

Study Notes: Block 2 - Personality Development of Children

1. Unit 3: Development of Personality and Assessment

1.1. Introduction to Personality

Define Personality

The term "personality" originates from the Latin word "Persona," which referred to a mask worn by Roman actors. In this context, personality represents the individual as seen by others. It is the totality of a person's make-up, encompassing their physical, emotional, mental, social, ethical, and spiritual aspects.

Simple Components of Personality

In simple terms, personality consists of the following components:

1. The way you look.
2. The way you dress.
3. The way you talk.
4. The way you walk.
5. The way you act.

1.2. Characteristics of Personality

1. **Personality is what one is:** Personality traits are developed and stabilized within an individual and cannot be borrowed from someone else.
2. **Personality of each individual is unique:** Every individual has a distinct set of characteristics, and even twins exhibit different personality traits.
3. **Personality is dynamic and not static:** Although traits are established, they can be refined and improved over time.
4. **Personality functions as a unified whole:** An individual's personality is expressed as the sum total of all their traits interacting together.
5. **Personality is the product of both heredity and environment:** Inherited traits are nurtured through a person's upbringing and their socio-cultural environment.
6. **Personality is through and through social:** Social forces and interactions continually nourish and refine an individual's personality traits.
7. **Personality is continually adjusting itself to environment:** Inherited traits are constantly influenced by and adjusted to the surrounding environment.
8. **In rare cases personality influences the environment:** While the environment is typically a stronger force, a dominating personality can sometimes influence its surroundings.
9. **Personality is always striving for certain ends:** Personality traits serve a purpose by helping an individual achieve their goals in life.

10. Personality is self-consciousness. We do not attribute personality to animals:

Human personality involves a thinking process and self-awareness that is not attributed to animals.

1.3. Theories of Personality

The chief exponents of Trait Theory include G.W. Allport, R.B. Cattell, and H.J. Eysenck. Key figures in Psychoanalytic Theories are Sigmund Freud, Alfred Adler, and Carl Jung.

1.3.1. Trait Theory of Personality

A **trait** is a measurable and enduring dimension of personality that describes an individual's consistent behavior. It is conceived as a continuous scale, and to be meaningful, it must be a distinctive characteristic. Trait theorists differentiate between:

- **Surface traits:** Characteristics that are readily observed in an individual's behavior.
- **Source traits:** Deeper, more fundamental traits that are at the core of personality.

To operationalize these traits, theorists like R.B. Cattell identified fundamental pairs. The table below outlines twelve such basic trait dimensions.

Twelve Basic Traits

Trait Pair	Descriptions
Cyclothymia Vs. Schizothymia	* Emotionally expressive, frank, placid vs. * Reserved, close-mouthed, anxious
General Mental Capacity Vs. Mental Defect	* Intelligent, smart, assertive vs. * Unintelligent, dull, submissive
Emotionally Stable Vs. Neurotic	* Free of neurotic symptoms, realistic about life vs. * Variety of neurotic symptoms, evasive, immature
Dominance Vs. Submissiveness	* Self-assertive, confident, aggressive vs. * Submissive, unsure, complacent
Surgency Vs. Desurgency	* Cheerful, joyous, humorous, witty vs. * Depressed, pessimistic, dull
Positive Character Vs. Dependent Character	* Persevering, attentive to people vs. * Fickle, neglectful of social chores
Adventurous Cyclothymia Vs. Withdrawn Schizothymia	* Likes meeting people, strong interest in opposite sex vs. * Shy, little interest in opposite sex
Sensitive Vs. Mature: Tough, Posed	* Emotionally dependent, immature, gregarious, attention-seeking vs. * Independent-minded, self-sufficient
Socialised, Cultured Mind Vs. Boorishness	* Polished, poised, composed, introspective, sensitive vs. * Awkward, socially clumsy, crude

Trustful, Cyclothymic Vs. Paranoia	* Trustful, understanding vs. * Suspicious, jealous
Bohemian, Unconcernedness Vs. Conventional Practically	* Unconventional, eccentric, fitful hysterical upsets vs. * Conventional, unemotional
Sophistication Vs. Simplicity	* Logical mind, cool, aloof vs. * Sentimental mind, attentive to people

