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# PART A

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# 1. Growth and Development

## The Meaning of Growth

Growth is a term that is used to denote the physical changes in the human body. It is considered as the structural changes which are occurred in respect to mass, height, number, kind, position, color, width, weight, **and the size** of a child in physical structure with the passage of time. Therefore, all the changes which are occurred in a human body such as the size of the head, fingers, and body Limbs are considered to be the growth of a child.

Hence, growth can be considered as the quantitative change that happened in a human body. It is perceivable and it can be measured as the growth can be perceived through senses.

However, these physical changes take place for a limited period of time and the pace of physical growth stops after maturation

## The Meaning of Development

Development is a term that is used to denote the physical as well as mental growth of a child. it is a much wider term than growth because it does not only contains the physical structural changes but it is also referred to the physical, mental, social, intellectual, moral, lingual, psychological, sexual, **and emotional changes** in a child.

Development does not only refer to the changes in the size of the hands of a child but also focuses on the functioning and the workability of the hands. With the passage of time, development takes place. Therefore, it is the name of continuous progress as it does not stop after a certain age. It continuously takes place even after maturation.

## Difference between Growth and Development

Growth	Development
It is Quantitative in Nature	It is both Quantitative & Qualitative in Nature
The term 'Growth' refers to physical changes of an individual like an increase in height, size, length, weight, etc.	Development refers to overall changes in a physical organ or the structure that results in improved functioning of the physical organ
Growth is Purley physical Sense	Development is overall, Physical, Mental, Emotional, Social, moral, or any other
Growth is only a part of the developmental process	Development is a complex and comprehensive process
Growth is limited to a certain age it stops when maturity has been attained	Development is a continuous process starting from the time of conception and continuing until the end of life (Womb to Tomb)
Changes produced by growth can be observed and measured directly	Developmental changes that result in improved behavior or functioning cannot be measured directly
Growth focuses only on one aspect i.e increase in a child's body size	Development focuses on various aspects like interpersonal skills, and intelligence.
Growth is an external process	Development is an internal process.
Growth is structural	Development is considered a functional

Growth is influenced by the development	Development is independent it does not depend upon growth
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## Principles of Growth and Development

1. Principle of Continuity
2. Principle of Integration
3. Principle of uniformity in the developmental rate
4. Principle of individual difference
5. Principle of uniformity pattern
6. Principle of proceeding from general to specific
7. Principle of interaction between Heredity and Environment
8. Principle of interrelation
9. Principle of Cephalocaudal
10. Principle of Proximodistal
11. Principle of predictability
12. Principle of Spiral versus Linear advancement
13. Principle of Association of Maturation and Learning Development proceeds from simple to complex.

## Factors affecting development

1. Hereditary Factors:-
2. Environmental Factors:-
3. Home Environment:-
4. Cultural Factors
5. Socioeconomic Status (SES)
6. Education and Training

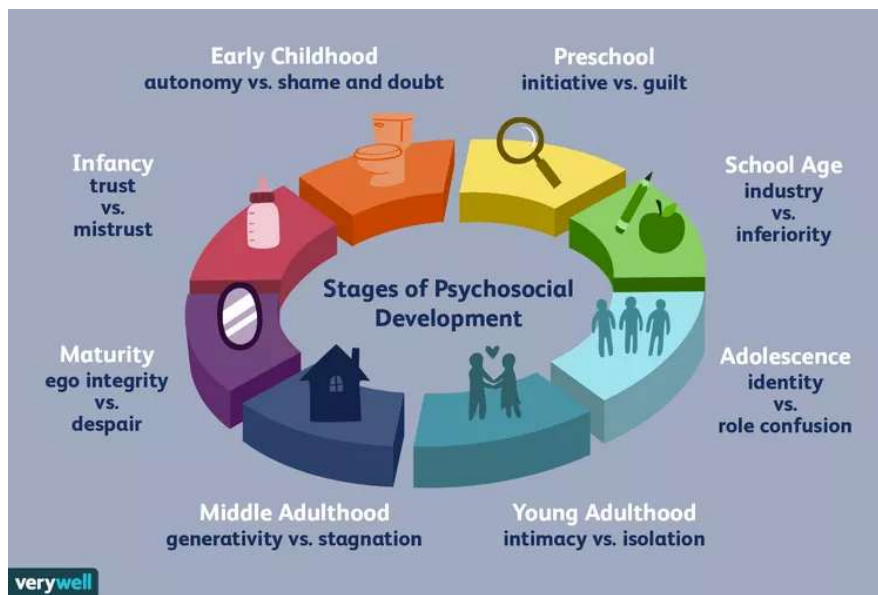
## Theories of Development

Erikson's Stages of Development  
Piaget cognitive development theory  
Vygotsky theory of socio culture  
Kohlberg theory of moral development

## Erikson's Stages of Development

Erikson's theory was based on the **Epigenetic Principle**. This principle suggests that people grow in a sequence that occurs over time and in the context of a larger community.

If the stage is managed poorly, the person will emerge with a sense of inadequacy in that aspect of development.



**Psychosocial Stages: A Summary Chart**

Age	Conflict	Important Events	Outcome
<b>Infancy</b> (birth to 18 months)	Trust vs. Mistrust	Feeding	Hope
<b>Early Childhood</b> (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Will
<b>Preschool</b> (3 to 5 years)	Initiative vs. Guilt	Exploration	Purpose
<b>School Age</b> (6 to 11 years)	Industry vs. Inferiority	School	Confidence
<b>Adolescence</b> (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Fidelity
<b>Young Adulthood</b> (19 to 40 years)	Intimacy vs. Isolation	Relationships	Love
<b>Middle Adulthood</b> (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Care
<b>Maturity</b> (65 to death)	Ego Integrity vs. Despair	Reflection on Life	Wisdom

### Piaget's Stages of Cognitive Development

Jean Piaget's theory of cognitive development suggests that intelligence changes as children grow. A child's cognitive development is not just about acquiring knowledge, the child has to develop or construct a mental model of the world.

Cognitive development occurs through the interaction of innate capacities and environmental events, and children pass through a series of stages.

Children's intelligence differs from an adult's in quality rather than in quantity. This means that children reason (think) differently from adults and see the world in different ways.

Children actively build up their knowledge about the world. They are not passive creatures waiting for someone to fill their heads with knowledge.

The best way to understand children's reasoning was to see things from their point of view.

Piaget's theory of cognitive development proposes 4 stages of development.

Stage	Age	Goal
Sensorimotor	Birth to 18-24 months	Object permanence
Preoperational	2 to 7 years old	Symbolic thought
Concrete operational	Ages 7 to 11 years	Logical Thought
Formal Operational	Adolescence to adulthood	Scientific reasoning

### **The Sensorimotor Stage**

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

The first stage is the sensory motor stage, and during this stage the infant focuses on physical sensations and on learning to co-ordinate his body.

#### **Major Characteristics and Developmental Changes:**

Major characteristics and developmental changes during this stage:

Know the world through movements and sensations

Learn about the world through basic actions such as sucking, grasping, looking, and listening

Learn that things continue to exist even when they cannot be seen (object permanence)

Realize that they are separate beings from the people and objects around them

Realize that their actions can cause things to happen in the world around them

### **The Preoperational Stage**

The foundations of language development may have been laid during the previous stage, but the emergence of language is one of the major hallmarks of the preoperational stage of development.<sup>3</sup>

#### **2 to 7 Years**

Major characteristics and developmental changes during this stage:

Begin to think symbolically and learn to use words and pictures to represent objects

Tend to be egocentric and struggle to see things from the perspective of others

Getting better with language and thinking, but still tend to think in very concrete terms

### **The Concrete Operational Stage**

While children are still very concrete and literal in their thinking at this point in development, they become much more adept at using logic. The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view a situation.

#### **7 to 11 Years**

#### **Major characteristics and developmental changes during this stage:**



Begin to think logically about concrete events

Thinking becomes more logical and organized, but still very concrete

Begin using inductive logic, or reasoning from specific information to a general principle

During this stage, children also become less egocentric and begin to think about how other people might think and feel. Kids in the concrete operational stage also begin to understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions.

## **The Formal Operational Stage**

The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas.<sup>3</sup> At this point, adolescents and young adults become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them.

### **Age 12 and Up**

Major characteristics and developmental changes during this time:

Begins to think abstractly and reason about hypothetical problems

Begins to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning

Begins to use deductive logic, or reasoning from a general principle to specific information

The ability to thinking about abstract ideas and situations is the key hallmark of the formal operational stage of cognitive development. The ability to systematically plan for the future and reason about hypothetical situations are also critical abilities that emerge during this stage.

## **Important Concepts**

### **Schemas**

A schema describes both the mental and physical actions involved in understanding and knowing.

### **Assimilation**

The process of taking in new information into our already existing schemas is known as assimilation. The process is somewhat subjective because we tend to modify experiences and information slightly to fit in with our preexisting beliefs. 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 is the ability to change existing schemas in light of new information; this process is known as accommodation.<sup>5</sup> New schemas may also be developed during this process.

### **Equilibration**

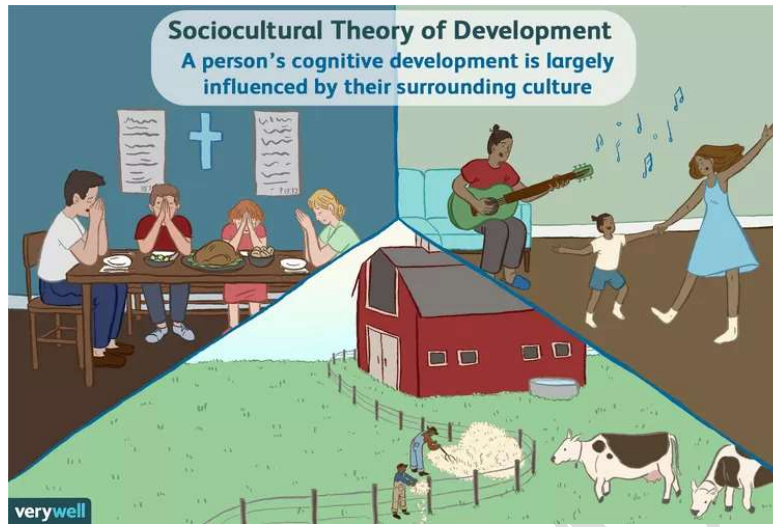
Piaget believed that all children try to strike a balance between assimilation and accommodation using a mechanism he called equilibration. Equilibration helps explain how children can move from one stage.

## **Vygotsky Theory of Socio- Culture**

Vygotsky, born in 1896, was a contemporary of other great thinkers such as Freud, Skinner, and Piaget, but his early death at age 37 and the suppression of his work in Stalinist Russia initially left his theories less

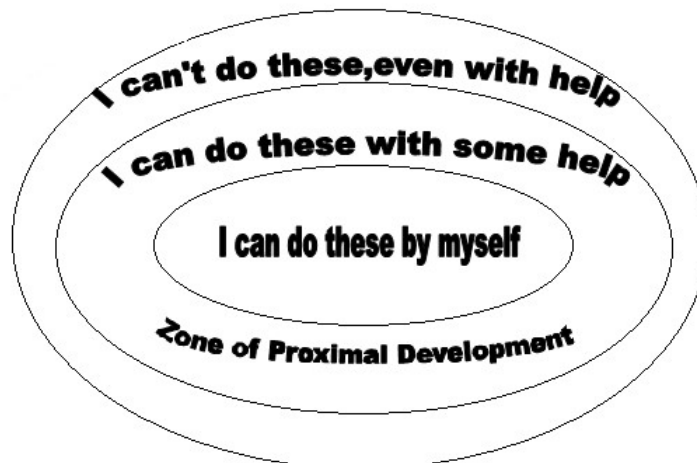
well-known. As his work has become more widely published, his ideas have grown increasingly influential in areas including child development, cognitive psychology, and education.

In early 20th century, Russian psychologist Lev Vygotsky developed a theory of cognitive development in children widely known as Lev Vygotsky's Sociocultural Theory of Cognitive Development.



### **The Zone of Proximal Development**

An important concept in sociocultural theory is known as the zone of proximal development. According to Vygotsky, this is "the distance between the actual development level of the learner as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers."



### **SCAFFOLDING**

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. According to Vygotsky's theory, 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.



### **MKO(More Knowledgeable Other )**

Vygotsky's sociocultural theory emphasizes that children learn through social interaction that include collaborative and cooperative dialogue with someone who is more skilled in tasks they're trying to learn. Vygotsky called these people with higher skill level the **More Knowledgeable Other** (MKO). MKO could be teachers, parents, tutors and even peers.

### **Kohlberg Theory of Moral Development**

- Lawrence Kohlberg
- Life span October 1927 – January 1987
- American Psychologist known as of moral development given in the year of 1958
- Belonging to University of Harvard

### **His theory is based on**

- Agreed with Piaget's theory and wanted to develop his own idea
- He was used Piaget's story telling technique to define dilemma
- How children develop morality and moral reasoning .
- Theory is based on the series of dilemmas.
- His theory focuses on the thinking process that occurs when one decides whether his behavior is right or wrong

### **Morality**

- Morality is human attempt to define what is right and wrong about are actions and thoughts.
- Morality is not inborn.
- In the process of development child learn moral- immoral things
- A person who works according to social set up considered moral and who violate is immoral.
- Moral reasoning:- means decisions about what is right and what is wrong .

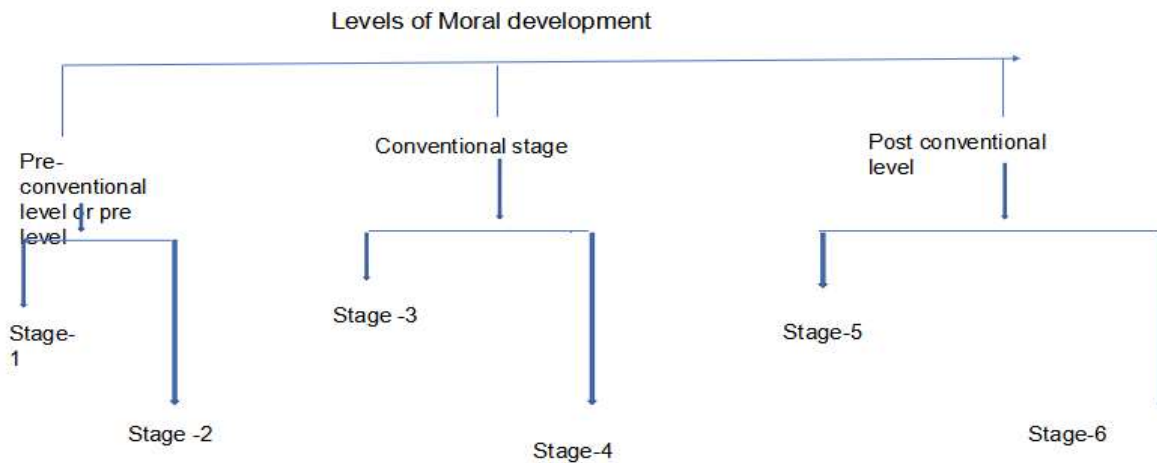
### **Moral Dilemma**

- A complex situation
- Heinz Dilemma

### **Kohlberg's Levels of moral Development Theory**

- Pre conventional Level or Pre moral level

- Conventional level or conventional morality
- Post conventional level



### 1. Pre conventional level

- Period of this age is 4-10 years
- Make judgement about right and wrong, good or bad
- There is no personal code of morality
- Standard by which he measured the morality are those of others
- He makes judgment either to avoid punishment or to get reward

#### Stages of pre conventional level

##### Stage-1

**Punishment and obedience or reward and punishment stage 'good' result in praise, agreement with authority .**

- Morality is controlled by the fear of punishment
- Action leads to punishment and rewards
- Try to obey his parents and elders
- Good or bad depends on the physical consequences
- Simply based on his own pains and pleasur

##### Stage - 2

**'Good' is what satisfies his nees or exchange stage or stage of ego or self interest orientation**

- Moral judgment is based on self intrest and consideration what others can do in return
- Value of things because it has some practical utility for him
- Obey the parents and elders
- Abide riles because it serves his interest
- Shows limited interest in the needs of others

- Focus on 'What' in it for me'

## 2. Conventional Level

- Period of this stage – 10 -13 years
- Stage comes when child enter in elementary school
- Sense of morality tied to personal and societal relationships
- Begin to understand what is expected from him by his parents and teachers
- Support rules which are set by others
- Moral judgment is controlled by the likes and dislike of other-the conventions, laws and others, rules and regulations system maintained by the society .
- In this level of morality may be regarded as the level where the child identifies with authority .
- This stage is also characterised by two stages .

### Stage – 1

#### 'good' results in being liked or good boy good girl stage

- Behave according to social set up
- Wants to maintain and win the affection of others
- Wants approval of others by being a good boy or girl
- Moral development is focused on living up to social expectations and roles
- Deals perfectly with family members and friends

### Stage -2

#### Stage of respect for social system or 'good' is doing one's duty

- Focused on maintaining social order
- Moral judgment is governed by conventional as well as laws
- Respect for social system
- Follow the rules and regulations of society
- Give importance to maintain social rules
- Consider society as a whole while making judgements

## 3. Post conventional Level/self accepted moral principles level

- Age 13 or during late adulthood
- Level known as principal level
- Growing realization
- Separate thinking from society
- Disobey of rules because of his own principles
- Highest level of attainment of true morality
- Making moral judgment with the individual himself
- Self accepted moral principles
- He does not value a thing or conform to an idea merely because of consideration of the view of others, conventional or the law and other system of society but because it fits in the framework of his self accepted moral principles .

## Stage - 1

### Stage of social contract

- Moral judgment is internalized
- Individual begins to think rational terms
- Valuing the right of human being and the welfare of society
- Laws may be amended for the welfare of society . rules as flexible tools for the improvement in society

## Stage -2

### Stage of universal - Ethical - Principles

- Moral reasoning is based on abstract reasoning
- Decision are based on the belief of universal principle of respect, justice and equality
- He does what he, as an individual
- Think regardless of legal restrictions or the opinion of others
- Act according to inner voice
- Lead his life without feeling of guilt and shame
- Act because of morally right without the fear of punishment
- Kohlberg thought that some individual never reach on this stage

## MCQ

1. Who is credited with conducting the first systematic study of developmental psychology?  
A. charles darwin      B. jean piaget      C. john bowlby      D. lev vygotsky
2. One among the options is not dominated in the field with their extensive theories of human development.  
A. jean piaget      B. lev vygotsky      C. john bowlby      D. b f skinner
3. The id is the part of our personality which is made up of ..... drives.  
A. basic      B. unconscious      C. instinctual      D. conscious
4. Erik Erikson (1902-1990) proposed a theory of development which emphasized the role of .....  
A. cognitive and behavioural factors in development      B. cognitive factors in development  
C. social and cultural factors in development      D. emotional factors in development
5. Stages of psychosocial development: industry versus inferiority  
A. 6 to 11 years      B. adolescence      C. young adulthood      D. middle adulthood
6. Stages of psychosocial development: Basic trust versus mistrust  
A. 1 to 3 years      B. birth to 1 year      C. 3 to 6 years      D. 6 to 11 years
7. Watson wanted to create an objective science of psychology and he believed that ..... events should be the focus of the study.  
A. experimental      B. directly observable      C. inner mental      D. cognitive
8. Bronfenbrenner's bioecological model of human development include

- A. microsystem, mesosystem, exosystems, macrosystem, chronosystem
- B. microsystem, mesosystem, ecosystem, macrosystem, chronosystem
- C. exosystems, microsystem, mesosystem, macrosystem, tetrosystem
- D. microsystem, nanosystem, exosystem, macrosystem, chronosystem

9. As per Piaget children's ..... development is progressing through four stages.

- A. physical
- B. emotional
- C. cognitive
- D. functional

10. Sensorimotor stage of development is lasting from ..... of age.

- A. birth to about 2 years
- B. about 2 to 7 years
- C. about 7 to 11 years
- D. about 12 to 15 years

11. Vygotsky emphasis the role of ..... in development of a child.

- A. cognitive element
- B. environment
- C. social interaction
- D. parents

12. Which is the developmental stage in Eriksons theory represent 1 to 3 years

- A. autonomy vs. shame
- B. initiative vs. guilt
- C. trust vs. mistrust
- D. identity vs. identity diffusion

13. In which stage of Ericksons development theory an individual develop a sense of mastery over aspects of one's environment, cope with challenges and increaseresponsibility.

- A. autonomy vs. shame
- B. initiative vs. guilt
- C. trust vs. mistrust
- D. identity vs. identity diffusion

14. An unconscious reflex action in newborn child i.e., If their palms are touched, theywill make a very tight fist which is called as.

- A. unconscious reflex
- B. reflection action
- C. none of the above
- D. darwinian reflex

15. Which achievement is considered an important milestone in fine motordevelopment?

- A. top-level reaching
- B. palmar grasp
- C. finger dexterity
- D. balancing

16. .... is a decrease in response to a stimulus after repeated exposure to thesame stimulus.

- A. habituation
- B. extinction
- C. discrimination
- D. negative learning

17. Children are born with reflexes that allow them to suck and grasp and they begin to follow objects with their eyes. What are these reflexes known as

- A. simple reflexes
- B. biological reflexes
- C. motor reflexes
- D. primary circular reactions

18. Piaget's had a background in Biology. What he called this theoretical framework?

- A. emotional epistemology
- B. epistemology
- C. genetic epistemology
- D. social epistemology

19. What was Piaget's primary interest in human organisms?

- A. how knowledge developed
- B. how language developed
- C. how emotions developed
- D. how interpersonal relations developed

20. According Piaget the basic unit with which the cognitive structure is built up is ..... .

- A. schema
- B. accommodation
- C. equilibrium
- D. assimilation

21. According to Piaget biologically every living organism would like to remain in theexisting state of ..... without being disturbed.

A. accommodation      B. disequilibrium      C. assimilation      D. equilibriu

22. Children of the same age may ..... in terms of possession of mental abilities

A. differ      B. almost same      C. equal      D. none of the above

23. Sensory-motor Stage

A. about 2 to 7 years      B. from birth to about 2 years  
C. about 7 to 11 years      D. about 12 to 15 years

24. Which stage the child begins to utter words to ask for something rather than justreaching out to get it

A. preoperational stage      B. concrete operational stage  
C. formal operation      D. sensory motor stage

25. His thinking becomes more logical and systematic

A. preoperational stage      B. concrete operational stage  
C. formal operation      D. sensory motor stage

26. The developmental stage in which the child is no longer ego-centric in his thinking. He does not think of himself as the centre of the external world and does not perceivethe world only from his own standpoint.

A. formal operation      B. sensory motor stage  
C. concrete operational stage      D. preoperational stage

27. Generalizations and framing of rules by operating in abstract terms become quitepossible at this stage.

A. formal operation stage      B. formal operation  
C. sensory motor stage      D. preoperational stage

28. Human languages have a ..... structure.

A. hierarchical      B. vertical      C. parallel      D. long

29. The smallest speech units in a language that can be distinguished perceptually.

A. phonemes      B. morphemes      C. grammar      D. prefix

30. ....are the smallest units of meaning in a language.

A. phonemes      B. morphemes      C. grammar      D. prefix

31. .... is a system of rules that specify how words can be arranged intosentences.

A. syntax      B. semantics      C. morphemes      D. phonemes

32. .... is the knowledge, independent of semantics and syntax etc, ofwhat kind of response would be appropriate in a given social situation.

A. semantics      B. pragmatics      C. morphemes      D. syntax

33. .... is the stage at which the individually meaningless phonemesare assembled to produce meaningful portions of language, called morphemes.

A. semantics      B. morphemes      C. syntax      D. pragmatics

34. Attachment theory is the joint work of ..... and Mary Ainsworth.

A. b f skinner      B. j piaget      C. john bowlby      D. vygotsky

35. .... is a psychological, evolutionary, and ethological theoryconcerning relationships between humans

A. attachment theory      B. emotional theory  
C. learning theory      D. developmental theory

36. Which mostly affects the development of emotional self-regulation?



A. temperament                      B. learning                      C. perception                      D. motivation

37. In child-to-adult relationships, the child's tie is called the "attachment" and the caregiver's reciprocal equivalent is referred to as .....

- A. attachment bond                      B. care-giving bond  
C. relationship bond                      D. bonding

38. Who is known as the principle attachment figure?

- A. father                      B. significant others                      C. mothers                      D. care givers

39. .... is the anticipation or fear of being cut off from the attachment figure.

- A. anxiety                      B. stress                      C. alarm                      D. distress

40. In which stage attachment behaviours such as clinging and following decline and selfreliance increases.

- A. early childhood                      B. late childhood                      C. middle childhood                      D. early adulthood

41. Types of Bowlby's theory of attachment (Child and caregiver behaviour patterns before the age of 18 months)

- A. secure, avoidant, ambivalent/resistant & organized  
B. secure, avoidant, ambivalent/resistant & disorganized  
C. safe, avoidant, ambivalent/resistant & organized  
D. safe, avoidant, ambivalent/resistant & disorganized

42. In which attachment pattern of Bowlby children show a pattern of alternate aggression and withdrawal?

- A. secure                      B. avoidant                      C. ambivalent/resistant                      D. disorganized

43. Who extended the Attachment theory to adult romantic relationships?

- A. cindy hazan and phillip shaver                      B. j bowlby and maryainsworth  
C. piaget and vygotsky                      D. none of them

44. In Freud's view, development is a ..... process.

- A. continuous                      B. discontinuous                      C. automatic                      D. loose

45. In Freud's oral developmental stage the pleasure is centered around the .....

- A. mouth                      B. genitals                      C. faeces                      D. opposite sex

46. Freud's theory relied mainly on the use of methods such as

- A. free association, empirical testing, dream analysis & introspection  
B. free association, dream analysis, case study & empirical testing  
C. free association, dream analysis, experiments & testing.  
D. free association, dream analysis, case study & introspection

47. Who proposed the psychosocial theory?

- A. erikerickson                      B. vygostky                      C. piaget                      D. freud

48. Watson applied ..... principles of classical conditioning to children'sbehaviour.

- A. skinner's                      B. pavlov's                      C. bandura's                      D. erickson's

49. What is the name of the child whom the classical conditioning was tested by J.Watson?

- A. albert                      B. sultan                      C. bob                      D. ted

50. Who proposed the operant conditioning learning theory?

- A. Pavlov                      B. skinner                      C. bandura                      D. j. watson

**Answer Key**

1.A	2.D	3.C	4.C	5.A	6.B	7.B	8.A	9.C	10.A
11.C	12.A	13.B	14.D	15.B	16.A	17.A	18.C	19.A	20.A
21.D	22.A	23.B	24.A	25.B	26.C	27.D	28.A	29.A	30.B
31.A	32.B	33.A	34.C	35.A	36.A	37.B	38.C	39.A	40.C
41.B	42.D	43.A	44.B	45.A	46.D	47.A	48.B	49.A	50.B

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## 2. Heredity and Environment

The personality pattern is founded on the individual's hereditary endowment, but it is not inherited. It is the product of learning during the course of prolonged social relationships with people both within and outside the home. As Anderson has pointed out, personality is organized around nodal points or experiences which have received specific emphasis.

At the moment of conception each new human being receives a genetic inheritance which provides all the potentialities for his behaviour and development throughout his life time. This endowment includes potentialities for an individual's bodily equipment, for the development of specific skills, abilities and kinds of behaviour and for patterns of growth and change throughout a predictable life cycle.

### Factors that affect Development

There are two factors that affect the development of a child .

#### Heredity

#### Environment

#### What is Heredity?

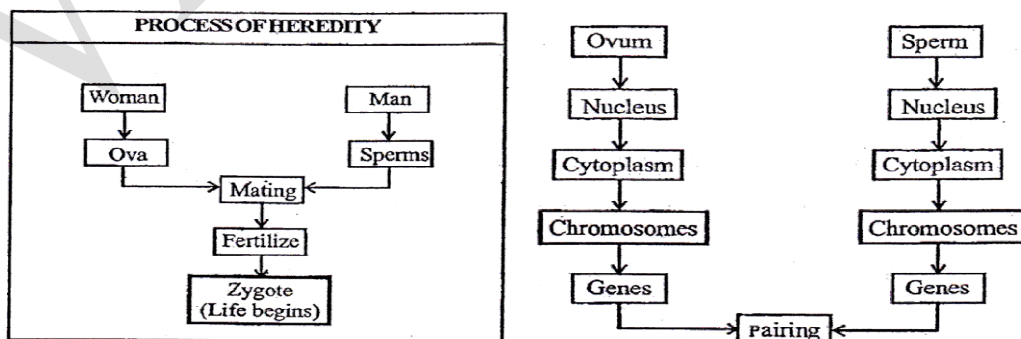
The transfer of physical or mental characteristics from parent to child through genes is called heredity. Genes are inherited traits encoded into a person in the form of DNA

Heredity influences the different aspects of growth and development i.e. height, weight and structure of the body, colour of hair and eye, intelligence, interest and certain behaviours

**Heredity is a static social structure meaning once we inherit certain genes they cannot be modified or changed.**

#### Mechanism of Heredity:

- I. **Mating:** Mating is the 1<sup>st</sup> step for reproduction. The union of male sperm with female ovum the results is zygote.
- II. **Growth:** It involves repeated division of the fertilized cell or zygote.
- III. **Chromosomes:** Every woman and man receives 23 chromosomes from each parent or 46 in all.
- IV. **Genes:** Each chromosomes consists of small particles numbering 40 to 100 which are called genes.
- V. **Chance factor:** Both ovum and sperm before fertilization contains 23 pairs of chromosomes each. At the time of conception, the genes in the chromosomes of the sperm, pair the genes of ovum and determines the potential characteristics and qualities of the off spring.



