the future, then "present" actions will be determined. I keep my friend who used to be a volunteer nurse in a small hospital near our town. I asked her why she placement on being an unpaid working nurse for about a year.

#### Goal-setting

It says that observers are more perhaps to attend or imitate models who demonstrate actions or behaviors that may personally help them in gaining their goals. It is completely common to hear other persons asking another who is achieving in studying and learning a "techniques or strategies" to becoming one.

#### Values

Just like with the aspect prestige and competence, observers promote to imitate the actions of those who are respected within their values and attitudes in life. Indeed, it may be the first characteristic of that pattern that caught an observer's attention to take after him/her.

#### • Self-efficacy

It's often a relief for many to see people almost similar to them who can exhibit success in their chosen endeavor. It truly gives an inspiration and optimistic idea that "If they can do it, I can too." I would like to share the experience of my younger sister when it comes to leadership. Way back in senior year of high school, she was then elected as the president of the Science Club. She is obviously silent and shy but the adviser as well as the majority of the students believed in her abilities that's why she landed in the position.

# 3.3.3.2 Social Competence:

Social competence is a "complex, multidimensional concept consisting of social, emotional (e.g., affect regulation), cognitive (e.g., fund of information, skills for processing/acquisition, perspective taking), and behavioral (e.g., conversation skills, prosaically behavior) skills, as well as motivational and expectance sets (e.g., moral development, self-efficacy) needed for achieving social adaptation. Social competence also gleam having an ability to accept another's perspective concerning a situation, learn from past experiences, and engage that learning to the changes in social interactions." According to Schneider(1993), "Social competence is enabling one to engage in an appropriate social behavior, thus, enhancing one's interpersonal relationships, in a way that are not harmful to others."

- Social competence deficits have become a defining characteristic of individuals with specific learning disability that create a barrier towards their social inclusion. skill deficit (refers to those instances when an individual has never learned the required social or cognitive skill to use in a particular social situation), per-romance deficit (refers to those instances when an individual has learned a social skill but fails to perform in the appropriate situation) and self-control deficit (refers to those instances when an individual's lack of self-control results in negative behaviors, which interfere with both acquiring and performing appropriate social skills).
- Social competence is the condition of possessing the social, emotional, and intellectual skills and behaviors needed to succeed as a member of society.
- 1. Competent Social Partners:.
- 2. Selection of Socially Important Skills:
- 3. Scripting:
- 4. Context-Sensitive Practice:
- 5. Situational Coaching:
- 6. Training in Social Perception:
- 7. Training in Self-Monitoring:
- 8. G-O-P-D-R Orientation:
- 9. Counseling:

# **3.3.3.3** Social Cognition:

Social cognition occur to prominence with the emergence of cognitive psychology in the late 1960s and early 1970s and is now the dominant pattern and approach in mainstream social psychology. Usual to social cognition because of that is the concept that information is represented in the brain as "cognitive elements" such as schemas, attributions, or stereotypes. A navel on how these cognitive elements are method is often employed. Social cognition therefore applies and elaborate many themes, theories, and paradigms from cognitive psychology that can be identified in reasoning (representativeness heuristic, base rate fallacy and confirmation bias), attention (automaticity and priming) and memory (schemas, primacy and regency).

- ➤ Howard and Hollander (1997) suggest that cognition goes beyond intra-individual information processing; it is socially structured and transmitted, mirroring the values and norms of the relevant society and social groups.
- Social cognition is a sub-topic of social psychology that focuses on how people process, store, and apply information about other people and social situations. It focuses on the induction that cognitive processes play in our social interactions. The way we think about others plays a major role in how we think, feel, and interact with the world around us.

# ➤ Social cognition involves:

- The processes involved in perceiving other people and how we come to know about the people in the world around us.
- It involves the study of these mental processes that involved in perceiving, remembering, and thinking about, and attending to the other people in our social world.
- Psychologists are interested in why we attend to certain information about the social world. How this information is stored in memory, and how it is then used to interact with other people.
- It is not simply a topic within social psychology it is an approach to studying any subject with social psychology.
- Using a social-cognitive perspective, researchers can study a wide range of topics including attitudes, person-perception, prejudice, stereotypes, self-concept, discrimination, persuasion, decision-making, and other areas.

#### > Social schemas

Social schema theory construct on and uses terminology from <u>schema theory</u> in cognitive psychology, which narrate how ideas or "<u>concepts</u>" are <u>represented in the mind</u> and how they are <u>categorized</u>. According to this view, when we see or think of a ideas a mental representation or <u>schema</u> is activate bringing to mind other information which is attached to the original concept by association. This activation often happens unconsciously. As a result of activating such schemas, judgments are formed which go beyond the information actually available, since many of the associations the schema evokes extend outside the given information.

#### > Cultural differences

Although people of all cultures use schemas to understand the world, the content of schemas has been found to differ for individuals based on their cultural upbringing.



# 3.3.3.4 Understanding social relationship:

Social relationships note to the connections that subsist between people who have recurring interactions that are realized by the participants to have personal meaning. This definition cover relationships between family members, friends, neighbors, coworkers, and another associates but excludes social contacts and interactions that are fleeting, incidental, or perceived to have limited significance (e.g., time-limited interactions with service providers or retail employees). Scientists interested in behavioral medicine often emphasize the informal social relationships that are important in a person's life, or the person's social network, rather than formal relationships, such as those with physicians, lawyers, or clergy.

- ➤ Social relationship providing examples and showing the range of following social relationships that can occur. Weber notes many forms of extent- friendship, exchange, competition, conflict and economic exchange. Meaning is not real or correct in any great or theoretical sense.
- ➤ There are different types of social relationships such as of husband-wife, mother-father, brother-sister, friend-friend, teacher-students, servant-owner, customer-shopkeeper and so on.
- Forms of relation and interaction

According to Piotr Sztompka, type of relation -

- I) Behaviors- Various physical movements of the body. Then there are
- ii) Actions movements with a meaning and purpose. Then there are social actions, which address (directly or indirectly) other people, which solicit a response from another agent.
- iii) ) Social contacts- a pair of social actions, which form the beginning of social interactions.

#### 3.3.3.5 Socialization Goals:

Socialization goals have traditionally been a topic of research in Anthropology and have also become important in Psychology, probably due to their supposed impact on the development of the child and developmental outcomes, for the individual and the group, the culture and the society. The interest in the theme also stems from the growing recognition of the role of culture in structuring the development of individuals and in the search to unify (Super & Harkness, 1996).

- a) The micro perspectives the trajectories of individuals toward adult life, and
- b) The macro perspectives the cultural context in which we live.

Socialization is transmitted both formally and informally. Formal transmission takes place through direct instruction and education, as in schools, colleges and religious institutions. Informally, however, socialization is carried through folkways, customs and cultural values etc.

- Socialization inculcates basic discipline. An individual learns to control his impulses and projects a disciplined behaviour to gain social approval or for the sake of a future goal.
- Socialization is continuous. Just as it does not cease when a child becomes an adult, internalization of culture is continuous over generations. Through this internalization, society perpetuates itself. Its members transmit cultural values to the next generation and thus society continues to exist.

# > Objectives of Socialization:

- Implement developmental skills.
- Empower achievement.
- Enable self-regulation.
- Teach appropriate social roles.
- Develop the basic discipline.
- Groups interact and learn social norms to develop themselves.
- Learning the norms of the group and society.

# **Sub Unit-3.4.** (Guidance and Counselling):

**Guidance:** Guidance is a concept as well as a process. # As a concept guidance is thoughtful with the appearement development of the individual. #As a process guidance helps the individual in self understanding (understanding one's strengths, limitations, and other resources) and in self-direction (ability to solve problems, make choices and decision on one's own).

Guidance seeks to help each individual become familiar with a wide range of information about himself, his abilities, this pervious development in the various areas of living and his plans or ambitions for the future.-- Chisholm

Guidance is an assistance given to the individual in making intelligence choices & adjustments. -- A. J. Jones

Guidance is a means of helping individuals to understand and use wisely the educational. Vocational and personal opportunities they have or can develop and as a form of systematic assistance whereby students are aided in achieving satisfactory adjustment to school & to life. --- Dunsmoor & Miller

If we will analyze the above definitions we observe the following characteristics of guidance.

These are:- • Guidance is a process. • Guidance is a continuous process. • It is concerned with problem & choice. • It is assistance to the individuals in the process of development. • It is both a generalized & specialized service. • It is a service meant for all.

## 3.4.1 Nature of Guidance:

- **1. Guidance is education itself:** Guidance aims at educating the individual for understanding himself, unfolding his potentialities to their maximum so that he may at last prove himself to be an adjusted and national member of the community. Guidance consequently is a significant education procedure.
- **2. Guidance is a process:** Guidance is a process that occupy an individual in discovering himself in the most satisfying and positive modesty. It give direction to enable an individual facing his potentialities, abilities, interests and aptitudes.
- **3. Guidance is a continuous process:** Guidance is a dynamic and a non-stop process. An individual understands himself, learns to use maximum his personal capacities, interests and other abilities. He continues his fight for adjustment in different situations. He develops his capability of decision-making.
- **4. Guidance is related with life:** Guidance is related to life, its problems and challenges and how to face to them. Problems and challenges are the building obstacle of our personality. Guidance helps people to live a static and tension free-life with full satisfaction under the situation.

- **5. Guidance is self-direction.** The nature of Guidance is not to push itself on an individual. It does not make pleasure for him. The ultimate objective of guidance is guide the individual to straight himself in the right direction, to make his own choices, to fix his own life-goals and to convey his own burden.
- **6. Guidance is individual-centered.** Whether given on individual or group foundation, the focus of all guidance programmers is the individual who necessity to manage himself for a joeys today and a happy tomorrow by a healthy alignment of individual pleasure and aspiration with socially desirable good.
- **7.** Guidance is a qualified and complex and organized service. Guidance is given by qualified and trained personnel. Hence guidance is a skill-involved process. The varied and complex nature of human life leaves its imprint on the guidance programmers which are a totality of experiences.
- **8.** Guidance is based on individual differences. Individual differences or, the reality that individual's different importance, forms the basis of Guidance. If all the individuals had been flat, there was no extent for guidance. Individuals differ not only in their appearances but in their mental and intellectual endowments, desires, aspirations, and aptitudes.
- **9.** Universality of guidance. Guidance is for all. Every person important guidance at all the stages of life position from childhood to old age. He needs guidance for solving problems to adjust in the family as well as in the community.
- **10. Guidance is making potential actual.** Guidance programmed aid the individual in the find of a hidden potential individual for his own benefit that of the society. Thus guidance programmed is used as an aid to discover the genius and use it for the gain of the country.
- **11. Preparation for future.** The process of guidance is helpful in ready a person for his future. Guidance helps in the like of one's career, one's partner in life etc. Guidance helps the individual to procession towards the future within confidence.

# **3.4.2** Principles of Guidance:

Guidance is based upon the following principles.

- Holistic development of individual: Guidance needs to be provided in the context of total development of personality.
- Recognition of individual differences and dignity: Each individual is different from every other individual. Each individual is the combination of characteristics which provides uniqueness to each person. Similarly human beings have an immense potential. The dignity of the individual is supreme. Acceptance of individual needs:
- Guidance is based upon individual needs i.e. freedom, respect, dignity.
- The individual needs a continuous guidance process from early childhood throughout adulthood.
- Guidance involves using skills to communicate love, regard, respect for others.
- The dignity of the individual is supreme. Each individual is different from every other individual.
  - The primary concern of guidance is the individual in his own social settings.
  - The attitude and personal perceptions of the individuals are the bases on which he acts.
  - The individual has the innate ability to learn and can be helped to make choices that will lead to self-direction consistent with social improvement.
  - Each individual may at times need the information and personalized assistance best given by competent professional personnel.
  - A Continuous Process: Guidance is a process. It remains dynamic. In this process, an individual get himself, learns to use maximum his own ability interests and other abilities.

- Related with life: The process of guidance is related to life. This guidance contributes formally or informally to life because life experiences both formal and in-formal occasions.
- Development of Capacities: During the process of guidance the individual is assisted in such a way that he makes himself enabled to develop his capacities maximum from all angles. Hence, guidance stresses the complete development of possibilities present in an individual.
- An individual becomes familiar with his real image. Hence, guidance is helpful in self-realization.
- Task of Trained Persons: Providing guidance is not the function of all persons because various techniques and skill are to be used in it.
- Helpful in Adjustment: Guidance helps the person in his adjustment different situations. This process agrees learning to adjust with different classes of problems.
- The main characteristic of the nature of the guidance is to provide new energy to the demoralized person by adjusting himself in the problematic situation through the process of guidance.
- Helpful in Developing the Ability of Self-guidance: The nature of guidance also includes the characteristic of developing self-guidance in a person with help of guidance process.
- No Imposition of One's View Point: It is also the main characteristic of guidance not to impose one'/s viewpoint on others. It he wishes, he may deny to accept such decisions of the guidance workers. Hence, it is not a process of imposing the decisions.
- Helpful in Preparing for Future: The process of guidance is helpful in preparing a person for his future. Hence, a person can succeed in preparing himself for future activities. In this way, guidance is a well-wisher of an individual's future.

- Guidance as an Educational Service: The nature of guidance also includes educational touch. It has been defined as educational service. The meaning of guidance is explained in the context of problems occurring in the field of education and in the context of adjustment in the school environment.
- Client Centered: Guidance has been accepted as a specialized service. In this form, this process is more clients centered. In other words, it is based upon developmental approach.

#### 3.4.3 Need of Guidance:

- Self understanding and self direction: Guidance helps in understanding one's strength, limitations and other resources.
- Guidance helps individual to develop ability to solve problems and take decisions.
- Guidance covers the whole process of education which starts from the birth of the child.
- It we consider the literal meaning, to guide means to indicate, to penitent, to show the way. It means more than so assist.
- The term guidance is related to an types of education formal, non-formal, vocational etc.
- Different stages of development- The division of an individual's life can take place into various stages. These stages are infant, childhood, pre-adolescent, adolescence and manhood. So, an individual needs guidance in every stage of life. Maximum guidance is required during the adolescence stage.
- Differences among persons- Psychology inform us that no individuals are alike. Furthermore, no two individuals get similar opportunities in life. Therefore, every individual requires guidance, in order to find out the most suitable profession for him.
- Career Maturity- Guidance is certainly essential for the development of a positive
  work attitude. Furthermore, guidance would help build suitable habits and values
  towards one's work or profession. This is because; guidance increases the
  awareness of one's world of work. Also, an individual is able to plan and prepare
  for his work or profession efficiently due to guidance.
- Educational growth- Guidance certainly helps in the development of educational skills and abilities. Above all, these skills would facilitate learning and achievement.

# 3.4.3 Types of Guidance:

In one's life every individual isgreatest within problems and it has turn out very difficult to achieve satisfactory consequence without assistance. There would be ill any individual who does not need assistance. Whatever need it regularly, constantly while others importance it only at some point time/ intervals. In technical term assistance is called Guidance. In amendment to solve various types of problems we need different types of guidance services. 'Paterson' has suggested five types of Guidance.

- 1. Educational Guidance.
- 2. Vocational Guidance.
- 3. Personal Guidance.
- 4. Economic Guidance.
- 5. Health Guidance.

#### 3.4.3.1 Educational Guidance-

Concepts of EG:

The term 'Educational Guidance' is very broad and comprehensive. It is very difficult to give a comprehensive and universal interpretation. It is very commonly used term. There is separate dictionary of Educational Guidance. Some important meanings of this term have been enumerated and stated in the following paragraph:

- (1) Educational Guidance as a process of development.
- (2) Educational Guidance as Teachers-Training.
- (3) Educational Guidance as independent field of Study or Content or Subject of Study.
- (4) Educational Guidance as an investment.
- (5) Educational Guidance as an instrument of social change and social control.
- (6) Educational Guidance as a creature and creator of the society.
- (7) Educational Guidance as Filter in Democracy.
- (8) Educational Guidance is for future or futurology.

The third meaning 'Educational Guidance' as an independent field of study or subject is important from research point of view. In the research an independent field of study is known as discipline which is commonly denoted by term subject. The subject word is used for an individual in the research terminology.

Definitions of EG: G.E., Myers, while defining educational guidance, has
described it as a process of establishing a relationship between a person and his
characteristics in order to develop him. According to him, -educational guidance
is a process concerned with bringing about between an individual pupil with his
distinctive characteristics on the one hand and differing groups of opportunities
and requirement on the other, a favorable setting for he individual development
or education.

Carter Good has also given the definition of educational guidance. According to him, -Educational guidance is concerned principally, with matters relating to schools, courses, curricula and school life, rather than vocational, social or personal matters.

Ruth Strang has defined educational guidance as assistance. According to him, "Educational guidance is intended to aid the individual in choosing an appropriate programme and in making progress in it."

- Need of Educational Guidance:
  - (1) To solve the problems of wastage and staganation.
  - (2) Appropriate selection of courses or subjects.
  - (3) Making adjustment in school.
  - (4) Information regarding future Education.
  - (5) Providing awareness about the job opportunities.
  - (6) Making busy in learning process.
  - (7) Change in teaching methods and school Administration.
  - (8) Identify the reasons for increasing percentage of delinquents.