1.3.2. Psychoanalytic Theories of Personality

Sigmund Freud's Theory

- **Core Concept:** Sigmund Freud, the founder of psychoanalysis, proposed a dynamic theory where personality is determined by largely unconscious conflicts and events.
- **The Three-Tier System:** Freud described personality as a three-tier system composed of the Id, Ego, and Super Ego.
 - **Id:** Totally unconscious, it is a mass of blind, amoral instincts dominated by the pleasure principle. It lacks logical organization and possesses no sense of values.
 - **Ego:** Partly conscious, it functions as the reality-based mediator between the Id and Super Ego.
 - **Super Ego:** Totally conscious, it represents the moral and idealistic principles of the personality.
 - *Note: While the source material describes the Super Ego as 'totally conscious,' standard psychoanalytic theory posits that it operates across conscious, preconscious, and unconscious levels, representing internalized societal and parental standards.*
- **Libido and Infantile Sexuality:** Libido is the part of the Id that seeks gratification from sexual activity. Freud believed libido is present from birth. Its stimulation occurs through five distinct psychosexual stages:
 1. **Oral Zone (Birth to 2 years):** The infant gets pleasure from sucking.
 2. **Anal Zone (2 to 3 years):** The child derives pleasure from anal expulsion or manipulation.
 3. **Genital Zone (Phallic Stage) (3 to 5 years):** The child derives gratification from touching the genitals.
 4. **Latency Stage (6 to 13 years):** A period of sexual avoidance due to societal pressures.
 5. **Genital Stage (Adolescence):** Homosexual and heterosexual interests develop.
 - *Note: The source text refers to this final stage as the "Fixation Stage." However, the correct psychoanalytic term is the "Genital Stage." Fixation is a concept describing a persistent focus on an earlier psychosexual stage due to unresolved conflicts.*

In summary, for Freud, personality is a constant negotiation between our primal desires (Id), our moral conscience (Super Ego), and the reality-based mediator (Ego).

Alfred Adler's Theory

- **Core Concept:** Adler's theory is centered on the "feeling of inferiority" and the "striving for superiority." This inferiority arises from a sense of incompleteness and motivates individuals to strive for higher development. For example, Demosthenes, who stuttered as a child, became a great orator, and President Roosevelt overcame a weak physique to become physically strong.
- **Style of Life and Creative Self:**
 - **Style of Life:** This is the principle by which an individual's personality functions. It is shaped by both the inner self and environmental forces, with early life experiences being highly influential.
 - **Creative Self:** This concept describes the inventive aspect of the self that gives meaning to life. It is influenced by nurture and creates something that never existed before.

Carl Jung's Theory

- **Core Concept:** Jung introduced the concepts of introversion and extroversion. He also identified four dominant forms of mental activity: sensation, thinking, intuition, and feeling. Jung's theory is most famously applied through his distinction between two primary personality attitudes, the characteristics of which are compared below:
- **General Characteristics of Extrovert and Introvert**

Extrovert	Introvert
1. Fluent in speech.	1. Better at writing than at speech.
2. Free from worries.	2. Inclined to worry.
3. Likes to work with others.	3. Likes to work alone.
4. Friendly.	4. Rather reserved.
5. Not easily embarrassed.	5. Easily embarrassed.
6. Interested in athletics.	6. Fond of books and magazines.
7. Governed by objective data.	7. More influenced by subjective feeling.
8. Flexible and adaptable.	8. Lacking in flexibility.
9. Neglectful of ailments and personal belongings.	9. Careful of these.
10. Aggressive.	10. Submissive.
11. Unscrupulous.	11. Scrupulous.

12. Popular with people.	12. Not popular with people.
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- **Ambivert:** Most individuals exhibit characteristics of both introversion and extroversion and are therefore classified as ambiverts.
- **Elements of Total Personality:** According to Jung, the total personality consists of three elements:
 1. **The Conscious Ego:** The sense of "being," which includes conscious thinking, feeling, and remembering.
 2. **The Personal Unconscious:** Includes repressed and suppressed individual experiences that are accessible to the conscious mind.
 3. **The Collective Unconscious:** A primitive reservoir from which all other systems emerge.

1.4. Aspects of Personality Development

In this section, we will examine the development of four key aspects of personality: self-concept, motivation, attitudes, and values.

1.4.1. Self-Concept

- **Development:** A child's self-concept evolves from a confused state to a clear differentiation between oneself and the external world. As a child's perception of themselves changes with maturity, their behavior also changes.
- **Influencing Factors:** A child's self-concept is influenced by:
 - Praise and blame
 - Rewards and punishments
 - The teacher's personality
 - Studying the lives of great individuals
 - The importance of setting realistic goals to avoid frustration

1.4.2. Motivation

- **Definition:** Motivation is defined as "the arousal of tendency to act to produce one or more effects." It is also the process of "arousing, sustaining and regulating activity."
- **Classroom Motivation Techniques:**
 1. **Physical Conditions of the Classroom:** Ensure the room is ventilated, clean, and free from distractions like noise or poor lighting.
 2. **Sublimation of Innate Impulses:** Channel children's natural curiosity and constructive impulses into learning activities.
 3. **Stimulus Variation by the Teacher:** Use variations in movement, gestures, speech patterns, and sensory focus to maintain attention.