At Fertilization, the male and Female germ cells unite to form a fertilized ovum containing about 46 chromosomes, half from each parent. The chromosomes are minute, threadlike structures containing many hundreds of ultramicroscopic particles called 'genes', which are the real carriers of a person's heredity. Together, the chromosomes probably contain from 10 to 15 thousand genes, of them a complex molecule consisting of thousands of atoms in special arrangements. **The genes carry the blueprint for an individual's development and direct his growth from a one-celled unit to an adult. Within this inherited structure, lie the potentialities for behavior**

### The effects of Hereditary factors

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

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

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

### Principles of Heredity

1. **Law of Continuity of Germplasm** :- This principle indicates that any temporary deformity in the living being does not affect the upcoming generations. This experiment was performed on 25 generations of the mouse where their tail was cut but every time the next generation was born with a tail.  
**This showed that germ cells are not impacted by the environment.**
2. **Theory of Mendel** :- Johann Gregor Mendel said that **nature always maintains a balance.** If a certain feature is not visible in the offsprings of a couple, that does not mean it is lost. Those genes are still alive and may show their impact on future generations.
3. **Theory of Galton's Biometric** :- Galton suggested **that not all the specifications of an individual are received from the parents to an individual but also many times they are being inherited by the ancestors.** This theory included qualities being transferred from grandfather/grandmother or paternal grandfathers/grandmothers.
4. **Theory of Darwin** :- Darwin suggests **that often the changes on the future generations is because of the changes that are being observed in the environments and that impacts an individual and his personality.** Often these picked up **habits** are transferred to the coming generations.

### LAWS OF HEREDITY

1. **Like begets Like** : This principle states that the children have a tendency to be like their parents-like father, like son.
2. **Variation** : The children are not exactly like their parents. They have differences of features, etc.

3. **Regression** : According to Sorenson, "The tendency for the children of very bright parents to be less bright than their parents and a comparable tendency for the children of very inferior parents to be less inferior, is called regression."

### **Importance of Heredity**

1. As a consequence of heredity **a person has different features**; which become obvious with the process of development. On the basis of these differences, a teacher can plan his teaching.
2. Heredity tells about the in-born abilities of a child which helps a teacher while making a teaching plan.
3. Heredity tells about the difference in learning process.
4. Heredity provides basic instincts.
5. Heredity makes sexual differences between boy and a girl.
6. Heredity creates physical differences.

### **What is Environment?**

"Environment as a word which describes, in the aggregate, all of the extrinsic (external) forces, influences and conditions, which **affect the life, nature, behaviour and the growth, development and maturation of living organisms.**"

Environment is generally divided into two categories-**natural and social.**

**Natural environment** refers to all those **things and forces on and around the earth that influence a person.**

**Social environment** we mean the environment which **the person sees around himself on acquiring consciousness in the society**, i.e., language, religion, custom, tradition, means of communication, means of luxury, family, school, social groups etc.

### **Other kinds of environment**

- **Internal Environment**
- **External Environment**:-The external environment is further divided into 2 types namely:
- **Physical environment** (air, trees, animals, etc.)
- **Social environment** (peer group, unknown people, etc.).
- **Natural Environment**
- **Social or Cultural Environment**
- **Intellectual or Mental Environment**
- **Emotional Environment**

### **Effects of Environment**

Effects of an environment can be discussed on various factors:

- Body
- Mental Ability
- Thought Process
- Individual Personality
- Species

## What are the environmental factors which influence development?

There are various environmental factors which influence the development. Some of these are classified as follows:

1. **Physical factors:**
2. **Family:**
3. **School and teachers:**

## What is the Nature vs Nurture debate

For many years scientists debated whether heredity or environment was more important in a Children development. This is called as the Nature vs nurture debate

Here the word **Nature represents heredity or genes** which are carried from parent to child

## NURTURE represents

It is believed that it is both Heredity and Environment together influence the development in children.

## Importance of Environment

- Environment guides in the development process of a child.
- A teacher can understand the environment and then can create **such an environment which makes expression possible.**
- Teacher can create cultural environment so that students follow the ideals.
- Teacher can create an environment according to the interests, instincts and capabilities of the students.
- A student spends his maximum time in family, neighbourhood and playground. Teacher can give attention to environment and can guide the students.
- Students, emotions also affect the environment of the school. After controlling the environment the school. After controlling the environment controlled emotions can be created among the students. Thus Heredity and Environment has great importance in educating child. Teacher should have knowledge about both of them.
- Importance or Need of Heredity and Environment for a Teacher or in the Child's Education or Role of a Teacher.
- It helps the teacher to study the behavior of the children in different situations.

## Heredity and environment are of equal Importance

**It may be noted here that studies pertaining to the relative importance of heredity and environment are inconclusive and it can never be said that heredity is more important than environment or environment is more important than heredity.**

According to **Anastasi**, "Both heredity and environment contribute to all behaviour traits, and that the extent of their respective contribution cannot be specified for any trait."

From the point of child development, it is generally accepted that, "**Inherent characteristics of the organism which will unfold under appropriate conditions of life experience, but which may also be suppressed or distorted if environmental factors are adverse to their realisation**"

In the words of **Woodworth & Marquis**, "The size of the difference between two individuals always depend on both factors." (i.e., heredity and environment). Further, they point out that, "Improving the environment for all alike would not tend to make individuals equal." **In other words, both heredity and environment are essential and it is not possible to improve any one's heredity.**

## Important of Heredity & Environment

- Awareness of a Child's Heredity & Environment is important for teachers to **understand their students**.
- A balanced development for a child.
- It helps the teacher to provide a better learning environment in the school.
- It helps the teacher to know the principle of individual differences and arrange the educational experience accordingly.

## Educational Implications of Heredity and Environment:

The knowledge of heredity and environment has a great influence on human development. Human development is the product of both heredity and environment. The development pattern of the children is determined by both heredity and environment.

As per the developmental pattern of the children the educational pattern, methods and learning environment should be made by the teacher in the teaching-learning situation. So the knowledge of heredity and environment helps the teacher in various ways which are discussed hereunder.

1. Knowledge of heredity and environment helps the teacher to know the varying needs and abilities of the children.
2. It helps to provide proper guidance to his children in the field of educational, vocational and personal.
3. It helps the teacher to classify the students as gifted, normal or slow learner and arrange different types of education for them.
4. It helps the teacher to provide better learning environment in the school.
5. It helps the teacher to know the principle of individual differences and arrange the educational experience accordingly.
6. It helps the teacher to study the behaviour of the children under different situations.
7. It helps the teacher to organize various curricular and co- curricular programmes for the best benefit of the children.
8. Teacher can create conducive environment in the school so that students can learn efficiently. There should be a library, co-curricular activities, direction in studies, laboratories, playgrounds, class rooms etc.
9. Their knowledge can be attained in conducive social environment. Thus parents and teachers should help in this direction.
10. Modern education is child-centered. Thus children-need educational, professional and individual guidance. This knowledge about heredity and environment is very necessary.
11. To understand the individual differences in psychological children, knowledge about heredity and environment is very essential.
12. In the class room teacher too can guide students about growth and development but he can do so only when he has knowledge about heredity and environment.
13. Parents help is also needed for to make family environment conducive because informal education begins from home.

## MCQ

1. All of the following environmental factors shape development except .....

- |                         |                       |
|-------------------------|-----------------------|
| A. nutritional quality  | B. Culture            |
| C. Quality of education | D. Physical formation |

2. Which of the following is mainly a heredity factor?

- |                                |                                       |
|--------------------------------|---------------------------------------|
| A. eye color                   | B. Participation in social activities |
| C. Attitude towards peer group | D. thinking pattern                   |

3. Which of the following is true about the role of heredity and environment in the development of the child?
- A. Both heredity and environment contribute 50-50% in the development of a child.
  - B. Relative contribution of isotopes and genes is not additive
  - C. heredity and environment do not operate together
  - D. Innate instinct is related to environment whereas heredity is necessary for actual development
4. Social Environment can also be referred to as
- A. Intellectual environment
  - B. Cultural environment
  - C. Natural Environment
  - D. Mental environment
5. The natural environment contains
- A. the living things that come in direct contact with human beings
  - B. the weather conditions that come in direct contact with human beings
  - C. Both a & b
  - D. one of the above
6. The Law of Like Begets Like refers to:
- A. the concept that there can be variations and fluctuations of the genetic traits when it comes to the transmission of traits from the parents
  - B. to the concept that a child of a highly intelligent parent or athletic parent can be mentally retarded or physically unfit respectively
  - C. the concept that the offspring would be similar to the parents in their physical and mental traits
  - D. None of the above
7. "Heredity is the totality of biologically transmitted factors that influence the structure of the body." Who stated this?
- A. Floyd L. Ruch
  - B. Gisbert
  - C. Woodworth
  - D. Douglas and Holland
8. In heredity, children inherit all the ancestral traits which were passed on by
- A. their parents through the reproduction process
  - B. passed on by the society
  - C. passed on by environmental processes
  - D. None of the above
9. Heredity is a term that denotes the process through which
- A. physical characteristics are being transmitted to the children from their parents at the time of their conception
  - B. mental characteristics are being transmitted to the children from their parents at the time of their conception
  - C. both a & b
  - D. None of the above
10. Knowing the importance of principles of growth and development is important for teachers to
- A. to enhance the teaching-learning process
  - B. to discourage learners
  - C. to differentiate between learners and act biased
  - D. to focus only on learners with good learning abilities
11. The factors contributing to the development of a body
- A. are not interconnected
  - B. are interrelated
  - C. are not interrelated
  - D. do not depend on one another



12. Every child has a different level of thinking due to

- A. psychological and physical factors
- B. environmental and financial factors
- C. Both a & b
- D. None of the above

13. The principle of individual difference denotes that

- A. every individual has similarities in the context of growth and development
- B. every individual has differences in the context of growth and development
- C. every individual has differences in the context of growth
- D. every individual has differences in the context of development

14. The process of development

- A. is continuous as this process goes till a lifetime
- B. is not continuous
- C. does not take place over a lifetime
- D. is limited

15. In the principle of predictability, development can be assumed and predicted by others

- A. after analyzing the actions of intelligence
- B. after analyzing the actions of interests and personality attitudes
- C. after analyzing the actions of capabilities and capacities
- D. All of the above

16. The disabilities and physical defects may:

- A. lead to the development of inferiority complex
- B. does not hinder strong personality development
- C. does not impact personal development
- D. does not lead to the development of inferiority complex

17. Which of the following statements is true:

- A. The teacher plays the role of an ideal as well as a parent for the student
- B. A teacher can make a student feel confident about the mannerism in the school
- C. Both a & b
- D. None of the above

18. The principle of Concrete thinking to abstract thinking

- A. the interrelation of various factors
- B. the relation of thinking with the financial factor
- C. the development occurs in the way that a child starts thinking about concrete objects and then it develops to the abstract topics
- D. the development occurs in the way that a child starts thinking about abstract objects and then it develops to the concrete topics

19. Which of the following statements is true:

- A. Individual differences vary according to the stages of development
- B. Individual differences do not vary according to the stages of development

20. The natural environment contains

- A. the living things that come in direct contact with human beings
- B. the weather conditions that come in direct contact with human beings
- C. Both a & b
- D. none of the above

21. Social Environment can also be referred to as

- A. Intellectual environment
- B. Cultural environment
- C. Natural Environment
- D. Mental environment

22. The social environment constitutes

- A. the living things that come in direct contact with human beings
- B. the factors that make our society
- C. the weather conditions that come in direct contact with human beings
- D. the thoughts, ideas, discourses, interests, library, radio, and television

23. The intellectual environment constitutes of

- A. the living things that come in direct contact with human beings
- B. the factors that make our society
- C. the weather conditions that come in direct contact with human beings
- D. the thoughts, ideas, discourses, interests, library, radio, and television

24. The intellectual environment is also known as

- A. Intellectual environment
- B. Cultural environment
- C. Natural Environment
- D. Mental environment

25. The natural environment is also known as

- A. Intellectual environment
- B. Cultural environment
- C. Mental environment
- D. none of the above

26. Emotional environment is referred to the

- A. the living things that come in direct contact with human beings
- B. the factors which contribute to the emotions of an individual
- C. the weather conditions that come in direct contact with human beings
- D. the thoughts, ideas, discourses, interests, library, radio, and television

27. The emotions of harmony, compassion, kindness, and benevolence are parts of

- A. Intellectual environment
- B. Cultural environment
- C. Natural Environment
- D. Emotional Environment

28. \_\_\_\_\_ environment also activates the learning process of a person

- A. Intellectual environment
- B. Cultural environment
- C. Natural Environment
- D. Emotional Environment

29. The natural environment consists of

- A. the living things that come in direct contact with human beings
- B. the factors which contribute to the emotions of an individual
- C. the weather conditions that come in direct contact with human beings
- D. the thoughts, ideas, discourses, interests, library, radio, and television

30. Heredity is a process that

- A. only transmits behavioral traits of a parent
- B. only transmits mental traits of a parent
- C. transmits both mental and behavioral traits of a parent
- D. none of the above

31. Law of Variation refers to

- A. the concept that there can be variations and fluctuations of the genetic traits when it comes to the transmission of traits from the parents
- B. to the concept that a child of a highly intelligent parent or athletic parent can be mentally retarded or physically unfit respectively
- C. the concept that the offspring would be similar to the parents in their physical and mental traits
- D. None of the above

32. "It always goes from an upward to a downward trend." Which law does this statement pertain to?

- A. Law of Regression
- B. Law of Variation
- C. Law of Like Begets
- D. none of the above

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- A. the concept that there can be variations and fluctuations of the genetic traits when it comes to the transmission of traits from the parents
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34. "Heredity is the totality of biologically transmitted factors that influence the structure of the body." Who stated this?

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- C. every individual has differences in the context of growth
- D. every individual has differences in the context of development

41. Which one of the following statements is true regarding the role of heredity and environment in human development?

- A. The role of environment is almost fixed, whereas the impact of heredity can be altered.
- B. The theories based on the 'behaviorism' are largely based on the role of 'nature' in human development
- C. The relative effects of heredity and environment vary in different areas of development
- D. the policy of compensatory discrimination of the Government of India is based on the role of 'nature' in human development

42. Which of the following statements is true?

- A. Genetic makeup impacts responsiveness of an individual to qualities of the environment
- B. Adoptive children possess same IQs as their adoptive siblings
- C. Experience does not influence brain development
- D. Intelligence remains unaffected by the schooling

43. Which of the following statements support role of environment in the development of a child?

- A. some students quickly process information while others in the same class do not.
- B. There has been a steady increase in students' average performance on IQ tests in last few decades.
- C. Correlation between IQs of identical twins raised in different homes is as high as 0.75.
- D. physically fit children are often found to be morally good

44. Which one of the following is true about the role of heredity and environment in the development of a child?

- A. The relative contributions of peers and genes are not additive
- B. Heredity and environment do not operate together
- C. Propensity is related to environment while actual development requires heredity
- D. Both heredity and environment contribute 50% each in the development of a Child

45. In order to instill a positive environment in a primary class, a teacher should

- A. Wish each child in the morning
- B. Not discriminate and set the same goal for every child
- C. Allow them to make groups on their own on the basis of sociometry during group activities
- D. Narrate stories with positive endings

46. The aim of behavioural genetics is to learn about:

- A. the extent to which geneticists can modify people's behaviour
- B. the possibility of eradicating behavioural problems in children
- C. the genetic and environmental influences on human behaviour
- D. the ability of animals to learn language

47. Which method is NOT valid to study the role of heredity?

- A. Twin study
- B. Parent-Child analysis
- C. Adoption study
- D. Peer group study

48. Heredity is considered as a ———— Social structure.

- A. Primary
- B. Secondary
- C. Dynamic
- D. Static

49. Which disease is hereditary?

- A. ADHD
- B. Phenylketonuria
- C. Parkinson's
- D. HIV-AIDS

50. The book, Hereditary Genius was written by –

A. F. Galton

B. Vernon

C. J.P. Guildford

D. None of them

**Answer Key**

1.D	2.A	3.A	4.B	5.C	6.C	7.A	8.A	9.C	10.A
11.B	12.C	13.B	14.A	15.*	16.A	17.C	18.C	19.B	20.C
21.B	22.B	23.D	24.*	25.D	26.B	27.D	28.A	29.C	30.C
31.A	32.B	33.C	34.A	35.A	36.C	37.A	38.B	39.C	40.B
41.C	42.A	43.B	44.A	45.B	46.D	47.D	48.D	49.B	50.A

VARDHMAN

### 3. Social world and Children (Teachers, Parents and peers )

The newborn is merely an organism. Socialisation makes him responsive to the society. He is socially active. Socialisation stands for the development of the human brain, body, attitude, and behaviour

#### Meaning of socialization

Socialisation is known as the process of inducting the individual into the social world. The term socialisation refers to the process of interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group into which he has been born.

From the point of view of society, socialisation is the way through which society transmits its culture from generation to generation and maintains itself. From the point of view of the individual, socialisation is the process by which the individual learns social behaviour, develops his 'self'.

Socialisation takes place at different stages such as primary, secondary and adult. The primary stage involves the socialisation of the young child in the family. The secondary stage involves the school and the third stage is adult socialisation

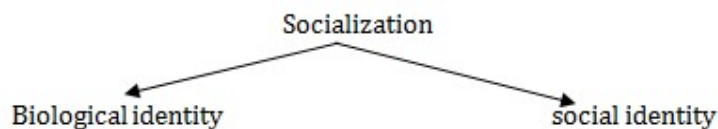
Socialisation is the process of fitting individuals into particular forms of group life, transforming human organism into social being and transmitting established cultural traditions.

Individual learns from the society:- way of walking talking and thinking

Acc. To Aristotle " man is a social animal"

Socialization is a process of preparing a child to fit well in the society. Family , school , religion , neighbour and media plays an important role in the process of socialization of human being.

Socialization is a process through which a biological child acquires specific cultural identity



#### Features of Socialisation:

1. Inculcates basic discipline:
2. Helps to control human behaviour:
3. Socialisation is rapid if there is more humanity among the agencies of socialisation:
4. Socialisation takes place formally and informally:
5. Socialisation is a continuous process:
6. It is a slow process.
7. It starts from the birth to till death
8. With this child learns social attitudes, skills , knowledge which leads to the social maturity and adjustment.

#### Process of socialization

- Primary socialization process
- Secondary socialization process
- Anticipatory process
- Adult Socialization
- Developmental process

- Re-socialization
- **Primary process of socialization** :- Primary socialisation refers to socialisation of the infant in the primary or earliest years of his life. It is a process by which the infant learns language and cognitive skills, internalises norms and values.
- **Secondary process of socialization** :- The process can be seen at work outside the immediate family, in the 'peer group'. The growing child learns very important lessons in social conduct from his peers. He also learns lessons in the school
- **Adult Socialisation**:-In the adult socialisation, actors enter roles (for example, becoming an employee, a husband or wife)
- **Anticipatory Socialisation**:- Anticipatory socialisation refers to a process by which men learn the culture of a group with the anticipation of joining that group.
- **Re-Socialisation**:-It refers to the process of discarding former behaviour patterns and accepting new ones as part of a transition in one's life.
- **Development socialization**:- when a child go to learns a particular skill from experts and that particular zone

#### **G.H. Mead: The process of forming the self, occurs in three distinct stages.**

**The first is imitation.** In this stage children copy the behaviour of adults without understanding it. A little boy might 'help' his parents vacuum the floor by pushing a toy vacuum cleaner or even a stick around the room.

During the second stage **The play stage**, children understand behaviours as actual roles- doctor, firefighter, and race-car driver and so on and begin to take on those roles in their play. In doll play little children frequently talk to the doll in both loving and scolding tones as if they were parents then answer for the doll the way a child answers his or her parents. This shifting from one role to another builds children's ability to give the same meanings to their thoughts; and actions that other members of society give them-another important step in the building of a self.

During Mead's third stage, **the game stage**, the child must learn what is expected not just by one other person but by a whole group. On a baseball team, for example, each player follows a set of rules and ideas that are common to the team and to baseball.

#### **Jean Piaget:**

A view quite different from Freud's theory of personality has been proposed by Jean Piaget. Piaget's theory deals with cognitive development, or the process of learning how to think. According to Piaget, each stage of cognitive development involves new skills that define the limits of what can be learned. Children pass through these stages in a definite sequence.

**The first stage**, from birth to about age 2, is the "sensorimotor stage". During this period children develop the ability to hold an image in their minds permanently..

**The second stage**, from about age 2 to age 7 is called the preoperational stage. During this period children learn to tell the difference between symbols and their meanings.

**The third stage** from about age 7 to age 11, children learn to mentally perform certain tasks that they formerly did by hand. Piaget calls this the "**concrete operations stage**

**The last stage**, from about age 12 to age 15, is the “stage of formal operations. Adolescents in this stage can consider abstract mathematical, logical and moral problems and reason about the future. Subsequent mental development builds on and elaborates the abilities and skills gained during this stage.

### **Sigmund Freud:**

Freud’s Theory of Socialization According to Sigmund Freud, “basic biological instincts combine with societal factors to shape personalities.” Freud emphasizes that a major part of human personality is formed in the childhood and during rest of the life it is elaborated and sharpened. According to Sigmund Freud the human mind has three main regions:

- I. Consciousness
- II. Preconsciousness
- III. Unconsciousness.
  - The conscious region of mind relates the individual with present events and activities in life.
  - Preconscious region stores up memories, which easily enters consciousness.
  - The unconscious region is the store house of all the repressed desires and bitter experiences which are unacceptable to the conscious mind.

### **The Three-part self:**

Freud’s theory is based on a three-part self; the id, the ego, and the superego.

**The id** is the source of pleasure-seeking energy. When energy is discharged, tension is reduced and feelings of pleasure are produced, the id motivates us to have sex, eat and excrete, among other bodily functions.

**The ego** is the overseer of the personality, a sort of traffic light between the personality and the outside world. The ego is guided mainly by the reality principle. It will wait for the right object before discharging the id’s tension. When the id registers, for example, the ego will block attempts to eat spare types or poisonous berries, postponing gratification until food is available.

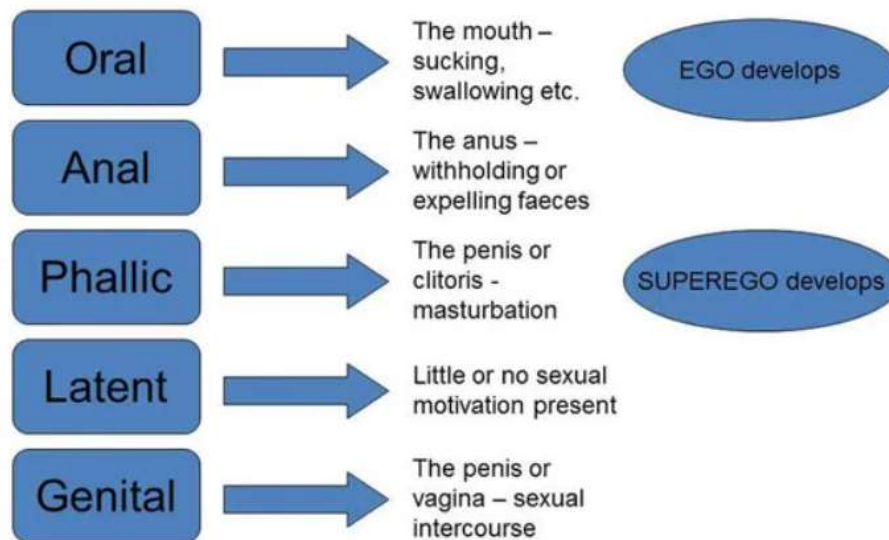
**The superego** is an idealized parent: It performs a moral, judgemental function. The superego demands perfect behaviour according to the parents’ standards, and later according to the standards of society at large.

All three of these parts are active in children’s personalities. Children must obey the reality principle, waiting for the right time and place to give into the id. They must also obey the moral demands of parents and of their own developing super egos. The ego is held accountable for actions, and it is rewarded or punished by the superego with feelings of pride or guilt.

### **Stages of Sexual Development:**

According to Freud, personality is formed in four stages. Each of the stages is linked to a specific area of the body an erogenous zone. During each stage, the desire for gratification comes into conflict with the limits set by the parents and latter by the superego.





### The First Stage - The Oral Stage

This stage begins with the birth of the child and continues up to the completion of one year. Soon after the birth, the child cries a great deal. Using crying, the child learns to express his felt needs such as hunger.

### The Second State - The Anal Stage

The second stage normally begins soon after the first year and is completed during the third year. It is here that the child learns that he cannot depend entirely on the mother and that he has to take some degree of care for himself. The child is taught to do some tasks such as toileting, keeping clothes clean, etc.

### The Third Stage-The Oedipal Stage

The third stage normally starts from the fourth year of the child and extends up to puberty (age of 12 or 13 years). It is in this stage, that the child becomes a member of the family as a whole.. According to Freud, the boy develops the 'Oedipus complex' the feeling of jealousy towards the father and love towards the mother. In the same way, the girl develops the "Electra complex" the feeling of jealousy towards the mother and love towards the father. The Fourth Stage-The Stage of Adolescence

### The fourth stage

#### Latency Stage (6 years to puberty)

The latency stage is the fourth stage of psychosexual development, spanning the period of six years to puberty. During this stage the libido is dormant and no further psychosexual development takes place (latent means hidden).

Freud thought that most sexual impulses are repressed during the latent stage, and sexual energy can be sublimated towards school work, hobbies, and friendships.

Much of the child's energy is channeled into developing new skills and acquiring new knowledge, and play becomes largely confined to other children of the same gender.

#### Genital Stage (puberty to adult)

The genital stage is the last stage of Freud's psychosexual theory of personality development, and begins in puberty. It is a time of adolescent sexual experimentation, the successful resolution of which is settling down in a loving one-to-one relationship with another person in our 20's.

Sexual instinct is directed to heterosexual pleasure, rather than self-pleasure like during the phallic stage.

For Freud, the proper outlet of the sexual instinct in adults was through heterosexual intercourse. Fixation and conflict may prevent this with the consequence that sexual perversions may develop.

For example, fixation at the oral stage may result in a person gaining sexual pleasure primarily from kissing and oral sex, rather than sexual intercourse.

### **Importance of Sociolization:**

Socialization is important from the point of view of society and of the individual as well. The socialization process begins at the infancy (from home) of every individual where the child must learn the expectations of the society so that his/her behavior can be relied upon. However, its importance of it can be explained in the following points:

1. It is through socialization that group norms, values, and practices are learned by members that help to maintain the social system.
2. It is the socialization process that transmits culture from generation to generation.
3. Socialization plays a unique role in the personality development of the individual. The child has no self. The self emerges through the process of socialization. The self, which is the core of personality, develops out of the child's interaction with others.
4. In the socialization process, the individual learns the culture as well as skills, ranging from language to manual dexterity which will enable him to become a participating member of human society.
5. Socialization inculcates basic disciplines, ranging from toilet habits and sexual behavior.
6. Society imparts the basic goals, aspirations, and values to which the child is expected to direct his behavior for the rest of his life.
7. Socialization helps individuals to acquire appropriate social roles that they individual are expected to play. Like males, females, husbands, wives, sons, daughters, parents, children, student teachers, and so on, accepted social roles must be learned if the individual is to play a functional and predictable part in social interaction.

### **Agents of socialization**

- Family
- Peer group
- social agent
- Religion
- Economic status
- Media
- language
- laws and orders
- Legal system
- Health club
- eco club

### **Passive agent of socialisation:- public library**

### **Methods of socialisation**

Methods and techniques for socialisation

Real life use of knowledge

Emphasis on social development

Social forces:-for developing capacity of social adjustment

Group learning

Personality development

Problem solving attitude:- lecture method should be replaced with discussion method for constructive thinking.