- **Nature of Educational Guidance :** The nature of educational guidance is stated in the following terms :
- (1) Educational Guidance is Administered to Students: Out of the many problems that the students is often faced with, there are some that he fails to solve of his own accord, and they do not even admit of any fruitful assistance from the teachers or the parents. Solution of these problems calls for the intervention of the specialist, and this specialist is none other than the psychologist.
- (2) Intended for Educational Selection: One part of the student's education consists in making a variety of selections, the first of them being the kind of college or school in which he would like to be educated. Another problem that confronts him is the choice of the subjects that he wishes to study.
- (3) Rendered for Adjustment in Education: A student finds a peculiar atmosphere in the college, the like of which he cannot find outside, and he has to adjust himself to his atmosphere. This atmosphere is a composite of his friends, teachers, daily routine of the institution, method of teaching, curriculum, subjects taught, extracurricular programmers, etc
- (4) Making Education as Child-Centered: It is the educational guidance which makes the educational process as child-centered. The selection of courses and instructional strategies are used according to the need and requirement of child.
- Functions of Educational Guidance: The functions of educational guidance at primary stage are
- (1) Helping the Child in Making a Satisfactory Transition from Home to School: When the child enters a school, he faces a novel situation. In his home he is free to do as he likes. In the school he fined life regimented. For some time he finds it even difficult to adjust. If he is unable to adjust, he gets troubled. At this stage he needs assistance.
- (2) Helping the Student in Solving Difficulties in Learning: When the child has become adjusted to school life, he may face difficulties in learning basic educational skills. Children in primary classes face failures because their difficulties in reading or in arithmetical skills are not solved in time. Educational guidance at this primary stage helps a lot to make such adjustments.
- (3) Helping Potential Drop-outs to stay in Schools: Pupils in primary classes drop out very often because they are unable to adjust there. The instructional methods may be defective. The school learning may be uninteresting. This saves stagnation and wastage also.

- (4) Helping Students Make Plans for Future: Pupils at the end of the Higher Primary stage being to think of making educational or vocational plans. Guidance helps them in making a proper choice by finding out there I. Q's, interest and behavior patterns.
- (5) Helping Students in Making Educational Choices: Students have to be guided as to suitable course and curricula in keeping with their abilities and interests.
- (6) Helping Students in Making Educational Plans and Making Progress in them: Educational plans are made with the consideration to the occupation one would like to choose, the capacities one has, and the responsibilities one will have to shoulder in future. Secondary education has a dual role to play: (a) preparing boys and girls for the pursuit of higher education, (b) equipping them to enter life confidently and earn their living. Guidance helps in this.
- (7) Helping Students in Making Optimum Development: Optimum development means that stage of maturity when the individual gains the ability of self guidance. Guidance gives that ability to individual student through counseling.
- **Vocational Guidance:** Vocational guidance aims at assisting an individual in making a choice of occupation in accordance with his innate endowments. It further prepares in individual towards selected occupation profession; provides services in accordance with his educational background and future trainability. An individual's health, nature, temperament, culture affect his educational possibilities and attainments.

Principles of Vocational Guidance:The following are the main principles of vocational guidance:

- 1. Client-Centred Principles
- (i) Making guidance available without interruption.
- (ii) Guidance covering all clients.
- iii)Making guidance programme client-centred.
- (iv) Making choice by the client himself.

- 2. Vocational Guidance Personnel-Centred Principles
- (i) Accepting genuine responsibility to guide clients.
- (ii) Professional efficiency.
- iii) In-service training.
- iv) Using all available information about the client.
- v) Observing a strict code of professional ethics.
- vi) Collecting external factors about the client.
- (vii) Using varied methods and techniques.
- (viii) Using research finding.
- 3. Organisation-Centred Principles
- (i) Helping up-to-date records about the clients.
- (ii) Framing an independent guidance programmers.
- (iii) Making adequate time available to guidance workers.
- (iv) Making adequate space available for guidance workers.
- v)Allowing field worker to undertake follow-up studies.
- (vi) Offering placement services.
- (vii) Making provision for individual and group guidance programmers
- (viii) Seeking cooperation from similar organizations.
- (ix) Making adequate supply of materials.
- (x) Responsiveness to guidance programmers.

- 4. General Public-Centered Principles
- (i) Mobilizing public opinion.
- (ii) Making public conscious of the careers of young members of the society.
- (iii) Cooperation to the guidance workers.
- (iv) Identifying their needs by the people and bringing these to the notice of the guidance personnel.
- (v) Appreciation and constructive criticism of the work of the guidance personnel by the public.
- 4 Need of Vocational Guidance:
  - (1) Individual Differences
  - (2) Variety of Vocations and Vocational Progress
  - (3) Stable Future of Students
  - (4) Need from Economic Point of View
  - (5) Need due to Changing Conditions
  - (6) Need from Health Point of View
  - (7) Need from Social and Personal Point of View
  - (8) For Proper Utilization of Human Potentialities
  - (9) Establishing Co-ordination between Family and Vocational Life
  - (10) For Unsuitable Occupationschnology
- Principles for Organizing School Guidance Services: In order to organize school guidance services, certain principles should essentially be followed. Jones has insisted not to separate guidance from the normal school life. Humphry and Traxler, in their book entitled 'Guidance Services; have mentioned some basic things for organizing school guidance service, which are as follows:
  - (1) Defining the Objectives Clearly: The objectives of entire guidance programme should be clearly defined at the time of organizing school guidance service. While defining these objectives, the school ideals and needs of the pupils must be kept in mind.
  - (2) Defining the Tasks: All the activities are to be performed through the guidance programme must be enlisted beforehand.
  - (3) Allocation of Duties: The success of the guidance programme depends upon the allocation of duties to the persons involved in this job in advance so that every person should have a clear idea what he is to perform. The allocation of these duties should be according to the abilities of the persons of workers.

- (4) Defining the Powers: The workers should be made aware of their powers just like their duties.
- (5) Defining the Relations: The relations of employees working in the guidance programme, whether full-time or part-time, must be defined clearly. Inspite of this, their relations should be defined in accordance with their guidance responsibilities with other employees.
- (6) Nature of Guidance Organization: It is proper to decide about the structure of school guidance service prior to its beginning, such as number of its employees, finance, size etc. he basis of its composition should be the objectives of the institute, financial resources and the number of students in the school etc.
- (7) Simplicity: The organization of school guidance service should not be of complicated nature. The framework of its structure should remain simple as far it is possible, because every person will start taking interest in such a simple framework of the organization.
- 6 Crow and Crow, in his book, has also suggested the following points to keep in mind before executing the plan of guidance programme:
  - (1) First of all it should be decided the number of persons to be involved in executing the guidance programme and the time required for the same.
  - (2) How much increase in the workers strength is required. Guidance and Counseling 74 Notes LOVELY PROFESSIONAL UNIVERSITY
  - (3) Is the building and the space are enough for conducting the various activities of guidance?
  - (4) Are the teachers and other employees available in the school capable of devoting expected time and energy in the guidance programme?
  - (5) Do the employees exhibit interest in the programme? If yes, to what extent?
  - (6) Which teachers are available to provide various proposed services?
  - (7) Do the parents, too show interest in the guidance related planned programme and will they cooperate in this programme?
  - (8) What is the viewpoint of schools and the society regarding the expansion of guidance services?
  - (9) In which experience areas the pupils are required to serve?
  - (10) Would the provision of finance in the school budget be possible?

- (11) To what extent other community agencies can be associated with the guidance programme?
- (12) How the pupils can be motivated to understand for themselves the value of the guidance programme?

#### 3.4.4.3 Personal Guidance:

Personal guidance covers personal psychological or emotional relationships which a person increases himself. Paterson has includes social, emotional and leisure time guidance in personal guidance. In fact, the problems regarding health, emotional adjustment, social adjustment and leisured and recreational problems are included in personal guidance for solution. Under social adjustment, an individual's economic problems are included. The aspects of the life's character and spiritual fields can also be included in the personal guidance. In other worlds, the problems which cannot be included in educational and vocational guidance, we can include them in personal guidance

- Nature of personal guidance: The nature of personal guidance can be understood by you, if you keep in mind that personal guidance does not exclude social life of the individual. The following are some initial nature of personal guidance.
  - It is concerned with social and temporal activities
  - It deals with health and physical activities.
  - It helps in costly use of leisure time & character building functions.
  - So, in personal guidance problems of individual and social health, emotional and social adjustments, economic and social relationships etc. have a significant place.

- 8 Need of personal guidance: Personal guidance refers to the help given to an individual towards a better adjustment in the development of attitudes and behaviors in all areas of life. The personal guidance is needed for the following reasons.
  - a) Required for personal adjustment.
  - b) Essential for developing individual competence avoiding the interpersonal tensions and conflicts.
  - c) Setting up a harmonious environment between family life and vocational life of an individual.
    - d) Taking decisions with regard to personal problems.
    - e) Bringing happiness, peace and satisfaction in the life of an individual.
- 9 Aims of Personal Guidance: The aims and objectives of personal guidance are:
  - To assist the individual in understanding himself/herself. To assist the individual involving the personal problems.
  - To assist the individual is talking independent decisions and judgment.
  - To assist the individual to view the world and the social environment in right perspective.
  - To assist the individual in making sound adjustments to different problems confronted in life.
- 10 Personal guidance is the assistance given to any individual to solve his emotional problems and to assist him to control his emotions. Controlled emotion is the most significant characteristic of a mentally healthy individual. An individual having control over his emotions when threatened with conflicts and frustrations is able to maintain a mental balance by working against stress.

- **3.4.4.4 Health Guidance**: Society has a special stake in the health and physical wellbeing of its students. A sound mind can only be possible in a sound body for which the students have to be guided in the knowledge and practice of good food habits and ways of improving their physique and physiognomy. The total health of the students should be the goal for which the following preventive and restorative measures should be adopted.
  - Objectives of HG:
  - To provide information that where to get proper treatment of any disorder or illness.
  - To provide adequate time table to follow, to be healthy in life.
  - To give education about good and healthy habits.
  - To help individuals, to encourage them to develop personal hygiene concept.
  - To create awareness about the healthy food habits, life-style, workouts, and so on, to be both physically and mentally healthy.
  - To educate people, about different types of diseases and also the ways to keep oneself healthy.
- ➤ Health guidance is the guidance which is given about the overall health care to an individual or group or individuals.
- The health guidance may be a cooperative effort of principal, doctors, counselor/psychologist, teachers, students and parents. They all work together to achieve the aim of health guidance.
- The concern of health guidance also pertains to give guidance in HIV and COVID-19 which is necessary for students to know with any delay.
- ➤ Health guidance plays a vital role to keep ourselves healthy and protective from different types of disorders.

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#### 3.4.4.5. Social Guidance:

Social guidance provides meaning to life by providing guidance at such place where it is needed the most. It can be given by educational institution, whereas informal guidance may be provided by family, religious institutions, media. Students in schools come from heterogeneous, linguistic and socio-economic backgrounds. There should be an arrangement to give adequate direction for their proper social adjustment.

- Needs to Social Guidance-
  - Adjust oneself in the society and attain maturity.
  - Develop healthy relations with peers and society members.
  - To understand the family and marital relations and related responsibilities.
  - Prepare oneself for livelihood.
  - Sensitive about gender issues and make people able to respect each other.
  - We need to adjust in a society where we have to follow some set of rules and to act accordingly.

# 3.4.5.1 Counselling:

Though the term guidance & counseling is used interchangeably, both the word have different meaning. We have discussed about guidance, now we will know about counseling. In everyday life, we find counseling goes on at numerous levels. In a 'family, parents counsel their children, doctors counsel patients, lawyers to clients and teachers to students'. There is no limitation to the problems or counselors in measures counseling.

Counseling is an interaction process which facilitates meaningful understanding of self and environment and result in the establishment and or clarification of goals and values for future behavior- Shertzer and Stone

Counseling is an accepting, trusting and safe relationship in which clients learn to discuss openly what worries and upsets them, to define precise behaviour goals, to acquire the essential social skills and to develop the courage and self confidence to implement desired new behavior. - Merle M. Ohlsen

Counseling is a process by which a troubled person (client) is helped to tell and behave in a more personally satisfying manner through interaction with an uninvolved person (counselor) who provides information and reactions which stimulate the client to develop behaviour which enable him to deal more effectively with himself and his environment.Edwin Lewis

If all the definitions are analyzed we can come to the following conclusions. TM

Counseling is a tow way process.

- It involves two individuals.
  - There are mutual relationships between the two individuals.
- It helps an individual's to gain self understanding self acceptance and self realization

## 3.4.5.2 Nature of Counseling:

- Individual and one to one helping relationship.
- Face to Face relationship.
- Confidential and private process personal meeting
- Rapport establishment between counselor and counselee is essential.
- The goal is to empower clients and create feminist consciousness.
- Counseling is a process in which the counselor and the clients involve themselves in a psychological process to solve problems.
- The counseling helps in recognizing one's potential and to use this potential in an effective way.
- The counseling is designed to help people make choices and solve problems.



# **3.4.5.2** Principles of Counseling:

Counseling is based on a number of principles. These principles are:

- 1. Counseling is a process. It is necessary for the counselor to understand that counseling is a process and a slow process. Failure to understand this will result in annoyance and disappointment.
- 2. Counseling is for all. Especially in the school situation counseling is meant for all the students and not only for those who are facing problems or other exceptional students. As we have already discussed in the school situation Counseling is more developmental and preventive than remedial in nature.
- 3. Counseling is based on certain fundamental assumptions every individual in this world is able of taking responsibilities for him/herself every individual has a right to select his/her own path, based on the principles of democracy.
- 4. Counselor does not deprive the right of self-choice but simply facilitates choice. The counselor should give due respect to the individual and accept him/her as he/she is.
- 5. Counseling is not advice giving
- 6. Counseling is not thinking for the client, but consideration with the client. Counseling is for enabling the client to do judicious thinking.
- 7. Counseling is not problem solving. The counselor simply assists the person to find resolution on his/her own.
- 8. Counseling is not interviewing but conversing with the client in order to help him/her develop self-understanding.
- 9. The counselor should determine individual differences and provide for them.
- 10. The counselor has to prepare the client to open to criticism including self-criticism.
- 11. The counselor acts as a facilitator or catalyst only. He creates an atmosphere which is permissive and non-threatening, through his warm and accepting relationship with the client which helps the client to explore himself/herself and understand himself/herself better.

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# > Stages in Counseling Process

Stage I: The first stage is the awareness of need for help. Most individuals go about their day-to-day lives without much awareness of their situation and they appear to be none the worse for it. Some individuals experience their problems either because of their severity or because someone close draws attention to the problems. Such individuals are potential clients.

Stage II: The second important stage in counseling consists of the development of relationship. This can be viewed as a bridge connecting the counsellee's personality with that of the counselor's, penetrating through the other defenses. The development of an emotionally warm and understanding relationship is the first step in the Counseling relationship. It is characterized by mutual liking, trust and respect. The counselor should be aware of the defense strategies likely to be exploited byg client.

Stage III: The third step in counseling is to aid the expression of feelings and clarification of problems. In psychoanalytic terminology this is similar to 'catharsis'. In a sense, it is a ventilation of feelings and the client experiences a feeling of relief consequent to the release of tension. There is an awareness of relief from emotional stress obtained through the communication of problems. A client may often obtain a certain amount of courage in trying this technique with other feelings as well. In this process, previously tied up emotions are released and can be used constructively.

Stage IV: The next stags emprises the exploration of deeper feelings. We have said in the preceding section that the client may mistake ventilation of feelings for resolution of feelings. It is necessary that the counselor should not be content with a superficial view of the client's feelings. If therapeutic help is the objective, the counselor must try to explore the deeper feelings and conflicting situations which have not only to be brought to the surface but also satisfactorily resolved without damaging the individual's personality. This step, therefore, involves analysis.

Stage V: The preceding stage logically leads to the next stage, comprising the integration process. A proper appreciation of the feelings and underlying polarities can help diffuse emotional tension and the counselor can help the client see each feeling in its proper perspective without either unduly exhibiting fear or withdrawal or showing lack of concern. This stage, therefore, consists of working in close harmony with the client with due understanding regard and sympathy for the client's innermost feelings.

Stage VII: A number of counselors and psychotherapists stress the importance of helping the client gain insight into himself as well as insight into the world around him. This term, 'insight', is usually used synonymously with awareness. Psychoanalytic therapy, for instance, aims at providing insight into one's conflicts, repressions and inhibitions and when once these are seen in their true perspective, they cease to be painful. London (1964) is not quite in favour of this view, namely, that symptoms disappear with self-knowledge, that is, when insight or awareness is obtained. He favors the behavioral approach which stresses the importance of action.