4. **Reinforcement: Praise and Blame:** Use verbal and non-verbal feedback to guide behavior.
 - **Positive Verbal:** Using words like 'Good' or 'Excellent'.
 - **Positive Non-Verbal:** Nodding, smiling, or writing a student's response on the board.
 - **Negative Non-Verbal:** Gestures like frowning or showing impatience.
 - **Negative Verbal:** Using comments like 'No' or 'Wrong'.
5. **Extrinsic Learning Rewards and Punishment:** Give material or symbolic rewards to satisfy a child's needs for safety, belonging, and esteem. *This approach aligns with behavioral principles, whereas fostering intrinsic motivation (see Unit 5.5) connects more closely with humanistic concepts of self-actualization.*
6. **Pleasure and Pain:** Provide pleasant and satisfying learning experiences to motivate students for further learning.
7. **Attainable Goal:** Set a clear and attainable goal for every lesson to direct student effort.
8. **Experience of Success:** Ensure each pupil has a chance to experience success at their own level to motivate continued effort.
9. **Competition and Co-operation:** Use group competition and cooperative activities to satisfy social needs and provide motivation.
10. **Knowledge of Progress:** Informing pupils of their progress is a highly effective motivator and helps them increase their efforts.
11. **Novelty:** Use new experiences like field trips, dramatics, and sports to satisfy the need for self-actualization.
12. **Individual Differences of the Children:** Discover and cater to the unique interests and capabilities of each child.
13. **Teaching Skills:** A teacher's skill greatly influences motivation. The following 17 skills have been identified:
 - Skill in introducing the topic
 - Skill in putting questions
 - Skill in dealing with pupil's answers
 - Skill in stimulus variations
 - Skill in the use of blackboard
 - Skill in handling teaching aids
 - Skill in non-verbal cues
 - Skill in reinforcement

- Skill in the use of illustrations
- Skill in exposition of sub-matter
- Skill in explanation
- Skill in encouraging group discussion
- Skill in planned repetition
- Skill in thawing out conclusions
- Skill in teacher liveliness
- Skill in the closure of the lesson
- Skill in using appropriate methods of teaching

14. Teacher's own Motivation and Interest in Teaching: A teacher who is interested in the subject and the children will be more effective at motivating the class.

1.4.3. Attitudes

- **Definition:** An attitude is a "dispositional readiness to certain institutions, persons or objects in a consistent manner which has been learned and has become one's typical mode of response." Examples include one's attitude towards food, sports, mathematics, or democracy.

1.4.4. Values

- **Definition:** Values are ideals that serve as guiding principles in life. They can be defined in three ways: (i) What we believe (professed values), (ii) What we practice (operational values), and (iii) What we learn from experience (traditional values).
- **List of Values:**

1. Truth	16. Humbleness	31. Dignity of Labour	46. Fearlessness
2. Beauty	17. Honesty	32. Socialism	47. Good will
3. Goodness	18. Good Behaviour	33. Punctuality	48. Loyalty
4. Co-operation	19. Simple living	34. Humanity	49. Kindness
5. Courage	20. Justice	35. Social Service	50. Generosity
6. Citizenship	21. National Consciousness	36. Regularity	51. Dedication
7. Comparison	22. Peace	37. International understanding	52. Good Character
8. Devotion	23. Respect for others	38. Patriotism	53. Moral virtues
9. Discipline	24. Non-violence	39. Self-control	54. Spirituality

10. Duty	25. Curiosity for knowledge	40. Patience	55. Politeness
11. Tolerance	26. Obedience	41. Self confidence	56. Modesty
12. Equality	27. Self-respect	42. Curiosity	57. Good Temper
13. Dignity of Individual	28. Sympathy	43. Wisdom	58. Insight
14. Friendship	29. National Integration	44. High Thinking	59. Sacrifice
15. Freedom	30. Leadership	45. Sense of Responsibility	60. Simple living and High thinking

- **Ways to Inculcate Values:**

1. **Morning Assembly:** Include prayers, religious discourses, patriotic songs, and moral lectures.
2. **Compulsory Subject:** Teach moral education as a subject containing the essence of all religions.
3. **Extension Lectures:** Invite scholars to speak on subjects of human interest.
4. **Declamation Contests:** Organize contests on topics related to educational values.
5. **Skits and Dramas:** Use performances with subject matter related to moral, social, and cultural values.
6. **Celebration of Birthdays:** Celebrate the birthdays of great individuals to inspire students.
7. **Celebration of International Days:** Observe days like World Peace Day to develop a sense of world brotherhood.
8. **Use of Mass-Media:** Utilize newspapers, television, and radio to awaken students toward values.
9. **National Service Scheme:** Inculcate a spirit of social and national service.
10. **Value Oriented Magazines:** Publish school magazines with articles that promote character development.
11. **Role of the Teacher:** Teachers are ideals for students. They must have faith in the values they teach and present themselves as worthy models, ensuring their personal life is worthy of imitation.

1.5. Assessment of Personality

Personality assessment methods are broadly classified as objective, subjective, and projective. They can also be categorized as standardized/non-standardized, self-reporting, rating techniques, behavioral measures, and projective techniques.