### **Factors affecting socialisation**

Nationality

Gender( gender constancy:- their biological sex is fixed and permanent means when a boys think I m boy and

girl think I m girl and behave like their gender. At the age of 2-7 years and know that I can not change my gender its irreversible)

Culture

Language

### MCQ

- 1.The process of moulding and shaping the personality of the human infant is called \_\_\_\_  
A. Individualisation                      B. Socialisation  
C. Shaping                                      D. Humanisation
2. Who says man is a social animal?  
A. Aristotle                      B. Max Weber                      C. Mead                      D. Karl Max
3. The development self is closely associated with \_\_\_\_\_  
A. Internalisation of Norms                      B. Analysis of the culture  
C. Categorisation of values                      D. rejection of bad habits
4. \_\_\_\_\_ refers to the process in which the norms become a part of the personality  
A. Culture                      B. Acculturation  
C. Universalisation                      D. Internalisation of norms
5. Who defined socialization is the process of working together, of developing group responsibility, or being guided by the welfare needs of others?  
A. Ogburn                      B. Lundberg                      C. Johnoson                      D. Bogardus
6. Who put forward the proposition that society is mental?  
A. CH Cooley                      B. GH Mead                      C. Max Weber                      D. Spencer
7. Ian Robeston wrote the book titled "sociology" in the year  
A. 1977                      B. 1987                      C. 1897                      D. 1967
8. The most essential and basic type of socialization is \_\_\_\_\_  
A. Primary socialization                      B. Secondary socialization  
C. Adult socialization                      D. Re socialization
9. In which state the primary socialization is take place  
A. Adult stage                      B. Pre natal stage  
C. Childhood stage                      D. Adolescent stage
10. Internalization of norms is the most important aspect of \_\_\_\_\_ socialisation  
A. Primary socialization                      B. Developmental socialisation  
C. Re socialization                      D. Adult socialization
11. The term anticipatory socialization is developed by \_\_\_\_\_  
A. Merton                      B. Roberston                      C. Sheriff                      D. Hayman
12. \_\_\_\_\_ refers to the process where men learn the culture of groups to which they do not belong  
A. Re socialization                      B. Developmental socialization  
C. Primary socialization                      D. Anticipatory socialization
13. "A person who intends to join the army may start doing physical exercise to toughen his body and learning the manners of army personnel to become one with them later" is an example of which type of socialization.  
A. Primary socialization                      B. Developmental socialization  
C. Re Socialization                      D. Anticipatory socialisation

14. Who defines socialization as the process by which the individual learns to conform to the norms of the groups

- A. Westermarck                      B. Ogburn                      C. Malinowski                      D. Lowie

15. \_\_\_\_\_ is a kind of learning based on the achievement of primary socialization

- A. Developmental socialization                      B. Development of personality  
C. Re socialization                      D. Adult socialization

16. In which stages of life does developmental socialization take place

- A. Childhood                      B. Adulthood                      C. Adolescence                      D. Old age

17. \_\_\_\_\_ is the process where there is the stripping away of learned patterns and substitution of new ones for them

- A. Primary socialization                      B. Developmental socialization  
C. Re socialization                      D. Anticipatory socialization

18. A newly wedded housewife may be forced to become a prostitute in a brothel. This is an example of \_\_\_\_\_ socialization

- A. Secondary socialization                      B. Primary socialization  
C. Anticipatory socialization                      D. Re socialization

19. Who is remarked as "for the newborn child there is no objective reality, no space, no time and no casualty?"

- A. Johnson                      B. Freud                      C. Allport                      D. Mead

20. According to \_\_\_\_\_ the child goes through some six stages before he is able to understand that there are external objects with an existence of their own

- A. Bruner                      B. Piaget                      C. Vygotski                      D. Norm Chomsky

21. \_\_\_\_\_ refers to the objects that the child constructs in his own mind

- A. Constructed images                      B. Developed concepts  
C. Internalised objects                      D. Comprehended symbols

22. The cognitive aspect of socialization refers to the development of \_\_\_\_\_ abilities

- A. Psychomotor                      B. Affective                      C. Conative                      D. Cognitive

23. Who opines that the individual is actively trying to make sense of the world rather than being passively conditioned by it?

- A. Durkheim                      B. Johnson                      C. Piaget                      D. Lundberg

24. \_\_\_\_\_ defined socialization as the process of transmission of culture, the process whereby men learn the rules and practices of social groups

- A. Bogardus                      B. Ogburn                      C. Worsely                      D. Johnson

25. The heart of the process of socialization is the emergence and gradual development of \_\_\_\_\_.

- A. Idea                      B. Self                      C. Belief                      D. Values

26. Adjustment means accommodating oneself to various circumstances in order to satisfy

- A. Others                      B. motives                      C. goals                      D. needs

27. A teacher can develop social values among students by

- A. telling them about great people                      B. developing a sense of discipline  
C. behaving ideally                      D. telling them good stories

28. Children's attitudes towards persons of different ethnic groups are generally based upon

- A. attitudes of their parents                      B. attitudes of their peers  
C. influence of television                      D. attitudes of their siblings

29. Socialization is a process by which children & adults learn from:  
 A. Family                      B. School                      C. Peers                      D. All of these
30. In the present situation, the children must possess an important factor of  
 A. intelligence              B. personality              C. moral value              D. experience
31. Print media and electronic media must project  
 A. acceptable negative side of life                      B. acceptable positive side of life  
 C. positive and negative sides of life                      D. seamy side of life
32. Peer group is formed by  
 A. Teacher + Controlled environment                      B. Parents + Independent environment  
 C. Society + Controlled environment                      D. Unexpected + independent environment
33. In which of the following stages do children become active members of their peer group?  
 A. Adolescence              B. Adulthood              C. Early childhood              D. Childhood
34. If the people of the society has high achievement motivation, the economic growth increases and the society gets modernized". It is given in the book  
 A. The achieving Society                      B. Achievement of the Society  
 C. Society and Achievement                      D. Society and its Development
35. A group which has completely negative influence is  
 A. primary group                      B. intermediate group  
 C. secondary group                      D. tertiary group
36. In the context of education, socialization means  
 A. respecting elders in society                      B. adapting and adjusting to social environment  
 C. always following social norms                      D. creating one's own social norms
37. Teachers are advised to involve their learners in group activities because, besides facilitating learning, they also help in  
 A. Socialization                      B. Value conflicts                      C. Aggression                      D. Anxiety
38. Social development means acquisition of the ability to have in accordance with social exceptions.'  
 A. Huriock                      B. T.P. Nunn                      C. McDougall                      D. Ross
39. Self-centered person is  
 A. Introvert                      B. Extrovert                      C. Ambivert                      D. Socially dependent
40. An example of media that transports learners to remote places by means of visualized reports is:  
 A. educational television                      B. educational broadcasts  
 C. overhead projector                      D. telephone
41. An example of media that transports learners to remote places by means of visualized reports is:  
 A. educational television                      B. educational broadcasts  
 C. overhead projector                      D. telephone
42. Features assigned due to social roles and not due to biological endowment are called  
 A. Gender role attitudes                      B. Gender role strain  
 C. Gender-role stereotype                      D. Gender role diagnosticity
43. Socialization includes cultural transmission and  
 A. discourages rebellion.                      B. development of individual personality.

C. fits children into labels.

D. provides emotional support.

44. In the progressive model of education as implemented by CBSE, socialization of children is done in such a way so as to expect them to

A. give up time-consuming social habits and learn how to score good grades

B. be an active participant in the group work and learn social skills

C. prepare themselves to conform to the rules and regulations of society without questioning

D. accept what they are offered by the school irrespective of their social background

45. Fourteen-year-old Devika is attempting to develop a sense of herself as a separate, self-governing individual. She is developing

A. hatred for rules

B. autonomy

C. teenage arrogance

D. maturity

46. In the context of socialization, schools often have a hidden curriculum which consists of

A. forcible learning, thinking and behaving in particular ways by imitating peers and teachers

B. the informal cues about social roles presented in schools through interaction and materials

C. negotiating and resisting socialization of students through their families

D. teaching and assessment of values and attitudes

47. Which of the following is a passive agency of socialization

A. Health club

B. Family

C. Ecoclub

D. Public library

48. Making students members of a cleanliness community to motivate them for the same, reflects

A. Socio-cultural conceptions of motivation

B. Behavioristic approach to motivation

C. Humanistic approach to motivation

D. Cognitive approach to motivation

49. A teacher remarks in a co-education class to boys, "Be boys and don't behave like girls." This remark]

A. reflects caste discrimination.

B. is a good example of dealing with boys and girls.

C. reflects stereotypical behaviour of discrimination between boys and girls.

D. highlights the biological superiority of boys over girls.

50. Which of the following are secondary agents of socialization?

A. Family and neighbourhood

B. school and neighbourhood

C. school and immediate family members

D. Family and relatives

### Answer Key

1.B	2.A	3.A	4.D	5.D	6.A	7.A	8.A	9.C	10.A
11.A	12.D	13.B	14.B	15.A	16.B	17.C	18.D	19.A	20.B
21.C	22.A	23.C	24.C	25.B	26.D	27.C	28.D	29.D	30.C
31.C	32.C	33.D	34.A	35.B	36.B	37.A	38.A	39.A	40.C
41.C	42.C	43.B	44.B	45.B	46.B	47.D	48.A	49.C	50.B

## 4. Theory (Piaget's, Vygotsky, Kohlberg's)

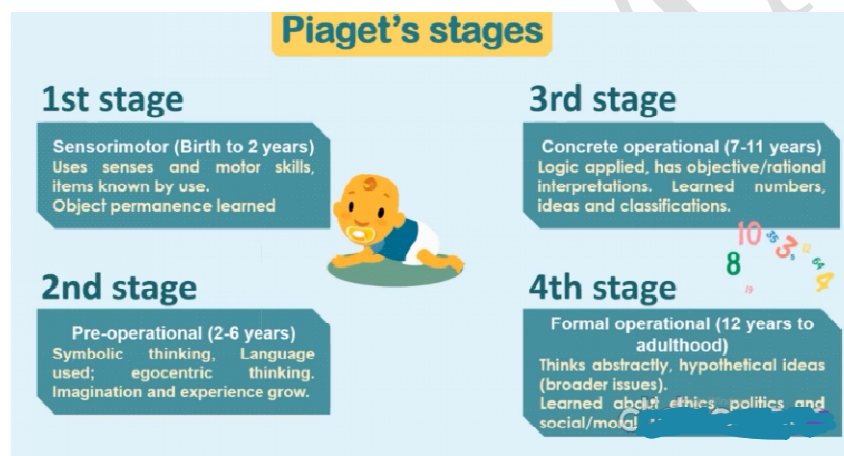
### 1. Piaget's Theory of Cognitive Development

Jean Piaget's theory of cognitive development suggests that intelligence changes as children grow. A child's cognitive development is not just about acquiring knowledge, the child has to develop or construct a mental model of the world.

Cognitive development occurs through the interaction of innate capacities and environmental events, and children pass through a series of stages.

- Children's intelligence differs from an adult's in quality rather than in quantity. This means that children reason (think) differently from adults and see the world in different ways.
- Children actively build up their knowledge about the world. They are not passive creatures waiting for someone to fill their heads with knowledge.
- The best way to understand children's reasoning was to see things from their point of view.

Piaget's theory of cognitive development proposes 4 stages of development.



Stage	Age	Goal
Sensorimotor	Birth to 18-24 months	Object permanence
Preoperational	2 to 7 years old	Symbolic thought
Concrete operational	Ages 7 to 11 years	Logical thought
Formal operational	Adolescence to adulthood	Scientific reasoning

#### 1. The Sensorimotor Stage

**Ages: Birth to 2 Years**

The first stage is the sensory motor stage, and during this stage the infant focuses on physical sensations and on learning to co-ordinate his body.

**Major Characteristics and Developmental Changes:**

Major characteristics and developmental changes during this stage:

- Know the world through movements and sensations
- Learn about the world through basic actions such as sucking, grasping, looking, and listening
- Learn that things continue to exist even when they cannot be seen (object permanence)
- Realize that they are separate beings from the people and objects around them
- Realize that their actions can cause things to happen in the world around them

## 2. The Preoperational Stage

The foundations of language development may have been laid during the previous stage, but the **emergence of language** is one of the major hallmarks of the preoperational stage of development.<sup>3</sup>

### 2 to 7 Years

Major characteristics and developmental changes during this stage:

- Begin to think symbolically and learn to use words and pictures to represent objects
- Tend to be egocentric and struggle to see things from the perspective of others
- Getting better with language and thinking, but still tend to think in very concrete terms

For example, a researcher might take a lump of clay, divide it into two equal pieces, and then give a child the choice between two pieces of clay to play with. One piece of clay is rolled into a compact ball while the other is smashed into a flat pancake shape. Because the flat shape *looks* larger, the preoperational child will likely choose that piece, even though the two pieces are exactly the same size.

## 3. The Concrete Operational Stage

While children are still very concrete and literal in their thinking at this point in development, they become much more adept at using logic. The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view a situation.

### 7 to 11 Years

Major characteristics and developmental changes during this stage:

- Begin to think logically about concrete events
- Thinking becomes more logical and organized, but still very concrete
- Begin using inductive logic, or reasoning from specific information to a general principle

During this stage, children also become less egocentric and begin to think about how other people might think and feel. Kids in the concrete operational stage also begin to understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions.

## 4. The Formal Operational Stage

The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas.<sup>3</sup> At this point, adolescents and young adults become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them.

### Age 12 and Up

Major characteristics and developmental changes during this time:

- Begins to think abstractly and reason about hypothetical problems
- Begins to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning
- Begins to use deductive logic, or reasoning from a general principle to specific information

The ability to thinking about abstract ideas and situations is the key hallmark of the formal operational stage of cognitive development. The ability to systematically plan for the future and reason about hypothetical situations are also critical abilities that emerge during this stage.



## Important Concepts

- Schemas
- Assimilation
- Accommodation
- Equilibration

Piaget believed that all children try to strike a balance between assimilation and accommodation using a mechanism he called equilibration. Equilibration helps explain how children can move from one stage.

## 2. Vygotsky Theory of Socio- Culture

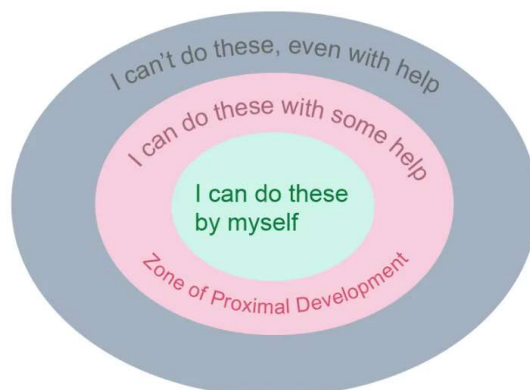
In early 20th century, Russian psychologist Lev Vygotsky developed a theory of cognitive development in children widely known as Lev Vygotsky's Sociocultural Theory of Cognitive development.



Sociocultural theory focuses on how mentors and peers influence individual learning, but also on how cultural beliefs and attitudes affect how learning takes place.

### The Zone of Proximal Development

An important concept in sociocultural theory is known as the zone of proximal development. According to Vygotsky, this is "the distance between the actual development level (of the learner) as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.



### SCAFFOLDING

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.



### **MKO (More Knowledgeable Other)**

Vygotsky's sociocultural theory emphasizes that children learn through social interaction that include collaborative and cooperative dialogue with someone who is more skilled in tasks they're trying to learn. Vygotsky called these people with higher skill level the More Knowledgeable Other (MKO). MKO could be teachers, parents, tutors and even peers.



### **Applying Vygotsky's Theory**

Sociocultural theory has gained popularity within certain settings. Here's how this theory can be put into practice in the real world.

#### **In the Classroom**

Understanding the zone of proximal development can be helpful for teachers. In classroom settings, teachers may first assess students to determine their current skill level. Educators can then offer instruction that stretches the limits of each child's capabilities.

At first, the student may need assistance from an adult or a more knowledgeable peer. Eventually, their zone of proximal development will expand. Teachers can help promote this expansion by:

- **Planning and organizing classroom instruction and lessons.** For example, the teacher might organize the class into groups where less-skilled children are paired with students who have a higher skill level.
- **Using hints, prompts, and direct instruction** to help kids improve their ability levels.
- **Scaffolding**, where the teacher provides specific prompts to move the child progressively forward toward a goal.

#### **In Socialization and Play**

Vygotsky's theory also stressed the importance of play in learning.<sup>12</sup> Vygotsky believed that through playing and imagining, children are able to further stretch their conceptual abilities and knowledge of the world.

Teachers and parents can use this concept by providing children with plenty of opportunities for play experiences. Types of play that can foster learning include imaginary play, role-playing, games, and reenactments of real events.<sup>13</sup> Such activities help promote the growth of abstract thought.

### 3. Kohlberg's Theory of Moral Development

Kohlberg's theory proposes that there are three levels of moral development, with each level split into two stages. Kohlberg suggested that people move through these stages in a fixed order, and that moral understanding is linked to cognitive development. The three levels of moral reasoning include preconventional, conventional, and postconventional.

By using children's responses to a series of moral dilemmas, Kohlberg established that the reasoning behind the decision was a greater indication of moral development than the actual answer.

Lawrence Kohlberg (1958) agreed with Piaget's (1932) theory of moral development in principle but wanted to develop his ideas further.

He used Piaget's storytelling technique to tell people stories involving moral dilemmas. In each case, he presented a choice to be considered, for example, between the rights of some authority and the needs of some deserving individual who is being unfairly treated.

One of the best known of Kohlberg's (1958) stories concerns a man called Heinz who lived somewhere in Europe.

#### His theory is based on

- Agreed with Piaget's theory and wanted to develop his own idea
- He used Piaget's story telling technique to define dilemma
- How children develop morality and moral reasoning .
- Theory is based on the series of dilemmas.
- His theory focuses on the thinking process that occurs when one decides whether his behaviour is right or wrong.

#### Level 1 - Preconventional morality

Preconventional morality is the first stage of moral development, and lasts until approximately age 9. At the preconventional level children don't have a personal code of morality, and instead moral decisions are shaped by the standards of adults and the consequences of following or breaking their rules.

For example, if an action leads to punishment it must be bad, and if it leads to a reward it must be good.

Authority is outside the individual and children often make moral decisions based on the physical consequences of actions.

- Stage 1. Obedience and Punishment Orientation (Punishment and obedience or reward and punishment stage 'good' results in praise, agreement with authority).
- Stage 2. Individualism and Exchange ('Good' is what satisfies his needs or exchange stage or stage of ego or self interest orientation). At this stage, children recognize that there is not just one right view that is handed down by the authorities. Different individuals have different viewpoints.

#### Level 2 - Conventional morality

Conventional morality is the second stage of moral development, and is characterized by an acceptance of social rules concerning right and wrong. At the conventional level (most adolescents and adults), we begin to internalize the moral standards of valued adult role models.

Authority is internalized but not questioned, and reasoning is based on the norms of the group to which the person belongs.

A social system that stresses the responsibilities of relationships as well as social order is seen as desirable and must, therefore, influence our view of what is right and wrong.

- Stage 3. Good Interpersonal Relationships Or good boy good girl stage. The child/individual is good in order to be seen as being a good person by others. Therefore, answers relate to the approval of others. good' results is being liked
- Stage 4. Maintaining the Social Order or Stage of respect for social system or 'good ' is doing one's duty . The child/individual becomes aware of the wider rules of society, so judgments concern obeying the rules in order to uphold the law and to avoid guilt.

### Level 3 - Postconventional morality

Postconventional morality is the third stage of moral development, and is characterized by an individuals' understanding of universal ethical principles. These are abstract and ill-defined, but might include: the preservation of life at all costs, and the importance of human dignity.

Individual judgment is based on self-chosen principles, and moral reasoning is based on individual rights and justice. According to Kohlberg this level of moral reasoning is as far as most people get.

- **Stage 5. Social Contract and Individual Rights.** The child/individual becomes aware that while rules/laws might exist for the good of the greatest number, there are times when they will work against the interest of particular individuals. Stage of social contract
- **Stage 6. Universal Principles.** People at this stage have developed their own set of moral guidelines which may or may not fit the law. The principles apply to everyone means stage of universal-Ethical -Principles .

### MCQ (MIX FROM THEORIES OF DEVELOPMENT)

1. Four distinct stages of children's intellectual development are identified by  
A. Erikson                      B. Skinner                      C. Piaget                      D. Kohlberg
2. contact of language development which of the following areas was underestimated by Piaget?  
A. Heredity                      B. Social interaction  
C. Egocentric speech                      D. Active construction by the child
3. which of the following stages are involved when infants think with their eyes, ears and hands?  
A. Concrete operational stage                      B. Preoperational stage  
C. Sensorimotor stage                      D. Formal operational stage
4. Fitting new information into existing schemes is known as:  
A. Accommodation                      B. Equilibration                      C. Assimilation                      D. Organisation
5. According to Piaget's theory, children learn by:  
A. Memorizing information by paying due attention  
B. Scaffolding provided by more able members of the society  
C. Processes of adaptation  
D. Changing their behavior when offered appropriate rewards

6. Retrieving hidden objects is evidence that infants have begun to master which of the following cognitive functions?

- A. Intentional behaviour
- B. Object permanence
- C. Problem solving
- D. experimentation

7. The cognitive ability that comes in pre-operational period is:

- A. Hypothetico-deductive thinking
- B. Ability for abstract thinking
- C. Ability of goal-directed behaviour
- D. Ability to take other's opinion

8. Children in primary schools follow which of the, following stages as proposed by Lawrence Kohlberg?

- A. Obedience and Punishment Orientation
- B. Individualism and Exchange
- C. Good Interpersonal Relationships
- D. Social Contract and Individual Rights
- A. A and C
- B. A and D
- C. B and D
- D. A and B

9. According to Socio-cultural theory of Vygotsky:

- A. Culture and language play a crucial role in development
- B. The child thinks in different domains and does not take a complete perspective
- C. Children think in abstract terms if presented abstract material at a lower age
- D. Self-directed speech is the lowest stage of the scaffold

10. The child can think logically about phenomena and objects.' The correct statement regarding the stages of Piaget's theory is

- A. sensory nervous system
- B. concrete operating process
- C. Initial operating procedure
- D. Formal Operating Procedure

11. According to Piaget's principle, what is the duration of the pre-operational state?

- A. Four to eight years
- B. Two years from birth
- C. Two to seven years
- D. five to eight years

12. According to Piaget, during the first stage of development (birth to about 2 years of age) the child learns best by \_\_\_\_\_.

- A. By understanding neutral words
- B. by thinking abstractly
- C. By application of newly acquired knowledge of the language
- D. by the use of the senses

13. According to Piaget, at which stage of cognitive development does the child exhibit 'object permanence'?

- A. concrete Operational Phase
- B. Formal Operational Stage
- C. sensory - motivational stage
- D. Pre-operational stage

14. Who among the following states that "cognitive development is based on discovery and not on imitation"

- A. Jean Piaget
- B. Kohlberg
- C. Skinner
- D. Vygotsky

15. According to Piaget, at what stage does a child begin to recognise and differentiate objects in his environment?

- A. Concrete operational state
- B. Formal operational stage
- C. sensory-motivational state
- D. Pre-operational state

16. What did Piaget say about the incorporation of new ideas into a child's thoughts?

- A. Administration
- B. assimilation
- C. search
- D. construction

17. According to Jean Piaget, the lack of cognitive maturity is found in children up to the age of

- A. 4 years
- B. 6 years
- C. 8 years
- D. 12 years

18. Who among the following gave the theory of creation and discovery related to the development of children?

- A. Skinner
- B. Jean Piaget
- C. Vygotsky
- D. Kohlberg

19. Among the four stages of child development described by Piaget, is the duration of the formal or abstract operational stage?

- A. Birth to 2 years
- B. 2 to 7 years
- C. 7 to 11 years
- D. 11 years to adulthood

20. According to Piaget's theory of cognitive development, at what stage can a child think about problems conceptually?

- A. abstract operational state
- B. Tangible operational state
- C. Pre-operational state
- D. sensory state

21. It is called molding itself according to the environment.

- A. Equilibration
- B. Adjustment
- C. Customization
- D. Co-operative

22. Development according to Piaget's theory of cognitive development

- A. is an intermittent process.
- B. It is a continuous process.
- C. is an intermittent and continuous process
- D. none of the above

23. Teachers should emphasize on practical education and practical education. Through experiments, new ideas are communicated to children, and this creates originality in them, which of the following statements is related.

- A. Piaget's educational importance of cognitive development
- B. Vygotsky's theory of social development
- C. Kohlberg's theory of moral development
- D. none of the above

24- Language development begins in children.

- A. sensory state
- B. Pre-operational state
- C. Concrete operational state
- D. abstract operational state

25. Who among the following propounded the theory of 'stage of moral development'?

- A. Jean Piaget
- B. Lawrence Kohlberg
- C. Freud
- D. Sears

26. Lawrence Kohlberg has divided the stage of moral development into how many stages?

- A. in two stages
- B. in three stages
- C. in four stages
- D. in eight stages

27. With which stage of development is the child's 'baseless self-consciousness' related?

- A. early childhood
- B. childhood
- C. adolescence
- D. none of the above

28. Who among the following has considered the interaction of children as the basic basis of their development?

- A. Lawrence Kohlberg
- B. Lev Vygotsky
- C. Jean Piaget
- D. Skinner

29. According to Vygotsky, when are children active members of peer groups?

- A. early childhood
- B. adolescence
- C. childhood
- D. adulthood

30. Mukesh does what his parents tell him to do because he knows that if he doesn't, his parents will punish him. Mukesh is in which of Kohlberg's stages of moral development?

- A. punishment, obedience
- B. Individualism, purpose and exchange
- C. Social system morality.
- D. Social contract

31. Jean Piaget developed and proposed his theories of cognitive development during the :

- A. late 1700s
- B. early to mid-1880s
- C. late 1880s
- D. mid-1900s

32. Jean Piaget collected data to develop his theory of cognitive development by

- A. doing literature review on cognitive development.
- B. discussing with many of the parents.
- C. observing his own children.
- D. experimenting with children in the laboratory.

33. Which of the following is an example of a cognitive scheme?  
 A. Sorting by colour                      B. Grasping a rattle                      C. Looking at an object                      D. Sucking a pacifier
34. According to Piaget, the incorporation of new information into existing schemes is called:  
 A. Operational thought                      B. Equilibration                      C. Accommodation                      D. Assimilation
35. Sohan likes to explore his grandparents' house through touch. One day, he touches a hot iron and burns his hand. Sohan learns that although some objects are safe to touch, hot irons are not. According to Piaget, this is an example of  
 A. Assimilation                      B. Accommodation  
 C. Negative reinforcement                      D. Positive reinforcement
36. According to Piaget, during the first sensorimotor sub-stage, infants' behaviours are :  
 A. Reflexive                      B. Maladaptive                      C. Unchanging                      D. Reinforced
37. When Rashmi was 5 months old, she looked at a toy train, but when her view of the train was blocked, she did not search for it. Now that she is 9 months old, she does search for it, reflecting her development of  
 A. Object permanence                      B. Self-differentiation                      C. Assimilation                      D. Schemata
38. While talking to his grandmother on the phone, Samarth suddenly exclaims, "Oh, look at that beautiful flower!" When his grandmother asks him to describe the flower, Samarth says, "Out there, out there! Right there, Grandma!" He finally gets frustrated and disconnects the phone. This is an example of :  
 A. Centration                      B. Ego-centrism                      C. Intuitive thought                      D. Symbolic function
39. Pooja was asked to classify different kinds of flowers. She classifies them only on the basis of one parameter, which is colour. Pooja did it because of :  
 A. Ego-centrism                      B. Centration                      C. Accommodation                      D. Operationalism
40. To understand the relationships among relatives on a family tree, children need to be able to use the skill of :  
 A. Seriation                      B. Decoding                      C. Classification                      D. Mental reversibility
41. Which of the following is one of the elements of conservation in Piaget's theory of development?  
 A. Identity                      B. Operation                      C. Assimilation                      D. Accommodation
42. Children assume about imaginary audiences in which stage of development and what is it called?  
 A. Sensory motor—Goal directed action                      B. Pre-operational—Collective monologue  
 C. Concrete operational—Reversibility                      D. Formal operational—Adolescent ego-centrism
43. What is Vygotsky's view on cognitive development?  
 A. It is a sequence of learning stimulus-response associations.  
 B. It is genetically predetermined.  
 C. It is associated with children's experience in the historical and cultural context.  
 D. It is subject to mutations during its course.
44. According to Vygotsky, young people turn socially shared knowledge into personal knowledge through :  
 A. Autonomous morality                      B. Sensorimotor behavior  
 C. Conservation of energy                      D. Private speech
45. The zone of proximal development is the level of development  
 A. out of the zone of where the student is presently functioning.  
 B. just below where the student is presently functioning.  
 C. just above where a student is presently functioning.  
 D. just exactly where the student is presently functioning.
46. Vygotsky is identified with which form of constructivism?  
 A. Personal constructivism                      B. Information-processing constructivism  
 C. Social constructivism                      D. Radical constructivism

47. Vygotsky's social constructivist theory of cognitive development is also known as :

- A. Operant conditioning theory  
B. Theories of mind  
C. Cultural-historical theory  
D. Mediated learning

48. Which of the following is true according to Vygotsky?

- A. Knowledge is individually constructed.  
B. Knowledge is constructed. between people as they interact.  
C. Knowledge is gained through reinforcement.  
D. Knowledge is gained in a passive manner.