# 3.4.5.3 Types of Counselling:

Based on the nature of the counseling process and the role of the counselor, the following are the three types of counseling Directive Counseling Non-Directive Counseling Eclectic Counseling - WILLAMSON -CARL ROGERS -BORDIN

# 3.4.5.3.1 Directive Counseling: with Technology

- B. G. williamson is the chief exponent.
- The counsellor assumes the chief responsibility, of solving the problem.
- Counselor identifies, defines, diagnoses and provides a solution to the difficulty.
- Counselor conductor thinking by informing, explaining, interpreting and instructing.
- Counselor oriented.
- Emphasis is on the problem.

#### **Steps of Directive Counseling:** (Role of the Counselor) –

- i) Analysis collecting data from various sources to understand the client's problem.
- ii) Synthesis interpreting and organizing data to reveal students' assets, liabilities, adjustments etc.
- iii) Diagnosis identifying the nature and cause of the problem.
- iv) Prognosis predicting the future development of the problem.
- v) Counseling taking steps to bring about adjustment
- vi) Follow-up helping with recurrence or new patterns.

## **Merits of Directive Counseling –**

- a) Time saving and economical
- b) Gives happiness to the counselee as he gets a solution to his problem.
- c) Emphasis is on the intellectual rather than the emotional aspect.

## **Demerits of Directive Counseling -**

- a) kills the initiative -makes him helpless -
- b) Does not guide counselee to be efficient and confident
- c) Undemocratic
- d) Made dependent

# 3.4.5.3.2 Non-Directive Counseling (client-oriented/centered counseling): -

- I. Chief exponent Carl Rogers
- II. Counselee is allowed free expression
- III. Counselor only directs and guides
- IV. Counselor asks a few questions, so as to think about the solution of the problem
- V. Counselee takes active part, gains insight into the problem with the help of the counselor and arrives at the decision and action to be taken
- VI. Counselor's role is passive
- VII. Goal is independent and integration of the client rather than the solution
- VIII. Role of the counselor is to create an atmosphere in which the counselee can work out his own understanding
  - IX. Emotional aspect rather than the intellectual aspect is stressed
  - X. counseling relationship is the establishment of the warm, permissive and accepting climate which helps the client to express his self structure

# • Steps of Non- Directive Counseling:

- 1. Defining the problematic situation
- 2. Free expression of feeling
- 3. Development of insight
- 4. Classification of positive and negative feelings
- 5. Termination of counseling situation

#### Merits -freedom of the individual –

- a) Relieves tensions due to catharsis
- b) moves toward acceptance of himself
- c) moves toward acceptance of himself

#### • Demerits –

- i)Time consuming
- ii)wisdom and judgement of the client cannot be relied upon
- iii) All the problems cannot be sorted out through talking

# 3.4.5.3.3 Eclectic Counseling: -

- a) Chief exponent Bordin (Thorne)
- b) Counseling may be evaluated along a continuum from directive to non directive to directive
- c) Eclectic is a continuation and synthesis of directive and nondirective counseling
- d) Both counselor and counselee are active and cooperative
- e) Both do the talking in turn
- f) The problem is solved jointly
- g) The counselor studies the needs and personality of the client and then selects the technique (appropriate).
- h) Begins with directive but switches over to non-directive or vice versa as demanded by the situation.
  - ➤ Steps
    - 1. Initial interview -develops rapport and does structuring so that client understands what to expect from the counseling
    - 2. Tentative diagnosis and plan of counseling is formulated
    - 3. Gathers information about the client and the client needs to be helps to assimilate this information





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# 3.4.6 Approaches to counseling:

#### 3.4.6.1. Cognitive-Behavioural (Albert Ellis-REBT)-

Albert Ellis (1957, 1962) propounded that each of us hold a unique set of assumptions about ourselves and our world that serve to guide us through life and determine our reactions to the various situations we encounter. Rational Emotive Behavioural Therapy, or REBT for short, belongs to the **behavioural School of therapy** and is closely related to <u>CBT</u>. REBT is an active-directive therapy based on challenging faulty beliefs to resolve emotional and behavioural problems.REBT is a theory devised by **Albert Ellis**, an American psychologist, who in the 1950's founded the ABCD technique. Ellis believed that we can think **our way out of distress** 

Unfortunately, some people's assumptions are largely irrational, guiding them to act and react in ways that are inappropriate and that prejudice their chances of happiness and success. Albert Ellis calls these **basic irrational assumptions**.

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- According to Ellis, these are other **common irrational assumptions**:
- The idea that one should be minutely competent at everything.
- The concept is it catastrophic when articles are not the way you want them to be.
- The idea that people have no control upon their happiness.
- The idea that you necessity someone stronger than yourself to be dependent on.

Ellis believes that people rarely forcefully lay on to this illogical pathway of thinking, and therefore employs highly emotive method to help to them vigorously and forcefully change this irrational thinking.

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#### Features of the REBT:

REBT is based on the ABCD technique, named after the four stages that it involves:

- 1. Action (for example, you crash your car)
- 2. **B**elief (this leads you to believe that you are a bad driver)
- 3. Consequence (you stop driving because you fear you will have another accident)
- 4. **D**ispute (the counsellor disputes that you are a bad driver, and points out that most people have at least one accident in their driving career).
  - ➤ The goal of REBT therapy ABCD model is to help clients **replace** irrational thinking **with** rational thinking. Ellis believed that this technique could **help people think their way out of distress**, with the support of the therapist, whose role is to challenge their beliefs. Human difficulties may often be a product of irrational or magical thinking.

# 3.4.6.2 Humanistic approach of counseling:

One of humanistic psychology's early sources was the action of Carl Rogers, who was strongly affected by Otto Rank, who skint with Freud in the mid-1920s. Rogers' navel was to ensure that the developmental processes driven to healthier, if not more creative, personality functioning. The words 'actualizing tendency' was also invent by Rogers, and was a idea that eventually driven Abraham Maslow to study self-actualization as one of the impotents of humans. Rogers and Maslow initiated this positive, humanistic psychology in response to what they discussed as the overly pessimistic view of psychoanalysis. Counselling clients with a humanistic approach bargain them with an opportunity to pursue creativity, personal growth and self-development, as well as acknowledging a diversity of choices. The foundations of the humanistic approach provide the client with a deeper understanding of who they are, what they feel and the opportunity to explore the possibility of creating personal choices. It encourages self-awareness and self-realization.

- A humanistic approach provides a distinct method of counselling and focuses predominately on an individual's unique, personal potential to explore creativity, growth, love and psychological understanding.
- Humanistic theories include client-centered, gestalt, and existential therapies.. He believed that all therapists need to do is show their genuine care and interest. Gestalt therapists' work focuses more on what's going on in the moment versus what is being said in therapy.
- ➤ Humanistic counseling theories hold that people have within themselves all the resources they need to live healthy and functional lives, and that problems occur as a result of restricted or unavailable problem-solving resources.
- Humanistic counseling theories hold that people have within themselves all the resources they need to live healthy and functional lives, and that problems occur as a result of restricted or unavailable problem-solving resources. Humanistic counselors see their role not as one of directing clients in how to address their problems but, rather, as one of helping clients to discover and access within themselves the restricted resources they need to solve problems on their own. Some currently preferred humanistic counseling therapies include personcentered, existential, emotion-focused, Gestalt and positive psychology.

- The five basic principles of humanistic psychology are:
- i. Human beings, as human, supersede the sum of their parts. They cannot be reduced to components.
- ii. Human beings have their existence in a uniquely human context, as well as in a cosmic ecology.
- iii. Human beings are aware and are aware of being aware—i.e., they are conscious. Human consciousness always includes an awareness of oneself in the context of other people.
- iv. Human beings have the ability to make choices and therefore have responsibility.
- v. Human beings are intentional, aim at goals, are aware that they cause future events, and seek meaning, value, and creativity.

# 3.4.6.3 Person- centered counseling:

**Person-centered counselling** was developed by Carl Rogers in the 1940s. This type of counselling diverged from the traditional model of the therapist as expert and moved instead unto a nondirective, empathic approach that entitle and motivates the client in the therapeutic process. The therapy is founded on Rogers's belief that every human being strives for and has the capacity to accomplish his or her own potential. Person-centered therapy, also known as 'Rogerian therapy', has had a tremendous impact on the field of psychotherapy and many other disciplines.

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- Rogers strongly believed that in order for a client's condition to improve therapists should be warm, genuine and understanding. The starting point of the Rogerian approach to counseling and psychotherapy is greatest stated by Rogers himself:
- [ It is that the individual has within himself or herself vast resources for self-understanding, for altering his or her self-concept, attitudes and self-directed behavior and that these resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided.- (1980, p.115-117).]
  - Rogers regarded everyone as a "potentially competent individual" who could benefit greatly from his form of therapy. The purpose of Roger's humanistic therapy is to increase a person's feelings of self-worth, reduce the level of incongruence between the ideal and actual self, and help a person become more of a fully functioning person.

#### > Six factors:

Rogers identified six key factors that awake growth within an individual. He suggested that when these conditions are met, the person will gravitate toward a constructive fulfillment of potential. According to Rogerian theory, the six factors essential for growth are-

- 1. Therapist-Client Psychological Contact: This first condition simply states that a relationship between therapist and client must exist in order for the client to achieve positive personal change.
- 2. Client Incongruence or Vulnerability: A discrepancy between the client's self-image and actual experience leaves him or her vulnerable to fears and anxieties. The client is often unaware of the incongruence.
- 3. Therapist Congruence or Genuineness: The therapist should be self-aware, genuine, and congruent. This does not indicate that the therapist be a picture of repletion, but that he or she be true to him- or herself with the therapeutic relationship.
- 4. Therapist Unconditional Positive Regard (UPR): The clients' experiences, positive or negative, should be accepted by the therapist without any conditions or judgment.
- 5. Therapist Empathy: The therapist demonstrates empathic understanding of the clients' experiences and recognizes emotional experiences without getting emotionally involved.
- 6. Client Perception: To some degree, the client perceives the therapist's unconditional positive regard and empathic understanding. This is communicated through the words and behaviors of the therapist.

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#### **Core conditions:**

It is believed that the most important factor in successful therapy is the relational climate created by the therapist's attitude to their client. The therapist's attitude is defined by the three conditions focused on the therapist, which are often called the core conditions (3,4, and 5 of the six conditions):

- 1. Congruence: the willingness to transparently relate to clients without hiding behind a professional or personal facade.
- 2. Unconditional positive regard: the therapist offers an acceptance and prizing for their client for who he or she is without conveying disapproving feelings, actions or characteristics and demonstrating a assent to attentively obey without interruption, judgment or giving advice.
- 3. Empathy: the therapist communicates their desire to understand and appreciate their client's perspective.

# 3.4.7 Theories of Counselling:

## 3.4.7.1 Behaviouristic-

As the name expose, this approach navel on behavior - changing unwanted behaviors by rewards, reinforcements, and desensitization. This therapy is founded on the belief that behavior is learnt in reacron to past experience and can be unlearnt, or reconditioned, without analyzing the past to find the reason for the behavior. It works well for compulsive and obsessive behavior, fears, phobias and addictions. Someone whose fear of germs leads to excessive washing, for example, may be trained to relax and not wash his/her hands after touching a public doorknob. Burrhus Frederic Behavioral therapy often involves the cooperation of others, especially family and close friends, to reinforce a desired behavior.

- ➤ Key Concepts: Focus is on overt behavior, precision in specifying goals of treatment, development of specific treatment plans, and objective evaluation of therapy outcomes. Therapy is risen on the principles of learning theory. Normal behavior is learned through reinforcement and imitation. Abnormal behavior is the result of faulty learning. This approach stresses present behavior.
- Role of the Counselor: Roles of the behavioral counselor are varies and include being a consultant, a reinforce, and a facilitator. The counselor is active and may supervise other people in the client's environment to achieve the goals of therapy. Counselors using social learning may pattern the desired behavior, while respondent and operant conditioning counselors are more than directive and prescriptive in their approach to the therapy goals.

- Goals of Therapy: Generally, to eliminate maladaptive behaviors and learn more effective behaviors. To focus on factors influencing behavior and find what can be done about problematic behavior. Clients have an active importance in setting treatment goals and evaluating how well which goals are being met.
- Techniques of Therapy: The main techniques are systematic desensitization, relaxation methods, flooding, eye movement and desensitization reprocessing, reinforcement techniques, modeling, cognitive restructuring, assertion and social skills training, self-management programs, behavioral rehearsal, coaching, and various multimodal therapy techniques. Diagnosis or assessment is done at the outset not why). Contracts and homework assignments are also typically used.
- Applications: A pragmatic approach based on empirical validation of results. Enjoys wide applicability to individual, group, marital and family counseling. Some issue to which the approach is well suited is phobic disorders, depression, sexual disorders, children's behavioral disorders, stuttering, and prohibition of cardiovascular illness. Beyond clinical practice, its principles are applied in fields such as pediatrics, stress management, behavioral medicine, education, and geriatrics.
- Multiculturalism: Its focus on behavior, rather than on feelings, is compatible with many cultures. Strengths cover a collaborative relationship between counselor and client in working unto mutually agreed-on goals, continual assessment to determine if the methods are suited to clients' unique situation, assisting clients in learning practical skills, an educational focus, and stress on self-management strategies. Counselors need to help clients assess the suitable consequences of making behavioral changes. Family members may not standard clients newly acquired assertive mode, so clients must be taught how to cope with resistance by others.
- Contributions: Emphasis is on assessment and evaluation techniques, thus providing a basis for accountable practice. Especial problems are identified, and clients are nursed informed about progress toward their aims. The approach has dsiplayed effectiveness in many areas of human functioning. The roles of the therapist as reinforce, model, teacher, and consultant are explicit. The approach has suffer extensive expansion, and research literature dissipate. No longer is it a mechanistic approach, for it now makes room for cognitive factors and encourages self-directed
- Limitations: Major criticisms are that it may change behavior but not feelings; That it ignores the relational factors in therapy; that it does not provide insight; Many of these assertions are based on misconceptions, and behavior therapists have addressed these charges. A basic limitation is that behavior change cannot always be objectively assessed because of the difficulty in controlling environmental variables.

## 3.4.7.2 Rational Theory of Counselling:

Rational emotive behaviour therapy ('REBT') views human beings as responsibly hedonistic in the sense that they strive to remain subsistent and to achieve some dimension of happiness. However, it also holds that humans are prone to adopting irrational beliefs and behaviours which stand in the way of their achieving their goals and purposes. Once and again, these irrational attitudes or philosophies take the form of absolute or dogmatic musts, should, or oughts; they contradict with rational and flexible desires, wishes, preferences and wants. The appearance of extreme philosophies can make all the various between healthy negative emotions (such as sadness or regret or concern) and unhealthy negative emotions (such as depression or guilt or anxiety). It is sad that it has happened, but it is not awful, and I can continue to function. Another's might take the form: This absolutely should not have happened, and it is horrific that it did. These circumstances are now insufferable, and I cannot continue to function. The first person's answer is apt to lead to flatness, while the second person may be well on their way to depression. Most importantly of all, REBT sustain that individuals have it within their power to transfer their beliefs and philosophies profoundly, and thereby to change radically their state of psychological health.

REBT employs the 'ABC framework' — depicted in the figure below — to clarify the relationship between activating events (A); our beliefs about them (B); and the cognitive, emotional or behavioral consequences of our beliefs (C). The ABC model is further used in few renditions of cognitive therapy or cognitive behavioral therapy, whither it is also applied to cleanse the role of mental activities or predispositions in mediating between experiences and emotional responses.

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- The figure below shows how the framework distinguishes between the effects of rational beliefs about negative events, which give rise to healthy negative emotions, and the outcome of irrational beliefs about negative case, which lead to unhealthy negative emotions.
- In addition to the ABC framework, REBT also employs three primary insights:
- a) While external events are of undoubted influence, psychological disturbance is largely a matter of personal choice in the sense that individuals consciously or unconsciously select both rational taith and irrational beliefs at (B) when negative events come at (A)
- b) Past history and present life conditions strongly affect the person, but they do not, in and of themselves, agitate the person; rather, it is the individual's answer which disturb them, and it is again a occurrence of individual choice whether to maintain the philosophies at (B) which cause disturbance.
- c) Modifying the philosophies at (B) requires persistence and hard work, but it can be done.

Therapeutic Approach of Rational Emotive Behaviour Therapy

The main purpose of REBT is to help clients to replace absolutist philosophies, full of 'musts' and 'should', with more flexible ones; part of this includes learning to accept that all human beings (including themselves) are fallible and learning to increase their tolerance for frustration while aiming to achieve their aims. Although strengthen the same 'core situation' as person-centered counselling — namely, empathy, unconditional positive regard, and counsellor genuineness — in the counselling relationship, REBT views these conditions as neither necessary nor sufficient for therapeutic change to befall.

- The basic process of variation which REBT attempts to nourish begins with the client acknowledging the existence of a problem and identifying any 'meta-disturbances' about that problem (problems about the problem and such as feeling guilty about being depressed). The client then recognizes the underlying baseless belief which caused the original problem and occurs to understand both why it is irrational and why a rational alternative would be preferable. The client challenges their irrational belief and employs a variety of cognitive, behavioural, emotive and imagery techniques to strengthen their judgment in a rational alternative.
- Criticisms of Rational Emotive Behaviour Therapy

As one leading propounded of REBT has indicated, REBT is simple to practise poorly, and it is from this that one early criticism suggests itself from the perspective of anybody who takes a philosophical approach to life any way: inelegant REBT could be deeply irritating! The kind of conceptual altercate favored by REBT could effortlessly meander off track into minutiae relatively far dispelled from the client's central care, and the mental gymnastics required to keep client and therapist on the same way could easily eat up time better overpast on more productive activities.