Methods of Assessing Personality

Standardised Tests	Non-Standardised Tests	Projective Techniques
1. Achievement Tests	1. Anecdotal Records	1. BG Test
2. Aptitude Tests	2. Autobiography	2. Blacky Picture Test
3. Intelligence Tests	3. Case of Conference or Case History or Case Study	3. Children Apperception Test (CAT)
4. Interest Tests	4. Cumulative Record Card	4. Clay Modelling
5. Personal Inventories	5. Interview	5. Cloud Picture Test
	6. Observation	6. Draw-a-Man Test
	7. Parent's Views	7. Graphology
	8. Personal Data Blanks	8. Mosaic Test
	9. Questionnaire	9. Psychodrama
	10. Rating Scale or Attitude Scale	10. Rorschach Ink Blot Test
	11. Schedule	11. Sentence Completion Test
	12. Score Card	12. Socia-drama
	13. Sociometry	13. Szondi Test
		14. Thematic Apperception Test (TAT)
		15. Toy and Doll Playin Test (Word Game)
		16. Word Association Test (Free and Controlled)

1.6. Role of the Teacher in Personality Development

- **Attention:** Paying due attention to children is a key method for developing their personality. When children ask questions, teachers should answer immediately to show they are valued.
- **Discipline:** A teacher should be fair, firm, and consistent, tailoring discipline to the children's needs.
- **Example:** Actions speak louder than words; a teacher's own conduct is a powerful lesson for children.
- **Fun:** Having fun with students has its own educational value.

- **Inspiration:** Teachers provide inspiration when they know, love, and believe in what they are doing.
- **Love:** Loving a child encourages the child to love you back.
- **Patience:** Training a child through love and understanding requires a great deal of patience.
- **Praise:** Children thrive on praise, so it is important to praise good behavior to encourage it.
- **Understanding:** To understand children effectively, a teacher must first understand themselves. (*See also Unit 5.3.3 for the five key teacher attitudes that foster a positive classroom environment.*)

A teacher is expected to be all things to all pupils—a physician, mental hygienist, philosopher, moralist, and artist. This multifaceted role calls for dedicated service.

2. Unit 4: Developing Thinking Skills

2.1. The Importance of Thinking Skills

- **The Need for Thinking Skills:** Developing thinking skills is crucial for equipping children with the competencies needed to face an uncertain future. Societies require citizens who can comprehend information from multiple sources, judge its validity, and use it to make sound decisions. The goal of education is to enable all individuals to become effective thinkers.
- **Defining Thinking Skills:** Thinking skills are the mental processes we apply to make sense of our experiences. These processes include remembering, questioning, forming concepts, reasoning, solving problems, and making judgments.
- **Bloom's Taxonomy:** Bloom's Taxonomy identifies key thinking skills, which can be categorized as:
 - **Lower Order Thinking Skills:** Knowledge, comprehension, and application.
 - **Higher Order Thinking Skills:** Analysis, synthesis, and evaluation.

2.2. Stages, Types, and Tools of Thinking

2.2.1. Theories on the Stages of Thinking

Piaget's Theory

- **Core Concepts:** Piaget explained the development of thinking through cognitive stages. This development is based on **Adaptation**, which involves building mental representations of the world. Adaptation has two components:
 - **Assimilation:** Fitting new information into existing mental frameworks.
 - **Accommodation:** Altering existing mental frameworks in response to new information.
- **Cognitive Stages:**

- **Sensory motor stage:** Infants learn about the world through motor activities and sensory impressions, discovering the relationship between their actions and the external world.
- **Preoperational stage:** Children acquire the ability to use mental images and verbal symbols, but their thinking is limited by egocentrism (difficulty seeing from others' perspectives).
- **Concrete operations stage:** Children master conservation (understanding that physical attributes remain unchanged despite appearance), relational terms, and logical thinking.
- **Formal operations stage:** Individuals become capable of abstract thought and hypothetico-deductive reasoning (formulating a theory and deducing hypotheses).

Bruner's Theory

- **Representational Stages:** Bruner proposed three sequential stages through which thought processes evolve:
 - **Enactive representation stage:** Representation occurs through motor responses and non-verbal activities.
 - **Iconic representation stage:** Representation occurs through sensory images or mental pictures.
 - **Symbolic representation stage:** Representation occurs through words, symbols, and other abstract phenomena.

Information Process Theory

- **Theory Overview:** This theory connects thinking to the information received from the environment. The thought process depends on how an individual utilizes this information from perception to problem-solving.
- **Stages:**
 1. Sensory processing
 2. Retrieval of relevant information from memory
 3. Manipulation of information

2.2.2. Types of Thinking

- **Convergent thinking:** Focusing on a single, well-established answer to a problem.
- **Divergent thinking:** Breaking a topic down into its component parts to gain insight.
- **Abstract thinking:** Using concepts and generalizations.
- **Concrete thinking:** Characterized by a focus on actual objects and events.
- **Reflective thinking:** Analyzing and making judgments about what has happened.
- **Inductive thinking:** Progressing from specific details to a general principle.