49. Number, language etc. are

- A. Real tools  
B. Symbolic tools  
C. Actual tools  
D. Technical tools

50. The principle of "tit-for-tat" is the characteristic of which state of Kohlberg's theory of moral development?

- A. Punishment-obedience orientation  
B. Personal reward orientation  
C. Social contract orientation  
D. Law and order orientation

### Answer Key

1.C	2.C	3.C	4.C	5.C	6.B	7.C	8.D	9.A	10.B
11.C	12.D	13.D	14.A	15.C	16.B	17.B	18.B	19.D	20.A
21.C	22.B	23.A	24.B	25.B	26.B	27.C	28.B	29.B	30.A
31.D	32.C	33.B	34.D	35.B	36.A	37.A	38.B	39.B	40.D
41.A	42.D	43.C	44.D	45.C	46.C	47.C	48.A	49.B	50.B



## 5. Concept of Child Centered And Progressive Education

### Teacher centred and student centred teaching

Child centered education is sort of revolt against subject centered education. this type of education seeks to provide a

of natural flow of activities and spontaneous growth of a child.

It is often said that there are two basic approaches to teaching:

- Teacher centred approach
- Student centred approach

**Teacher centred approaches** are more traditional in nature, focussing on the teacher as instructor.

**Student centred approaches** (sometimes referred to as discovery learning, inductive learning, or inquiry learning)

### Teacher centred approach

'Child is a Tabula Rasa' by John Lock means empty vessel, clean slate.

### Shifting of approach

From teacher centred to child centred means differentiate instructions teacher as a facilitator based on theory on constructivism According to NCF 2005. Indian educationist Gizubhai is famous in child-centered approach

Child is creative, having innate capacities, abilities, curious about learning Learning by doing by John Dewey he is also called father of progressive education. He is pragmatist it's a practical approach. His lab-school is good example of this. He also given the idea of tripolar of education

Progressive education finds their roots in present.

### Learner-centred methods of instructions

Learner-centred approach is based on modern concepts. Here equal responsibility is shared by both teachers and students. Following are some Learner-centred methods:-

**Differentiated instructions:-** Expeditionary learning:- Inquiry centred learning : Game based learning :-.

### Features of child centred approach

1. Focus on child's present life and his experiences
2. Priority is growth of child
3. Based on overall development of child
4. Recognised child's potential and utilise it effectively
5. To support the choice of child
6. Individuality of child is important – differentiated instructions according to his individuality
7. Provide opportunities to develop skills
8. Support the ability and choice of child
9. Child is centre of education

### Principles of child centred approach

1. Principle of motivation
2. Principle of fix goal

3. Principle of individual difference
4. Principle of all around development
5. Principle of correlation
6. Principle of democratic approach
7. Principle of repetition
8. Principle of activeness

### **Benefits of Learner centred learning**

#### **Some benefits regarding learner-centred approach :-**

1. The communicative environment will be developed in the classroom.
2. Students are more interested in learning.
3. Facilitation of cognitive skills
4. Students show their interest to acquire knowledge.
5. Students learn in groups
6. Proper understanding among peers.
7. Students can express themselves
8. Social development.
9. Discovery approach to learning

#### **Disadvantages of learner centred learning..**

1. Indiscipline may arise in the classroom...
2. Vague directions of learning.
3. Out of content learning.
4. Noisy environment.
5. Students may miss important facts.
6. Some students prefer to work alone, so group work may be problematic. Students may deviate from the main topic.
7. Opposite thinking in teamwork. Too much fun but not enough study. Principle of continuity is violated

### **John Dewey (Progressive Education)**

He is of the opinion that 'the school is not a preparation for life, it is life'. The school was experimental in two ways.

1. It made constant use of experiment and enquiry about the children's method of learning.
2. It was a laboratory for the transformation of school into a miniature society. The teaching was done by means of problems arising in actual life.

The four basic interests of the child are conversation, inquiry, concentration and artistic expression. Therefore, education should be based on these four basic interests.

Education should aim at social efficiency. It should produce social consciousness in the child.

School should be a fundamental method of social progress and reform. Dewey did not believe in traditional curriculum i.e. subjects. He wanted that the school curriculum should be organized round the child's activities and not subject. He favored social experiences to be the main components of curriculum.

Dewey used 'project' as the center of learning. Knowledge should be correlated with the project. He made provision for aesthetic, moral and religious education in his curriculum

#### **Dewey's method of teaching consists of three processes:**

1. continuance of psychological order in the curriculum,
2. retention of problem method, and
3. extension of social opportunity.

Dewey very much emphasized the role of the teacher. Teacher should have more concern with the pupil's impulses and interests than imparting knowledge. He should guide and provide opportunities to learn naturally. He favored self-discipline rather than rigid discipline. Dewey prescribed wider range of experiences and progressive activities.

### **Rousseau (Child Centered Education)**

He said that man is born free but with full of bondage. Naturally he wanted to liberate himself from the bondage of society. "Emile" – is a classic educational treatise of Rousseau.

Education is necessary because child is immature and unable to take care of himself. Natural instincts and interests of the child were given consideration in the educational aims

Men should be educated first for manhood and then for citizenship. Simple and direct methods of instruction were, advocated by Rousseau He has given more importance to the senses than books.

Child should be taught by experience and not verbally.

He advocated play-way method.

The teacher should study the nature of his pupil.

lays emphasis on training of senses. Child should learn through experiences

**Methods of teaching:-** direct education at this stage is the training of mind through physical activities the discipline, he wanted complete freedom as the first step to induce discipline in the child. The child himself will learn natural discipline Geometry, drawing and music should be taught through experience, projects and active doing.

### **Characteristics of progressive schools**

1. Learning by doing
2. Life long learning and social skills
3. Problem- solving and critical thinking
4. Work in small groups
5. Development of social skills
6. Less emphasis on books
7. Dr. Marria Montessori said " The hand is the chief teacher of child" she thought child
8. is like a sponge bcz child absorb knowledge and information from the environment.
9. play way method is given by Henry Caldwell Cook . This is the title of his book

**The Montessori Method** of education, named after its founder Maria Montessori, is an approach to classroom learning that emphasizes independence and choice. This theory of teaching understands that children have an innate interest to learn and will be able to do so in a suitable environment. It strives to create a classroom that is filled with order, cleanliness, beauty, and harmony.

**Friedrich Froeble:-**Introduction of play way method in kG and open KG school in Germany The play-way method of teaching propagates teaching through the various interesting activities instead of books. Play Way method of teaching was invented by **Henry Caldwell Cook**.

### **The Kindergarten**

Kindergarten means a garden in which children may grow naturally like a plant under the care of an expert gardener. Books and intellectual tasks are absent in kindergarten schools. Self-activity, creativeness and social participation are characteristics. Song, movement and construction are the form of expression and these co-ordinate with one another

**Dalton Plan** is a playful method teaching for the elder children who can work independently at their own will, in a spirit of play. The class-room is regarded as a laboratory for the various subjects, and the child is free to work at his own rate of learning.

**Project Method** devised by John Dewey, provides opportunities to the child to take up problems and solve those in a natural setting. The teacher creates real life situations wherein the child is himself motivated to discover in a playful spirit.

**Heuristic Method** of Armstrong, seeks to put the pupil in a position of original discoverer, learning new facts in a spirit of play.

**Correlation Method** of Mahatma Gandhi is an Indian version of Project Method, and is characterised by the interest of the child in a particular activity, which gives rise to manifold knowledge. As the child is busy in an activity, he learns incidentally.

### MCQ

#### Child Centered and Progressive Education

- The period that initiates the transition to adulthood is
  - Pre-operational period
  - End childhood
  - Adolescence
  - Middle childhood
- What instructional adaptations should a teacher make while working with students who are 'Visually Challenged'?
  - Use a variety of visual presentations.
  - Orient herself so that the students can watch her closely.
  - Focus on a variety of written tasks especially worksheets.
  - Speak clearly and use a lot of touch and feel materials.
- Which one of the following options best describes progressive education?
  - Thematic units, regular unit tests, ranking
  - Personalized learning, ability grouping, labeling students
  - Project method, ability grouping, ranking
  - Learning by doing, project method, cooperative learning
- Which one of the following statements about progressive education explains-Education is life itself?
  - Schools are not required, children can learn from their life experiences.
  - Education in schools should reflect the social and natural world.
  - Life is the true educator.
  - School education should continue as long as possible.
- 'Education-of-all-in-schools-for-all' could be a tag line for which of the following?
  - Cohesive education
  - Inclusive education
  - Cooperative education
  - Exclusive education
- According to the theory of social learning of Albert Bandura, which one of the following is true?
  - Play is essential and should be given priority in school.
  - Modelling is a principal way for children to learn.
  - An unresolved crisis can harm a child.
  - Cognitive development is independent of social development.
- When children learn a concept and use it, practice helps in reducing the errors committed by them. This idea was given by
  - E.L. Thorndike
  - Jean Piaget
  - J.B. Watson
  - Lev Vygotsky
- Theory of social learning emphasises on which of the following factors?
  - Nature
  - Nurture
  - Adaptation
  - Emendation

9. Psychosocial theory emphasises on which of the following?

- A. Stimuli and Response  
B. Phallic and Latency stages  
C. Industry versus Inferiority stage  
D. Operant Conditioning

10. As a teacher you firmly believe in 'saying no to ragging and bullying' and put up posters and form committees in schools. The young adolescents who join you with strong beliefs, are at which of the following stages?

- A. The conventional level  
B. The pre-conventional level  
C. The post-conventional level  
D. Social order maintaining level

11. Which of the following is a process in the social observational learning theory of Bandura?

- A. Reflection  
B. Retention  
C. Repetition  
D. Recapitulation

12. Which one of the following must we take into account for true education as per Aurobindo?

- A. The self  
B. Universal humanity  
C. Individuality  
D. None of the above

13. Who emphasised that the aim of education should be the development in children the feeling of international brotherhood and attitude of international understanding?

- A. Tagore  
B. Mahatma Gandhi  
C. Dewey  
D. Rousseau

14. Who believed that child is not an empty vessel?

- A. Dewey  
B. Tagore  
C. Gandhi  
D. Aurobindo

15. Connection of curriculum with the child's interest was highly appreciated by

- A. Dewey  
B. Tagore  
C. Gandhi  
D. Aurobindo

16. Who sees the objective of education as discovery of the soul, growth of the soul?

- A. Dewey  
B. Tagore  
C. Gandhi  
D. Aurobindo

17. Which one of the following is not representing the idea of progressive education?

- A. Experiential learning is emphasised.  
B. Inclusive curriculum approach.  
C. Meta-cognitive, critical and problem solving is emphasised.  
D. Reinforcement is the best way of teaching and learning.

18. John Dewey advocated "lab schools." This is an example of:

- A. Factory school  
B. Progressive school  
C. Government school  
D. Private school

19. Which one of the following focus on childcentered education?

- A. Pavlov  
B. Skinner  
C. John Dewey  
D. Eric Erickson

20. In Madhya Pradesh, a school was established on progressive understanding or ideology. The school will expect all learners to

- A. learn what teachers teach without questioning.  
B. be ideal learners and follow school. instructions without any question.  
C. get good marks in examination.  
D. be active constructors of knowledge with appropriate participation.

21. John Dewey believes :

- A. Democratic space in classroom hinder the learning process  
B. Learners must be observed in the classroom but there is hardly any need to give them feedback  
C. Curiosity is not innate, it is rather acquired  
D. Learner is an active participant and problem solver

22. Hemant never answers a question directly; rather he gave time to think, discuss in groups and so on. Hemant is following which of the following approaches?

- A. Behaviourist  
B. Progressive  
C. Readiness  
D. Role modelling

23. Progressive pedagogy believes that  
A. knowledge is actively constructed. B. knowledge is passively received.  
C. learners' perception cannot be involved in teaching. D. learners always need help in learning.
24. Progressive education focuses  
A. on getting good marks. B. on many tests.  
C. only on textbooks. D. on children's idea and understanding.
25. Seema wants her learners to give creative answers to her questions. For this she should  
A. teach directly.  
B. ask questions from the textbook exercise.  
C. maintain high-level discipline in class.  
D. ask open-ended questions which are no restricted in a given framework.
26. What experiences does a child bring with her to an elementary class room?  
A. should be ignored B. should not pay attention to them  
C. They should be included and sanjay them D. they should reject
27. What is the specialty of student centered pedagogy?  
A. rote memorization  
B. Nomination and classification of students on the basis of merit  
C. rely only on textbooks  
D. Prioritizing Children's Experiences
28. What is the meaning of Child Centered Pedagogy?  
A. teaching children what to do  
B. Emphasis on children's experiences and voices  
C. enable children to follow prescribed information  
D. the teacher should be at the forefront to learn all the things in the class
29. In a child centered classroom do children generally learn?  
A. both individually and collectively B. mainly from the teacher  
C. personally D. in groups
30. In the context of progressive education, what is meant by equal educational opportunity that all students-  
A. Get education from youth materials without baggage method any day  
B. Get an education that best suits them and helps them in their future endeavors  
C. Get equal education irrespective of caste creed color region and religion  
D. be able to prove their abilities after getting equal education
31. Can there be a change in emphasis from teaching to learning?  
A. By adopting child centered education method  
B. by encouraging rote learning  
C. Adopting the technique of advance teaching Adopting the technique of teaching  
D. focus on test results
32. What is progressive education?  
A. Contains standardized testing B. It involves task based learning  
C. It has data based learning D. It has a standards-based curriculum
33. Which of the following are the characteristics of progressive education?  
A. Instruction cables are based on prescribed text books  
B. Flexibility on the subjects students want to learn  
C. Emphasis on lifelong learning and social skills  
D. emphasis on getting good marks in examinations

34. The aim of education should be-
- A. To develop business acumen in students
  - B. To develop social awareness among students
  - C. preparing students for exams
  - D. Preparing students for practical life
35. What should be the seating arrangement in the class room?
- A. Should be in line with the activities being conducted in the classroom
  - B. everyday should be the same
  - C. Children should be seated in the same line
  - D. be in such a way that they can't talk to each other
36. The National Curriculum Framework 2005 has gained its understanding from -?
- A. humanism
  - B. pragmatism
  - C. Rachnabad
  - D. cognitive theory
37. What type of teaching system does NCF-2005 encourage?
- A. inclusive
  - B. Integrated
  - C. special
  - D. regular
38. Which statement is not correct regarding the recommendations of NCF-2005?
- A. keeping universities free from politics
  - B. connecting knowledge to life
  - C. respect for national democratic values
  - D. flexibility in examinations
39. In the Right to Education Act 2009, a teacher has to fulfill which of the following obligations?
- A. Must attend school regularly on time
  - B. course completion
  - C. The entire syllabus has to be completed in the stipulated time
  - D. all of which
40. For whom is free compulsory education in the Constitution of India?
- A. For all children up to 14 years
  - B. for all students
  - C. For all students and Prof.
  - D. for all citizens
41. Which of the following structures does the Right to Education Act 2009 advocate?
- A. inclusive education
  - B. Separation
  - C. mainstream education
  - D. integrated education
42. Which of the following is prominent about the concept of progressive education?
- A. Believing in the potential and potential of each child
  - B. Standard Instruction and Assessment
  - C. WOW Inspiration and Uniform Evaluation Criteria
  - D. textbook centered learning
43. In creationism -
- A. children passively participate in the learning process
  - B. education is teacher centered
  - C. education is child centered
  - D. education is practical
44. What is not included under child centered education?
- A. assign homework
  - B. prompting the child to ask questions
  - C. prioritizing the child's experience
  - D. fostering child's creativity
45. It is inevitable in progressive education, that the class room \_
- A. Is democratic and children are given enough space to understand
  - B. Totally under the control of the teacher in which he is authoritarian
  - C. is authoritarian where the teacher gives orders and the students follow silently

D. free for all in which the teacher is absent

46. Gandhi's Scheme of \_\_\_\_\_ was an expression of his philosophy to make education self-supporting.

- A. Child-centred education
- B. Craft-centred education
- C. Non-violence
- D. Basic education.

47. Progressive education focuses

- A. on getting good marks.
- B. on many tests.
- C. only on textbooks.
- D. on children's idea and understanding.

48. Who said, "No fixed aims of education and no values in advance"?

- A. Progressive educators
- B. Idealists
- C. Realists
- D. Marxists.

49. . Play way method of teaching has been emphasised in the scheme of the education of

- A. Naturalists.
- B. Realists,
- C. Pragmatists.
- D. Existentialists.

50. Who said, "Reverse the usual practice and you will almost always do right?"

- A. Mahatma Gandhi
- B. Rousseau
- C. Dewey
- D. Plato.

### Answer Key

1.C	2.D	3.D	4.C	5.B	6.B	7.A	8.B	9.C	10.C
11.B	12.B	13.A	14.A	15.A	16.D	17.D	18.B	19.C	20.D
21.D	22.B	23.B	24.D	25.D	26.C	27.D	28.B	29.A	30.B
31.A	32.C	33.C	34.D	35.A	36.C	37.A	38.A	39.D	40.A
41.A	42.A	43.C	44.A	45.A	46.D	47.D	48.A	49.A	50.B



## 6 .Critical Perspective of the Construct of Intelligence

### A Brief History of Intelligence

The study of human intelligence dates back to the late 1800s when Sir Francis Galton (the cousin of Charles Darwin) became one of the first people to study intelligence.

Galton was interested in the concept of a gifted individual, so he created a lab to measure reaction times and other physical characteristics to test his hypothesis that intelligence is a general mental ability

### Derivation of word intelligence

- This word derives from Latin language and the word in that language is “intelligere” and “intelligetia” which means to understand. Intelligence is inherited: The amount of intelligence that a person possesses is inherited and fixed. Intelligence is influenced by environment factors Love, affection, concern & generosity judiciously on growing children. Intelligence has no sex differences

### Meaning of intelligence

- Intelligence is a general capacity of an individual consciously “to adjust”, “his thinking to new requirement”
- Intelligence is the ability “to think”, “to learn from experience”, “to solve problems”, and “to adapt new situations”. Intelligence is important because it has an impact on many human behaviours.
- It's an ability “to solve problems”, “ability to adapt new environment”, “to deal with abstraction reasoning”, “Ability to learn”, “To make adjustment”. The ability and power to make appropriate responses to certain stimuli in given situation we can say that it's the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with the environment
- It's a mental capacity or mental energy available within an individual at a particular time in a particular situation. It's an ability to acquire and apply new knowledge and skills. It is not concrete thinking.



### Intelligence can be recognized in three broad areas

- **Abstract Intelligence** Abstract intelligence is the ability to understand and manage ideas and symbols. Such as words, numbers etc. In the case of students this is very close to scholastic aptitude.
- **Mechanical Intelligence** Mechanical intelligence is the ability to clean, understand and manage things and mechanisms such as a knife, a gun, a moving machine and automobile etc.
- **Social Intelligence** social intelligence is the ability to understand and manage men and women, boys and girls, to act wisely in human relations.

### Characteristics of intelligence

- Its ability to adapt
- Ability to learn from daily life
- Problem solving
- Creativity and interpersonal skills
- It involves ability to judge, to abstract, ability to comprehension and reasoning
- Ability to understand people, objects and symbols

**Functions of Intelligence:**

- Intelligence directs one's behavior towards a goal.
- It helps one to adjust to a new situations.
- It helps an individual to adopt to physical and social environment.
- It helps to learn new things and to solve new problems.
- It directs the individual to think rationally and act purposefully

**What is IQ**

- The intelligent quotient represents the degree of brightness possessed by an individual. It expresses intelligent as the ratio of the metal age of the chronological age.

$$IQ = \frac{\text{mental age (MA)}}{\text{chronological age (CA)}} \times 100$$

**Given by Stern**

Standardised in 1912 by Terman and add 100

The idea of mental age is given by Binet (father of intelligence test) and Simon in 1905

**Mental age** is expressed as the age which a child is performing intellectually.

**Chronological age** means the real age of a child Types of IQ given by Terman

Classification of Types	IQ (Intelligence Quotient)
1.Near genius or genius	140 and above
2.very Superior	130-139
3.Superior	120-129
4.Above Average	110-119
5.Noramal or Average	90-109
6.Bellow Average	80-89
7.Dull or Borderline	70-79
8.feebleminded, Moron	50-69
9.Imbecile	25-49
10.Idiot	0-24

**Mental retardation**, as a developmental disability, has attracted considerable public attention. Its general debilitating character has made it a distinct category of disability. Individuals with mental retardation, face considerable difficulty in their lives in adapting to the demands of day-to-day life

Keypoint

**Classification of Mental Retardation :**

**Based on IQ :** There are mainly three methods of classification of mental retardation. They are medical, psychological, and educational. The psychological and educational classifications are more commonly and widely used than medical classification.

- Educational classification : This system uses the term educable, trainable, and custodial depending on the educational needs of retarded children.
- The IQ ranges of educable mentally retarded (EMR), trainable mentally retarded (TMR), and the custodial mentally retarded (CMR)

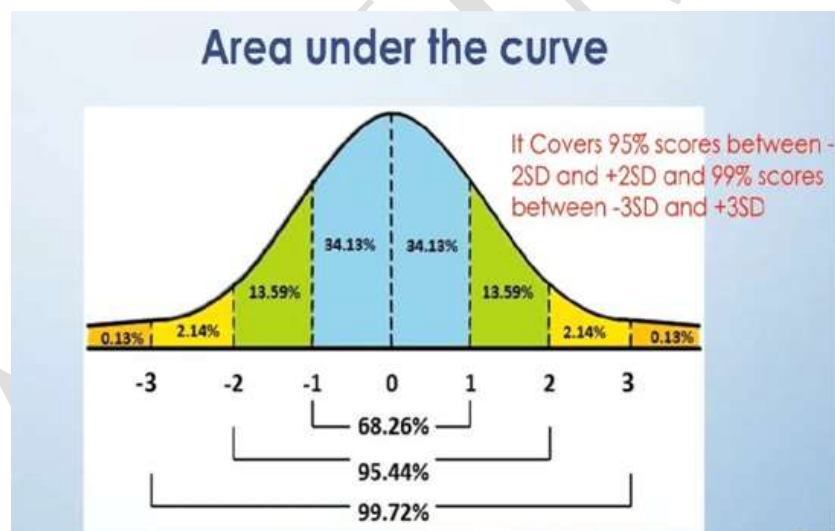
Levels of MR	IQ Range of MR	Educators
Mild Retardation	50- 70	Educable Mentally Retarded
Moderate Retardation	35-50	Trainable Mentally Retarded
Severe Retardation	20-35	Custodial Mentally Retarded
Profound Retardation	Below 20	Custodial Mentally Retarded

### Additional Information

- Educable Mentally Retarded (EMR): The educable mentally retarded children are those who can be taught the basic academic subjects.
- Trainable Mentally Retarded (TMR): The trainable mentally retarded are those children who can be taught functional academics with an emphasis on self- help and vocational skills.
- Custodial Mentally Retarded (CMR): The custodial mentally retarded are those children who require constant and special care especially in a residential institution.

### Concept of Normal Probability Curve(NPC)

- The normal distribution is a continuous probability distribution that is symmetrical on both sides of the mean, so the right side of the center is a mirror image of the left side.
- The area under the normal distribution curve represents probability and the total area under the curve sums to one. For a perfectly normal distribution the mean, median and mode will be the same value, visually represented by the peak of the curve.



Standard deviations	% of cases
Between $-3\sigma$ and $+3\sigma$	99.7%
Between $-2\sigma$ and $+2\sigma$	95%
Between $-1\sigma$ and $+1\sigma$	68%

### Importance of NPC

- Many variables in the behavioral sciences closely approximate the NPC (e.g. intelligence, achievement, etc.)
- It tells us about where an individual's score falls among a distribution of scores
- Conveys useful information about a test score in relation to other test scores.
- Distribution of many inference tests becomes normally distributed when the sample size is increased.

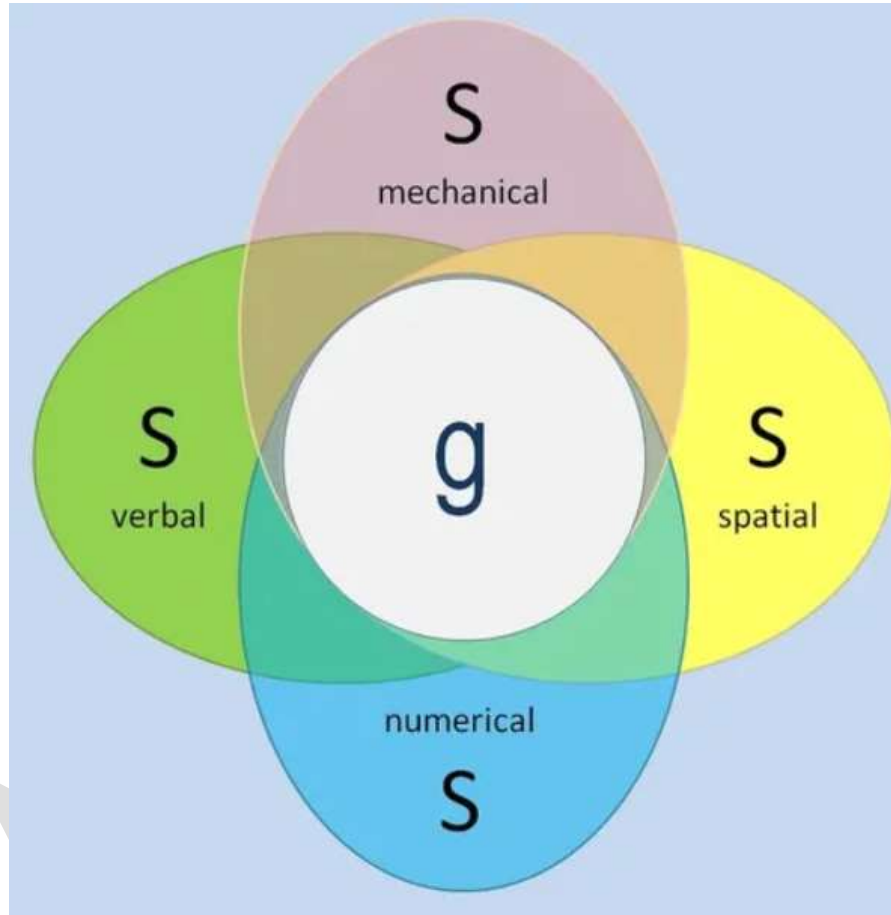
- Many inference test requires sampling distribution to be normally distributed (Assumption)

## Theories of intelligence

### 1. Unitary theory or Monarchic Theory:-

- Given by Alfred Binet. According to this theory intelligence consists of one factor simply a fund of intellectual competence, which is universal for all the activities of an individual.
- If an individual is good in one area of life and can do work in one area then according to this theory he/she will perform also good in other areas.
- But this theory is not fit in the real life situation. We find that if a child is good in science may he not be good in sst.

### 2. Two factor Theory or Eclectic Theory



- This theory was advocated by Charles Spearman. Its very important theory of intelligence. According to him our intellectual works on two factors
- **General factor or G factor:-** which is shared with all intellectual activities.
- **Specific Factor or S factor :-** Factor S which is shared with none means it is for doing specific work. It makes an Individual to deal with particular kind of problems.

The factor G will enter in each activity with lesser or greater degree in all specific tasks.

$$g+s +g+ s = A$$

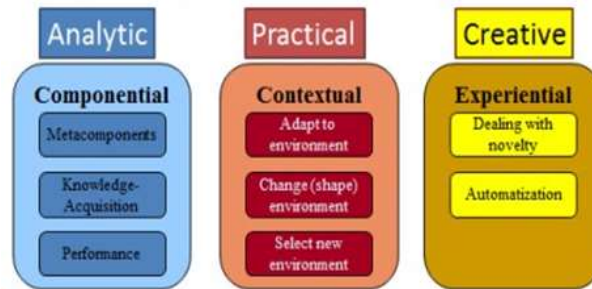
A means Total ability

### 3. Sternberg's Triarchic theory Of Intelligence

American psychologist Robert Sternberg proposed the Triarchic Theory just two years after Gardner's theory. It was a three-category approach that addressed the gaps in Gardner's theory of intelligence in

psychology. He found Gardner's definition of intelligence as a much broader, single and general ability. According to Sternberg, the concept of intelligence involves three different factors:

- **Analytical Intelligence** It refers to a person's ability to assess information and how they use the information to analyze problems and arrive at solutions.
- **Creative Intelligence** The ability to do something in a novel or innovative way in order to create new ideas or experiences. It involves imagination and problem-solving skills.
- **Practical Intelligence** The ability to solve problems in daily life and adapt to changing environments. People with practical intelligence are also called 'street smart'.