## 3.4.7.3 Emotive Theory of Counselling:

As suggested by the continuity above, rational emotive behavior therapy (REBT) differed from the other mainstream therapies of its day, capitally in the importance it placed on discussing and accommodate how clients think (Jorn, 2016). It may sound obvious today, but Ellis' idea that the way we think has a significant impact on the way we feel was not a popularly held belief before he establish his form of therapy. Not only does REBT rest on the belief that the way we think influences our emotions and behavior, it attempts to help clients change the way they think to alleviate negative symptoms and enhance their quality of life (Albert Ellis Institute, 2014). [People are not disturbed by things but rather by their view of things. – Albert Ellis]

- As this quote from Ellis shows, Rational Emotive Behavior Therapy assumes that many people with emotional or behavioral problems struggle due to the way they perceive their experiences rather than simply the experiences themselves. REBT aims to facilitate change in core beliefs and thought patterns that will clients more effectively deal with their problems and improve their ability to function and feel in a healthy way (Good Therapy, 2015).
- REBT also differs from other early forms of therapy in its focus on the present; in fact, according to Ellis, a common irrational belief is that our past has a significant influence on our present life (McLeod, 2015)! While our past does, of course, shape who we are today, it is an irrational belief if you feel you cannot escape your past.
- The goal of Rational Emotive Behavior Therapy is best summarized as "disputing" challenging and questioning our irrational and dysfunctional beliefs and replacing them with more sensible and functional beliefs. The result is not just changes in a few thought patterns or reducing some problematic symptoms, but a new perspective on life (Albert Ellis Institute, 2014).

#### > The ABCDE Model of Emotional Disturbance

Ellis hypothesized that irrational beliefs are the result of a person's goals or desires being inhibited or blocked. When we don't get or accomplish what we wanted to, we may develop irrational beliefs about ourselves or the worlds that help explain what happened.

Using this scenario as an example, this is how the <u>ABCDE model</u> can explain the development (and the solution) of such problems:

#### A – Activating Event / Adversity

An activating event or adversity is something that triggers you to form an irrational belief, such as being turned down for the position. It is the first step in developing an irrational thought because the irrational thought is formed to help you deal with the event.

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#### **B** – Irrational Belief

The "B" stands for the irrational belief that is formed in response to the activating event. This is a belief that you use to cope with the event, such as "I'm a loser, I'm useless, and I wouldn't be able to do the job anyway." While this is, of course, an incredibly hurtful thought, it can still be more comforting than having no idea why you didn't get the job. Irrational beliefs are surprisingly easy to develop.

#### C – Emotional and Behavioral Consequences

The third component is the consequences of this irrational belief. Irrational beliefs always have result, sometimes emotional, sometimes behavior, and sometimes both. In this event the consequences may be that you lose your self-confidence or repeatedly feel sad (emotional) and stop applying to any jobs (behavioral).

#### **D** – **Disputes or Arguments**

At some point, you may realize that you have an irrational belief that is causing you problems. You notice your loss of self-confidence and negative thoughts about yourself and begin to argue against your irrational belief. If you're working with a therapist, the therapist may help guide you in developing arguments against the belief and help you come up with evidence to the contrary, such as "I have an amazing spouse. My spouse wouldn't be with a 'loser' so I must not be a loser."

#### E - New Effect

(McLeod, 2015).

When you have successfully countered the irrational belief, you will notice new (hopefully more positive!) consequences or effects. In our scenario, these effects might be increased confidence, applying to more jobs, and feeling good about your abilities. These effects are the positive outcomes of holding more rational thoughts, like "I just wasn't a good fit for that job, but I'll find another" or "Maybe the hiring manager really didn't like me, but that's her loss"

The ABCDE model can be extremely helpful in tracing the development of irrational thought and providing a high-level outline of how to challenge and replace it.

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## **3.4.7.4** Reality theory of Counselling:

Reality therapy is an approach to psychotherapy and counseling. Manifested by William Glasser in the 1960s, RT differs from conventional psychiatry, psychoanalysis and medical model schools of psychotherapy in that it navel on what Glasser calls psychiatry's "3Rs realism, responsibility, and right-and-wrong," rather than symptoms of mental disorders. Reality counselling maintains that the individual is suffering from a 'socially universal human condition' rather than a mental illness. It is in the unsuccessful gainings of basic needs that a person's behavior footstep away from the norm. Since fulfilling fundamental needs is part of a person's present life, reality therapy does not concern itself with a client's past. Neither does this type of therapy trade with unconscious mental processes. In these manner reality therapy is very different from other forms of psychotherapy.

- ➤ William Glasser. . . it is what you choose to do in a relationship, not what others choose to do, that is the heart of reality therapy.
- ➤ Basic Principles there are several basic principles of reality therapy that must be fruitful to make this method most successful.
- Focus on the now and avoid discussing the past because all human problems are concerning by unsatisfying present relationships.
- Avoid discussing symptoms and complaints as much as feasible since these are often the ineffective ways that clients choose to extent with (and hold on to) unsatisfying relationships.
- Understand the idea of total behavior, which behalf focus on what clients, can do, directly act, and think. Consume less time on what they cannot do directly such as changing their thinking and physiology.
- •Eliminate criticizing, blaming and/or complaining and help clients do the same. By doing this, they knowing to avoid these extremely harmful external monitoring behaviors that kill relationships.
- •Teach clients that lawful or not, excuses stand directly in the manner of their capability to make needed connections.

## > Basic Needs and Feelings

- Similar concept as Maslow's 'hierarchy of needs' (Survival, Love/Belonging, Power, Freedom, & Fun)—Different in that only Survival & Love/Belonging are in both sets—Choice Theory needs are NOT in a hierarchy.
- Rather they are similar to the legs of a chair -if all legs are balanced, the chair functions better
- Glasser believes that we are genetically programmed to content all five basic needs
- Negotiation is necessary to balance the needs of both parties of a relationship
- One side may need more of one need than the other need.



- ➤ CTRT assert that people are able to change when they become comfortable with behaviors that are consistent with their Individual will. Intervention begins when members' forge relationships with the therapeutic expert, who creates cohesion between the rest of the group. Next, a procedure founded on WDEP is used to convey out effective sessions. WDEP refers to:
  - W = Wants, Needs and Perceptions
  - D = Direction and Doing
  - E = Self Evaluation
  - P = Planning and Commitment.

The following sections outline the philosophy, objectives and activities of the CTRT Group Counseling module that was used in ten group counseling sessions with adolescent populations. Overall validity and reliability coefficients are also provided.

- ➤ Eight Steps—
- i. Build a good relationship
- ii. Examine the current behavior
- iii. Evaluate behavior-helpful or not?
- iv. Brainstorm alternatives
- v. Commit to new plan
- vi. Evaluate results-no punish/excuses-
- vii. Accept logical & natural consequences
- viii. Don't get discouraged Technology
- ➤ Therapy process—Five helpful question
- a) What are you doing?
- b) Is it helping you get what you want?
- c) If not, what might be some other things you could try?
- d) Which idea would you like to try first?
- e) When would you like to start?

## J 0 9 1 4 Paper-II

- 1. Psychology's major contribution to education lies in
  - (A) Defining the goals for which teacher should strive.
  - (B) Identifying potentially successful methods and procedures for teaching.
  - (C) Providing scientific foundation for the art of teaching.
  - (D) Comparing the relative effectiveness of various teaching procedures.
- 2. The determinants of individual differences in human being relate to
- (A) Differences in their environment only.
- (B) Differences in their heredity only.
- (C) Differences in their heredity and environment.
- (D) An interaction between factors of heredity and factors of environment.
- 3. Which of the following characteristics is not true of divergent thinking?
  - (A) Flexibility of ideas
  - (B) Novelty of ideas
  - (C) Correctness of ideas
  - (D) Fluency of ideas
- 4. Research has constantly demonstrated that the best single index for readiness for a given academic task is
  - (A) The IQ (Intelligence Quotient)
  - (B) The AQ (Achievement Quotient)
  - (C) The EQ (Emotional Quotient)
  - (D) The MA (Mental Age)
- 5. Which of the following is the correct sequence of motivational set?
- (A) Goal directed behaviour, attainment of goal, drive, satisfaction
- (B) Drive, goal directed behaviour, attainment of goal, satisfaction
- (C) Drive, satisfaction, attainment of goal, goal directed behavior
- (D) None of the above.
- 6. The basic reason why meaningful material is learned rapidly is that
  - (A) the learner is less likely to be bored
  - (B) it is related to previous experience of the learner
  - (C) it has continuity and meaning inherent in itself
  - (D) it permits more effective transfer

- 7. Assertion (A): Training obtained in one situation A can be transferred to another situation Reason (R): It is because the two situation A and B are meaningful. Codes:
- (A) The Assertion (A) is true.
- (B) The Reason (R) is true.
- (C) Both the Assertion (A) and Reason (R) are true.
- (D) The Assertion (A) is true but Reason (R) is not true.
- 8. A problem child is one who has
  - (A) An unsolved problem
  - (B) A poor heredity
  - (C) Poor home environment
  - (D) An over protective parent
- 9. Latent learning is a concept enunciated by
  - (A) Hull
  - (B) Piaget
  - (C) Tolman
  - (D) Skinner
- 10. Punishment is a
  - (A) Negative reinforce
  - (B) Positive reinforce
  - (C) Not a reinforcer at all
  - (D) None of the above
- 11. Assertion (A): Sometimes the school children becomes mischievous, explosive, rebellious or apathetic.

Reason (R): It is because of the inappropriateness of work assigned or demands made.

#### Codes:

- (A) Only Assertion (A) is true.
- (B) Only the Reason (R) is true.
- (C) The Assertion (A) is true but the Reason (R) is false.
- (D) Both the Assertion (A) and Reason (R) are true.
- 21. In the final analysis, the key to motivation in the classroom is
- (A) The interest inherent in the subject matter.
- (B) The teacher's personality and his/her communication skills.
- (C) The emotional climate of the classroom.
- (D) The suitability of the curricular experiences.

- 22. What is Rorschach's projective test designed to measure?
  - (A) Unconscious intentions
  - (B) Dreams
  - (C) Conscious desires
  - (D) All of the above
- 23. The concept of 'Arche type' was given by
  - (A) Freud
  - (B) Arieti
  - (C) Wallas
  - (D) Jung
- 24. The theory of Level I and Level II intelligence was propounded by
  - (A) Jenson
  - (B) Guilford
  - (C) Cattel
  - (D) Eysenck



SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	21.	С	Nil
2.	22.	D	3.1.2
3.	23.	С	3.2.5
4.	24.	D	3.1.1
5.	25.	В	3.1.4
6.	26.	В	3.1.3
7.	27.	D	3.3.1
9.	29.	С	3.3.1
10.	31.	С	3.3.1
11.	32.	D	3.3.2
12.	33.	В	3.3.1
13.	34.	A	3.1.3
14.	35.	D	3.1.3
15.	36.	С	3.2.1

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- 1. Which of the following best describes the process of growth and development?
  - (A) It is entirely physical and physiological.
  - (B) It is pre determined by heredity.
  - (C) All of its aspects are highly inter-related.
  - (D) It is essentially an individual phenomenon, different from person to person.
- 2. Structure of Intellect (SI model) is evolved by
  - (A) Thurstone
  - (B) Guilford
  - (C) Spearman
  - (D) Gardner
- 3. An intelligent child is advocated by
  - A) Creative and divergent thinking
  - B) Critical and convergent thinking
  - C) Critical, creative and convergent thinking
  - D) All of the above
- 4. Constructivist learning is advocated by
  - (A) Jean Piaget
  - (B) Leu Vygotsky
  - (C) B.F. Skinner
  - (D) Kohler
- 5. Eysenck measured personality based on
  - A) Type and Traits
  - B) Type only
  - C) Traits only
  - D) None of the above
- 6. 'Humanist Theory' of personality is advocated by
  - A) McDougal
  - B) Maslow
  - C) Rogers
  - D) Guilford

7. Match the following in List-I with that of List-II in the correct order:

List-I

List-II

- a) Frud
- i) Directive counseling
- b) Williamson ii) Free Association
  - iii) Free wheeling
- c) Rogers d) Gordon
- iv) Non-directive counseling
- v) Eclectic counseling

(d)

(v)

(iv)

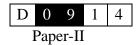
Codes:

- (a)
- (b)
- (c)
- (A)

(D)

- (i) (ii)
- (iii) (i)
- (iv) (v)
- (B) (C)
  - (ii) (iii)
- (i) (ii)
- (iv) (iii) (ii) (v)
- 8. When working with children with disabilities it is important for the counselor to enhance school based services by doing some the counselor is taking on the role of
  - A) Investigator
  - B) Collaborator
  - C) Psychologist
  - D) Coordinator
- 9. The psychotherapeutic method of guidance involves in:
  - A) Emphasizes the use of the cumulative record
  - B) Supports the giving of advice to the counselee
  - C) Places confidence in the pupils ability to solve his/her own problems
  - D) Is the destructive method of counseling pupils
- 10. In counseling with pupil, a teacher should
  - A. Plan to do most of the talking
  - B. Establish rapport with the pupil
  - C. Refrain from giving him information
  - D. Assume responsibility for solving his problems.

SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	9.	С	3.1.1
2.	10.	В	3.2.1
3.	11.	В	3.2.1
4.	12.	В	3.3.1
5.	13.	A	3.1.3
6.	14.	В	3.1.3
7.	15.	С	3.1.3
8.	16.	В	3.4.2
9	17	С	3.4.1
10	18	В	3.4.2



- 1. Which of the following is the most appropriate term to describe the content of Educational Psychology?
  - (A) Determinable
- (B) Fluid
- (C) Causal
- (D) Transparent
- 2. The relation between Education and Psychology is best understood on the basis of
  - (A) Interdependence (B) Independence
  - (C) Interaction
- (D) Dependence
- 3. One of the most significant implications of individual differences for organizing educational programmes lies is using
  - A) Teacher centric approach
  - B) Content centered approach
  - C) Examination centered approach
  - D) Learner centric approach
- 4. While measuring intelligence which tests assume that upto a certain chronological age intelligence reaches a peak?
- (A) Verbal and non verbal tests
- (B) Emotional and social intelligence tests
- (C) Spiritual and ethical intelligence tests
- (D) Social and emotional intelligence tests
- 5. A student of class XII aspires to get 'A' in his school final examination. Which of the following will best explain his/her motivation?
  - (A) Need for affiliation
- (B) Need for self esteem
- (C) Need for actualization
- (D) Need for achievement
- 6. Which of the following learning theories is intimately related to Thorndike's law of effect?
  - (A) Guthrie's contiguity theory
- (B) Pavlov's reflex conditioning
- (C) Skinner's operant conditioning
- (D) Kohler's Gestalt theory
- 7. Which learning theory lays stress on emergent synthesis?
  - (A) Tolman's sign gestalt
- (B) Lewin's field theory
- (C) Mowrer's two factor theory
- (D) Hull's need reduction theory

- 8. Defence mechanisms are used by the
  - (A) Ego of a person knowingly
- (B) Superego of a person knowingly
- (C) Id of a person unknowingly
- (D) Ego of a person unknowingly
- 9. A student who fails in an examination, makes a complaint that the examiner was strict. He/she is using a defence mechanism of
  - (A) Sublimation
- (B) Regression
- (C) Rationalization
- (D) Reaction formation
- 10. Which one of the following statements best describes the mental health of a teacher?
  - (A) A teacher handles student problems without creating fuss.
  - (B) A teacher deals with students in a friendly manner.
  - (C) A teacher controls his/her emotions in the class.
  - (D) A teacher persuades his/her students to follow the rules.
- 11. Synectics is the method for dealing with
  - (A) Gifted children
- (B) Cognitively impaired children
- (C) Backward children
- (D) Creative children
- 12. In which of the following, the principle of differential reinforcement is used?