- **Deductive thinking:** Using accurate points to lead to an accurate conclusion.
- **Logical thinking:** Using reasoning consistently to reach a conclusion.

2.2.3. Tools of Thinking

Thinking tools are techniques for using the mind systematically and effectively.

Questioning

Questioning is a simple way to develop thinking skills. Different types of questions, based on Bloom's Taxonomy, require different levels of thinking.

- **Knowledge:** list, define, tell, describe, identify
- **Comprehension:** describe, explain, estimate, predict
- **Application:** demonstrate, apply, illustrate, solve
- **Analysing:** what are the differences, analyze, compare, separate
- **Synthesis:** combine, rearrange, create, what if
- **Evaluation:** assess, decide, measure, select, conclude

Concepts

Concepts are general ideas used to organize experience. The structure of a concept includes three parts:

- **Sign:** The word or symbol that names the concept.
- **Referents:** Examples of the concept.
- **Properties:** Qualities that all examples of the concept share.

Mind Maps

A mind map is a visual presentation of related concepts. The four steps involved in mind mapping are:

1. Draw the topic at the center.
2. Add the sub-headings.
3. For each sub-heading, add the main points and supporting details.
4. Use imagination (pictures/images) to make it memorable.

Cognitive Research Trust (CoRT)

CoRT is a method that focuses attention on different aspects of thinking.

- **CAF (Consider All Factors):** List and consider all factors.
- **FIP (First Important Priorities):** Choose from different possibilities and alternatives.
- **PMI (Plus, Minus, Interesting):** List all the positive, negative, and interesting points.
- **APC (Alternatives, Possibilities, Choices):** Generate new alternatives and choices.

- **OPV (Other People's Views):** Consider the viewpoints of others involved.
- **AGO (Aims, Goals, Objectives):** Define objectives to clarify aims.
- **C&S (Consequence and Sequel):** Consider the immediate, short, medium, and long-term consequences.

2.3. Developing Critical, Convergent, and Divergent Thinking

2.3.1. Critical Thinking

- **Definition:** Critical thinking is a process that challenges an individual to use reflective, reasonable, and rational thinking to evaluate information and derive a judgment. John Dewey defined it as "reflective thought"—the active, persistent, and careful consideration of information.
- **Underlying Abilities:** According to Edward Glaser, the abilities that underlie critical thinking include the ability to:
 - Recognise problems
 - Find workable means to meet those problems
 - Gather and marshal pertinent information
 - Recognise unstated assumptions and values
 - Comprehend and use language with accuracy, clarity, and discrimination
 - Interpret data
 - Appraise evidence and evaluate statements
 - Recognize logical connections between statements
 - Draw warranted conclusions and generalizations
 - Test the conclusions and generalizations arrived at
- **Stages of Development:**
 1. **The Unreflective Thinker:** Unaware of significant problems in one's thinking.
 2. **The Challenged Thinker:** Aware of problems in one's thinking.
 3. **The Beginning Thinker:** Tries to improve but without regular practice.
 4. **The Practicing Thinker:** Recognizes the necessity of regular practice.
 5. **The Advanced Thinker:** Advances in accordance with practice.
 6. **The Master Thinker:** Skilled and insightful thinking becomes second nature.
- **Characteristics of Critical Thinkers:** Sir Francis Burton noted that critical thinkers are:
 - Inquisitive
 - Ask questions
 - Reflect

- Consider multiple viewpoints
- Support their viewpoints with evidence
- Judge the credibility of sources
- Alert to deception

2.3.2. Convergent Thinking

- **Definition:** Coined by Joy Paul Guilford, convergent thinking is the ability to give the "correct" answer to standard questions that do not require significant creativity. It emphasizes speed, accuracy, and logic, focusing on deriving a single best answer.
- **Role in the Classroom:** Convergent thinking is heavily used in education for tasks like multiple-choice questions and standardized exams. It can be promoted in young children through activities like jigsaw puzzles or simple math problems that have only one correct solution.

2.3.3. Divergent Thinking and Creativity

- **Definition:** The goal of divergent thinking is to generate many different ideas about a topic in a spontaneous, free-flowing manner.
- **Methods to Stimulate Divergent Thinking:**
 - **Brainstorming:** Generating ideas in an unstructured way, using "piggybacking" (building on others' ideas).
 - **Keeping a Journal:** Recording spontaneous ideas as they occur.
 - **Free writing:** Writing non-stop on a topic for a short period to generate thoughts.
 - **Mind or Subject Mapping:** Visually organizing brainstormed ideas to show relationships.
 - **Six Thinking Hats:** Edward De Bono's method for looking at a decision from different perspectives.
 - **White Hat:** Data and information.
 - **Red Hat:** Feelings, intuition, emotion.
 - **Yellow Hat:** Optimism, benefits.
 - **Black Hat:** Caution, critical judgment.
 - **Green Hat:** Creative thinking.
 - **Blue Hat:** Process control, thinking about thinking (metacognition).
- **Stages of Creative Thinking:** According to Graham Wallas, the five stages are:
 1. **Preparation:** Immersing oneself in the problem and gathering knowledge.
 2. **Incubation:** Stepping away from the problem to allow for unconscious processing.
 3. **Illumination:** A sudden insight or "glimmer" of a solution.