#### 4. Anarchic Theory or Multifactor Theory

E.L. THORNDIKE). This hypothesis was advanced by E.L. Thorndike. He didn't trust in that frame of mind of general mental Thorndike was an Associationist and he opposed the theory of General intelligence. He proposed that they are Specific stimuli and Specific response. According to him, Intelligence is nothing more than a convenient name for almost infinite number of actual or potential specific connections between these stimuli and responses

According to the theory intelligence is said to be constituted of multitude of separate factors or elements each being a minute element or ability. A mental act involves a number of these minute elements operating together. If any two tasks are correlated, the degree of correlation is due to the common elements involved in the two tasks.

#### **There are four essential ascribes of insight**

- **Level:** This refers to the difficulty of a task that can be solved. If we think of all test items arranged in a sequential order of increasing difficulty, then the height that we can ascend on this ladder of difficulty determines our level of intelligence
- **Range:** This refers to the number of tasks at any given degree of difficulty that we can solve. Theoretically an individual possessing a given level of intelligence should be able to solve the whole range of task at that level. Range is determined not only by Level but also by the Breadth of experience and by opportunity to learn.

In intelligence tests range is represented by items of equal difficulty.

- **Area :** It refers to the total number of situations at each level to which the individual is able to respond. Area is the summation of all the ranges at each level of intelligence processed by an individual.
- **Speed:** This is the rapidity with which an individual can respond to items. Speed and altitude are positively related. Speed is much closely bound up with altitude than are the other attributes. We should not therefore emphasis speed too much in our intelligence test.

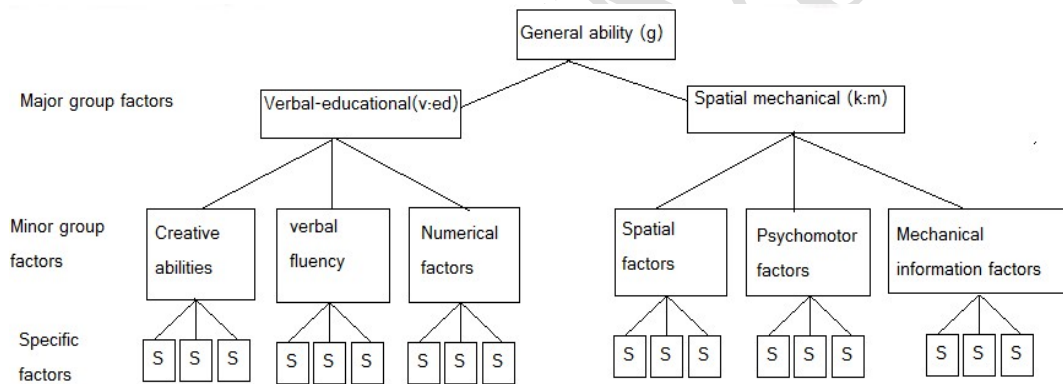
#### **5. G.S Thurston Theory of primary mental abilities**

Thurstone (1938) challenged the concept of a g-factor. , he identified a number of primary mental abilities that comprise intelligence, as opposed to one general factor. The seven primary mental abilities

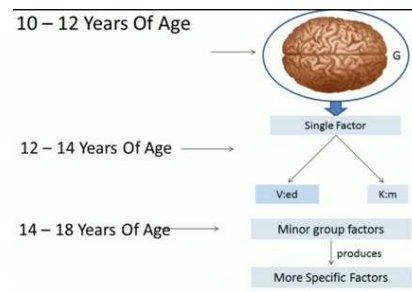
Mental Ability	Description
Word Fluency	Ability to use words quickly and fluently in performing such tasks as rhyming, solving anagrams, and doing crossword puzzles.
Verbal Comprehension	Ability to understand the meaning of words, concepts, and ideas.
Numerical Ability	Ability to use numbers to quickly computer answers to problems.
Spatial Visualization:	Ability to visualize and manipulate patters and forms in space.
Perceptual Speed	Ability to grasp perceptual details quickly and accurately and to determine similarities and differences between stimuli.
Memory Ability	Memory Ability to recall information such as lists or words, mathematical formulas, and definitions.
Inductive Reasoning:	Ability to derive general rules and principles from presented information.

## 6. Vernon's Hierarchical Structure of Human Intelligence

- Human Intelligence grow from General Intelligence to specific intelligence.
- That's why we first get school education before getting education in any specific courses life B.Ed. or M.Ed.



## As per as Age



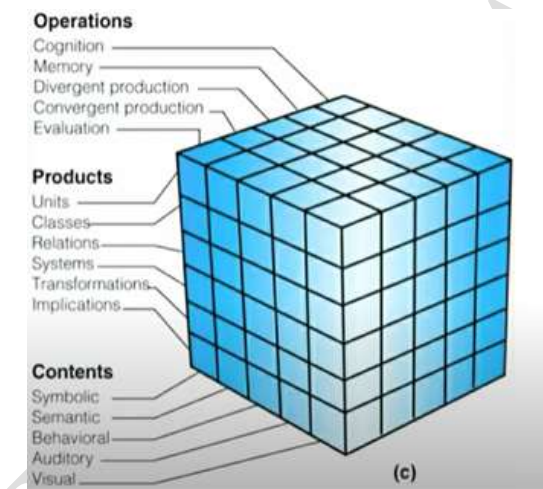
## J.P. Guilford : Three – Dimensional Theory

- Gilford was born in 1897. He was interested in individual differences and also observed his family members. he believed the intelligence doesn't work on single or unitary factors means not

monolithic(not a single entity) it's a combination of multiple abilities which were relatively independent. Guilford's structure-of-Intellect(SOI in 1956) is such a multiple intelligence theory

### **SOI MODEL OF INTELLECT**

- Intelligence is a systematic collection of abilities or function for processing different kind of information in various ways. Originally this model included(120 means  $4*5*6$ ) but he revised in 1977 it becomes 150 ( $5*5*6$ ) he divided figural factor into visual and auditory but now these are 180 ( $5*6*6$ ) now memory also divided into further two parts
- Cubic model of the structure of intelligence.
- Three separate factors make up any individual activity:
  1. Operations
  2. Contents
  3. Products
- Each cube represents an intersection of operations, products and contents to create 180 components of intelligence



#### **Operation**

- Cognition
- Memory
- Divergent Production
- Evaluation

#### **Contents**

- Visual
- Auditory
- Symbolic
- Semantic
- Behavioral

#### **Products**

- Units
- Classes
- Relations
- Systems
- Transformations
- Implications

#### **The Operations Dimension**

As the name suggests, this consists of six operations or general intellectual processes:

- **Cognition** – the ability to understand, comprehend, discover, and become aware of information, Intelligence and Aptitude
- **Memory recording** – the ability to encode information.
- **Memory retention** – the ability to recall information.
- **Divergent production** – the ability to generate multiple solutions to a problem;creativity
- **Convergent production** – the ability to deduce a single solution to a problem;rule-following or problem-solving
- **Evaluation** – the ability to judge whether or not information is accurate, consistent or valid

### **The Contents Dimension**

The contents dimension includes the broad areas of information to which human intellect operations are applied. Initially, these included only four categories, later on auditory and visual were separated making it five content dimensions.

- **Visual** – information perceived through seeing or the information arising from the stimulation of retina in the form of an image.
- **Auditory** – information perceived through hearing or information arising from the stimulation of cochlea of the inner ear as a sound.
- (Figural: Information that is non-verbal or pictorial, later divided into Visual and Auditory)
- **Symbolic** – information perceived as symbols or signs that stand for something else, has no meaning by themselves (Arabic numerals, letters of an alphabet, musical and scientific notations).
- **Semantic** – concerned with verbal meaning and ideas.
- **Behavioural** – information perceived as acts or behaviour of people

### **The Products Dimension**

The products dimension contains results of applying particular operations to specific contents. There are six kinds of products in increasing complexity, they are:

- **Units** – represents a single item of information or knowledge.
- **Classes** – a set of items that share some common attributes.
- **Relations** – represents a connection between items or variables; may be linked as opposites or in associations, sequences, or analogies.
- **Systems** – an organization of items or networks with interacting parts.
- **Transformations** – changes perspectives, conversions, or mutations to knowledge; such as reversing the order of letters in a word.
- **Implications** – predictions, inferences, consequences, or anticipations of knowledge

## **CATTELL'S THEORY OF INTELLIGENCE**

Raymond Cattell (March 20, 1905 - February 2, 1998) is a British psychologist who proposed that two types of intelligence (Cattell, 1971). These are two types of intelligence

### **1. Fluid intelligence (gf):-**

Fluid intelligence refers to the ability for abstract and logical thinking, and does not require any prior knowledge. Thus it involves the ability to think and reason abstractly and solve any new task or problem independent of any past knowledge or experience in it. It helps one to analyze a novel problem, perceive the relationships and patterns that underline the problem and solve it using logic. Though grows rapidly during the early years of life, fluid intelligence tends to decline during later years of life. It can be measured by tests of puzzle solving, blockTheories of Intelligence designs and spatial visualization. The Cattell Culture Fair IQ tests, The Raven's Progressive Matrices are the measures of Gf.

**2. Crystallized intelligence (gc).** Crystallized intelligence refers to knowledge that one gains through learning, past experience, acculturation and the ability to use that acquired knowledge. It is one's life time intellectual achievement and improves with age. More the knowledge and information you gain, more the stronger it becomes. It can be measured through tests of general knowledge, use of language (vocabulary) and a wide variety of acquired skills (Horn & Cattell, 1967).



Fluid intelligence grows rapidly during the early years of life but crystallized intelligence grows throughout the life span. In contrast to the fluid intelligence (gf), which is more hereditary, crystallized intelligence (gc) depends on past learning and experience; it is acquired. Thus, gc increases with age and experience and gf declines gradually.

### Savant syndrome

It's a paradox of genius

#### **What is the Savant Syndrome ?**

Savant syndrome is a rare but spectacular condition in which persons with various neurodevelopment disabilities have some extraordinary islands of genius which stands in stark contrast to the overall handicap. (Treffert. 2000: 2006)

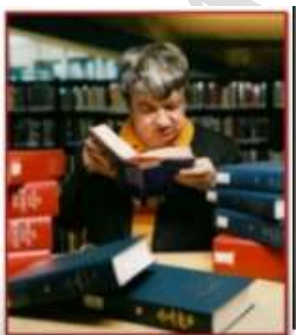
- The word "savant" is from the French word "savoir". Savant syndrome was first properly recognized by Dr. J. Langdon Down, (he also originated the term Down's syndrome). In 1887, he coined the term "idiot savant"

#### **Tom Wiggins**



- An African American slave who was born blind.
- He was known as "blind Tom"
- He was autistic.
- He was a musical

#### **Kim PEEK**



- Known as a "MEGASAVANT" His brain was capable of remembering almost anything it ever processed. (Treffert et al, 2002)
- It has been estimated that he could recall the complete contents of about 12,000 books from memory.

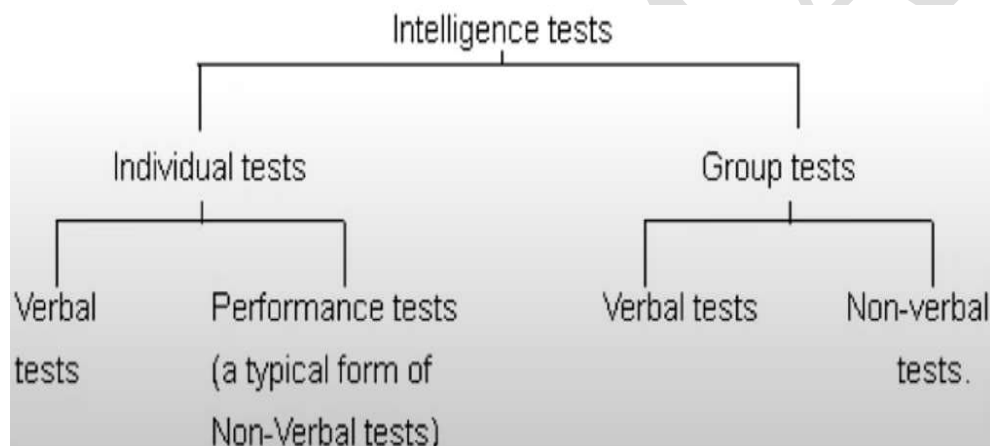
## ORLANDO SERRELL



- Orlando began to exhibit his skills after being hit by a baseball on left side of the head at the age of ten.
- He soon came to realize that he could perform very complicated calendar calculations and he has been able to remember the weather of every single day since the accident.

### Measurement of Intelligence

Psychologist Alfred Binet developed the very first intelligence tests to help the French government identify schoolchildren who needed extra academic assistance.



#### Individual Test

- Administered to one person at a time
- Requires skilled and experienced administrator
- Difficult to construct / time consuming / expensive
- Close supervision of the examinee / better rapport with the examinee
- More suitable for young children / in clinical setting

#### Group Test

- Can be administered to many persons at a time
- Moderate experienced administrator
- Comparatively less difficult
- Less opportunity to establish rapport with examinee
- Suitable in educational setting

#### Forms of Tests

- Verbal Tests
- Performance Tests
- Non-Verbal Tests

**Verbal or language Tests:-** use of words ,language whether verbal and written, numbers

- Use of language for both instructions and items
- For literate examinees
- Generally group tests
- E.g.
  1. Binet Simon scale (Individual)
  2. Stanford Binet Intelligence Scale (Individual)
  3. Army Alpha test (Group)
  4. Army General Classification Test (Group)

### **Verbal Group Intelligence Test**

- Army Alpha Test (1917)- Robert Yerks.
- Terman Group Test of Mental Ability (1920).

### **Performance Tests**

- Items in the form of manipulative task
- Instructions through language
- No written language required to answer
- Administered to literate as well as illiterates/ speech defective/ pre-school children
- Eg:
  1. Army beta Test (Group)
  2. Koh's Block design Test (Individual)

### **Limitations of Performance Tests**

- Construction difficult
- Requires skilled and experienced administrator
- Less practical to administer

### **Non - Verbal Tests / Culture Free Test**

**Non-verbal or Performance Test :- test is performed without using language. Problems are solved through Activities**

- No use of language in test items or in giving instructions
- Test items in the form of figures, symbols where the examinee has to establish relationship between them
- Instructions through gestures, pantomime, demonstration
- Paper pencil may be used to mark non-linguistic remarks
- Can be administered to people of different cultures
- Administered to mentally deficient, physically handicapped, foreign language examinees
- E.g.
  1. Raven's Progressive Matrices (Group)
  2. Cattell's culture fair intelligence Test (Group)
  3. Goodenough's Draw a man Test (Individual)

**Merrill - Palmer Test (1948)**- It had some 38 test for 13 month to 66 month age group.

**Pinter Patterson Performance Scale(1917)**- for the use of children from 4 to 16 years .

**The Minnesota Pre- School Scale (1940)**- For the age group of 13 months to 5 years.

**Good Enough's Drawing a Man Test** - (Measurement of intelligence by drawing) It is a cognitive test to measure intelligence by evaluating picture drawn by a child.

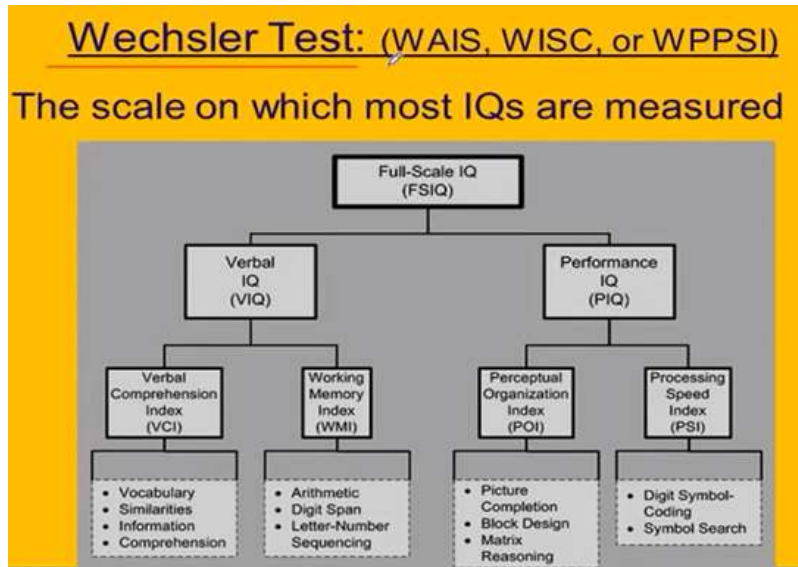
Porteus Maze Test (1925)

Bhatia Battery (1955) - Dr. Chandra Mohan Bhatia

### Non - verbal Group Intelligence Test

- **Army Beta Test (1917)** - Yerkes development this set in which counting of blocks, maze completion of pictures, geometry etc. was included.
- **Raven's Progressive Matrices (1938)**
- **Cattle Culture Free Test (1920)**
- **Chicago Non- Verbal Test (1936)**

### The Wechsler's Scale- Verbal Items



**WAIS** – Wechsler Adult Intelligence Scale.

**WISC** – Wechsler Intelligence. Scale for children.

**WPPSI** – Wechsler Per- Primary School .

### MCQ

1. Who among the following defines intelligence as the aggregate or global capacity of the individual to act purposefully, think rationally and deal effectively with the environment?

- A. Spearman                      B. Binet                      C. David Wechsler                      D. Gallon

2. Who among the following was the first person that devised systematic tests to measure intelligence of children?

- A. Terman                      B. Binet                      C. Thorndike                      D. Wechsler

3. The ratio which states the relationship between the mental age and the chronological age is called the—

- A. Development Quotient (DQ)                      B. Intelligence Quotient (IQ)  
C. Performance Quotient (PQ)                      D. None of the above

4. Who among the following had given the -Structure of Intellect Mode? of intelligence?

- A. Spearman                      B. Thurstone                      C. Guilford                      D. Thorndike

5. Tests designed to measure capacities, that is to predict what one can accomplish with training, are called—

- A. Achievement tests                      B. Aptitude tests  
C. Intelligence tests                      D. Interest tests

6. Test scores                      when they are dependable, reproducible and consistent.

A. Unreliable                      B. Reliable      C. Valid                      D. Invalid

7. \_\_\_\_\_ retarded people have the IQ ranging from 25 to 39.

A. Mild                      B. Moderate                      C. Severe                      D. Profound

8. Distinctiveness and variations among people's characteristics and behavioural patterns is called:

A. Situationism                      B. Individual differences  
C. Assessment                      D. Variability

9. The theory that assumes intelligence as one similar set of abilities is called—

A. Uni factor                      B. Two factor  
C. Hierarchical                      D. Structure of model

10. Guildford's model of intellect include \_\_\_\_\_ cells.

A. 120                      B. 130                      C. 180                      D. 100

11. Giftedness according to Teacher's point of view is the combination of high ability, high creativity and—

A. high judgement                      B. high thinking  
C. high commitment                      D. high motivation

12. Who pioneered the construction of intelligence test in Hindi?

A. C.B. Rice                      B. S.M. Mohsin                      C. Mahalanobis                      D. Uday Pareek

13. PASS model of intelligence emphasizes functioning of 3 functional units of brain namely arousal, planning and \_\_\_\_\_:

A. successive and simultaneous and processing                      B. semantic and spatial  
C. conceptual and comprehensive                      D. speed and symbolic

14. Terms referring to remarkable ability in a specific field is called:

A. Giftedness                      B. Intellectually superior                      C. Talent                      D. Intelligent

15. Which of the following explains the Threshold Hypothesis regarding Intelligence - Creativity relationship ?

A. There is a positive correlation between Intelligence and Creativity  
B. There is a positive correlation between Intelligence and Creativity upto a particular level of Intelligence  
C. There is a positive correlation between Intelligence and Creativity beyond a particular level of Intelligence.  
D. There is a negative correlation between Intelligence and Creativity beyond a particular level of Intelligence.

16. Fluid general intelligence (gf) includes the abilities :

(a) to perceive relationship among stimulus patterns  
(b) to comprehend implications  
(c) to draw inferences from relationships  
(d) to acquire quantitative knowledge

code:

A. (a) and (b) only                      B. (c) and (d) only  
C. (a), (b) and (c) only                      D. (b), (c) and (d) only

17. Which of the following are the basic forms of intelligence in Triarchic Theory ?

(a) Dimensional                      (b) Componential                      (c) Contextual                      (d) Experiential

code:

A. (a), (b) and (c) only                      B. (a), (b) and (d) only  
C. (b), (c) and (d) only                      D. (a), (c) and (d) only

18. The Wechsler type deviation IQ of 115 corresponds to which value of percentile rank ?

A. 68                      B. 84                      C. 90                      D. 9

19. Guilford (1981) in his modified SOI model mentioned hierarchical structure of intellectual abilities reporting that there are \_\_\_\_\_ first order factors ; \_\_\_\_\_ second order factors; and \_\_\_\_\_ third order factors.

A. 150 ; 85 ; 20                      B. 120 ; 80 ; 20                      C. 150 ; 85 ; 16                      D. 180 ; 75 ; 18

20. Arrange Thurston's primary abilities in correct sequence :

- A. Verbal Comprehension; Verbal Fluency; Numerical Ability; Memory; Perceptual Speed; Inductive Reasoning; Spatial Visualization
- B. Verbal Fluency; Verbal Comprehension; Numerical Ability; Memory; Perceptual Speed; Spatial Visualization; Inductive Reasoning
- C. Numerical Ability; Verbal Comprehension; Verbal Fluency; Memory; Inductive Reasoning; Spatial Visualization; Perceptual Speed
- D. Spatial Visualization; Inductive Reasoning; Memory; Perceptual Speed; Numerical Ability; Verbal Fluency; Verbal Comprehension

21. In Guilford's struct of Intellect Model, obtained abilities have been named in which of the following sequence :

- A. Operations, contents, products                      B. Operations; products; contents
- C. Contents; operations; products                      D. Products; contents; operations

22. Which of the following is true of the threshold hypothesis regarding intelligence creativity relationship ?

- A. There is a 'U' type relationship between intelligence and creativity.
- B. There is 'inverted U' type relationship between intelligence and creativity.
- C. The relationship between the two is 'ill-defined' above a specific level of intelligence.
- D. The relationship between the two is ill defined below a specific level of intelligence.

23. In Sternberg's triarchic theory, the type of intelligence that involves the ability to think critically and analytically is called

- A. componential intelligence                      B. contextual intelligence
- C. crystallized intelligence                      D. experiential intelligence

24. Creative thinking is a combination of flexibility in thinking and reorganization in understanding to produce \_\_\_\_ and \_\_\_\_.

- A. new ideas; solutions                      B. new ideas; conclusions
- C. innovative ideas; conclusions                      D. innovative ideas; solutions

25. In reasoning, the association begins with a problem and end with a/an:

- A. Problem                      B. Solution                      C. Image                      D. Dream

26. Patients with damage to the angular gyrus may be able to communicate with and understand speech, but they cannot read. They have what is called:

- A. Aphonia                      B. Dyslexia                      C. Aphasia                      D. Paresthesia

27. The general term for speech disorder due to brain damage is known as:

- A. Astasia-abasia                      B. Aphasia                      C. Aphonia                      D. Paresthesia

28 "Problem Solving" and "Creative Thinking" are two main forms of:

- A. Autistic Thinking                      B. Directed Thinking
- C. Image                      D. Realistic Thinking

29. The term "intelligence" is derived from a Latin word, framed by Cicero to translate a Greek word used by Aristotle to include:

- A. All cognitive processes  
C. Specific cognitive processes
- B. All effective processes  
D. Specific effective processes
30. If a child's chronological age (CA) is 8 years and his mental age is 10 years, his I.Q. will be:  
A. 125                      B. 110                      C. 140                      D. 190
31. A child of average intelligence at any level will have an I.Q. of:  
A. 120                      B. 140                      C. 130                      D. 100
32. The current Stanford-Binet Intelligence Test is descended from the test developed by Binet and Simon:  
A. In early 1900s                      B. In early 1800s                      C. In early 1600s                      D. In early 1700s
33. The first intelligence test was designed by two French men and they are:  
A. Binet and Simon                      B. Allen and Honzik  
C. Anastasi and Forguson                      D. Weschlar and Fechner
34. The capacity to learn and adapt to the requirements for survival in one's culture is called:  
A. Intelligence                      B. Memory                      C. Emotion                      D. Learning
35. Who described the composition of intelligence in terms of intellectual breadth and intellectual attitude?  
A. J.B. Watson                      B. W. Kohler                      C. Jean Piaget                      D. Jensen
36. Who told that mental functioning involves two types of abilities – an associative ability and a cognitive ability?  
A. J. B. Watson                      B. A. R. Jensen                      C. Wilhelm Wundt                      D. E. B. Titchener
37. Who viewed intelligence as an attribute of the person like any other attribute such as blood pressure and temperature etc?  
A. R. B. Cattell                      B. E. L. Thorndike                      C. A. R. Jensen                      D. Carl Spearman
38. Who postulated the two-factor theory of intelligence?  
A. J.B. Watson    B. R.                      B. Cattell                      C. E. L. Thorndike                      D. A.R.Jensen
39. A learning theorist had told about three levels of intelligence in his theory. These are-Abstract level of intelligence, Mechanical level of intelligence and social level of intelligence. Who was he?  
A. R. B. Cattell                      B. Carl Spearman                      C. A. R. Jensen                      D. E. L. Thorndike
40. The first systematic theory on the nature of intelligence was developed by:  
A. A. R. Jensen                      B. E. L. Thordike                      C. Carl Spearman                      D. R. B. Cattell
41. Who told about the "general factor" and "specific factor of intelligence"?  
A. Carl Spearman                      B. A. R. Jensen                      C. E. L. Thorndike                      D. R. B. Cattell
42. According to Spearman, the capacity for activities like reading a novel, speaking fluently, planning the train route from a map etc. involve:  
A. The manifestation of general intelligence in greater degree  
B. The manifestation of specific intelligence in greater degree  
C. Abstract level of intelligence  
D. Primary mental ability
43. According to Cattell, the capacity required for learning and problem solving independent of education and experience is known as:  
A. Fluid intelligence (gf)                      B. Crystalized intelligence (ge)  
C. Specific factor (S)                      D. General factor (G)

44. The first Binet-Simon scale of intelligence was constructed in the year:  
 A. 1908                      B. 1905                      C. 1903                      D. 1900
45. Who introduced the term "Intelligence Quotient" (I.Q.)?  
 A. A. R. Jensen              B. E. L. Thorndike              C. R. B. Cattell              D. William Stern
46. Which of the following statement is in correct  
 A.Spearman gave the concept of mental age  
 B. A creative child may be poor in religious values  
 C. There is positive correlation between creativity and intelligence  
 D. All the statements are incorrect
47. Which of the following is not a characteristic of mental retardation  
 A. Poor interpersonal relationships  
 B. Poor adaptation with the environment  
 C. Slow learner and unable to do their daily chores  
 D. IQ between 25-70
48. Which of the following is not a sign of an intelligent young child  
 A. One who can adjust oneself in a new environment  
 B. One who carries on thinking in an abstract manner  
 C. One who has the ability to communicate fluently and appropriately  
 D. One who has the ability to cram long essays very quickly
49. Which of the following is a true statement in reference to intelligence ?  
 A. Intelligence is the ability of abstract reasoning  
 B. Intelligence is ability to learn  
 C. Intelligence is ability to adjust  
 D. All of the above
50. A person, otherwise limited in mental ability, has amazing specific skills. This is because of  
 A. Practical intelligence  
 B. Academic over-achievements  
 C. Academic under-achievements  
 D. Savant syndrome

**Answer Key**

1.C	2.B	3.B	4.C	5.B	6.B	7.C	8.B	9.A	10.C
11.C	12.B	13.A	14.C	15.B	16.C	17.C	18.B	19.C	20.A
21.A	22.C	23.A	24.D	25.B	26.B	27.B	28.D	29.A	30.A
31.D	32.A	33.A	34.A	35.B	36.B	37.C	38.B	39.D	40.C
41.A	42.A	43.A	44.B	45.D	46.C	47.A	48.D	49.D	50.D



# 7. Multi Dimensional Theory of Intelligence

## Introduction

Howard Gardner established this theory. He believed that every student has a unique style of learning and has different abilities. He has done extensive research and originated a theory named Multi Dimensional Intelligence or Multiple Intelligence. This theory states that a person does not have one but eight types of intelligence. In case one part of the brain is damaged then maybe one intelligence or ability is damaged sparing the others. Multiple Intelligence is also referred as Learning Styles though Howard Gardner does not agree with this name.