  - (A) Discrimination (B) Generalizations
  - (C) Shaping
- (D) Associate conditioning
- 13. Which schedule of reinforcement in operant conditioning is likely to produce steadiness in acquired behavior?
  - (A) Continuous schedule of reinforcement
  - (B) Fixed interval schedule of reinforcement
  - (C) Variable interval schedule
  - (D) Variable ratio schedule of reinforcement
- 34. A student suffering from depression and sadness can be classified as
  - (A) Sanguine type
- (B) Phlegmatic
- (C) Choleric
- (D) Melancholic

- 35. By arranging following concepts of intelligence in the order in which they appeared, select the correct code:
  - I. Academic intelligence
  - II. Emotional intelligence
- III. Spiritual intelligence
- IV. Ethical intelligence

#### Code:

- A) IV, I, II, III
- B) I, III, IV, II
- C) I, II, III, IV
- D) IV, III, IV, II
- 36. The progress of a nation mostly depends on the
  - (A) Means of production in a country
  - (B) Natural resources in a country
  - (C) Enhancement of output through use of proven techniques
  - (D) The government's effort in a country



SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	21.	В	NIL
2.	22.	С	NIL
3.	23.	D	NIL
4.	24.	A	3.2.1
5.	25.	D	3.3.1
6.	26.	С	3.3.1
7.	27.	В	3.3.1
8.	28.	D	3.1.3
9.	29.	C	3.1.4
10.	30.	A	3.1.4
11.	31.	D	3.2.5
12.	32.	С	3.3.1
13.	33.	D	3.3.1
14.	34.	D	3.1.4
15.	35.	C	3.2.1
16.	36.	C with recimor	3.3.2



- 1. In differentiating growth from development which one of the following is not the basis?
  - (A) Physical
- (C) Quantitative
- (B) Qualitative
- (D) Emotional
- 2. Identify the correct statement:
  - A) Concept formation precedes logical reasoning
  - B) Language development precedes concept formation
  - C) Logical reasoning comes before language development
  - D) Emotional development comes before concept formation
- 3. Individual differences will be more relevant in which of the following contexts:
  - A) Designing a teaching learning system
  - B) Assessing student's performances
  - C) Developing a remedial programme
  - D) Conducting a diagnosis
- 4. According to Jean Piaget the formal operation stage is during the
  - (A) Infancy
- (B) Childhood
- (C) Adolescence
- (D) Adulthood
- 5. In schools, physical education programmes should be conceived primarily as
- (A) a means for satisfying the physical needs of children
- (B) a series of planned developmental experiences
- (C) a means of improving pupils health
- (D) a relaxation from academic strain
- 6. Gestalt psychologists explain transfer of learning in terms of
  - (A) Generalization
- (B) Identical elements
- (C) Foresights
- (D) transposition
- 7. What is not a factor for influencing learning?
  - (A) Maturation
- (B) Motivation
- (C) Teacher

(D) Friendship

- 8. In Gagne's hierarchy, the assumption is that
  - A) lower order learning runs parallel with other learning
  - B) lower order learning occurs before higher order learning
  - C) higher order learning goes together with other learning
  - D) lower and higher order learning are not related
- 9. The stage of manifest inactivity in creative thinking process is called
  - (a) Inspirations
- (b) Incubation
- (c) Generalization
- (d) Preparation
- 10. In Advance organizer model, what is the focus?
  - (A) Development of creative thinking
  - (B) Development of critical thinking
  - (C) Intellectual scaffolding
  - (D) Information processing
- 11. In the study of personality which sequence is most appropriate:
- (A) Personality type, Personality trait, Psychoanalytic
- (B) Personality trait, Personality type, Psychoanalytic
- (C) Psychoanalytic, Personality type, Personality trait
- (D) Psychoanalytic, Personality trait, Personality type
- 12. Which one of the following statements appropriately describes personality?
- (A) Personality is a physiological concept n Technology
- (B) Personality is a molecular concept
- (C) Personality is a dynamic concept
- (D) Personality is a popular concept
- 13. Which of the following trait can be measured effectively through projective techniques of personality?
  - (A) Extraversion-Introversion
- (B) Conscientious
- (C) Mental Inhibitions
- (D) Balanced approach
- 14. A student shows excessive concern for cleanliness in family. This can be best explained as an example of
  - (A) Regression
- (B) Repression
- (C) Sublimation
- (D) Reaction formation
- 15.In Indian system, the process of adjustment can be described best by
  - (A) Stress management
- (B) Stress reduction
- (C) State of equilibrium
- (D) State of anxiety

- 16. For organizing eclectic counselling which of the following is most important:
  - 2. Study of needs and personality characteristics
  - 3. Selection of techniques
  - 4. Preparation for counselling
  - 5. Seeking the opinion of the client and other related people
- 17. The kinds of services required for organizing a school guidance programme are :
  - (A) Personal, professional, placement, follow-up
  - (B) Information, testing, counselling, follow-up
  - (C) Information, guidance, counselling, follow-up
  - (D) Information, testing, counselling, placement
- 18. Which of the following will not be acceptable as a rationale of group guidance?
  - (A) Acquainting the client group about their assumptions and beliefs
  - (B) Developing interpersonal relations
  - (C) Promoting a democratic climate during guidance
  - (D) Encouraging mental understanding and co-operation
- 19. Which one from the following list is considered central service in guidance programme?
  - (A) Information service
- (C) Placement service
- (B) Self-inventory service
- (D) Counselling service
- 20. Non-directive counselling is mainly meant for

  - (A) Analysis of client data (B) diagnosis of relevant factor
  - (C) Emotional release (D) placement service

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SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	11	D	3.1.1
2.	12	A	3.2.3
3.	13	С	NIL
4.	14	С	3.1.2
5.	15	В	3.1.1
6.	16	D	3.3.1
7.	17	D	3.3.1
8.	18	В	3.3.1
9.	19	В	3.2.5
10.	20	С	3.2.5
11.	21	В	3.3.1
12.	22	С	3.1.3
13.	23	С	3.1.3
14.	24	D	3.1.3.
15.	25	С	3.1.4
16.	26	A	3.1.4
17.	27	В	3.4.2
18.	28	В	3.4.1
19.	29	D	3.4.1
20	30	С	3.4.1
21.	31.	В	3.4.2



- 1. In the context of social development which of the following stages is characterized by 'Intense self Awareness'?
  - (1) Infancy
- (2) Childhood
- (3) Adolescence
- (4) Adulthood
- 2. Which of the following is the characteristic feature of the emotional development during adolescence?
  - (1) Jealously towards brothers / sisters in the family and peers in the school
  - (2) Conflicts in motivations.
  - (3) Showing curiosity towards environmental object.
  - (4) Tendency to evince worries in respect of school or personal related matters.
- 3. Which of the following subordinate laws of learning developed by Thorndike is related to classical conditioning of Pavlov?
  - (1) Multiple response
  - (2) Prepotency of elements
  - (3) Associative shifting
  - (4) Response by analogy
- 4. Match the two sets by selecting the correct code:

Set-I

(Types of Conditioning)

- (a) Forward conditioning
- (b) Simultaneous conditioning same
- (c) Trace conditioning
- (d) Backward conditioning

Set-II

(Temporal relations between CS and US)

- (i) US precedes CS
- (ii) CS and US commence and terminate at the time.
- (iii) CS precedes US
- (iv) US is presented after the termination of CS
- (v) US is presented with delay

Codes:

- (a) (b) (c) (d)
- (1) (i) (ii) (iii) (iv)
- (2) (ii) (iii) (i) (iv) (3) (ii) (i) (iv) (v)
- (4) (iii) (ii) (iv) (i)

4. In the following two sets, Set-I gives the stages of cognitive development as given by Piaget and Set-II provides the important features which denote the cognitive growth. Match the two by selecting the correct code:

Set-I

Set-II

(Stage of cognitive development)

(Main features of cognitive growth)

- (a) Sensory motor stage
- (i) Ability to comprehend reversibility
- (b) Preoperational stage
- (ii) Hypothesis making and hypothesis testing
- (c) Concrete operational stage
- (iii) Object permanence
- (d) Formal operational stage (iv) Transductive reasoning
  - (v) Critical thinking

Codes:

- (a) (b) (c) (d) (1) (i) (ii) (iii) (v)
- (2) (iii) (iv) (i) (ii)
- (3) (ii) (iii) (i) (v)
- (4) (v) (iv) (iii) (ii)
- 5. In which of the following operant conditioning procedures the training arrangement insists the presence of a cue and making of a response to get negatively reinforced?
  - (1) Escape training
- (2) Punishment training
- (3) Omission training (4) Active avoidance training
- 6. Which of the following list reflects the basis for Tolman's sign gestalt learning? Select from the code:
- (i) Experiments on maze learning
- (ii) Place learning experiment
- (iii) Reward expectancy experiment
- (iv) Habit family hierarchy
- (v) Latent learning experiment

Code0:

- (1) (ii), (iv) and (v)
- (2) (i), (ii) and (iii)
- (3) (ii), (iii) and (v)
- (4) (ii), (iii) and (iv)

- 7. In which of the following teaching-learning presentations, shaping of a response is called for?
  - (1) Lecturing with examples
  - (2) Discussions with buzz sessions
  - (3) Programmed learning with individualization
  - (4) PowerPoint presentation with a scope for interaction
- 8. In Skinner's view secondary reinforces are derived when associated with
  - (1) Neutral stimulus
- (2) Positive stimulus
- (3) Negative stimulus (4) Either positive or negative stimulus
- 9. Match the two sets and choose the correct answer from the code given:

Set-I

Set-II

(Theory of personality advocated by)

(The main concept stressed)

- (a) Psychoanalytic theory of Freud environment and inheritance
- (i) Traits of personality are influenced by both
- (b) Psychological types of Jung
- (ii) Traits of personality are indicative of a

neuro-

psychic structure expressed through modes of

behavior

- (c) Allport's theory of personal disposition
- (iii) Traits represent two extreme points on a

scale

Text wit rather than two types

(d) Cattel's theory of surface and source traits (iv) Traits are expressive of a life style (v) Personality traits represent a cathexix of either 'life urge' or 'death urge'.

#### Codes:

- (a) (b)
  - (c) (d)
- (1) (i)
- (ii) (iii)
- (2) (ii) (iv)
- (iii) (v)
- (v) (iv) (iii) (i)
- (3) (4) (v)
- (iii)
- - (ii) (i)

(iv)

- 10. Brainstorming procedures are helpful specially for which category of children?
  - (1) Gifted children
- (2) Backward children
- (3) Creative children (4) Mentally retarded children
- 11. Which set of statements best describes the process of adjustment in the context of education? Select the code for giving your answer:
  - i) Adjustment is the outcome of the individual's efforts to deal with stress.
  - ii) Adjustment is directed at changing others.
  - For defining adjustment the reciprocal influence between a person and his/her social group has to be emphasized.
  - iv) Adjustment is a continuous process of satisfying one's needs.
  - v) Adjustment is a kind of mentoring.
  - vi) In adjustment both individual and his/her environment undergo a change.
    - (1) (i), (iii), (iv) and (vi)
    - (2) (i), (ii), (iii) and (iv)
    - (3) (ii), (iii), (iv) and (v)
    - (4) (iii), (iv), (v) and (vi)



12. Match the two sets, Set-I theories of intelligence and Set-II the special emphasis given in explaining and measuring intelligence. Choose the correct code for indicating your answer:

Set-I

(Theory of Intelligence)

Set-II

(Special emphasis given)

- (a) Guilford's structure of intellect theory
- (i) Associative thinking and self-

- motivation
- (b) Vernon's hierarchical structure theory
- (ii) Capacity to transcend
- (c) Gardner's multiple and emotional intelligence theory (iii) General, broad and specific factors linked

with ability

- (d) Daniel Goleman's emotional intelligence theory developed
- (iv) Abilities can be nurtured and

(v) Abilities can be explained through basic mental processes, specific contents and products

#### Codes:



- 13. Which concept of intelligence addresses the problem of meaning and value?
  - (1) Academic Intelligence (IQ)
- (3) Spiritual Intelligence (SQ)
- (2) Emotional Intelligence (EQ)
- (4) Cultural Intelligence (CQ

SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	21.	A	3.3.2
2.	22	С	3.1.1
3.	23.	В	3.3.1
4.	24.	В	3.3.1
5.	25.	D	3.1.2
6.	26.	D	3.3.1
7.	27.	В	3.3.1
8.	28.	С	3.3.1
9.	29.	В	3.3.1
10.	30.	D	3.1.3
11.	31.	В	3.1.4
12.	32.	В	3.1.4
13.	33.	D	3.2.1

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- 1. Which of the following statements is correct with regard to growth and development?
  - (1) Growth is psychological and development is physical
  - (2) Growth is physical while development is psychological
  - (3) Both growth and development are psychological
  - (4) Both growth and development are physical
- 2. Development of creative thinking begins at what stage?
  - (1) Infancy
- (2) Childhood
- (3) Adolescence
- (4) Adulthood
- 3. Which stage of development is said to be overpowered with a tendency for 'hero worship'?
  - (1) Early childhood (2) Later childhood
  - (3) Early adolescence (4) Later adolescence
- 4. Which of the areas individual difference is most important for organizing educational programmers effectively?
  - (1) Physical features along with mental characteristics
  - (2) Social characteristics along with physical features
    - (3) Socio emotional characteristics
  - (4) Socio emotional and mental characteristics
- 5. According to Piaget, the most important cognitive outcome of the sensory-motor stage of development is:
  - (1) Object permanence
- (2) Identification

(3) Language

- (4) Reasoning
- 6. Which one of the following concepts of intelligence uses associative tinkling?
  - (1) Academic intelligence
- (2) Emotional intelligence
- (3) Spiritual intelligence
- (4) Numerical intelligence
- 6. In Gagne's hierarchy of learning which one of the following will not be included in rule learning?
  - (1) Concept learning (2) Discrimination learning
  - (3) S R learning
- (4) Problem solving learning

- 7. Educational performance of a student is a function of:
  - (1) Ability and motivation

- (2) Motivation and social background
- (3) Social background and parentage (4) Academic reputation of the school
- 8. In the process of classroom teaching and learning which of the following schedules of reinforcement may not be usually found?
  - (1) Variable ratio schedule
- (2) Continuous schedule
- (3) Interval schedule
- (4) Fixed interval schedule
- 9. Who in the following list of learning psychologists accepted 'Cathexis' as a form of learning?
  - (1) Tolman
- (2) Kurt Lewin
- (3) Kohler
- (4) Piaget
- 10. The idea of 'Unconscious motivation' is one of the major contributions of the psychologist:
  - (1) Adler
- (2) Allport
- (3) Freud
- (4) Jung
- 11. An individual tends to show immature, self centered, seductive and attention getting behavior. The type of personality implied here is:
  - (1) Antisocial personality
- (2) Histrionic personality
- (3) Paranoid personality (4) Compulsive personality

12. Match the items of defense mechanism in Set -1 with the characteristics listed in Set - 2 and select the appropriate code.

Set - 1 (Defense mechanism)

Set - 2 (Characteristics)

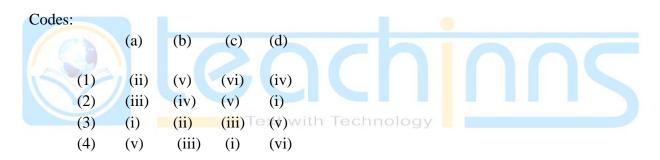
- (a) Compensation anxiety is
- (b) Displacement
- (c) Regression
- (d) Reaction formation

a

earlier

refuge

- (i) A true motive which would arouse unbearable Converted into its opposite
- (ii) Substitutes an acceptable conscious motive for an unacceptable unconscious motive
- (iii) Finds a substitute activity to satisfy a motive
- (iv) Motive remains unaltered but the person substitutes different goal object
- (v) Intensity of the anxiety is reduced by a retreat into stage of development
  - (vi) An active mental process of forgetting by taking into unconscious



- 13. A mentally healthy person will show which of the following behavior?
  - (1) Repenting over the mistakes committed by Him/her
  - (2) Pointing out the mistakes of others
  - (3) Exploring means of correcting him/her mistakes
  - (4) Finding out weaknesses of others
- 14. Assertion (A): Distress usually accompanies abnormal behavior patterns.

Reason (R) Behavior disorders are reflected in the reports of distress.

Which of the following options is correct?

- (1) Both (A) and (R) are true, but (R) is not the correct reason of (A)
- (2) Both (A) and (R) are true and (R) is the correct reason
- (3) Both (A) and (R) is false
- (4) (R) is true but cannot be the reason for (A)

15. A teacher holds discussion with a student and enables him/her to select appropriate choice of subject at higher secondary stage. This type of guidance is called:

- (1) Personal guidance
- (2) Vocational guidance
- (3) Educational guidance
- (4) Psychological guidance



SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	21.	В	3.1.1
2.	22.	В	3.2.5
3.	23.	С	3.1.1
4.	24.	D	3.3.2
5.	25.	A	33.1
6.	26.	В	3.1.2
7.	27.	D	3.2.1
8.	28.	В	3.3.1
9.	29.	A	3.3.1
10.	30.	С	3.3.1
11.	31.	В	3.3.1
12.	32.		3.1.3
13.	33.	В	3.1.3
14.	34.	C	3.1.4
15.	35.	A	3.4.1



1.	The overall changes in shape, form or structure resulting in the improved
	quality functioning refer to the:

(1) Growth

(2) Quality of growth

(3) Development

(4) Quantity of growth

2. Assertion (A): Heredity influences the process of growth and development Reason (R): The living conditions - physical, social and cultural do not affect growth and development.

In the context of the two statements, which one of the following is correct?