4. **Evaluation:** Testing and refining the idea to see if it works.
 5. **Revision:** Modifying the idea or starting the process over if the insight is unsatisfactory.
- **Characteristics of Creative Thinkers:** Creative people tend to prefer complexity, be more independent and self-assertive, and are often curious, optimistic, and comfortable with imagination.
 - **Barriers to Creative Thinking:** Common barriers include prejudice, functional fixedness (seeing objects only in their usual roles), learned helplessness, and an over-reliance on logical thinking.
 - **Ways to Foster Creative Thinking:**
 - Develop a broad knowledge base.
 - Foster independence.
 - Encourage curiosity.
 - Encourage the use of analogies.
 - Enhance positive affect.

2.4. Decision Making

- **Definition:** Decision making is the process of choosing among various courses of action or alternatives. It is based on **expected utility**, which is the product of the value and probability of each potential outcome.
- **Factors Influencing Decision Making:**
 - **Heuristics:** Mental rules of thumb used for rapid decision-making. Types include:
 - **Availability:** Relying on information that comes to mind easily.
 - **Representativeness:** Judging based on similarity to a prototype.
 - **Anchoring & Adjustment:** Relying heavily on the first piece of information offered.
 - **Framing:** The way information is presented, especially in terms of potential gains or losses.
 - **Escalation of Commitment:** The tendency to stick to bad decisions, even as associated losses increase.
- **Six-Step Decision Making Process:**
 1. Define the situation and the desired outcome.
 2. Research and identify options.
 3. Compare and contrast each alternative and its consequences.
 4. Make a decision or choose an alternative.

5. Design and implement an action plan.
6. Evaluate results.

2.5. Facilitating Questioning Skills

- **Definition:** Questioning skills refer to the ability to formulate and respond to questions about situations, objects, concepts, and ideas.
- **Question Types:**
 - **Low-level vs. High-level questions:** Low-level questions require recalling information, while high-level questions require processing it (comprehension, analysis, evaluation).
 - **Convergent vs. Divergent questions:** Convergent questions have one correct answer, while divergent questions can have more than one appropriate answer.
- **Uses in Education:**
 - **For Instructors:** Planning activities, evaluating understanding, and guiding thinking.
 - **For Students:** Preparing for exams and engaging in self-assessment.
- **Guidelines for Teachers:**
 - Create an atmosphere of trust.
 - Encourage divergent questions.
 - Increase "wait-time" to at least five seconds after asking a question.
 - Model good questioning skills.
 - Respond to questions in an encouraging way.

3. Unit 5: Development of Self

3.1. Development of Self-Concept

- **How Self-Concepts are Formed:** The self-concept, which is the core of personality, is shaped by a child's interactions with parents, siblings, relatives, and peers.
- **Key Influences on Formation:**
 - **Family Relationships:** The attitude of parents toward the child's appearance, abilities, and achievements is a primary influence.
 - **Child Training Methods:** Strict, authoritarian discipline can create resentment against authority figures.
 - **Parental Aspirations:** Unrealistically high aspirations can make children feel doomed to failure, fostering feelings of inadequacy.
 - **Ordinal Position:** A child's birth order (e.g., first-born, middle child) influences their role and the training methods they experience.

- **Social Factors:** Awareness of one's caste, religion, or race, along with acceptance or rejection by peer groups, shapes self-concept.
- **Gender Appropriateness:** Conforming to socially accepted gender roles affects how a child is perceived and how they perceive themselves.
- **Factors Affecting Self-Concept:**
 1. **Physical condition:** Good health facilitates positive interactions, while poor health can lead to feelings of inferiority.
 2. **Body build:** Being significantly under or over normal size can make a child feel different and inferior.
 3. **Names and nicknames:** Ridicule associated with names or nicknames can lead to feelings of inferiority.
 4. **School environment:** Unfair discipline from a teacher can generate disrespect for both the teacher and the self.
 5. **Social acceptance:** Popularity or rejection by peers strongly influences self-concept.
 6. **Success or failures:** Success builds confidence, while continuous failure can have damaging effects on personality.
 7. **Gender:** Societal roles and expectations, particularly for girls, can lead to feelings of inferiority.
 8. **Intelligence:** Realizing one's intelligence is significantly different from the average can lead to shyness or aggression.
 9. **Other factors:** Family relationships, birth order, and ethnic group membership also play a significant role.
- **Teacher's Role:** A teacher can facilitate a good self-concept by promoting good health practices, not allowing nicknames, ensuring social acceptance for all students, and providing support to prevent continuous failure.