First time he was talked about multiple intelligence in his Book "Frames of Mind"

This theory challenged the traditional notion that there is one single type of intelligence, sometimes known as "g" for general intelligence, that only focuses on cognitive abilities. To broaden this notion of intelligence, Gardner introduced eight different types of intelligences.



1. **Linguistic Intelligence** – Skills involved in the production and use of language .



2. **Logical Intelligence** – Mathematical skills in scientific thinking and problem solving .



**3. Spatial Intelligence** – Skills in forming visual images and patterns .



**4. Musical Intelligence** – Sensitivity to musical rhythm and patterns



**5. Bodily – Kinaesthetic** – Using whole or portions of the body flexible and creatively .



**6. Interpersonal Intelligence** – Sensitivity to subtle aspects of others' behaviours .



**7. Intrapersonal Intelligence** – Awareness of one's own feeling, motives, and desires .



**8. Naturalistic Intelligence** – Sensitivity to the features of the natural world .



### **9. Existential Intelligence**

Existential intelligence is the ninth type of intelligence suggested as an addition to Gardner's original theory. He described existential intelligence as an ability to delve into deeper questions about life and existence. People with this type of intelligence contemplate the "big" questions about topics such as the meaning of life and how actions can serve larger goals.

#### **Critical Analysis**

Cognitive psychologists such as Waterhouse (2006) claimed that there is no empirical evidence to the validity of the theory of multiple intelligences.

Psychometricians, or psychologists involved in testing, argue that intelligence tests support the concept for a single general intelligence, "g", rather than the eight distinct competencies

#### **MCQ**

1 Which of the following observations supports Howard Gardener's Theory of Multiple Intelligences?

- A. Different intelligence's are hierarchal in nature
- B. Teachers should follow one specific theory of educational innovation at the time of designing instruction
- C. Damage to one part of the brain affects only a particular ability sparing others
- D. Intelligence is an interaction of analytical, creative, and practical intelligence's

2. Gardener initially formulated seven intelligences. Which among the following is not one of them?

- A. spatial
- B. linguistic
- C. interpersonal
- D. naturalist

3. Intelligence theory incorporates the mental processes involved in intelligence (i.e meta-components) and the varied forms that intelligence can take (i.e creative intelligence). This refers to  
 A. spearman's 'g' factor  
 B. sternberg's triarchic theory of intelligence  
 C. savant theory of intelligence  
 D. thurstone's primary mental abilities
4.  $IQ = (\text{Mental age} / \text{Chronological age}) \times 100$  was propounded by  
 A. revised stanford-binet scale  
 B. minnesota paper form board test  
 C. binet-simon  
 D. none of the above
5. Under ordinary conditions, an individual's IQ is supposed to remain the same throughout the age limits covered by the scale. This property is known as  
 A. constancy of IQ  
 B. Deviation of IQ  
 C. Both (1) and (2)  
 D. Neither (1) nor (2)
6. A child with intelligence quotient 105 will be classified as  
 A. superior intelligence  
 B. above average intelligence  
 C. normal or average intelligence  
 D. dull
7. An 11 years old child's score on the Stanford-Binet intelligence scale is 130. By assuming  $\mu = 100$  and  $s = 15$  in a normal probability curve, calculate the percentage of 11 years old children, this child has scored better than  
 A. 78%  
 B. 80%  
 C. 98%  
 D. 88%
- 8 Binet-Simon tests measure  
 A. general intelligence  
 B. specific intelligence  
 C. attitude  
 D. aptitude
- 9 A student's chronological age is 10 years and mental age is 12 years. His IQ will be  
 A. 80  
 B. 100  
 C. 120  
 D. 140
- 10 Which of the following is not a sign of an intelligent young child?  
 A. one who has the ability to cram long essays very quickly  
 B. one who has the ability to communicate fluently and appropriately  
 C. one who carries on thinking in an abstract manner  
 D. one who can adjust oneself in a new environment
- 11 A child of 16 years scores 75 in an IQ test his mental age will be ..... years  
 A. 15  
 B. 12  
 C. 8  
 D. 14
- 12 IQ scores are generally ..... correlated with academic performance  
 A. moderately  
 B. least  
 C. perfectly  
 D. highly
- 13 Theory of multiple intelligences implies the following except  
 A. emotional intelligence is not related to IQ  
 B. intelligence is a distinct set of processing operations used by an individual to solve problems  
 C. disciplines should be presented in a number of ways  
 D. learning could be assessed through a variety of means
- 14 The following three aspects of intelligence are dealt by Sternberg's Triarchic Theory except  
 A. contextual  
 B. componential  
 C. social  
 D. experimental
- 15 Howard Gardener's theory of multiple intelligences emphasises  
 A. conditioning skills in students  
 B. general intelligence  
 C. common abilities required in school  
 D. the unique abilities of each individual

16 Following are the critical views about the 'Theory of Multiple Intelligences', except

- A.it is not research-based
- B.different intelligence's demand different methods for different students
- C.gifted students usually excel in a single domain
- D.it lacks of empirical support

17 'Theory of Multiple Intelligences' cannot be legitimised as it

- A.is not possible to measure different intelligence's as there are no specific tests
- B.does not place equal importance on all seven intelligences
- C.is based only on sound empirical studies done by Abraham maslow throughout his life
- D.is not compatible with general intelligence 'g', which is most important

18 Which of the following is a form of Sternberg's Triarchic Theory of Intelligence?

- A. practical intelligence
- B.experimental intelligence
- C.resourceful intelligence
- D.mathematical intelligence

19 Who developed the first intelligence test?

- A.davidwechsler
- B.alfredbinet
- C.charlesedward spearman
- D.robertsternberg

20 Learning abilities in mathematics can be assessed most appropriately by which of the following tests?

- A.apitude test
- B.diagnostic test
- C.screening test
- D.achievement test

21 Which of the following skills is associated with emotional intelligence?

- A.memorising
- B.motor processing
- C.envisaging
- D.empathising

22 Which of these does not imply practical intelligence in the Triarchic theory?

- A.re-shaping the environment
- B.thinking practically about oneself only
- C.choosing an environment in which you can succeed
- D.adapting to the environment

23 Intelligence is

- A.a set of capabilities
- B.a singular and generic concept
- C.the ability to imitate others
- D.a specific ability

24 Howard Gardener's theory of Multiple Intelligence (MI) suggests that

- A.intelligence is solely determined by IQ tests
- B.teachers should use MI as a framework for devising alternate ways to teach the subject matter
- C.ability is destiny and does not change over a period of time
- D.every child should be taught every subject in eight different ways in order to develop all the intelligence

25 A creative child may be poor in

- A.religious values
- B.social values
- C.aesthetic values
- D.none of the above

26 Positive correlation is found between creativity and

- A.intelligence
- B.achievement
- C.aesthetic values
- D.none of the above

27 Who propounded the two factor Theory of Intelligence?

- A.spearman
- B.thorndike
- C.gulliford
- D.catell

28 Which of the following is not a 'primary mental ability' according to Thurstone?

- A.arithmetic ability
- B.associative memory

C. thinking speed

D. inductive reasoning

29 The fluid and 78ternberg78ed intelligence theory was developed by

A. sternberg and binet

B. cattell and horn

C. binet and simon

D. none of the above

30 Crystallised intelligence depends on

A. neurological development

B. physical development

C. learning and experience

D. none of the above

31 Howard Gardner's Theory of multiple intelligences emphasises

A. conditioning skills in students

B. general intelligence

C. common abilities required in school

D. the unique abilities of each individual

32 Which one of the following intelligence gives one the ability to manipulate and create mental images in order to solve problems and is not limited to visual domains?

A. spatial intelligence

B. linguistic intelligence

C. musical intelligence

D. bodily-kinesthetic intelligence

33. \_\_\_\_ intelligence is the ability to understand and discern the feelings and intentions of others while \_\_ intelligence is the ability to understand one's own feelings and motivations

A. interpersonal, intrapersonal

B. intrapersonal, interpersonal

C. interpersonal, social

D. social, intrapersonal

34 Which one of the following is a critique of theory of Multiple intelligences

A. Multiple intelligences are only the 'talents' present in intelligence as a whole

B. multiple intelligences allow students to discover their propensities

C. it overemphasizes practical intelligence

D. it cannot be supported by empirical evidence at all

35. In America during world war 1st, the testing of the intelligence of individuals began in

A. Experience

B. As a whole

C. Combination

D. Groups

36. "Give me a dozen of healthy children I can make them Doctor, Judge, Begger and even a Thief" - Comment made by

A. J.B. Watson

B. Hulf

C. Jung

D. Guthrie

37. Ability to recognize and classify all varieties of animals, minerals and plants, according to multiple intelligence theory, is called

A. Naturalist intelligence

B. Linguistic intelligence

C. Spatial intelligence

D. Logical - mathematical intelligent

38. The statement Majority of the people are average, a few very bright and a few very full is based on the established principle of

A. Distribution of intelligence

B. Growth of intelligence

C. Intelligence and sex differences

D. Intelligence and racial differences

39. If a child's chronological age is 12 years and he can take the intelligence test meant for 15 years old child, then his I.Q will be -

A. 150

B. 100

C. 125

D. 120

40. The concept of mental age was introduced for the first time in -

A. Binet - Simon Scale - 1905

B. Binet - Simon Scale - 1908

C. Binet - Simon Scale - 1911

D. Binet - Simon Scale - 1916

41. A teacher makes use of a variety of tasks to cater to the different learning styles of her learners. She is influenced by  
 A. Kohlberg's moral development theory                      B. Gardner's multiple intelligence theory  
 C. Vygotsky's socio-cultural theory                              D. Piaget's cognitive development theory
42. "Logical mathematical intelligence" is associated with  
 A. Two – factor theory    B. Group factor theory  
 C. Hierarchical theory    D. Multiple intelligence theory
43. A child of 16 years scores 75 in an IQ test; his mental age will be ——— years.  
 A. 8                                      B. 14                                      C. 15                                      D. 12
44. IQ scores are generally \_\_\_\_\_ correlated with academic performances.  
 A. perfectly                              B. Highly                                      C. Moderately                                      D. Least
45. Which one of the following best describes a teacher's role?  
 A. Creating a relaxed space where children learn through dialogue and inquiry  
 B. Teacher's most important role in the classroom is to maintain discipline  
 C. A teacher should adhere to the prescribed textbook  
 D. Completing the syllabus on time leaving enough time for revision is important
46. Which one of the following classrooms encourages rich learning?  
 A. A classroom with structured and planned learning driven by textbook content  
 B. A classroom with a variety of material displayed in the class beyond the reach of children so that the material lasts longer  
 C. A classroom with open activity corners and a variety of children's literature in open shelves accessible any time of the day  
 D. A classroom with neatly organized material in cupboards brought out once a week for free play
47. Which one of the following best describes the role of textbooks in the classroom?(CTET Child Development)  
 A. They form the most essential learning resource in a resource-starved context  
 B. They are one of the resources and reference materials available in the class  
 C. They maintain homogeneity in learning across a state of the nation  
 D. They provide guidance to teachers and parents about the course of study
48. The national curriculum framework, 2005 derives its understanding from  
 A. cognitive theories                      B. humanism                                      C. behaviourism                                      D. constructivism
49. The children in a class can be considered to be motivated if  
 A. they ask questions seeking clarification from the teacher  
 B. they come to school neatly dressed in uniform  
 C. they maintain discipline in the class  
 D. all are regular in attendance

### Answer Key

1.C	2.D	3.B	4.A	5.A	6.C	7.C	8.A	9.C	10.A
11.C	12.D	13.B	14.C	15.D	16.C	17.A	18.A	19.B	20.B
21.B	22.A	23.B	24.B	25.A	26.A	27.A	28.C	29.B	30.C
31.D	32.A	33.A	34.A	35.D	36.A	37.A	38.A	39.C	40.B
41.B	42.D	43.D	44.B	45.A	46.C	47.A	48.D	49.A	

## 8. Language and Thought

### Language an Introduction

Language is method to communicate with others or it is a medium to express their feeling , ideas, thoughts . language is a system of sounds, words, pattern etc used by human to communicate feeling and thoughts it may be oral and written . Written language is more stable than oral language. The word 'Language' is derived from the Latin word 'Lingue' which means 'produced with the tongue'. Hence language means a thing which is produced with the tongue.

### Characteristics of Language

- Functions of Language
- The Instrumental Function
- The Regulatory Function
- The Interaction Function
- The Personal Function
- The Heuristic Function
- The Imaginative Function
- The Representational Function

### Nature of English Language

- A. Receptive
- B. Heterogeneous
- C. Systematic
- D. Unique
- E. Dynamic
- F. Creative
- G. Productive.
- H. Symbolic
- I. English is symbolic.
- J. Modifiable

### Types of Verbal Expression

- Observation -Report of sensory experiences or memories
- Thought - Conclusion about judgment of experiences and observations
- Feeling - Communicating emotions
- Need - wants or requesting help or support

### Thoughts an introduction

Thought, covert symbolic responses to stimuli that are either intrinsic (arising from within) or extrinsic (arising from the environment). Thought, or thinking, is considered to mediate between inner activity and external stimuli. Thoughts are mental cognitions—our ideas, opinions, and beliefs about ourselves and the world around us Thoughts are shaped by life experiences, genetics, and education, they are generally under conscious control. In other words, if you are aware of your thoughts and attitudes, you can choose to change them.

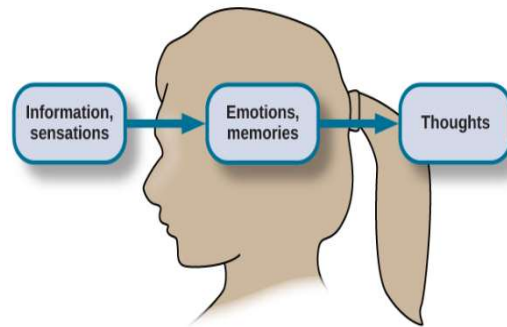
- These are the Concepts which we form while engaging in problem solving, and taking decisions.
- Thoughts help us to relate one concept to another so as to solve a particular problem.
- The mental images we form in our mind related to some events to visualize the events and then think about that event.



## Why Are Thoughts Important?

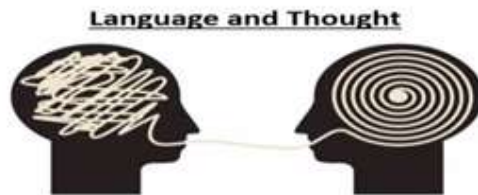
Thoughts are important because they are the building blocks of our inner experience. They are the foundation upon which our emotions, beliefs, and actions are built. Thoughts can be positive or negative, helpful or harmful, but they all originate in the same place: our mind.

When thoughts are formed, the brain pulls information from emotions and memories (figure below). Emotion and memory are powerful influences on both our thoughts and behaviors.



Sensations and information are received by our brains, filtered through emotions and memories, and processed to become thoughts.

## Language and thoughts



- Language give Shape to our Thoughts Or Thoughts Give strength to develop language
- The relationship between language and thought is a huge topic in cognitive science and related sciences of mind and language .
- Our minds learn language, that language creates a framework that allows our mind to form consistent and conscious thought.
- When you read, you may hear your own voice read the words, or maybe even someone else's voice. Your mind is thinking about this on a conscious and subconscious level as you read, which make us realize: language has a lot of influence over your thoughts.

## Relationship between language and thought:

1. The language we speak determines or influences the way we think.
2. The way we think determines the use of language.
3. Language and thought are independent but gradually become interdependent during infancy.
4. Language and thought are independent.

Language 'is a powerful tool in shaping thought' about abstract ideas . Native language is important in 'shaping habitual thought'

## **Theories of Language and Thoughts**

### **1. The linguistic Relativity hypothesis**

The linguistic relativity hypothesis is largely associated with Whorf; the second represents a view held by Piaget; the third by Vygotsky.

The linguistic relativity hypothesis (LRH) proposes that language influences the way people perceive and think about the world. This hypothesis concentrates on the differences in both vocabulary and grammar between different languages and suggests that speakers of a particular language are led to think, perceive and remember the world in a way peculiar to that language. Users of different languages will therefore tend to view the world differently.

- The hypothesis have been labeled 'strong' and 'weak'.
- The 'strong' version is that language determines thought.
- The 'weak' version is that language influences thought.

Thus the strong version suggests that the language we speak determines the nature of our thoughts, including the types of ideas and concepts we are able to have. It proposes that thoughts that are possible in one language may not be possible in another.

The weak version, on the other hand, suggests that language has a more subtle (not obvious) effect on thought and merely influences what we are likely to perceive or remember about an object or event. If you have a word for something in your language you are more likely to recognise and remember it than someone who uses a language that does not have a word for it

### **2. Thought determines language**

The theory that language depends on thought is associated with Piaget (1950, 1967). Piaget studied cognitive development in children and believed that development takes place in a number of stages.

Piaget believed that language development was as a result of cognitive development. In other words, language is dependent on the type of thoughts a child has. In order to use language appropriately a child must first develop the ideas or concepts. Piaget noted that a child might use words before understanding what they mean but that this is not using true language. A child may merely repeat words, or play with words, without understanding the concept that this is merely egocentric speech which is not intended to convey information. In adult language the purpose of speech is to convey ideas or information and it is social. Speech can only be used in this way if the child understands what the word/s refer to. For example, a child may use the word 'bigger' after hearing an adult say it but cannot use the word to communicate about the concept of bigger until this concept has developed. This suggests that the thought or concept determines the use of language.

### **3. The interdependence of language and Thought**

- Vygotsky (1962) studied child development and, based on his observations of children's early speech and monologues, proposed a complex theory of the interaction between thought and language.
- He suggested that initially thought and language are independent and have separate origins. During this stage thoughts are non-verbal and are primarily based on images. this language is pre-intellectual and is not linked to thought.
- At around the age of 2 thought and language start to become connected, and children start to use language in their thoughts and their speech begins to represent their thoughts. Language and thought start to become interdependent.
- Vygotsky believes that language has two functions, to communicate to others (an external function) and to monitor thoughts (an internal function )

- Adults are generally good at separating the two functions but children up to the age of 7 can find this difficult. Between the ages of 2 and 7 children often talk about their ideas and thoughts and as a result communication can be confused.

### MCQ

1. Which of the following is used to describe objective reflection on the nature of language?  
A. psycholinguistics  
B. metalinguistic reasoning  
C. morphological pragmatics  
D. linguistic relativity
2. Psycholinguists generally consider that there are three stages in language production. Which of the following best describes them in the correct order?  
A. grammatical encoding, conceptualization, phonological/orthographic encoding  
B. conceptualization, morphological encoding, grammatical encoding  
C. conceptualization, grammatical encoding, phonological/orthographic encoding  
D. phonological bootstrapping, grammatical encoding, orthographic encoding
3. A language that has a consistent relationship between graphemes and sounds can be said to  
A. be logo syllabic  
B. have a shallow or transparent orthography  
C. have a deep orthography  
D. be phonologically regular
4. A 'garden-path' sentence can be described as  
A. a sentence with a structure that leads to initial misinterpretation and subsequent reanalysis  
B. a sentence that is ambiguously worded so as to elicit an understanding of the reader's psychological characteristics  
C. a sentence that is structured so that the reader, having only read the beginning, is able to correctly predict the later phrasing  
D. a sentence that appears initially to have meaning but that is in fact grammatically nonsensical
5. Garden-path sentences can be used to demonstrate that  
A. we consciously parse sentences only once we have complete information  
B. we comprehend sentences with strategies of which we are not consciously aware once we have read the whole sentence  
C. we process verbs before the nouns to which they relate  
D. we parse continuously while reading, using unconscious strategies without waiting for the end of a sentence
6. Noam Chomsky suggested which of the following?  
A. there is no fundamental ability for language when a child is born, and it is acquired through subsequent exposure to speech  
B. children acquire language in different ways and at different rates depending on the culture into which they are born  
C. there is an innate human ability to acquire language  
D. children learn language as the product of positive reinforcement
7. The 'linguistic relativity hypothesis' proposes that  
A. some or all of the differences in the way we think and perceive the world arise from differences in the structure of the language we speak  
B. some languages are more efficient than others in the representation of the nature of reality  
C. understanding and perception of the world are fundamental and not related to the nature of the language we speak  
D. it is not possible to translate directly from one language into another and some reinterpretation is always necessary
8. In which phase of reading and spelling acquisition are children likely to decode only the first few letters of a word and guess the remainder?  
A. the pre-alphabetic phase

- B. the consolidated alphabetic phase
- C. the full alphabetic phase
- D. the partial alphabetic phase

9. 'Developmental dyslexia' is best described as

- A. a difficulty with reading and writing, which is the result of a lack of access to education
- B. a syndrome with a complex neurological basis, which affects a range of different areas of cognition
- C. a problem that mainly affects a person's ability to spell words correctly
- D. a symptom of attention deficit hyperactivity disorder (ADHD)

10. Which of the following statements about cognitive development is correct?

- A. It represents activities that reinforce traditional methods
- B. It thrives when the child is given a varied and rich environment
- C. It focuses more on individual activities in comparison to collaboration
- D. It allows conducting of relevant and well-designed tests frequently

11. The theory that we are born with a language acquisition device was formulated by

- A. Jean Piaget
- B. Ivan Pavlov
- C. Noam Chomsky
- D. B.F. Skinner

12. Which theory of language claims that language is a product of conditioning?

- A. the behaviourism theory
- B. the constructivism theory
- C. the functionalism theory
- D. the humanism theory

13. Which psychologist formulated the theory in which interaction is considered the most important in language development of a child?

- A. Jean Piaget
- B. Lev Vygotsky
- C. B.F. Skinner
- D. Noam Chomsky

14. Which one of the following pairs is least likely to be a correct match?

- A. children enter in the world with certain knowledge about language – Chomsky
- B. language and thought are initially two different activities – Vygotsky
- C. language is contingent on thought – Piaget
- D. language is a stimulus in environment – B.F. Skinner

15. Thinking permits humans to

- A. anticipate or expect actions
- B. make predictions about the world that they experience
- C. reflect on an idea
- D. all of the above

16. Thinking is a part of cognition because

- A. it helps in directing attention towards a stimulus
- B. it helps in receiving information
- C. it helps in processing information received
- D. all of the above

17. Which of the following statements about concept formation by a child is correct?

- A. concepts are universal
- B. concepts are not hierarchical
- C. there is a set pattern of concept development
- D. concepts are not used in thinking

18. Smallest unit of meaning in a language is

- A. phoneme
- B. pragmatics
- C. syntax
- D. morpheme

19. Which is the incorrect way to support language development?

- A. letting the child talk uninterrupted on a topic
- B. disapproving the use of their own language
- C. supporting initiative taken by children

D.providing opportunities for using language

20.The sounds th, ph, ch are

- A.phonemes                      B.morphemes                      C.graphemes                      D.lexemes

21. What kinds of errors are common between a learner who is learning his mother tongue and the learner who learns the same language as a second language?

- A.overgeneralization                      B.simplification  
C.developmental                      D.hypercorrection

22.Phonological awareness refers to the ability to

- A.reflect and manipulate the sound structure                      B.speak fluently and accurately  
C.know, understand and write                      D.master the rules of grammar

23.Aarjav says that language development is influenced by one's predisposition, while Sonali feels that it is because of the environment. This discussion between Aarjav and Sonali is about

- A.critical and sensitive feeling                      B.stability and instability argument  
C.continuous and discontinuous learning                      D.nature and nurture debate

24.India has a lot of linguistic diversity. In this context, which of the following is the most appropriate statement about multi-lingual classrooms at primary level, especially classes I and II?

- A.The school should admit only those students whose mother tongue is the same as the language of instruction  
B.The teacher should respect all languages and encourage children to communicate in all of them  
C.They should ignore the children who use their mother tongue in the class  
D.Students should be penalized for using their mother tongue or the local language

25.Most classrooms in India are multilingual and this needs to be seen as ..... by the teacher

- A.a bother                      B.a problem                      C.a resource                      D.an obstacle

26.To enable students to make conceptual changes in their thinking, a teacher should

- A.offer rewards for children who change their thinking  
B.discourage children from thinking on their own and ask them to just listen to her and follow that  
C.offer an explanation in a lecture mode  
D.make clear and convincing explanations and have discussions with the students

27.Early childhood is ..... period for language development

- A.a not-so-significant                      B.an unimportant  
C.a sensitive                      D.a neutral

28. Which one of the following is not an element of language?

- A.pragmatics                      B.semantics                      C.linguistics                      D.grammar

29.Language is important because it

- A.is unable to help in expressing a child's thoughts  
B.develops the personality of the child  
C.helps a child processing the information received through perception  
D.helps in making correct facial expressions in response to a stimulus

30.Which psychologists or linguists suggested that thought is totally determined by language?

- A.piaget and vygotsky                      B.skinner and chomsky  
C.chomsky and vygotsky                      D.sapir and whorf

31.The two views on the interdependence of language and thought differ in

- A.the interdependence between language and thought
- B.their views on whether language or thought solve problems
- C.their views on whether language determines thought or vice-versa
- D.none of the above

32.Language development in children starts from which of the following ages?

- A.from birth
- B.from early childhood
- C.from late childhood
- D.from pregnancy

33.Vocabulary of a child at the end of the second year becomes about

- A.100 words
- B.60 words
- C.150 words
- D.10 words

34. The first word a child uses represents

- A.space
- B.time
- C.abstract ideas
- D.concrete objects

35.A child of 2 to 3 years of age

- A.will be able to give its gender, name, or age
- B.will have a vocabulary of at least 500 words
- C.can answer how who and when questions
- D.should be able to tell a reasonably connected story about a picture

36.A child's language development depends on ..... factors

- A.educational
- B.biological
- C.social
- D.all of these

37.An instance of a biological problem affecting language development is

- A.poor socio-economic background
- B.a cleft lip
- C.the educational environment
- D.autism

38.Which one of the following is an educational factor affecting language development?

- A.listening to correct language being spoken
- B.difficulty in communicating with others
- C.using abstract concepts
- D.social interaction with parents and classmates

39.Language development of children depends on

- A.better socio-economic environment
- B.better schooling
- C.freedom of expression given to the child
- D.all of the above

40.Perception without sensory stimulus is called:

- A. Illusion
- B. Hallucination
- C. Phiphenomenon
- D. Perceptual constancy

42. Assimilation and accommodation are:

- A. Complimentary to each other
- B. Reversible terms
- C. Opposite to each other
- D. Equal and similar terms

43 Down's syndrome is one of the genetic disorders which can be detected before birth through:

- A. Case Study
- B. Aminiocentesis
- C. Clinical Method
- D. Abortion

44. The biologically based differences among individuals in reactions to stimuli, in the expressions of emotions, in arousal and in self-regulation is known as:

- A. Personality
- B. Temperament
- C. Behaviour
- D. Habit

45. The child must understand syntax for the development of:

- A. Pronunciation
- B. Comprehension
- C. Vocabulary
- D. Sentence formation

46. The persistence of learning over time through the encoding , storage and retrieval of information

- A. Memory                      B. Learning                      C. Serial position effect                      D. Semantic learning

47. Unconscious thought process involved in creative thinking is at work in this stage

- A. Illumination                      B. Evaluation                      C. Incubation                      D. Preparation

48. Which of the following can be said to be true of language?

- A. Psychology of language is concerned with the organisation and processing of written language only  
B. Language lies at the interface of pure pure psychology, linguistics and mathematics  
C. Language is a simple process with very few mysteries  
D. None of the above

49. What is the nature of the relationship between language and thought according to the weak version of linguistic relativity hypothesis?

- A. There is two directional interaction between language and thought  
B. Language only interacts with thought  
C. There is two directional interaction between language and thought  
D. Language determines thought

50. What is the nature of the relationship between language and thought according to the strong version of linguistic relativity hypothesis?

- A. There is two directional interaction between language and thought  
B. Language interacts with thought  
C. Thought is required for language  
D. Language determines thought

### Answer Key

1.B	2.C	3.B	4.A	5.D	6.C	7.A	8.D	9.D	10.B
11.C	12.A	13.B	14.D	15.D	16.C	17.C	18.A	19.B	20.A
21.C	22.B	23.D	24.B	25.C	26.D	27.C	28.C	29.B	30.D
31.C	2.A	33.C	34.D	35.A	36.D	37.D	38.A	39.D	40.B
41.	42.A	43.B	44.B	45.B	46.A	47.C	48.C	49.B	50.D

## 9. Gender as a social construct

### Introduction

**Sex:**-The word 'sex' comes from Latin word 'Sexus', which is determined by a person's reproductive organs.

- It is a biological term; people are termed either male or female depending on their sex organs, i.e., reproductive organs and genes.
- It refers to the genetic and physiological characteristics that indicate whether one is male or female.
- Sex refers to the biological difference between males and females.
- It relates to the observable differences between their genitals and to their psychological functions in procreation.
- "There are two sexes, male and female. To determine sex, one must assay the following physical conditions: chromosomes, external genitalia, internal genitalia, gonads, hormonal states and secondary sex characteristics refers to biological factor

**Gender** is referred to men and women with the references of sociological and cultural values. Gender is created by society. According to society gender can be of 2 types i.e., either male or female and thus being a transgender is a problem for society as it does not come into their box.