- (1) Both (A) and (R) are true and (R) is the correct explanation
- (2) Both (A) and (R) are true, but (R) is not the correct explanation
- (3) (A) is true but (R) is false
- (4) (A) is false but (R) is true
- 3. The problem solving ability depends upon the
  - (1) Growth in height and weight
  - (2) Development of vocabulary
  - (3) Development of thinking and reasoning
  - (4) Development in size and shape
- 4. In which stage of a person's life emotions and their control become crucial for professional and personal wellness life style?
  - (1) Later childhood

(2) Early adolescent

(3) Later adolescent

(4) Adulthood

- 5. With respect to social development at which stage individuals may sacrifice their own interests for the greater cause of the group, society and the nation?
  - (1) Later childhood

(2) Adolescence

(3) Adulthood

(4) Old age

- Which of the following intelligence does not stop increasing with age of a person?
  - (1) Academic Intelligence
- (2) Spatial Intelligence
- Verbal Intelligence (3)

- (4) **Emotional Intelligence**
- In Emotional Intelligence which will not be considered a component? 7.
  - (1) Self management
- (2) Self analysis

(3) Self motivation

- (4) **Empathy**
- In Gagne's hierarchy of learning which type corresponds to operant 8. conditioning paradigm?
  - (1) Sign learning

- (2) Discrimination learning
- Concept learning (3)
- (4) S - R learning

9. Match the two sets:



Set-I Set - II



- Need for Self Actualization (a)
- Drive discrimination learning (b)
- (c) Life space
- Motivation-hygiene theory (d)
- (e) Spontaneous recovery
- (i) **Pavlov**
- (ii) Herzberg
- (iii) Tolman
- (iv) Maslow
- (v) Kurt Lewin
- (vi) Adler
- (vii Mc Clelland

Use the following codes for giving your answer:

- (a)
- (b)
- (d) (e)
- (1) (i)
- (ii)

(c)

- (iii) (iv) (v)
- (2) (ii)

(3)

- (iii) (iv) (vii) (vi)
- (iv) (iii) (v)
  - (ii)
- (4) (vii) (vi) (i)
- (iii) (ii)

(i)

- 10 . Which one of the following statements is not supported by learning theorists?
  - (1) Motivation is a necessary condition for learning but not a sufficient condition
  - (2) Transfer of learning to take place identical elements in two situations are needed
  - (3) Personality of a person gets distorted by exposure to social situations
  - (4) Playing of stage specific roles forms the personality
- 11. Classification of personalities as 'introverts' and 'extroverts' was first made by :
  - (1) Adler
- (2) Freud Maslow
- (3) Jung
- (4)
- 12. Which one of the following is not a Projective Test of Personality?
  - (2) Rorschach Ink Blot Test
  - (3) Thematic Apperception Test
  - (4) Rotter's Sentence Completion Test
  - (5) Minnesota Multiphase Personality Inventory
- 13. When the subject and the respondent are one and the same person then the tool is called:
  - (1) A Sociogram

(2) A Subjective Test

(3) A Rating Scale

- (4) An Attitude Scale
- 14. Which of the following statements is correct?
  - (1) Mental Hygiene is the process and Mental Health is the product
  - (2) Mental Health is the process and Mental Hygiene is the product
  - (3) Mental Hygiene and Mental Health are one and the same
  - (4) Mental Hygiene has nothing to do with Mental Health

- 15. A boy who is really interested in pursuing B.A. Philosophy but is afraid the subject does not have bright career prospects is having:
  - (1) No conflict

- (2) Approach Approach Conflict
- (3) Approach Avoidance Conflict (4)
- Avoidance Avoidance Conflict
- 16. The focus of vocational guidance has to be on:
  - 1) providing job to the client
  - 2) Helping the client to seek appropriate job
  - 3) enabling the system of education to become job oriented
  - 4) Helping the client to select an appropriate job
- 17. An effective counselling is one which provides kelp to the client in understanding his/her:
  - (1) potential ability and temperament
  - (2) strength and weakness in respect of exercising his/her choices
  - (3) possibility of success in a job
  - (4) friends and foes with whom relationship should be developed

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18. Match the items of Set -I with those of Set -II and select the proper code to indicate your answer:

Set - I

Set - II

- (a) become adjusted
- Non directive counselling (i) Where an individual is helped to

to his/her circumstance

- Group guidance (b) descriptions
- A list of occupations with job (ii)
- Testing service (c)
- (iii) Clients are given kelp in respect of their problems collectively
- Occupational inventory (d)
- Where the counsellor does not (iv) impose his/her views on the client
- (e) Personal guidance exact idea
- Where a client receives assistance to get an (v)

about his qualities/abilities

(vi) Where the teacher assumes the

role of counselor

Select from the following code to give your answer:

- (a) (b)
- (c)
- (d) (e)
- (1)(iv) (iii) (v)
- (ii) (i)
- (2) (i) (ii)
- (iii) (vi) (iv)
- (3)(vi) (v)
- (iv) (iii) (ii)
- **(4)** (v)

- (iv) (iii) (ii) (i)
- 19. In a school, a class teacher daily talks to his/her students in respect of how to make better use of reading room and laboratory and improve performance in the subjects. His/her engagement in this way will be called:
  - (1) Personal guidance
- Educational guidance (2)
- (3) Directive counselling
- Information service (4)
- 20. Which of the following guidance services in India is on the weakest footing in so far as vocational courses are concerned?
  - Individual guidance service (1)
- (2) Counsellingservice
- (3) Placement service
- (4) Follow upservice

SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	11	С	3.1.1
2.	12	C	3.1.1
3.	13	С	3.2.2.
4.	14	D	3.1.1
5.	15	В	3.1.1.
6.	16	D	3.2.1
7.	17	В	3.2.1
8.	18	D	3.3.1
9.	19	С	3.3.1
10.	20	С	3.3.1
11.	21	С	3.1.3
12.	22	D	3.1.3
13.	23	D	3.1.3
14.	24	A	3.1.4
15.	25	C	3.1.4
16.	26	D	3.4.1
17.	27	В	3.4.2
18.	28	A	3.4.2
19.	29	В	3.4.1
20.	30	D	3.4.1



- 1. For organizing its content and process educational psychology takes support from
  - (a) Scientific knowledge relating to teaching and learning.
  - (b) Philosophical perspective of society.
  - (c) Sociological problems in schools.
  - (d) Socio-political contexts of schools.
- 2. Match the following two lists in order to render them meaningful in terms of psychology of growth and development and select the right answer from the given codes.

Set - I

(Aspects of Development)

- (a) Language development.
- (b) Cognitive development.
- (c) Emotional development.
- (d) Physical development.

Set - II

(Characteristics)

- (i) The child is able to walk.
- (ii) The parents take care of child's toilet habits.
- (iii) The child holds conversation with peers.
- (iv) The child starts asking questions.
- (v) The child feels shy.
- (vi) The child attacks another child.

- (a) (b) (c) (d)
- (1) (v) (iv) (ii) (vi) Text with Technology
- (2) (iii) (iv) (v) (i)
- (3) (i) (i) (iv) (v)
- (4) (ii) (iii) (vi) (iii)
- 3. In improving classroom teaching-learning interactions, which of the following strategies is linked with the later adolescence stage of development?
  - (1) Activity based presentation.
  - (2) Imitative acts in the classroom.
  - (3) Mentoring with free exchange of ideas.
  - (4) Assigned reading and writing.
- 4. In Pavlovian conditioning paradigm as developed originally which of the following was used as independent variable?
  - (1) Response magnitude
- (2) Response latency
- (3) Number of CS-US pairing
- (4) Presentation of CS alone

5. In the operant conditioning procedure, match the following two sets on the basis of nature of reinforcement, Cue and the form of response and choose the correct code which follows:

#### Set - I

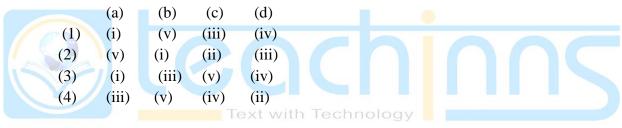
(Procedure of operant conditioning)

- (a) Reward training
- (b) Escape training
- (c) Discrimination training
- (d)Active-avoidance training

#### Set – II

(The form of reinforcement, Cue and response)

- (i) Positive reinforcement with making of a response in the absence of cue.
- (ii) Negative reinforcement with holding of response in the presence of cue.
- (iii) Positive reinforcement with making of response in the presence of a cue.
- (iv) Negative reinforcement with making of a response in the presence of a cue
- (v) Negative reinforcement with making of a response in the absence of a cue.



- 6. In Gagne's hierarchy of learning which of the following learning types will form part of chain learning?
  - (1) Concept learning (2) Problem solving learning
  - (3) Rule learning
- (4) Signal learning
- 7. For developing his theory of learning Tolman got support from
  - (1) Trial and Error learning experiment
- (2) Place learning experiment
- (3) Maze learning experiment
- (4) S-R learning experiment
- 8. In Hull's system of learning which one is an intervening variable?
  - (1) Number of Reinforced practices (2) Resistance to extinction
  - (3) Excitatory Reaction potential
- (4) Response Amplitude

- 9. What is the correct sequence in terms of development of transfer of learning theories?
- (1) Identity of Elements theory, Faculty theory, Generalization theory, Transposition
- (2) Faculty theory, Identity of Elements theory, Generalization theory, Transposition theory.
- (3) Generalization theory, Transposition theory, Faculty theory, Identity of Elements theory.
- (4) Transposition theory, Faculty theory, Identity of Elements theory, Generalization theory.
- 10. Assertion (A): All gifted children are creative also. Reasoning (R): Creativity is not necessarily related to giftedness. Which of the following options is correct?
  - (1) Both (A) and (R) are true, but (R) is not the correct reason for (A).
  - (2) Both (A) and (R) are true and (R) is the correct reason for (A).
  - (3) Both (A) and (R) are false.
  - (4) (R) is true, but cannot be the reason for (A).
- 11. Who is an arch advocate of trait theory of personality?
  - (1) Sheldon
- (2) Kretschmer
- (3) Jung
- (4) Allport
- 12. A student is rebuked by his/her class teacher for negligence in studies. When he/she comes back to his/her home, he/she ill-treats the pets/toys etc. This is a case of
  - (1)Aggression
- (2) Rationalization
- (3) Denial
- (4) Displacement Chnology
- 13. Which of the following is intimately associated with mental health?
  - (1) Absence of Anxiety
  - (2) Keeping one's desires in abeyance.
  - (3) Resources for gratifying needs.
  - (4) Ability to defer gratification of needs

SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	22	A	NIL
2.	23	В	3.1.1
3.	24	С	3.1.1
4.	25	C	3.3.1
5.	26	A	3.3.1
6.	27	D	3.3.1
7.	28	В	3.3.1
8.	29	С	3.3.1
9.	31	A	3.3.1
10.	32	D	3.2.5
11.	33	C	3.1.3
12.	34	D	3.1.4
13.	35.	D	3.1.4

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1. Match the two sets: Set – I which indicates stages of development and Set - II which details the characteristics associated with them. Select the correct code to provide your answer.

Set – I

(Stages of Development)

(Characteristics Associated)

(a) Sensory motor stage

(b) Pre-operational stage

(c) Concrete operational stage

(d) Formal operational stage

(ii) Reversibility

(iii) Object permanence

(d) Formal operational stage (iv) Repetitive acts

- (v) Intense self-awareness
- (vi) Concept formation



- 2. Which of the following features belongs to intellectual development during adolescence stage?
  - 1. Moral development
  - 2. Conflict in motivation
  - 3. Capacity for convergent and divergent thinking
  - 4. Hero-worship
- 3. The term 'habit family hierarchy' was used to explain learning situations by whom?
  - (1) Pavlov
- (3) Hull
- (2) Tolman
- (4) Skinne
- 4. In explaining the development of 'problem solving' capability which of the combination is most appropriate?
  - 1) Discrimination, generalization and logical thinking.
  - 2) Memorization, conceptualization and assimilation.
  - 3) Discrimination, conceptualization and assimilation.
  - 4) Convergent thinking skills, divergent thinking skills, seeing of relation between means and end

- 5. The concept of functional autonomy of motives was advanced by
  - 1) D.C. Mclelland
  - 2) Frederick Herzberg
  - 3) Harry F. Harlow
  - 4) Gordon W. Allport
- 6. In the list given below a few theories of intelligence have been indicated. What is the correct sequence of their historic formulation? Give your answer by selecting the appropriate alternative from the code.

List:

Burt's group factor theory, Spearman's two factor theory, Guilford's Structure of intellect, Daniel Goleman's theory of Emotional intelligence, Zohar and Marshall's theory of spiritual intelligence

- (1) Guilford's structure of intellect, Spearman's two factor theory, Daniel Goleman's theory of Emotional intelligence, Zohar and Marshall's theory of spiritual intelligence, Bart's group factor theory.
- (2) Spearman's two factor theory, Burt's group factor theory, Guilford's structure of intellect, Daniel Goleman's theory of Emotional intelligence, Zohar and Marshall's theory of spiritual intelligence.
- (3) Bart's group factor theory, Guilford's structure of intellect, Spearman's two factor theory, Zohar and Marshall's theory of spiritual intelligence, Daniel Goleman's theory of Emotional intelligence.
- (4) Guilford's structure of intellect, Spearman's two factor theory, Zohar and Marshall's theory of spiritual intelligence, Burt's group factor theory, Daniel Goleman's theory of Emotional intelligence.
- 7. For the concept of Emotional Intelligence which theory of intelligence is considered to be the fore-runner?
- (1) Thurstone's Multiple factor theory
- (2) Vernon's hierarchical structure theory
- (3) Burt's Group factor theory
- (4) Gardner's theory of multiple intelligence
- 8. In a learning situation, a student is able to give the same or similar responses to a class of stimuli. This will be called a case of
- (1) Discrimination linked with acquisition
- (2) Extinction connected with elimination of behaviour
- (3) Generalization explaining transfer of learning
- (4) Spontaneous recovery of a response

- 9. What is the critical difference between Pavlovian and Skinnerian conditioning? From the code select the combination which is most appropriate.
  - i) Stimulus Stimulus Substitution.
  - ii) Elicited Vs Emitted class of responses.
  - iii) Reinforcement comes before the response in one while in the other reinforcement follows the response.
  - iv) In one the no. of pairings of two stimuli is critical while in the other response reinforcement contingency is critical.
  - v) In one the learner is passive while in the other learner is active.
  - vi) Elapsed time between two stimuli or two responses is not important.

#### Codes:

- (1) (i), (ii), (iii), (iv)
- (2) (ii), (iii), (iv) (v)
- (3) (ii), (iii), (iv), (vi)
- (4) (ii), (iv), (v), (iii)
- 10. For performance in learning to take place in a positive way which of the following combinations provides an appropriate explanation
  - (1) Prior experience, training and ability.
  - (2) Prior experience, ability and motivation.
  - (3) Training, social background and ability.
  - (4) Training, Practice and Socio-cultural background.
- gy
- 11. Match the two sets by selecting the appropriate answer from the code.

Set – I

(Personality theory)

Set - II

- (Chief Proponent)
- (a) Psychological personality type

- (i) Adler
- (b) Personality based on personal disposition
- (ii) Freud
- (c) Surface and source traits based personality
- (iii) Eysenck
- (d) Psycho-analytic theory of personality
- (iii) **L** j 50.
- (iv) Jung
  - (v)Allport
  - (vi)Catte

- (a) (b) (c) (d)
- (1) (iv) (v) (vi) (ii) (2) (i) (ii) (iii) (iv)
- (3) (ii) (i) (v) (vi)
- (4) (v) (iv) (iii) (i)

12. In the two sets that follow, in the first one categories of children have been shown while in the second one typical educational approaches are mentioned. Match the two sets and select the correct answer from the code.

Set - I

(Categories of Children)

them)

- (a) Creative Children
- (b) Gifted Children
- (c) Backward Children
- (d) Mentally Retarded Children

Set - II

(Typical educational approaches to deal with

- (i) Placement in reform homes
  - (ii) Brain-storming
    - (iii) Special training at preschool stage
  - (iv) Special separate classes within the school
  - (v) Acceleration approach
  - (vi)Psycho-therapy

Codes:

- (a) (b) (c) (d)
- (1) (ii) (v) (i) (vi)
- (2) (ii) (v) (iv) (iii)
- (3) (i) (ii) (v) (vi)
- (4) (iv) (v) (i) (ii)
- 13. Which of the statements in respect of adjustment process will find favour in the psychoanalytic model of adjustment?
  - a. Adjustment is objective and action oriented process.
  - b. Learning plays an important role in adjustment.
  - c. Adjustment process can be explained in terms of schedules of reinforcement.
  - d. Ego mechanisms play an important role in adjustment.
  - e. Shaping forms part of the adjustment process.
  - f. Adjustment of a person with his/her environment is based on his/her personal and racial unconscious.