3.2. Development of Values in Children

- **Definition:** Values are what people consider important in life and deem good or worthwhile. They are acquired through personal experience.
- **Categories of Values:**
 - Personal values
 - Social values
 - Moral values
 - Spiritual values
 - Cultural values
 - Universal values

- **Moral Development in Childhood:** Children are born amoral and gradually learn moral standards from parents, teachers, and society. Their initial understanding is based on rewards and punishments, but their moral reasoning evolves as they mature intellectually.
- **The Role of Discipline:** The goal of discipline is to teach children socially approved moral behavior.
- **Types of Discipline:**
 - **Authoritarian discipline:** Rules are established and enforced with punishment, often without explanation.
 - **Permissive discipline:** Children are expected to learn from the consequences of their actions without imposed rules.
 - **Democratic discipline:** This approach emphasizes the child's right to know why rules exist and to express their opinions. Punishment is directly related to the misdeed.

3.3. Development of Attitude in Children

- **Components of Attitude:** An attitude is reflected in three components of behavior:
 1. **Cognitive component:** The knowledge and beliefs one holds.
 2. **Feeling element:** The emotions aroused by the attitude object.
 3. **Behavior or act:** The action that allows others to infer one's feelings and knowledge.
- **How Attitudes Develop:** Attitudes first develop at home and are subsequently influenced by school, peers, and personal experiences. Primary groups like family and friends are especially influential in shaping attitudes.
- **Role of the Teacher: Five Effective Teacher Attitudes:**
 1. **First Attitude: Demonstrating Caring and Kindness:** A good teacher shares emotions and interests with students.
 2. **Second Attitude: Sharing Responsibility:** A teacher should be flexible and not overly rigid with rules, fostering a positive environment.
 3. **Third Attitude: Sensitive Accepting Diversity:** Effective teachers practice empathy and avoid making judgments about students from different backgrounds.
 4. **Fourth Attitude: Fostering Individualized Instruction:** Teachers should work on student strengths and provide meaningful opportunities for all.
 5. **Fifth Attitude: Encouraging Creativity:** A teacher should listen to student ideas and avoid over-emphasizing grades or single correct answers.

3.4. Perception

- **Definition:** Perception is the process of getting to know the environment through our senses and interpreting the information we gather.
- **Importance of Perception in Development:** Perception is crucial for a developing child for many reasons, including:
 - Socialization
 - Acquisition of knowledge
 - Acquisition of language
 - Memory
 - Hand-eye co-ordination
 - Sense of self-awareness
- **Role of Play:** Play is critical for developing perception. Jean Piaget viewed play as a vehicle for learning, while Lev Vygotsky saw it as creating a "zone of proximal development" where a child's skills can be enhanced. Research shows a significant link between play and brain development, as high-quality play increases neuron connections.

3.5. Motivation

- **Types of Motivation:**
 - **Intrinsic motivation:** Doing an activity because one wants to; the reward is the activity itself.
 - **Extrinsic motivation:** Doing an activity to receive an external reward (e.g., candy, praise) provided by someone else.
- **Characteristics of Motivation in Children:** High motivation is indicated by:
 - **Persistence:** Staying with a task for a long time.
 - **Choice of challenge:** Welcoming a task that is appropriately difficult.
 - **Dependency on adults:** Intrinsically motivated children tend to be more independent.
 - **Emotion:** Motivated children show positive emotions and enjoyment in their activities.
- **Strategies to Enhance Motivation:** Teachers can help children remain intrinsically motivated by:
 - Providing an environment that allows for free exploration.
 - Allowing ample time for children to work without interruption.
 - Giving children opportunities to evaluate their own accomplishments.
 - Not using excessive rewards, which can undermine intrinsic motivation.

4. Unit 6: Developing Creativity in Children

4.1. Concept and Nature of Creativity

- **Definition:** Creativity is the ability to be innovative, give novel responses, establish new relationships, and be different from others. Examples include combining "potato" and "tomato" to make "pomato" or the story of Archimedes discovering the principle of displacement.
- **Types of Creativity:**
 - **Verbal creativity:** Expressed through language, such as writing poems, stories, or cutting jokes.
 - **Non-verbal creativity:** Expressed through actions or visual media, such as painting, sculpture, creating forms from vegetables, or architectural design.