- The word 'gender' comes from Latin word 'genus', which means kind or race.
- Gender is a psychological and cultural term referring to one's subjective feelings of maleness and femaleness.
- Gender may also refer to society's evaluation of behaviour as masculine or feminine.
- The social and cultural definitions of men and women are called gender. For example, it is society that makes rules that a girl will stay in the house, while a boy can go out or that a girl be given less food to eat and less time to play than a boy. A boy should be sent to a better school, so that when he grows up, he can look after the family business or get a good job, while not much attention is paid to a girl's education. Due to these social definitions, the differences between girls and boys creates two different worlds.

### Gender Roles

#### Meaning

- A gender role, also known as sex role, is a social role encompassing a range of
- behaviours and attitudes that are generally considered acceptable, appropriate or desirable
- for people based on their actual or perceived sex. Gender roles are usually centred on
- conceptions of femininity and masculinity although there are exceptions and variations. The
- specifics regarding these gendered exceptions may vary substantially among cultures, while
- other characteristics may be common throughout a range of cultures.

#### Definitions

- The World Health Organisation describes gender roles as "Socially constructed roles, behaviors and activities and attributes that a given society considers appropriate for men and women".
- Block (1973) stated, "Gender role is a constellation of qualities an individual understands to characterize males and females in his or her culture. These qualities include activities, role relations, social position, personality characteristics and a host of abilities and behaviors".
- Gender roles in society means how we are expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold. This is generally the set of roles, activities, expectations, and behaviours assigned to females and males by society.
- Our culture recognises two basic gender roles:
- Masculine (having the qualities attributed to males); and
- Feminine (having the qualities attributed to females).

### Nature of Gender Roles



- Gender roles are sets of behavior, roles and responsibilities attributed to women and men that the culture defines as appropriate for men and women. Thus gender roles include behavior and choices that are associated with being male or female .
- Gender roles are learned behaviour.
- These roles vary in their social, economic, and political dimension across cultures. Values and norms differ widely from culture- to- culture.
- Gender roles have certain universality, but are largely culturally determined.
- Gender roles are affected by a number of factors such as age, class, race, ethnicity, religion and ideologies, in addition to geographical, economic, and political environment.
- Roles may be complementary or conflicting

### Factors Determining Gender Roles/Stereotypes

- **Personality Traits** –Women are often expected to be accommodating and emotional, while men are expected to be self-confident and aggressive.
- **Domestic Behaviours**–Some people expect that women will take care of the children, cook, and clean the home, while men take care of finances, work on the car, and do the home repairs.
- **Occupations** – Some people are quick to assume that teachers and nurses are women, and that pilots, doctors, and engineers are men.
- **Physical Appearance** –Women are expected to be thin and graceful, while men are expected to be tall and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender (men wearing pants and short hairstyles, women wearing dresses and makeup).
- **Social construction** is something that exists not in objective reality, but as a result of human interaction. It exists because humans agree that it exists
- **Gender role typing:** early period of life plays very crucial role in typing gender role Gender stereotype or discrimination and bias need to understand this with sensitivity for both

### Gender constancy

- **Gender performativity:** Gender Performativity is a term created by post-structuralist feminist philosopher Judith Butler in her 1990 book Gender Trouble, which has subsequently been used in a variety of academic fields that describes how individuals participate in social constructions of gender.
- **social constructionism:** The idea that social institutions and knowledge are created by actors within the system, rather than having any inherent truth on their own.
- **essentialism:** The view that objects have properties that are essential to them.

### Gender Socialisation Definitions

- Gender socialisation is the process through which children learn about social expectations, attitudes, and behaviours typically associated with boys and girls .
- According to Henslin (1999), “Gender Socialization refers to the learning of behavior and attitudes considered appropriate for a given sex”.
- Cynthia Vinney (2019) defines it as “Gender Socialization is the process by which we learn our culture’s gender related rules, norms and expectations”.
- As we summarise these definitions, we realise that gender socialisation is a process in which one learns the
- behaviours, ttitudes, and norms, and understand the social and cultural expectations in relation to one’s gender.

### Gender is a social construction

- We are often told that boys and girls are different .
- They play different roles in society and have to learn different things at home and society.
- Gender roles lead the process of construction of gender .
- Gender roles are the basis of social construction of gender .

### Agents of Gender Socialisation

- **Parents:** Parents are typically a child's first source of information about gender. From birth, parents communicate different expectations to their children depending on their sex
- **Teachers :** Teachers and school administration model roles sometimes demonstrate gender stereotypes by responding to male and female students in different ways.
- **Peers:** Peer interaction also contributes to gender socialisation. Children tend to play with same gender peers. Through these interactions, they learn what their peers expect of them as boys and girls. These lessons may be direct, such as when a peer tells the child that a certain behaviour is or is not appropriate for their gender. They can also be indirect as the child observes same and other gender peers' behaviour over time.
- **Media:** Media including movies, television, and books teach children about what it means to be a boy or a girl. The media conveys information about the role of gender in people's lives and can reinforce gender stereotypes.

## 1. Theories of gender

### Gender Role Theory

- Women and men are given different roles in the society and continuity of this process constructs gender.
- Gender role in society means how we are expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex.

## 2. Functionalist approach or Talcott Parsons' view

- Gender Inequalities exist in the society. These inequalities create a division of labor.
- They create social system in which particular segments are clearly responsible for certain respective acts of labor.
- The Functionalist perspective of gender inequality was developed by Talcot Parsons model of family . This idea developed during 1940 and 1950s.

## 3. Feminine and Masculine Culture

- Masculinity and Feminity differ in the social roles that are associated with the biological fact of the existence of the two sexes .
- Feminity stands for a society in which social gender roles overlap.
- Masculinity stand for a society in which gender roles are clearly distinct .

## 4. Butler's Gender Performity

- There is no inherent truth to gender instead gender is constructed by social expectation and gender performance.
- Repetitions performance of males and females of society in accordance with social norms constructs the gender.

## 5. Doing Gender Zimmerman's Theory

- Many tasks in society are tend to be gendered.
- When actors fulfill the expectations and scripts of these gendered taks they are actually doing gender.

## 6. Gender Schema theory by Sandra Bem

- The word schema basically means a pattern of thought or behavior that organizes categories of information and relationship between them.
- This theory was introduced during the early 1080s.
- This theory suggests that culture influences children develop their ideas about what it means to be man or woman.

## 7. Sex Role Theory

- Boys and girls adopt the role of their respective sex.
- The Society reinforces the role of sex in the personality of boy and girl.
- Boys and girls experience a passive sponge like absorption of messages from models of Masculinity and femininity which is mediated through social institution as the family and schools.

### Conclusion:

1. Sex refers to the biological and physiological differences between males and females.
2. Gender is a psychological and cultural term referring to one's subjective feelings of maleness and femaleness.
3. Gender socialisation is a process in which one learns the behaviours, attitudes, and norms, and understands the social and cultural expectations in relation to one's gender.
4. The common agents of gender socialisation are parents, teachers, peers, and media.
5. A gender role is a social role encompassing a range of behaviours and attitudes that are generally considered acceptable, appropriate or desirable for people based on their actual or perceived sex.
6. Factors determining gender roles are personality traits, domestic behaviours, occupations, and physical appearance.

### MCQ

1. Which of the following commissions has recommended "Purdah Schools" for girls ?  
A. The Indian Education Commission                      B. The Calcutta University Commission  
C. Kothari Commission                                      D. Radhakrishnan Commission.
2. Who wrote the book named, "The Feminine Mystique' in feminism ?  
A. Simon-de-Beauvoir                      B. Betty Friedan                      C. Marry Wollstonecraft                      D. Alexandra
3. In which year was the Ministry of Women and Child Development established as a department under the Ministry of Human Resource Development ?  
A. 1980                      B. 1986                      C. 1985                      D. 1988
4. What the lines of the poem "KhoobLadiMardani" indicate about sexuality ?  
A. Bravery is not the natural trait of women.                      B. Bravery is the natural trait of women.  
C. This statement has not accurate meaning.                      D. All statements are wrong.
5. What is the name of first feminist novel ?  
A. Vindication of Right of Women                      B. The Second Sex  
C. The Origin of Family                      D. None of the above
6. 'Yetranaryestupujyente, Ramantetatradevta'-In which book is this thought described ?  
A. Upanishad                      B. Geeta                      C. Manasmriti                      D. Puran
7. Which of the following committee had given statement that "Care should be taken to see that not step is taken which bu will tend to perpetuate or intensify the existing difference" ?  
A. Hansa Mehta Committee                      B. Durgabai Deshmukh Committee  
C. Bhaktvatsalam Committee                      D. Ishwar Bhai Patel Committee
8. The meaning of Patriarchy is :  
A. Traditional governance system                      B. Mother and Father's rules over the family  
C. Father's rules over the family                      D. None of the above

9. "Sex' and 'Gender' can be defined on the basis of the following factors:
- A. Environmental Factors  
B. Biological Factors  
C. Sociological Factors  
D. General Factors
10. "Men Don't Cry' signifies:
- A. Weeping is not the natural character of man  
B. Weeping is the natural character of man  
C. Both (A) and (B)  
D. None of the above
11. What is word "Quid-Pro-Quo' meant, in reference of Sexual Harassment:
- A. Give something to someone  
B. Get rid off  
C. Give some hidden message to someone  
D. Give Return for work
12. The types of gender discrimination are:
- A. Gender Discrimination  
B. Caste Discrimination  
C. Racial Discrimination  
D. All of the above
13. Self-Employed Women's Association (SEWA) was founded by:
- A. Vandana Shiva  
B. MedhaPatka  
C. BhikajiKaama  
D. Ela Bhatt
14. According to the labour suit, what does White Collar Area' mean in capitalism in context of women ?
- A. Women are eneligible for labour market  
B. Women are eneligible for household works  
C. Both (A) and (B)  
D. None of the above
15. "Personal is political-This slogan was given by which ideology of feminism ?
- A. Socialist Feminist  
B. Radical Feminism  
C. Liberal Feminism  
D. Eco-Feminism
16. Prenatal Diagnostic Testing was banned in the year:
- A. 1956  
B. 1958  
C. 1994  
D. 1995
17. Section 326-A is a related with:
- A. Pre-Diagostic Natal Test  
B. Attempted to acid attack  
C. Acid attack  
D. Cyber crime
18. Sexuality is affected by:
- A. the interaction of psychological factors  
B. the interaction of social factors  
C. Both (A) and (B)  
D. None of the above
19. Which of the following periods is known as the Golden period for women ?
- A. Pre-Vedic period  
B. Post-Vedic period  
C. Muslim period  
D. British period
20. Gender Discrimination can be removed :
- A. By reform in education system  
B. Prohibiting in social malpractices  
C. By improving the administrating system  
D. All of the above
21. What are the basic kinds of gender stereotypes ?
- A. Domestic behaviours and Physical appearance  
B. Domestic behaviours, Personality traits, Occupations and Physical appearance  
C. Domestic behaviours, Personality traits and Occupations  
D. Personality traits and Occupations
22. What does wastage mean in education ?
- A. The retention of child in the same class from period of more than one year  
B. The retention of child in class fifth  
C. A parameter withdrawal of children from school at any stage before completion of primary education

D. All of the above

23. Kasturba Gandhi Vidyalaya Scheme is related with :

- A. Primary education
- B. Secondary education
- C. Higher education
- D. All of the above

24. For written complain in case of sexual harassment by a female employee, how long time has been set from the date of incident ?

- A. One month
- B. Two months
- C. Three months
- D. Four months

25. "Beti Bachao Beti Padoo" programme is a operated under which of the following Ministerials joint effort ?

- A. Ministry of Women and Child Development and Ministry of Health and Family Welfare
- B. Ministry of Women and Child Development, Ministry of Human Development Resource and Ministry of Health and Family Welfare
- C. Ministry of Women and Child Development and Ministry of Health and Family Welfare
- D. Ministry of Human Development and Ministry of Women and Child Development Resource

26. What is UDAN programme ?

- A. It is the enrollment scheme of girl students in prestigious engineering institutions.
- B. It is the enrollment scheme of girl in primary school.
- C. It is the enrollment scheme of boys and girls in primary school.
- D. It is the Scholarships scheme for girls.

27. What should be the role of mass communication tools in gender challenges ?

- A. To provide information related to political events
- B. To provide entertainment information
- C. To aware about gender challenges
- D. To provide historical information

28. What kind of assistance has been provided under One Stop Centre (Sakhi) ?

- A. Medical assistance
- B. Psychological assistance
- C. Legal assistance
- D. All of the above

29. Who was the first Indian woman to reach the rank Lieutenant General in the Indian Army ?

- A. Punita Arora
- B. Punita Khanna
- C. Arati Saha
- D. Roshini Sharma

30. Which of the committee gave suggestion that "State Councils of Women's Education should be established in each state" ?

- A. Durgabhai Deshmukh Committee
- B. Hansa Mehta Committee
- C. Acharya Narendradev Committee
- D. Rammurti Committee

31. Which of the following correctly identifies the broad domains of development?

- A. Physical; personality; spiritual and emotional
- B. Social; physical; personality; self
- C. Physical; cognitive; social and emotional
- D. Emotional; intellectual; spiritual and self

32. In an elementary classroom it is important to\_\_\_\_\_the experiences that a child brings with her.

- A. ignore
- B. build on
- C. deny
- D. neglect

33. Which of the following is central to the concept of progressive education?

- A. Belief in the capability and potential of every child
- B. Standard instruction and assessment
- C. Extrinsic motivation and uniform assessment parameters
- D. Textbook centric learning

34. Read the following description and identify the stage of moral reasoning of Kohlberg.

Description : Right action is defined by self-chosen ethical principles of conscience that are valid for all humanity, regardless of law and social agreement.

- A. The social-contract orientation
- B. The social-order maintaining orientation
- C. The universal ethical principle orientation
- D. The instrumental purpose orientation

35. Children acquire gender roles through all of the following, except

- A. socialization
- B. culture
- C. tutoring
- D. media

36. An androgynous personality

- A. has a balance of what are generally considered masculine and feminine traits
- B. tends to be assertive and arrogant
- C. adheres to stereo typical gender roles prevalent in the society
- D. refers to men with feminine traits

37. Grading, coding, marking and credit accumulation systems are some of the examples of \_\_\_\_\_

- A. symbolizing position of children in the class
- B. depicting the academic progress in report card
- C. scoring procedure of assessment of learners' achievement
- D. evaluation procedure of answer sheets of the examination

38. 'Gender' is a/an :

- A. innate quality
- B. social construct
- C. biological entity
- D. physiological construct

39. Watching her grand daughter arguing with her father for going on a school trip, the grandmother says, 'Why can't you be obedient like a good girl? Who will marry you if you behave like a boy?' This statement reflects which of the following?

- A. Gender constancy
- B. Gender stereotypes about attributes of girls and boys
- C. Improper gender identification of the girl
- D. Difficulties faced by families in child-rearing

40. When a teacher considers boys as naturally better at mathematics than girls, it shows that the teacher is:

- A. ethical
- B. gender biased
- C. moralistic
- D. right-minded

41. A lot of debate surrounds whether girls and boys have specific sets of abilities due to their genetic materials. Which one of the following are you most likely to agree with in this context ?

- A. Girls are socialized to be caring while boys are discouraged to show emotions such as crying.
- B. After puberty boys and girls cannot play with each other since their interests are complete opposites.
- C. All girls have inherent talent for arts while boys are genetically programmed to be better at aggressive sports.
- D. Boys cannot be caring since they are born that way.

42. Gender discrimination in a classroom

- A. does not affect the performance of the students
- B. may lead to diminished effort or performance of the students
- C. may lead to enhanced effort or performance of the male students
- D. is done more by the male teachers than their female counterparts

43. Girl students

- A. learn questions on Mathematics well but face difficulty only when they are asked to reason them out
- B. are as good in Mathematics as boys of their age
- C. perform less competently in spatial concepts than boys of their age
- D. possess more linguistic and musical abilities

44. Retrieving hidden objects is an evidence that infants have begun to master which of the following cognitive functions?

- A. Intentional behaviour
- B. Object-permanence
- C. Problem-solving
- D. Experimentation

45. Which one of the following will not be avoided by good textbooks?  
 A. Gender equality                                      B. Gender disparity  
 C. Social responsibility                                D. Gender biases
46. A famous school in Delhi provides special treatment for girls by asking them to prepare a song for interschool competition. This treatment shows:  
 A. Progressive thinking                                      B. Regressive thinking  
 C. Gender bias    D. Normal approach
47. The statement “women are less intelligent than men” is a  
 A. correct statement.                                      B. relatively correct statement.  
 C. gender biased statement.                              D. universally correct statement.
48. Social roles designated to women are known as  
 A. gender role attitude.                                      B. gender identity.  
 C. gender discrimination.                                D. gender role stereotype.
49. How will you justify the establishment of a coeducation school system?  
 A. To increase the gender sensitivity                                      B. To follow the western pattern of schooling  
 C. To develop all school on similar understanding                              D. To promote gender equality
50. A single gender school may cause  
 A. restricted socialisation.                                      B. open socialisation.  
 C. gender insensitivity.                                      D. gender sensitivity.

**Answer Key**

1.B	2.B	3.C	4.A	5.A	6.C	7.B	8.C	9.C	10.A
11.D	12.D	13.D	14.A	15.B	16.C	17.C	18.C	19.A	20.D
21.B	22.C	23.B	24.C	25.B	26.A	27.C	28.D	29.A	30.A
31.C	32.B	33.A	34.C	35.C	36.A	37.B	38.C	39.B	40.B
41.B	42.B	43.B	44.B	45.A	46.C	47.C	48.D	49.A	50.A

# 10. Individual Differences

## Introduction

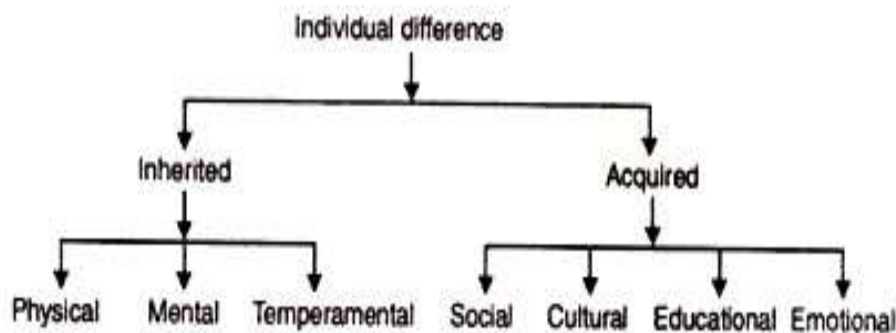
The idea of 'individual difference' is first discussed by Plato in his famous and renowned work 'Republic'. After this, many psychologists and educationalists such as Cattell and Bessell studied the notion of 'individual difference' for the better understanding of child development.

## Meaning of Individual Differences

Individual difference is the term which denotes the variations and the differences among various characteristics in individuals on the basis of their different mental and cognitive abilities. These varied traits can differentiate an individual to another which makes them different human being possessing different traits.

These individual differences arose from social, emotional, physical or psychological factors can cause certain hindrances in the classroom for the teacher while providing them education at the similar platform.

**Broadly individual difference may be classified into two categories such as inherited traits and acquired traits:**



## Causes of Individual Differences:

There are various causes which are responsible in bringing individual difference

1. **Heredity:**
2. **Environment:**
3. **Influence of caste, race and nation:**
4. **Sex differences:**
5. **Age and intelligence**
6. **Temperament and emotional stability.**
7. **Other Causes:** Interests, aptitudes, achievements, sentiments, character, educational and home background lead to individual differences.
8. **Economic condition and education:**

Many plans and techniques for individualizing instructions have been advocated.

**Some of these plans are as under:**



1. **Dalton Plan:** This plan was introduced by Miss Helen Parkhurst at Dalton. According to this plan, the school is regarded as a 'children house.' The principles underlying the plan are freedom, co-operation and allocation of time. The pupils are free to continue without interruption the work in which they are absorbed, unhindered by time tables.  
They are not taught in classrooms. They are given subjects that suit their interests. The advantage of this plan is that each pupil is allowed to proceed at his own rate and in accordance with this individual ability. Thus the instructions are completely individualized.
2. **Morrison Plan:** This Plan was devised by Professor H.Q. Morrison of the University of Chicago. This plan is based on directed guidance and stresses unit assignment. To establish learning unit is an important task in the Morrison plan. The plan is based on individual needs and interests.
3. **Winnetka Plan:** This plan was instituted by C.W. Washburne in the school of Winnetka, Illinois. This plan is based on the principle that the pupils should be allowed to follow his own rate of learning in each of the subjects of his curriculum. Before instituting this plan it is observed through an examination that how much an individual already knows. On the basis of it, specific learning unit is planned for him. Progress is checked by the pupils himself by means of self-administered tests. The advantages of this plan are that the backward and the intelligent are to proceed at their own rates. Moreover, there are no failures since the pupil is measured against his own progress.
4. **Contract Plan:** In this plan, the subjects of study are determined like the Dalton method; the pupil's progress is measured through tests like the Winnetka method. Thus this plan is a synthesis of Dalton and Winnetka methods.
5. **Project method:** This method was suggested by Kilpatrick. In this method each member of the group can work in terms of his interest and ability. Hence this method is also in the direction of individualization of instructions.

Educational Implications of Individual Differences:

**Educational implications of Individual differences are listed below:**

1. Aims of education, curriculum, method of teaching should be linked with individual differences considering the different abilities and traits individual.
2. Curriculum should be designed as per the interest, abilities and needs of different students.
3. The teacher has to adopt different types of methods of teaching considering individual difference related to interest, need, etc.
4. Some co-curricular activities such as Drama, music, literary activities (Essay & Debate Competition) should be assigned to children according to their interest.
5. Teacher uses certain specific teaching aids which will attract the children towards teaching considering their interest and need.
6. Various methods such as playing method, project method, Montessori method, story telling methods are to be used considering/discovering how different children respond to a task or a problem.
7. The division of pupils into classes should not be based only on the mental age or chronological age of children but the physical, social and emotional maturity should be given due consideration.
8. In case of vocational guidance the counselor is to plan the guidance technique keeping in view the needs and requirements of the students.

## MCQ

1.The traits that came from heredity

- A. can be changed      B. cannot be changed      C. is no fixed      D. is temporary

2.Law of Regression refers to

- A. that beautiful parents would reproduce beautiful children  
B. that it is quite possible that a child does not possess similar traits as the parents every time  
C. in returning to the less developed state  
D. None of the above

3.The education implications of the principles of growth and development include

- A. to understand the child's problems      B. to understand the individual differences  
C. to choose the appropriate teaching methods      D. All of the above

4.Heredity covers all the factors that were present in the individual

- A. at birth      B. the time of conception about nine months before birth  
C. Both a & b      D. none of the above

5.Law of Variation refers to

- A. the concept that there can be variations and fluctuations of the genetic traits when it comes to the transmission of traits from the parents  
B. to the concept that a child of a highly intelligent parent or athletic parent can be mentally retarded or physically unfit respectively  
C. the concept that the offspring would be similar to the parents in their physical and mental traits  
D. None of the above

6.The principles of growth and development is

- A. not useful in the organization of various school activities  
B. useful in the organization of various school activities

7.Knowing the importance of principles of growth and development is important for teachers to

- A. to enhance the teaching-learning process  
B. to discourage learners  
C. to differentiate between learners and act biased  
D. to focus only on learners with good learning abilities

8.“Heredity is the totality of biologically transmitted factors that influence the structure of the body.” Who stated this?

- A. Floyd L.Ruch      B. Gisbert      C. Woodworth      D. Douglas and Holland

9.The factors contributing to the development of a body

- A. are not interconnected      B. are interrelated  
C. are not interrelated      D. do not depend on one another

10.Knowing the principles of growth and development

- A. is important for both teachers and parents      B. is important only for teachers  
C. is important only for parents      D. is not important for either parents or teachers

11.The social environment constitutes

- A. the living things that come in direct contact with human beings  
B. the factors that make our society  
C. the weather conditions that come in direct contact with human beings  
D. the thoughts, ideas, discourses, interests, library, radio, and television

12.The natural environment consists of

- A. the living things that come in direct contact with human beings
- B. the factors which contribute to the emotions of an individual
- C. the weather conditions that come in direct contact with human beings
- D. the thoughts, ideas, discourses, interests, library, radio, and television

13.Due to the unemployment and lack of financial assistance

- A. an individual can feel a lack of confidence while building a social relationship in society a
- B. an individual can feel confident while building a social relationship in society a
- C. an individual may not feel any impact
- D. an individual can have a high self-esteem

14.Which of the following statements is true:

- A. Women have a faster growth rate than men
- B. Growth is not continuous
- C. Health and food nutrition affect mental growth
- D. All of the above

15.Law of Variation believes

- A. that beautiful parents would reproduce beautiful children
- B. that it is quite possible that a child does not possess similar traits as the parents every time
- C. in returning to the less developed state
- D. None of the above

16.Development is a term that is used to describe:

- A. the mental development of the child
- B. the physical development of the child
- C. the emotional development of the child
- D. All of the above

17.The principle of Uniform Pattern

- A. refers to the pattern in which the growth and development take place is universal
- B. refers to the pattern in which the growth and development take place in a fixed pattern
- C. refers to the pattern in which the growth and development has various individual differences
- D. All of the above

18.“Development is the series of changes which an organism undergoes in passing from an embryonic state to maturity.” Who gave this definition of development?

- A. Webster’s Dictionary
- B. E.B. Hurlock
- C. H.V. Meredith
- D. L.K. Frank

19.A child’s growth and development can get adversely affected by:

- A. the conflicts that occurred at home
- B. bullying at school
- C. other social conflicts in society
- D. All of the above

20.The intellectual environment constitutes of

- A. the living things that come in direct contact with human beings
- B. the factors that make our society
- C. the weather conditions that come in direct contact with human beings
- D. the thoughts, ideas, discourses, interests, library, radio, and television

21The principle of Uniform Pattern

- A.refers to the pattern in which the growth and development take place is universal
- B.refers to the pattern in which the growth and development take place in a fixed pattern
- C.refers to the pattern in which the growth and development has various individual differences
- D.All of the above

22. The principle of overall development means  
 A.the complete development of a human being from every perspective  
 B.only the complete mental development  
 C.only the complete physical development  
 D.only the complete emotional development
23. The factors contributing to the development of a body  
 A.are interrelated  
 B.are not interconnected  
 C.are not interrelated  
 D.do not depend on one another
- 24.The following are factors that bring about student diversity, EXCEPT  
 A.Exceptionalities  
 B. learning styleb.  
 C.critical thinking skills  
 D. socioeconomic status
- 25.Children who have difficulties in spoken language belong to what factor of student diversity?  
 A.Exceptionalities  
 B. learning styleb.  
 C.critical thinking skills  
 D. socioeconomic status
- 26.Performance formats includes  
 A.Panel presentations  
 B.group projects.  
 C. Individually-delivered oral reports  
 D.all of the above
- 27.Which of the following is an example of an unstructured instructional format?  
 A.class discussion  
 B. trial-and-error discovery learning  
 C.Collaborative learning  
 D. Step-by-step instructions
- 28.The following are the benefits of giving the learner more decision-making opportunity with respect to learning task except  
 A.Promotes positive-attitude toward the subject matter  
 B.Results in students working more interactions among students  
 C.Encourage learners to share their personal history  
 D.Results in students working more consistently with lesser teacher intervention
- 29.Which of the following is a student-centered format?  
 A.Small group-work  
 B.lectures  
 C.Demonstration  
 D.none of the above
- 30.Teacher Vesh let her students interview other students in the campus who are from diverse background,this is an example of  
 A.Communicate high expectations to students from all subgroup  
 B.Integrate learning experiences and activities  
 C.Identifying patterns of unity that transcend group differences  
 D.Diversifying methods of assessing and evaluating learning
- 31.The following shows patterns of unity that transcend group differences, except.  
 A.Periodically place students in homogeneous groups on the basis of shared demographic characteristics  
 B.Invite students to internet discussion groups or email; have students visit foreign countries  
 C.Try to form groups of students who are different with respect to one demographic characteristics  
 D.After students have completed self-assessment instruments, have them line up or move to a corner of the room according to their individual scores or overall profile.
- 32.The opportunity to gain access to the perspective of peers and to learn from other students, rather than the instructor only shows that student diversity

- A.can promote harmony
- B.contributes to cognitive development
- C.student’s awareness is enhanced by student diversity
- D.Student diversity prepares learners for their role as an responsible members of the society

33.When students see how others are different, students are given reference points or comparativeperspectives which sharpen assessment of their own attitudes, values and behaviors. This shows that

- A. Students’ self -awareness is enhanced by diversity
- B. Student diversity can promote harmony
- C. Student diversity contributes to cognitive development
- D. Student diversity prepares learners for their role as an responsible members of the society

**Answer Key**

1.B	2.C	3.D	4.B	5.A	6.B	7.A	8.A	9.B	10.A
11.B	12.A	13.A	14.D	15.B	16.D	17.D	18.A	19.D	20.D
21.D	22.A	23.A	24.C	25.C	26.D	27.B	28.C	29.A	30.B
31.B	32.B	33.B							

# 11. Assessment and Evaluation

## Introduction

It is important to understand the basic concepts of assessment and evaluation. You might have observed that many teachers use measurement, assessment, testing and evaluation interchangeably, but these terms have their specific meaning and significance.