Select the alternative given in the following codes:

- (1) (a) and (f)
- (2) (a) and (b)
- (3) (c) and (d)
- (4) (d) and (f)

- 14. It is difficult to acquire and extinguish behaviour in the context of any subject. In the case of which of the following schedule of reinforcement/motivation this holds good?
  - (1) Continuous schedule of reinforcement when every response has been followed by reinforce
  - (2) Fixed interval schedule where the reinforce is delivered after a period of time having elapsed.
  - (3) Variable interval schedule where reinforce is delivered without any fixed period of time
  - (4) Variable intermittent schedule where reinforce is delivered without any certainty with different amount of responses produced.
- 15. The emphasis of guidance programme is relatively more on:
  - (1) Individual
  - (2) Problem
  - (3) Both Individual and Problem
  - (4) Neither on Individual nor on Problem
- 16. Match the following Guidance Services in relation to their purpose.

Set - I

Set - II

- (a) Placement Service
- (i) To ascertain whether students placed in job are going ahead satisfactorily or not.
- (b) Follow-up Service
- (ii) To help the individual student in solving his/her problem through face to face interaction.
- (c) Counselling Service
- (iii) To help the students in getting parttime/summer/full time job.
- (d)Occupational Information Service (iv) To provide information about world of work. Codes:
  - (a) (b) (c) (d)
- (i) (iv) (ii)
- (1) (iii) (2) (iii) (ii) (iv) (i)
- (3) (iii) (i) (ii) (iv)
- (4) (ii) (i) (iii) (iv)
- 17. Which of the following is correct in the context of eclectic counselling?
  - a. Role of Counsellor is conspicuous
  - b. Role of Counselee is relatively more visible.
  - c. Depending upon the context the role of the counsellor and the counselee may undergo a change.
  - d. Counsellor's role is of a minor nature.

- 18. Which of the following types of counseling is also known as 'client centered' counseling?
  - (1) Directive (3) Eclectic (2) Non-directive (4) Group counseling
- 19. Establishment of Rapport in the context of counselling means:
  - 1) Keeping Report of the Individual's Academic Record.
  - 2) Availability of Records to the counsellor.
  - 3) Trusting relationship between the Counsellor and Counselee.
  - 4) Trusting relationship between the Counsellor and School Staff.



SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	11	В	3.12
			2.1.2
2.	12	С	3.1.3
3.	13	С	3.3.1
4.	14	D	3.2.2
5.	15	D	3.23
6.	16	В	3.2.1
	1.77	ъ	2.2.1
7.	17	D	3.2.1
8.	18	С	3.3.1
9.	19	В	3.3.1
10.	20	В	3.3.1
11.	21	A	3.1.3
12.	22	В	3.2.5
13.	23	D	3.1.4
14.	24	D	3.3.1
15.	25	D	3.4.1
16.	26	A	3.4.2
17.	27	С	3.4.2
18.	28	С	3.4.2
19.	29	В	3.4.2



- 1. Creativeness and originality are processes of arranging well known facts and principles in new relationships so that whatever is intended may be achieved more effectively. In other words, this means:
  - (1) New knowledge has been applied in a traditional way to achieve a purpose.
  - (2) Common knowledge has been applied in a new way to achieve a new purpose.
  - (3) Known knowledge has been applied in a traditional way to achieve a purpose.
  - (4) New knowledge has been applied in a traditional existing way to achieve a purpose.
- 2. Despite divergent intellectual levels of students, their performance level can be made comparable if
  - (a) similar life and living conditions are provided to them
  - (b) Diversified training and learning sessions are conducted
  - (c) The diet and nutrients are controlled properly
  - (d) Students are given opportunities of growing and developing in accordance with their talents.
  - (e) Students are able to manifest themselves according to their potentials.
  - (f) Multiple methods and techniques to address diverse needs are put in place.

On the basis of statements given above, select the correct combination from the following:

- (1) (a), (c), (d), (e)
- (2) (b), (d), (e), (f)
- (3)(a),(b),(d),(e)
- (4)(c), (d), (e), (f)
- 3. Choose the appropriate sequence of steps involved in problem solving:
  - i) Confronting the problem
  - ii) (ii) Collection of evidence
  - iii) (iii) Formulating possible solutions of hypothesis
  - iv) (iv) Testing the possible solutions
  - v) Arriving at conclusions
  - vi) Evaluating the sustainability of solutions

- (1) (i), (ii), (iii), (vi), (iv), (v)
- (2) (i), (iii), (ii), (vi), (v), (iv)
- (3) (i), (iii), (ii), (iv), (v), (vi)
- (4) (i), (ii), (iv), (iii), (v), (vi)

- 4. Peer group membership has high educational implications during
  - (1) Childhood (2) Later childhood
  - (3) Adolescence
- (4) Adulthood
- 5. In the List-I stages of Piget's cognitive development are given and in List-II are given distinct cognitive features. Match the two lists and choose the code to give your answer:

List-I

List-II

- (a) Sensorimotor stage
- (i) Logical reasoning and ability to think in terms of

abstract concepts

- (b) Pre-operational stage
- (ii) Transductive reasoning
- (c) Formal operational stage (iii) Object constancy
- (d) Concrete operational stage
- (iv) Reversibility

Codes:

- (a) (ii)
- (b)
- (d) (c) (i)
- (1)
- (iii) (ii)

(ii)

(i)

- (iv)
- (2) (iii)
- (i) (iv)
- (3)(iii) (4) (iv)
- (iv) (i) (iii) (ii)
- 6. Which of the following set of statements appropriately differentiates between classical and
- operant conditioning paradigm? Classical conditioning involves stimulus-stimulus substitution whereas operant conditioning is S-R conditioning where S is made contingent on R.
  - (ii) Classical conditioning is related to psycho-somatic behaviour while operant ii) conditioning deals with reflexes.
  - (iii) In classical conditioning reinforcement precedes a response while in operant iii) conditioning it follows a response.
  - (iv)Subject is relatively active in classical conditioning whereas it is a passive iv) responder in operant conditioning.
  - The association between two stimuli is a critical factor in learning through classical v) conditioning while the response and reinforcement contingency is important for learning in operant conditioning.

Select the correct code:

- (1) (i), (ii) and (iii)
- (2) (i), (iii) and (v)
- (3) (ii), (iii) and (iv)
- (4) (i), (iv) and (v)

7. According to Hull, which one of the following will be called a dependent variable?  (1) Habit strength  (2) Drive				
(3) Resistance to Extinction (4) Excitatory reaction potential				
8. The evidence on latent learning became the basis of formulating which theory/model of learning?				
(1) Bruner's discovery learning model (2) Tolman's sign-gestalt theory (3) Lewin's cognitive field theory (4) Kohler's theory of insight learning				
9. Which of the following sequence reflects the correct experiential learning process as described by Kolb?				
<ul><li>(1) Processing, experiencing, generalising, applying</li><li>(2) Applying, generalizing, experiencing, processing</li><li>(3) Experiencing, processing, generalizing, applying</li></ul>				
(4) Generalizing, experiencing, processing, applying				
<ul><li>10. Which of the following terms is the equivalent of transfer in learning experiments?</li><li>(1) Stimulus discrimination (2) Extinction of response</li></ul>				
(3) Reinforcing stimulus (4) Stimulus or response generalization				
11. Which of the following types in Gagne's hierarchy of learning exemplifies hypothesis making and hypothesis testing?				
(1) Sign learning (Type I) — (2) Stimulus response learning (Type III)				
(3) Rule learning (Type VII) (4) Problem solving learning (Type VIII)				
(3) Rule learning (Type VII) (4) Hoblem solving learning (Type VIII)				
12. In which of the operant conditioning procedure the positive reinforcement is made contingent on the making of a response in the presence of a cue?				
(1) Reward training (2) Omission training				
(3) Discrimination training (4) Discriminated omission training				
13. Who advanced the concept of 'creative self' as the most essential aspect of one's personality?				
(1) Allport (2) Adler (3) Freud (4) Jung				
14. 'Defense Mechanisms' are used by an individual				
(1) To solve personal problems (2) To avoid unpleasant situations				
(3) To promote adjustment process (4) To counter the hostility of others				

- 15. A school programme is directed at ensuring a satisfactory level of cleanliness with a view to organize 'Yoga Camps' for wellness life style in children. Which aspect of the programme may lead to 'mental health' of children?
  - (1) The school programme itself
- (2) Cleanliness of a satisfactory level
- (3) Organizing cleanliness drive
- (4) Yoga camps for wellness life style
- 16. Educational guidance to the students may be provided through:
  - a. Organizing interactive sessions
  - b. Engaging students in co-curricular activities in a meaningful way
  - c. Promoting sensitivity to others
  - d. Aquenting students with available vocational opportunities
  - e. Introducing students to group life situations

#### Select the correct code:

#### Codes:

- 1. (a) (b) (d) (e)
- 2. (e) (c) (b) (d)
- 3. (c) (b) (e) (a)
- 4. (e) (d) (a) (c)
- 17. Match the following:

#### List-I

(Techniques)

#### List-II

(Procedural Concerns)

- (a) Group guidance
- (c) Group counseling

(b) Directive counseling

- (d) Electic counseling

- (i) Giving students a scope for personal inquiries
- (ii) Conducting need based intimate discussion sessions
- (iii) Advising students about do's and don'ts'
- (iv) Conducting discussions in a group

- Codes:
  - (a)

(ii)

- (b) (c)
- (d)
- (1) (i)
- (iii) (i)
- (ii) (iii)
- (iv) (iv)

(2) (3)

(4)

- (iv) (iii)
- (iii)

(i)

- (i)
- (ii)
- (ii) (iv)

18. Match the items of List-I with those of List-II and select the proper code to indicate your answer:

List-I

List-II

(Tools of guidance)

(Associated functions)

- (a) Testing
- (i) Tracking whether students are doing well in their profession
- (b) Counselling
- (ii) Details reflecting particular events / episodes related to student
- (c) Follow up
- (iii) Organising face to face interaction to help solve the problems
- (d) Anecdotal record (iv) Diagnosing the ability of students

Codes:

- (a)
- (b)
- (c) (d)

(iii)

(ii)(ii)

- (1) (i)
- (iv) (iii)
- (ii)
- (2) (iv) (3) (iii)
- (i)
- (iv)
- (4) (ii)
- (i) (iv)
- (iii) (i)
- 19. Guidance is a process which enables each individual:
  - a. To understand one's abilities
  - b. To develop a realistic picture of one's own self
  - c. To sharpen one understands about life goals
  - d. To procure information about the role of community
  - (e)To help achieve a state of mature self guidance

Select the appropriate code:

- (1) (a) (d) (e) (b)
- (2) (c) (a) (d) (e)
- (3) (b) (d) (a) (c)
- (4) (a) (b) (c) (e)
- 20. A student wants to know whether he will perform well in a particular job. Which of the following tools will predict this?
  - (1) Attitude test
- (2) Aptitude test
- (3) Intelligence test
- (4) Interest test
- 21. For collecting data in respect of attitude of school teachers towards the new curriculum, which of the following scales, will use summated rating scores as an indicator?
  - (1) Thurstone scale
- (2) Guttman scale
- (3) Likert scale
- (4) Osgood scale

SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	11.	В	3.2.5
2.	12.	В	3.1.2
3.	13.	A	3.2.2
4.	14.	С	3.1.1
5.	15.	С	3.1.2
6.	16.	D	3.3.1
7.	17.	С	3.3.1
8.	18.	D	3.3.1
9.	19.	C	3.3.1
10.	20.	D	3.3.1
11.	21.	D	3.3.1
12.	22.	С	3.3.1
13.	23.	В	3.1.2
14.	24.	С	3.1.4
15.	25.	D	3.1.4
16.	26.	A	3.4.1
17.	27.	C	3.4.1
18.	28.	В	3.4.2
19.	29.	D	3.4.1
20.	30.	В	3.4.2
21	31.	С	3.4.1



Paper-II

- 1. As a new discipline 'Educational Psychology' has developed owing mainly to the interactive relationship of the following:
  - (1) Philosophy of Education, Sociology of Education and Educational processes
  - (2) Behavior Sciences, Educational processes and various methods of inquiry in Psychology
  - (3) Psychology, Anthropology and clinical methods
  - (4) Psychology, Sociology and Experimental methods
- 2. According to Piaget, in which stage of development the child shows attainment of concept of reversibility as a cognitive capacity?
  - (1) Sensory motor stage
- (2) Preoperational stage
- (3) Concrete operational stage
- (4) Formal operational stage
- 3. In the following statements are given some indicators of development during various stages of development. Select that set of statements, from the code which points out most appropriately these developmental features:
  - (a) There appears change in the size of the person.
  - (b) There is a change manifest in the personal relationships of the individuals.
  - (c) The bodily organization and various organs of the person show change in proportion.
  - (d) The thinking of the person changes.
  - (e) There occurs disappearance in the old features of the person.
  - (f) There is perceptible change in the attitude of the person.
  - (g) There develops acquisition of new features.
  - (h) The language of the person undergoes a change.

- (1) (a), (b), (c) and (d)
- (2) (e), (f), (g) and (h)
- (3) (a), (c), (e) and (g)
- (4) (c), (d), (e) and (f)

- 4. Which of the following statements indicate the features of social development during adolescence? Select from the code to indicate your answer:
  - (a) The adolescent develops a norm for evaluation of one's own conduct.
  - (b) There is manifest a capacity for both convergent and divergent thinking in the adolescent.
  - (c) There is expansion in the vocabulary of the adolescent.
  - (d) The adolescent girl or boy shows tendency for hero worship.
  - (e) The adolescents are usually moody.
  - (f) Formation of cliques takes place during adolescence.

#### Code:

- (1) (a), (b) and (d) (2) (b), (c) and (e)
- (3) (c), (d) and (e) (4) (a), (d) and (f)
- 5. Which of the following types of intelligence reaches an optimal development ceiling?
  - (1) Emotional intelligence
- (2) Social intelligence
- (3) Cognitive intelligence
- (4) Spiritual intelligence
- 6. There are two sets given below, Set I mentions the theories of intelligence while Set II provides the chief proponents of the theories of intelligence.

Match the two sets and indicate your answer by selecting from the code:

(d)

Set - I

(Theories of intelligence)

- (a) Group factor theory
- (b) Hierarchical structure theory
- (c) Structure of intellect model
- (d) Emotional intelligence theory

Set - II

(Proponents of the theories of intelligence)

- (i) Daniel Goleman
- (ii) Guilford
- (iii) Burt
- (iv) Vernon
- (v) Spearman

- (a) (b) (c) (1) (iii) (iv) (ii)
- (1) (iii) (iv) (ii) (i) (2) (i) (ii) (iii) (iv)
- $(3) \qquad (ii) \qquad (iii) \qquad (iv) \qquad (v)$
- (4) (i) (iv) (iii) (v)

- 6. Which of the following laws/principles of learning of Thorndike anticipated the classical conditioning paradigm of Pavlov?
  - (1) Law of exercise
  - (2) Law of effect
  - (3) Principle of prepotency of elements
  - (4) Principle of associative shifting
- 7. In which of the following Classical Conditioning procedures Unconditioned Stimulus (UCS) is presented after the termination of the Conditioned Stimulus (CS)?
  - (1) Forward Conditioning
  - (2) Backward Conditioning
  - (3) Trace Conditioning
  - (4) Simultaneous Conditioning
- 8. Below are given two sets, Set I which gives modalities of operant conditioning and Set II which provides the types of reinforcement, the types of responses (responses made or withheld) and the presence or absence of cue.

Match the two sets and indicate your answer by choosing from the code:

Set - I

Set - II

(Modalities of operant conditioning procedures)

(Conditions and contexts)

- (a) Reward training
- (i) Positive reinforcement, response made, with cue present

- (b) Escape training
- response withheld with cue absent
- (c) Discriminated omission training (iii) Positive reinforcement,
  - (iii) Positive reinforcement, response made with cue absent
- (d) Active avoidance training
- (iv) Negative reinforcement, response made with cue absent
- (e) Punishment training
- (v) Positive reinforcement, response withheld with cue present (vi)Negative reinforcement, response withheld with cue absent

#### Code:

(d) (a) (b) (c) (e) (1) (iii) (iv) (v) (i) (vi) (2) (i) (ii) (iii) (iv) (v) (3) (ii) (iii) (iv) (v) (vi) (4) (i) (iii) (iv) (v) (vi)

- 9. Which of the following in Tolman's revision of his system represents motivational principle of Freud?
  - (1) Equivalence beliefs
- (2) Drive Discrimination
- (3) Cathexis
- (4) Field Cognition Mode
- 10. In the following two sets, Set I indicates the theory of motivation while Set II gives the name of the promoters of these theories in a random order.

Match the two sets and indicate your answer by selecting from the code given below:

Set-I

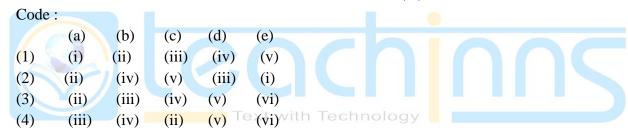
(Theory of Motivation)

- (a) Theory of Self Actualization
- (b) Theory of Achievement Motivation
- (c) Theory of Ego-involvement
- (d) ERG Theory
- (e) Functional Autonomy Theory

Set - II

(Promoters of theories of motivation)

- (i) Allport
- (ii) Maslow
- (iii) Alderfer
- (iv) Meclelland
- (v) Sherif and Cantril
- (vi)Harlow



- 11. 'Synectics' is the method used for catering to which categories of children?
  - (1) Gifted children
- (2) Backward children
- (3) Retarded children (4) Creative children
- 12. For fostering creativity among children which of the following methods have been given a trial?
  - (1) Acceleration Approach
- (2) Enrichment Approach
- (3) Brainstorming Procedures
- (4) Special Education Approach

13. There are two sets given below. In Set - I are indicated the personality theorists while in Set - II are set forth the concepts specially advocated by them.