4.2. Creative Thinking Process

- **Steps in Creative Thinking:**
 1. **Preparation:** Utilizing acquired knowledge to solve a problem or create something new.
 2. **Concentrated attention:** Focusing mental energy on the task to move from the known to the unknown.
 3. **Withdrawal from the problem (Incubation):** Consciously stepping away from the problem, allowing the unconscious mind to continue working on it.
 4. **Flash:** A sudden insight or moment of discovery (the "Eureka" moment).
 5. **Verification:** Returning to the idea to test, refine, and prove its validity.
- **Factors Affecting Creativity (The 4 P's):**
 - **Creative product approach:** Evaluating the final product based on its originality.
 - **Creative process approach:** Focusing on how people think, including their fluency, flexibility, and originality.
 - **Creative person approach:** Examining the personality characteristics of creative people.
 - **Creative situational approach (press):** Considering environmental factors like childhood experiences and parental attitudes.

Collectively, the "4 P's" provide a comprehensive framework for understanding that creativity is not just a single trait but an interplay between the person, their cognitive processes, their environment, and the products they create.

4.3. Activities to Foster Creativity

Techniques

- **Brainstorming:** A technique developed by Alex Osborn to generate a large number of ideas without immediate judgment. The four principles of the ideation stage are:
 1. **Free whelming is emphasized:** Express any idea, no matter how crazy.

2. **Criticism is avoided:** Do not criticize your own ideas or others'.
 3. **Quantity breeds quality:** A larger number of ideas increases the chance of finding good ones.
 4. **Hitchhiking is allowed:** Combine your ideas with those of others.
- **Attribute Listing and Changing:** A systematic technique where one lists the attributes (qualities or characteristics) of an object and then thinks of ways to change or improve each attribute. The example given is redesigning a calendar by changing its design, color combination, shape, or theme.

Instructional Materials

- **Puzzle solving:** Helps develop creative problem-solving skills by requiring one to identify a hidden clue.
- **Riddle solving:** An ancient practice that encourages thinking through analogies.
- **Divergent thinking questions:** Questions that ask for multiple relevant responses rather than a single correct answer.
- **Mystery plots:** Situations that require children to think like a detective to solve a problem.
- **Consequences situations:** Posing "just suppose" scenarios and asking children to imagine the consequences.
- **Story writing:** Creative expression activities like writing new titles, completing stories, or writing a story for a given title.
- **Poem writing:** Similar to story writing, but focused on poetic expression.
- **Riddle construction:** Asking children to create their own riddles.

Questioning to Foster Creativity

1. **Redefining Questions:** Ask children to define an object in a new way (e.g., "Why is a fountain pen like a tap?").
2. **Consequences questions:** Ask what would happen in an impossible situation (e.g., "Suppose the petrol supply on earth vanishes?").
3. **Hypothetical questions:** Ask students to put themselves in a new role (e.g., "If you were the manager of a bank?").
4. **Provocative questions:** Ask questions that go beyond the information given in a passage (e.g., "What would have Gandhiji done had he lived today?").
5. **Questions seeking new relationships:** Ask students to connect seemingly unrelated concepts (e.g., "Is month a mile?").
6. **Divergent questions:** Require students to break from fixed patterns and develop many relevant responses.
7. **Challenging assumptions questions:** Help children question long-held assumptions (e.g., "Why should we respect our parents?").

8. **Future problem solving questions:** Require students to design or redesign objects (e.g., "A better umbrella.").

Additional Activities

Other activities include Sensitivity Training (e.g., identifying forms in clouds), Observation (listing details of an object), Classification, Multiple uses (listing uses for a brick), and Invention (creating a new dish).

4.4. Teacher's Role and Learning Materials

- **Principles for Teachers:** According to Torrance and Myers, teachers should:
 1. Be respectful of children's ideas.
 2. Be respectful of imaginative and unusual ideas.
 3. Show pupils that their ideas have value.
 4. Encourage and evaluate self-initiated learning.
 5. Tie in evaluation with causes and consequences.
- **Characteristics of Good Learning Materials:** Materials designed to foster creativity should:
 - Lead to a number of possible responses.
 - Be open-ended.
 - Develop imagination.
 - Not insist on stereotyped behavior.

4.5. Assessment of Creativity

- **Key Abilities:** Creativity involves several core abilities:
 - **Fluency:** The ability to think of a large number of responses.
 - **Flexibility:** The ability to think of different types of responses.
 - **Originality:** The ability to think in a clever and uncommon manner.
 - **Inquisitiveness:** The ability to raise questions out of curiosity.
 - **Persistency:** The ability to continue with a problem despite failures.
 - **Elaboration:** The ability to add details to a given situation.
- **Testing Techniques:** Standardized creativity tests have been developed by researchers like Torrance and Guilford. In India, the **Passi Tests of Creativity** include the following sub-tests:
 - **Seeing Problems test:** Students identify defects and problems in common objects like a postcard.
 - **Unusual uses test:** Students list usual and unusual uses for an object like a piece of cloth.

- **Consequences test:** Students describe the consequences of an improbable situation.
- **Inquisitiveness test:** Students write as many questions as they can about an object.
- **Persistency test:** Students construct as many different shapes as possible from a given set of blocks.
- **Elaboration test:** Students add details to incomplete figures.