Match the two sets and select the correct code to give your answer:

Set - I

(Personality Theorist)

(a) Cattel

(b) Allport

(c)Freud

(d)Jung

(e)Adler

Set - II

(Concepts of personality advocated)

(i)The Anima and the Animus

(ii)Striving for superiority

(iii)Cardinal, central and secondary traits

(iv) Surface and source traits

(v) Id, Ego and superego

(vi)Endomorph and Ectomorph

#### Code:

- (a) (b) (c) (d) (e) (1) (i) (ii) (iii) (vi) (iv) (2) (ii) (iii) (iv) (vi) (v) (3) (i) (ii) (iv) (vi) (v) (4) (iii) (ii) (iv) (v) (i)
- 14. Which of the following sets of statements most appropriately conveys the process of adjustment?

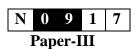
Choose from the code for your answer: with Technology

- a. Adjustment is a two-dimensional process.
- b. Mental health of a person is indicative of his/her adjustment.
- c. Adjustment implies satisfying one's needs in a given environment.
- d. Conflicts and tensions are a part of the adjustment process.
- e. Adjustment is the goal of life.
- f. Adjustment and mental health are one and the same thing.

- (1) (a), (b) and (c)
- (2) (b), (c) and (d)
- (3) (a), (c) and (d)
- (4) (d), (e) and (f)

SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	19.		NIL
2.	20.		3.1.2
3.	21.		3.1.1
4.	22.		3.1.1
5.	23.		3.2.1
6.	24.		3.2.1
7.	25.		3.3.1
8.	26.		3.3.1
9.	27.		3.3.1
10.	28.		3.3.1
11.	29.		3.1.3
12.	30.		3.2.5
13.	31.		3.2.5
14.	32.		3.1.3

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- 1. Which of the following is designated as an independent variable in classical conditioning?
  - (1) Choice of unconditioned and conditioned stimulus (US and CS)
  - (2) Strength of conditioned response (CR)
  - (3) Number of pairings as CS and US (conditioned and unconditioned stimulus)
  - (4) Amplitude or latency of response
- 2. A trainer so designs the training procedure that in the presence of cue, negative reinforcement is made contingent on making of a response by the trainee. The operant conditioning procedure so used is called by the name of:
  - (1) Escape training
  - (2) Punishment training
  - (3) Discriminated punishment training
  - (4) Active avoidance training
- 3. What is the 'gestalt word' for transfer of learning?
  - (1) Stimulus discrimination
  - (2) Transposition of understanding
  - (3) Stimulus generalization
  - (4) Response generalization
- 4. In Hull's system of learning which one of the following was postulated as an important intervening variable?
  - (1) Drive condition
  - (2) Intensity of stimulus
  - (3) Excitatory reaction potential
  - (4) Number of non reinforced responses for extinction
- 5. Assertion (A): Motivation is a necessary factor in learning but in itself it is not sufficient for learning to occur. Reason (R): Performance on a task depends on one's ability and motivation. Select the correct alternative from the following to indicate your answer.
- (1) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (2) Both (A) and (R) are true but (R) is not the correct explanation of (A).
- (3) (A) is true but (R) is false.
- (4) (A) is false but (R) is true.

- 6. From the list given below identify those which constitute teaching techniques to enhance motivation and learning. Choose from the code to indicate your answer.
  - a. Distribution of practice and rest in learning
  - b. Teacher's interaction style
  - c. Providing immediate or delayed feed back
  - d. Students reaction to success and failure
  - e. Whole and part learning

- (1) (a), (b) and (e)
- (2) (a), (b) and (c)
- (3) (b), (c) and (d)
- (4) (a), (d) and (e)
- 7. In Gagne's learning hierarchy which of the following is the highest type of learning?
  - (1) Creative learning
  - (2) Problem solving learning
  - (3) Concept learning
  - (4) Chain learning
- 8. Who among the following cognitive learning promoters developed the concept of meaningful learning?
  - (1) Jean Piaget
  - (2) David Ausubel
  - (3) Jerome S. Bruner
  - (4) Ference Merton
- Text with Technology
- 9. While introducing revision in his system of learning, Tolman referred to which of the following?
  - (1) Place learning
  - (2) Learning of reward expectancy
  - (3) Latent learning
  - (4) Drive discrimination learning

10. In the following list some general conclusions based on intelligence testing have been indicated. Select those which relate to academic intelligence testing:

For your answer choose from the following code.

- a. The optimum point in one's mental development is reached during adulthood.
- b. As one advances in age, intelligence also advances.
- c. In terms of functions the rate of mental development changes.
- d. Empathy forms an important component of intelligence.
- e. On the basis of intelligence we are able to address problems of meaning and value.
- f. By placement of an individual in socially and culturally advanced environment, the intelligence quotient can increase but not his/her classification on the basis of intellectual capacity.

Code:

- i) (a), (b) and (c)
- ii) (b), (c) and (d)
- iii) (c), (d) and (e)
- iv) (a), (c) and (f)
- 11. Below are given two sets: Set I provides the list of various types of intelligence while Set II indicates the kind of thinking associated with these types. Match the two sets and for your answer and select the proper code.

Set -I

(Types of Intelligence)

- (a) Cognitive Intelligence (IQ)
- (b) Emotional Intelligence (EQ)
- (c) Spiritual Intelligence (SQ)
- (d) Cultural Intelligence (CQ)

Set - II

(Thinking involved in intelligence)

- (i) Unitive Thinking
- (ii) Serial Thinking
- (iii) Associative Thinking
- (iv) Symbolic Thinking
- (v) Trans Situational Thinking

Code:

- (a)
  - (a) (b) (ii)
- (c) (d)

(iv)

(v)

(i)

- (1) (2)
- (ii) (iii)
- (iii) (iv)

(ii)

- (i)
  - (ii)

(iii)

- 3)(4)
- (iii)

- 12. Who among the following was the first to use the word 'mental measurement'?
  - (1) Terman
- (2) Binet
- (3) Thurstone
- (4) Galton
- 13. Below are given a few strategies for making guidance and counselling programme effective in the Indian context. Choose the most appropriate strategies for disadvantaged section of society.
  - b. Making follow-up an integral part of guidance and counselling programme
  - c. Orientation of teachers in guidance and counseling
  - d. Providing need based counselling opportunities
  - e. Conducting training programme of teachers for learning techniques of guidance
  - f. Changing the mind set of parents
  - g. Linking guidance activities with curriculum

#### Code:

- i. (b), (a), (c), (d)
- ii. (e), (f), (d), (c)
- iii. (a), (c), (e), (f)
- iv. (d), (b), (e), (f)
- 14. Below are given a few items needed as a support to guidance personnels. Which of them is scarce in Indian context?

Select your answers from the code:

- a. Availability of lists and inventories
- b. Physical facilities and infra structural support
- c. Academic resources available in schools and colleges
- d. Courses in guidance and career counselling
- e. Professional training facilities
- f. Components of guidance and counselling courses in teacher education programme

- i. (b), (c), (d), (f)
- ii. (a), (b), (d), (e)
- iii. (c), (d), (e), (f)
- iv. (d), (e), (c), (f)
- 15. A high school student soon after passing the examination intends to choose subjects for future professional placement. Which of the following will be useful in this regard?
  - (1) Career counselling
  - (2) Educational guidance
  - (3) Vocational guidance
  - (4) Personal guidance

- 16. To bring about the attitudinal changes in the students, which of the following guidance techniques will be helpful?
  - (2) Group guidance
  - (3) Directive counselling
  - (4) Non directive counselling
  - (5) Individual guidance
- 17. For making guidance and counselling an effective pragramme in Indian context, which of the following is the major constraint?
  - (1) Scarcity of funds
  - (2) Educational policy
  - (3) Mind set of functionaries at various levels of education
  - (4) Apathy of parents



Answer & Reference Table				
SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.	
1.	13		3.3.1	
2.	14		3.3.1	
3.	15		3.3.1	
4.	16		3.3.1	
5.	17		3.1.1	
6.	18		3.1.1	
7.	19		3.1.1	
8.	20		3.1.2	
9.	21		3.3.1	
10.	22		3.2.1	
11.	23		3.2.1	
12.	24		3.2.1	
13.	25		3.4.2	
14.	26		3.4.1	
15.	27		3.4.2	
16.	28		3.4.1	



- 1. Which of the following aspects focuses more on physical dimensions?
  - (1) Concept of development (2) Concept of growth
  - (3) Concept of change
- (4) Concept of learning
- 2. Identify from the list given below the correct sequence of concept formation. Select from the code to answer. List
  - i. Analyzing the problem
  - ii. Facing the problem
  - iii. Identifying the common elements
  - iv. Perceiving the differences
  - v. Abstracting the common and non-common elements
  - vi. Understanding the critical features

#### Code:

- (1) (vi), (v), (iv), (iii), (ii) and (i)
- (2) (ii), (iii), (iv), (v), (i) and (vi)
- (3) (iv), (v), (vi), (i), (ii) and (iii)
- (4) (ii), (i), (iii), (iv), (v) and (vi)
- 3. For ensuring effectiveness in organizing educational programmes which areas of individual differences in students will be of optimal value? Technology
  - (2) Physical characteristics of students
  - (3) Racial characteristics of students
  - (4) Psychological characteristics of students
  - (5) Moral characteristics of students
- 4. Below is given a list of five types of learning indicated in a hierarchical arrangement as mentioned by Robert M. Gagne. From the code given select the correct hierarchy to show your answer. List
  - Signal learning i.
  - Chain learning ii.
- iii. Rule learning
- Concept learning iv.
- S R learning v.

- (1) (i), (v), (ii), (iv) and (iii) (2) (i), (ii), (iv), (v) and (iii)
- (3) (iii), (i), (v) and (iv) (4) (iii), (iv), (v), (i) and (ii)

- 5. Which of the following forms part of the revised basic types of Learning in Tolman's system?
  - (1) Latent learning
- (2) Field cognition modes
- (3) Reward Expectancy
- (4) Place learning
- 6. Who developed the concept of 'Functional Autonomy of Motives'?
  - (1) Mcdougal
- (2) Atkinson
- (3) Maslow
- (4) Allport
- 7. Which of the following principles is used in shaping behaviour in Skinner's Operant Conditioning?
  - (1) Principle of keeping the response simple and specific
  - (2) Principle of keeping the response soft and sweet
  - (3) Principle of successive approximation
  - (4) Principle of reward and punishment
- 8. The list given below embodies a number of statements in the context of adjustment and use of defense mechanisms. Identify those which highlight the role of defense mechanism? Select from the code to give your answer.

List:

- (i) Giving time to solve problems that might otherwise may overwhelm us.
- (ii) Ensuring 'wellness life style'.
- (iii)Sidetracking the issues.
- (iv) Unconscious use to promote comfort level in life situations.
- (v) Facing the challenges straightway.
- (vi)Offering explanations which are plausible.

- (1) (i), (ii), (iv), (v) and (vi)
- (2) (iii), (iv), (v), (i) and (ii)
- (3) (i), (iii), (iv) and (vi)
- (4) (v), (ii), (i) and (iii)

9. Given below are two sets which describe the Indian model of personality. Set-I provides the list of 'Sheaths of body' called 'Kosha' and Set-II indicates names of various types of body with the associated principal element. Match the two and indicate your answer by choosing from the code.

Set-I

(Sheath of body)

- (a) Vigyanmaya Kosh
- (b) Manomaya Kosh
- (c) Pranmaya Kosh (d) Annmaya Kosh

Set-II

- (Name of body and the principal element)
- (i) The concrete body + Earth
- (ii) The state in body between subtle and concrete body
- + Water
- (iii) Subtle body + Fire
- (iv) Causal body + Air
- (v) Absolute causal body + Akash

Code:

- (a) (b)
- (c)
  - (d)

- (1) (2)
- (ii)
- (iii)
- (iv) (iv) (iii)

- (3)
- (ii) (iv)

(i)

- (i) (iii)
- (ii) (i)

- (4)
- (v)
- (iv)
- (iii) (ii)
- 10. In Hull's 're-inforcement theory' which of the following was postulated as intervening variable?

  - (1) Drive Condition (2) Reaction Latency
  - (3) Reaction Amplitude
- (4) Excitatory Potential

11. In the two sets given below - Set - I provide operant conditioning procedures and Set - II offers their descriptions in terms of cue being present or absent, the mode of re-inforcement - positive or negative and response made/withheld.

Match the two and indicate your answer by selecting the code given.

Set - I

Set - II

(Operant conditioning procedures)

- (Descriptions in terms of cue and re-inforcement
  - modality Response made/ withheld)
- (a) Reward training (i) Cue absent, response withheld and positive reinforcement
- (b) Escape training
- (ii) Cue present, response made and negative re-inforcement
- (c) Active Avoidance training (iii) Cue absent, response made and negative re-inforcement
- (d) Omission training (iv) Cue absent, response made and positive re-inforcement
  - (v) Cue present, response made and positive re-inforcement

Code:

(a) (b)

(iii)

- (c) (d)
- (1) (iv)
- (ii) (i)
- (2) (i) (ii)

(v)

(iii) (iv)

- (3)
- (ii) (iii)
  - (iv) (v)
- **(4)**
- (ii) (i
  - (i) (iii)
- 12. For arriving at Classical Conditioning Paradigm which of the following was used as the independent variable?

  Text with Technology
  - (1) Magnitude of Response
- (2) Resistance to Extinction
- (3) Spontaneous Recovery
- (4) Number of C.S. U.S pairings
- 13. Which of the laws of learning given by Thorndike had to be revised?
  - (1) Law of Exercise
- (2) Law of Readiness
- (3) Law of Effect
- (4) Law of Belongingness
- 14. In measurement of which of the following types of intelligence an optimal age level is considered pertinent?
  - (1) Cultural Intelligence
- (2) Emotional Intelligence
- (3) Spiritual Intelligence
- (4) Cognitive Intelligence
- 15. Who developed the concept of group factors in intelligence?
  - (1) Burt
- (2) Spearman
- (3) Thurstone
- (4) Guilford

- 16. Which of the following set of statements is correct in the context of Guidance?
  - Guidance is a personal help i)
  - ii) Guidance leads to self regulation
  - iii) Guidance focuses on problems rather than on individual
  - Guidance considers individual differences as a basic starting point iv)
  - Guidance service can be organized with various time lags v)
  - vi)Guidance is panacea for all ills vi)

- (1) (i), (ii) and (iii)
- (2) (iii), (iv) and (v)
- (3) (ii), (iv) and (v)
- (4) (i), (ii) and (iv)
- 17. A teacher discusses in depth the problems and challenges being faced by a student with a view to help him/her to arrive at a decision. Which of the following modality of Guidance will designate this situation appropriately?
  - (1) Counselling type
- (2) Vocational Guidance type
- (3) Educational Guidance type
- (4) Information, Exploration Technique type
- 18. Which of the following tools at a Guidance Centre can be used for ascertaining prospective success in a chosen occupation?
  - (1) Achievement test
- (2) Interest Inventory
- (3) Differential Aptitude test (4) Personality Inventory
- 19. For an effective non-directive counselling session, which one of the following will be most essential?
  - (1) Training of the counselor (2) Establishing a rapport with the client
  - (3) Expertise in using tests
- (4) Conversational fluency

20. Match the following two sets. In Set - I the different Guidance Services are given and in Set - II the Role/Functions of these Guidance Services are described. Select the correct answer from the given alternatives.

Set - I

(Guidance Services)

- (a) Occupational Information Service
- (b) Placement Service
- (c) Follow-up Service
- (d) Individual Inventory Service

Set - II

(Role / Function)

- (i) Gives information about the characteristics strength and weaknesses of a person
- (ii) Provides information about world of work
- (iii) Provides suitable engagement as per the vocational preparedness
- (iv) Takes up a view of how things are going on after entry into the specific job
- (v) Provides opportunity for understanding oneself in a realistic way



SL.NO.	QUESTION NO.	ANSWER	REFERENCE NO.
1.	15.	A	3.1.1
2.	16.	В	3.2.2
3.	17.	D	3.1.1
4.	18.	С	3.3.1
5.	19.	A	3.3.1
6.	20.	В	3.3.1
7.	21.	D	3.3.1
8.	22.	С	3.1.4
9.	23.	С	3.1.3
10.	24.	С	3.3.1
11.	25.	D	3.3.1
12.	26.	A	3.3.1
13.	27.	D	3.3.1
14.	28.	С	3.2.1
15.	29.	D	3.2.1
16.	30.	A	3.4.1
17.	31.	D	3.4.1
18.	32.	A	3.4.1
19.	33.	С	3.4.2
20.	34.	В	3.4.2