## Measurement

Measurement is a quantitative description of one's performance. It provides a quantified description of any trait, characteristics, or ability

## Scales of measurement :

A scale is a system or scheme for assigning values or scores to the characteristics being

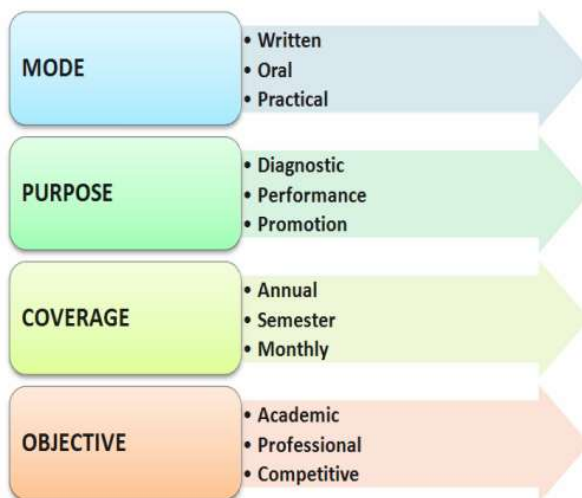
**There are mainly four scales of measurement,**

- Nominal
- Ordinal
- interval
- ratio

## Examination

Examination is considered as a formal system to know how much one has achieved or where one stands in comparison to others.

## Types of Examination



**Assessment :** Assessment is a systematic procedure for collecting information that can be used to make inferences about the characteristics of people or objects .It is a process of collecting evidence and making judgments relating to outcomes.

**Assessment of learning:** It basically focuses on learners' achievement against some predefined outcomes and standards. Sometimes, it is referred to as **summative assessment**. Generally, teachers undertake this type of assessment at the end of a Unit or term or semester in order to grade or rank the learners.

**Assessment for learning** is practiced by teachers during their teaching-learning process. Its main objective is to improve teaching and enhance learning by facilitating learners. It takes place along with teaching-learning process in the classroom. It is more frequent and mostly unstructured, also referred as '**formative assessment**'.

**Assessment as learning:** When learners are asked to assess their performance on their own, they use various assessment techniques and strategies to assess themselves. This practice helps learners to identify their knowledge gaps, adopt appropriate learning strategy and use assessment as tool for new learning

**Components and variables of an assessment system**

<b>Purpose</b>	<ul style="list-style-type: none"> <li>Formative</li> <li>Summative</li> </ul>
<b>Use</b>	<ul style="list-style-type: none"> <li>Helping learning</li> <li>Informing to teachers, parents and students</li> <li>Tracking student's progress</li> </ul>
<b>Type of Task</b>	<ul style="list-style-type: none"> <li>Regular work</li> <li>Tests/task developed by teacher</li> <li>Tests/tasks prescribed externally</li> <li>Tasks embedded in teaching-learning</li> </ul>
<b>Agent of Judgement</b>	<ul style="list-style-type: none"> <li>Teacher</li> <li>Teacher and students together</li> <li>External agent</li> </ul>
<b>Basis of Judgement</b>	<ul style="list-style-type: none"> <li>Norms</li> <li>Task specific criteria</li> <li>General criteria</li> <li>Students' referenced</li> </ul>
<b>Form of Report or Feedback</b>	<ul style="list-style-type: none"> <li>Marks or score</li> <li>Profile</li> <li>Overall level or grade or rank</li> <li>Comment or oral feedback</li> </ul>
<b>Moderation</b>	<ul style="list-style-type: none"> <li>With in class/school (internal)</li> <li>Inter-school moderation process</li> <li>External inspection</li> <li>Informal or teacher centered</li> </ul>

**Evaluation**

**Meaning of evaluation**

Evaluation, which is a broader concept as compared to measurement and assessment. Evaluation is “a systematic process of collecting and analyzing data in order to determine whether, and to what degree, objectives have been, or are being, achieved It leads to decision makingThe purpose of evaluation is to make a judgment about the quality or worth of something.

An evaluation includes quantitative as well as qualitative analyses and is undertaken only once in a while.



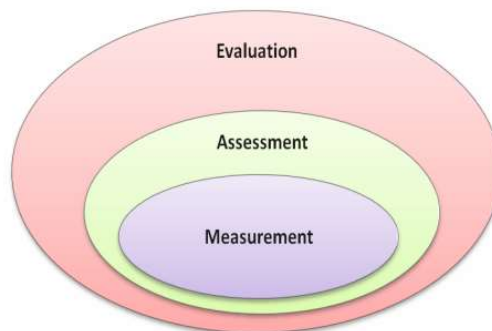
**Characteristics of good evaluation**

- **Validity:** A valid evaluation is one which actually tests what is set out to test i.e., one which actually measures the behaviour described by the objective (s), under scrutiny.
- **Reliability:** It is a measure of consistency with which the question, test or examination produces the same result under different but comparable conditions. A reliable evaluation mechanism is independent of the characteristics of individual evaluator.
- **Practicability:** Evaluation procedure should be realistic, practical and efficient in terms of their cost, time taken and ease of application.
- **Fairness:** Evaluation must be fair for all learners. This can be possible by accurate reflecting of range of expected behaviors as desired by the course objectives
- **Usefulness:** Evaluation should be useful for all learners. Feedback from evaluation must be made available to learners and help them to prove their current strengths and weaknesses.

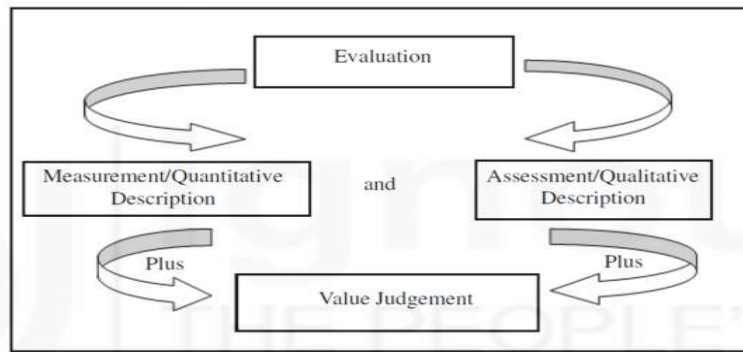
### The Purposes of educational evaluation

- To determine the relative effectiveness of the programme in terms of students' behavioural output
- To make reliable decisions about educational planning.
- To ascertain the worth of time, energy and resources invested in a programme.
- To identify students' growth or lack of growth in acquiring desirable knowledge, skills, attitudes and societal values.
- To help teachers to determine the effectiveness of their teaching techniques and learning materials.
- To help motivate students to learn more as they discover their progress or lack of progress in given tasks.
- To encourage students to develop a sense of discipline and systematic study habits.
- To acquaint parents or guardians with their children's performance.
- To identify problems that might hinder or prevent the achievement of set goals.
- To predict the general trend in the development of the teaching-learning process;
- To ensure an economical and efficient management of scarce resources.
- To provide an objective basis for determining the promotion of students from one class to another as well as the award of certificates.
- To provide a just basis for determining at what level of education the possessor of certificate should enter a career.

### RELATIONSHIP AMONG MEASUREMENT, ASSESSMENT AND EVALUATION











1. Evaluation = Measurement + Value Judgment
2. Evaluation = Assessment + Value Judgment
3. Evaluation = Measurement + Assessment + Value Judgment

From the above three concepts of evaluation, now it is clear that without value judgment there is no evaluation .

### **Difference between assessment and evaluation**

1. An assessment is done as a means of collecting, reviewing, and making use of data in terms of a student's education, for the purpose of improving the current performance of the student, class, select group of students, etc. an evaluation is done for the purpose of passing judgment of the student on the basis of definitive criteria and evidence.
2. The nature of an assessment is such that it is diagnostic. It tends to identify and recognize areas of improvement for the student. An evaluation, however, is judgemental in nature, because the aim of an evaluation is such that it offers a grade to the student at the end.
3. Assessment is a formative process, where the aim is to improve the student holistically evaluation is a summative process, which revolves around the act of judging the academic prowess of the student.
4. an assessment, the object of observation is the holistic development of the student. an evaluation is generally done on the student on the basis of their academics,
5. feedback in the case of an assessment is on the basis of observations and their consecutive positive and negative points the feedback in the case of evaluation depends on the level of quality that has been set according to standard.
6. an assessment, the teacher and the student have more of a reflective relationship, i.e. the criteria of assessment are internally defined. the relationship between the evaluator and the evaluate is more prescriptive, which means that the standards are externally defined.
7. Criteria for conducting an assessment are set by both the teacher and student jointly. in the case of an evaluation, the criteria of evaluation are set by the teacher alone.
8. The measurement standards in the case of an assessment are absolute. It seeks to achieve the most essential outcome. the standards of measurement in the case of an evaluation are comparative, which makes a distinction between what is better and worse.

## Types of Evaluation and their Functions

Areas of Function	Types of Evaluation and their functions
Before instructional process	<i>Placement evaluation</i> (to know entry behaviour) 
During instructional process	<i>Formative evaluation</i> (to know mastery in content) 
	<i>Diagnostic evaluation</i> (to solve learning difficulties) 
After instructional process	<i>Summative evaluation</i> (to certify the learner) 

### Placement Evaluation

Placement evaluation can be defined as a type of evaluation that provides information to the teachers about the learners to whom he/she deals with relating to their existing knowledge and experiences based on that the teacher designs to teach new knowledge

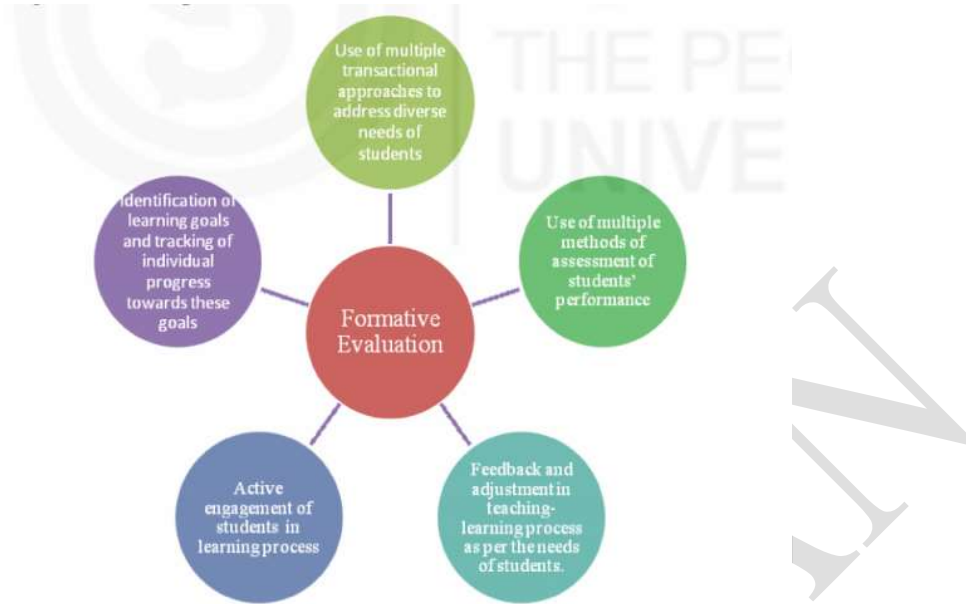
### Formative Evaluation

Formative assessments include a wide variety of assessments conducted during the learning process. This qualitative feedback is based on the student's performance that helps in identifying the strengths and weaknesses of a student.

#### The salient features of formative evaluation are as follows:

- It builds on the prior knowledge, and experiences of the learners, and ensures learner friendly assessment.
- It helps in enhancing the learning abilities of the learner. ☐ It provides scope for the use of variety of activities, and various tools and techniques for promoting holistic development of the learners.
- It ensures learning in a non-threatening and supportive environment.
- It provides descriptive feedback to children for realising their strengths and weaknesses.
- It provides a chance to the learners to reflect on their performance, as it realises the role of motivation and self-esteem of students learning.
- It encourages learners to understand the criteria/parameters that have been used to judge their performance.
- It helps learners to actively and continuously engage in learning.
- It provides feedback to the teachers to use teaching strategies according to the needs of the learners.
- It is diagnostic and remedial, formal and informal approach of assessment. Formative evaluation supports for continuous and comprehensive evaluation of the learners. It provides scope both to the teachers and the learners to establish a continuous assessment culture in the classroom

## Components of formative evaluation culture in the classroom



### Diagnostic evaluation

In the field of educational evaluation, the term diagnosis is used with regard to assessment and performance of the student. The diagnostic testing involves not only diagnosing the kinds of difficulties but also their levels of difficulties.

### Steps Involved in the Construction of Diagnostic Test

A simple and common framework of constructing a diagnostic test can be given in terms of the following seven steps:

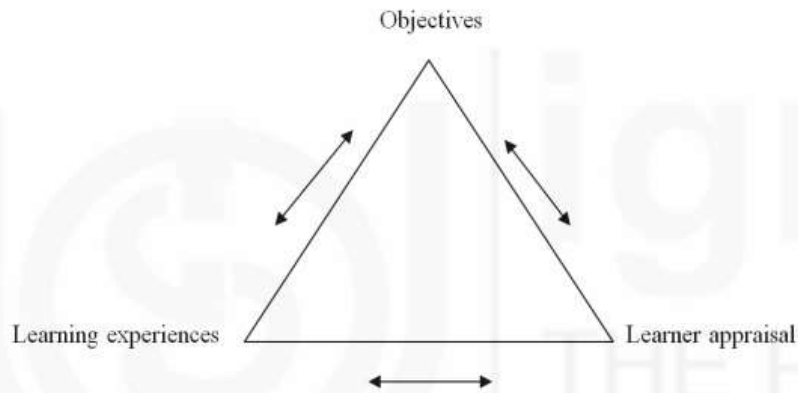
1. Identifying the learning difficulties
2. Analysing errors
3. Analysing content
4. Analysing learning points to be covered emerging from the above.
5. Developing test formats and tryout
6. Selecting items for inclusion in the test.
7. Assembling the test.

### Summative assessments

summative assessments are conducted at the end of each term to map the extent of conceptual learning. These mainly focus on the evaluation of concepts learned during the term/academic year.

## TEACHING-LEARNING PROCESS AND EVALUATION

Representation of Educational Process

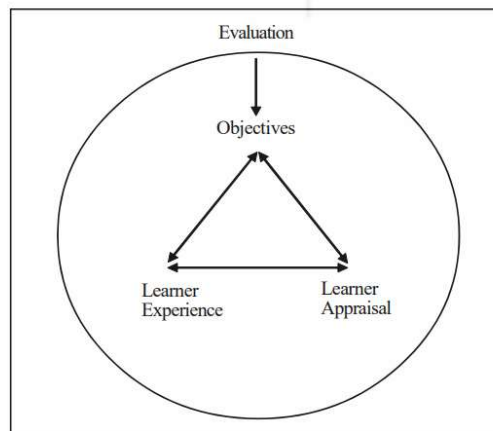


Objectives refer to one's intention of desired behavior that learners should acquire

The term learning experiences, refers to those activities and experiences that the learners undergo in order to acquire the desired behaviours.

Learning appraisal is concerned with ascertaining the extent to which the objectives have been met.

### **Representation of the Role of Evaluation in the Teaching-Learning Process**



### **Assessment as part of the Classroom Practice**

#### **Continuous and Comprehensive Evaluation.**

National Curriculum Framework (NCF, 2005) has clarified that apart from assessing knowledge of the core content areas of the school curriculum, assessing other areas of performances of the students such as : art and craft education, physical and health education, peace education, etc. are equally important. For this, our assessment system should be continuous and comprehensive.

#### **What is Continuous Evaluation?**

Continuous refers to regular. It means, to make assessment a regular activity in the teaching-learning process. In the continuous assessment, students' performances are assessed formally or informally. It continues along with teaching. Teacher uses many techniques like observation, interview, self and peer-assessment, group-work, projects, etc. To assess the performance of students. Assessment is integrated in the teaching-learning process and conducted through unit, quarterly, half-yearly and annual tests.

### The main objective of continuous assessment

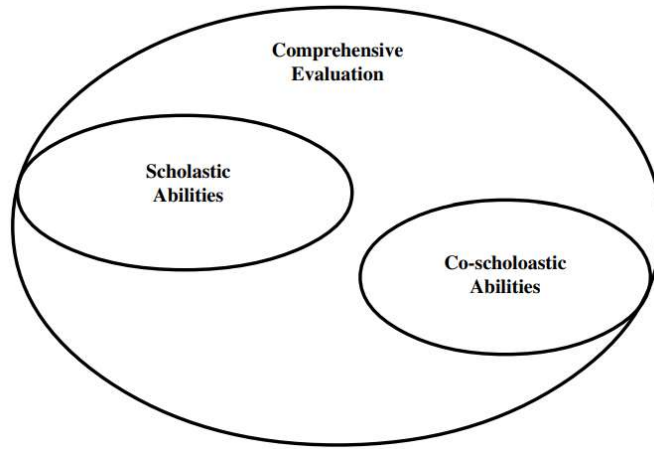


It is necessary for the teacher to determine student's status in the beginning of course (placement evaluation), at periodically interval (formative and diagnostic evaluation), and at the end of academic year (summative evaluation)

### What is Comprehensive Evaluation?

Comprehensive evaluation takes care of assessment of all round development of student's personality. The purpose of assessment is not only assessing knowledge of students in a core subject that he/she studies but also assessing his/her participation in other areas of knowledge such as art and craft education, health and physical education, peace education, life skills, etc. Broadly, we assess student's development in two areas – **scholastic and co-scholastic**. Though

NCERT considers all the school based activities are scholastic activities, still for your understanding we can say that the activities based on core subjects taught at the schools constitute scholastic areas and other co-curricular activities comprise co-scholastic areas.



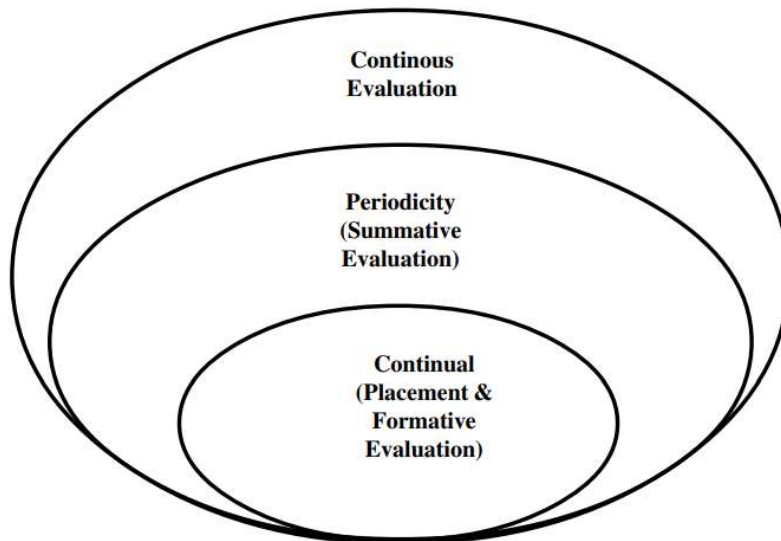
1. scholastic aspect: which is related with curriculum and pen pencil . Desired behaviour of learner , it is narrow term
2. co-scholastic aspect: this aspect is not only related with paper pencil it also related with other aspects of learner. It is wide term. co-scholastic abilities like attitude, values, life skills, interests, habits, etc.

### **CCE in Co-scholastic Areas**

For carrying out assessment of students' performance in co-scholastic areas at the Upper Primary and Secondary Stages, and bringing uniformity in reporting the results, CBSE (2017) has mandated assessment in three different co-scholastic areas. They are :

- I. Work Education
  - II. Art Education
  - III. Health and Physical Education
- Let us to understand the above

**CCE pattern includes formative and summative assessments to keep a check on the student's overall development.**



Continual aspect refers to the assessment of learners' progress on various aspects from the very beginning of instructions, sometimes referred as placement evaluation.

Continual aspect also includes the evaluation of learners during the instructional process through various formal or informal methods of evaluation, also referred to as formative evaluation.

Another aspect associated with continuous evaluation is periodicity of evaluation. Periodicity means evaluation of performance of learners should be done frequently at the end of every unit or term. This is also known as summative evaluation.

## Remedial Activities

Remedial instruction through various activities is employed to remedy or remove the effects of poor teaching and learning. It may be concerned with the teacher also who for one reason or another has used ineffective methods of teaching. It is based upon a careful diagnosis of defects and causes and aims to correct weaknesses found in the pupil's learning achievement.

## Tools and Techniques of evaluation

Tools	Techniques
Portfolio	Observations
Rating Scale	Assignment
Anecdotal Record	Interview
Checklist	Debate
Rubrics Schedule	Projects
Questionnaire	examinations

When a teacher assess his student he assess him whole year and when he evaluate his student he do this at the end of the session. To assess students teacher must be used some tools

For using every technique there must be used of tool

## OBSERVATION

Observation is a technique which deals with the external behaviour in controlled or uncontrolled situations.

### Types of Observation

- I. Non-structured observation:
- II. Structured observation

## 2. INTERVIEW

- 'structured' and 'unstructured'
- research interview'
- 'directive interview'
  
- **Portfolio** Is collection of good work, activities of student through out the year. It shows the progressive report of the student

- **Check list:** questions in the form of yes and no
- **Anecdotal:** written description of a child through particular incident of student life
- **Rubrics** (highlights, heading) it's a printed set of scoring criteria

## RATING SCALE

'Rating' is a term applied to an expression of opinion or judgement regarding some situation, object, character, or an attribute. A 'Rating scale' refers to a 'scale' with a set of points which describe varying degrees of the dimension of an attribute being observed. Rating scales can be self-report instruments or observation instruments depending upon how they are used

## 7 TESTS

Tests as tools of measurement are concerned with the product of learning behaviour

They may be categorised along three lines of approach. The approaches may be:

- I. **Purpose-specific categorisation of test-types;**
  - **Purpose-specific** category includes tests designed to achieve a specific purpose of evaluation. Generally four test-types are identified in this category:
    - **diagnostic tests;** Diagnostic tests: These help us identify the areas of learning in which a learner needs a remedial course.
    - **aptitude tests;** Aptitude tests: These tests serve a predictive function. They help us identify potential talents.
    - **achievement tests;** Achievement tests: These tests aim to measure the extent to which the objectives of a course have been achieved.
    - **proficiency tests.** These tests aim to assess the general ability of a person at a given time.
- II. **Mode-specific categorisation of test-types;** Under the mode-specific category, we identify test-types on the basis of the mode/attitude that governs the construction and use of tests. Under this category, we present six pairs of test-types along six dimensions

**Formal assessment vs. Informal assessment**

**Formative assessment vs. Summative assessment**

**Continuous assessment vs. Terminal assessment**

**Course work vs. Examination:**

**Process vs. Product assessment:**

**Internal assessment vs. External assessment:**

### III. **Process-specific categorization of test-types.**

Process-specific category Sometimes test-types are identified on the basis of the process of test construction. We can talk of two pairs of contrasting test-types here:

1 teacher made test vs. standardized test, and 1 norm-reference test vs. criterion-reference test

## Norm-Referenced and Criterion-Reference Tests

**Norm-referenced** is a type of test that assesses the test taker's ability and performance against other test takers. It could also include a group of test takers against another group of test takers.



**Criterion-Reference** is a type of test that assesses the test taker's ability to understand a set curriculum. A criterion-referenced test (CRT), instead, assesses one's ability against the standard 'criterion' of what has been set as an acceptable level of ability demonstration.

	<b>Norm-Referenced</b>	<b>Criterion-Reference</b>
Definition	Norm-Referenced tests measure the performance of one group of test takers against another group of test takers.	Criterion-Reference tests measure the performance of test takers against the criteria covered in the curriculum.
Purpose	To measure how much a test taker knows compared to another student.	To measure how much the test taker knows before and after the instruction is finished.
Content	Norm-Referenced tests measure broad skill areas taken from a variety of textbooks and syllabi.	Criterion-Reference tests measure the skills the test taker has acquired on finishing a curriculum.
Item characteristics	Each skill is tested by less than four items. The items vary in difficulty.	Each skill is tested by at least four items to obtain an adequate sample of the student.
Administration	Norm-Referenced tests must be administered in a standardized format.	Criterion-Reference tests need not be administered in a standardized format.
Score reporting	Norm-Referenced test scores are reported in a percentile rank.	Criterion-Reference test scores are reported in categories or percentage.
Score interpretation	In Norm-Referenced tests, if a test taker ranks 95%, it implies that he/she has performed better than 95% of the other test takers.	In Criterion-Reference, the score determines how much of the curriculum is understood by the test taker.

### MCQ

- When was the work of evaluation started in the field of education in India?  
 A. After 1947                      B. After 1986                      C. After 1960                      D. after 2005
- "Whose statement is this – Evaluating determines the importance of an object or process"  
 A. Adams                              B. Dandekar                      C. Basel                              D. Hannah
- "Evaluation tells us to what extent the child has achieved what objectives" is the statement  
 A. Adams                      B. Dandekar.                      C. J.W. Reston                      D. Basel
- Evaluation is in line with –

- A. Objectives                      B. of law                      C. principles
5. Evaluation in Science –  
 A. There should be completely scientific and multiple choice test  
 B. Should be at the end of the students' activities  
 C. Include only subject and concepts and leave out process and attitude  
 D. should be an integral part of all activities
6. What is the term-end evaluation?  
 A. Formative assessment                      B. summative assessment  
 C. Continuous evaluation                      D. None of these
7. Types of evaluation are –  
 A. Quantitative                      B. Qualitative                      C. both                      D. None of these
8. Types of quantitative evaluation include –  
 A. oral examination                      B. Written test                      C. practical exam                      D. All of the above
9. In quantitative evaluation we measure –  
 A. numerical things                      B. properties                      C. both                      D. None of these
10. The purpose of continuous evaluation should be –  
 A. To find out the errors of the learners  
 B. Measuring the achievement of the learners  
 C. Diagnosing and treating learning disabilities  
 D. To decide whether the students should be promoted to the next class
11. Which of the following is the purpose of evaluation –  
 A. Life of inquiry and development of knowledge                      B. diagnosis, classification  
 C. directing                      D. All of the above
12. The main purpose of continuous and comprehensive evaluation is –  
 A. consequential                      B. diagnostic                      C. Qualitative                      D. All of the above
13. Types of evaluation are –  
 A. written                      B. oral                      C. Interview                      D. All of the above.
14. What are the types of Interview, Inspection, Questionnaire?  
 A. Quantitative assessment                      B. Qualitative assessment                      C. both                      D. None of these
15. "The process of educational evaluation is quadrilateral" who has said this statement –  
 A. Dr. Patel.                      B. Kothari Commission                      C. Rousseau                      D. Basel
16. Administrative requirement of evaluation includes –  
 A. To check the educational level                      B. Admission in different classes  
 C. Educational and vocational guidance                      D. All of the above.
17. What kind of work does evaluation do for both the teacher and the learner?  
 A. of reinforcement.                      B. of teaching                      C. of learning                      D. None of these
18. In which year the evaluation of teachers by the students started?  
 A. 1920                      B. 1970                      C. 1957                      D. 1948
19. Evaluation of teachers by students recommended –  
 A. National Education Policy                      B. Maharotra Committee  
 C. Reddy committee                      D. Teacher Education Council
20. The steps in the evaluation process are –

- A. Determination and definition of teaching objectives  
C. To evaluate on the basis of behavior change
- B. Planning learning  
D. All of the above
21. Assessment tools are  
A. Interview      B. Schedule      C. Questionnaire      D. All of the above.
22. Types of observation are –  
A. Self-observation and external observation      B. Planned and unplanned observation  
C. Direct and indirect observation      D. All of the above
23. For the measurement of cognitive behavior use –  
A. Interview      B. test      C. observation technique      D. All of the above.
24. Cumulative record is required –  
A. in the office      B. in schools      C. both      D. None of these
25. The practical characteristics of the equipment are –  
A. utility      B. thrift      C. Purposefulness      D. All of the above
26. Psychological apparatus observes –  
A. human behavior      B. of nature      C. both      D. None of these
27. Developmental questions are asked –  
A. In multiple choice test      B. In presentation      C. both      D. None of these
28. Whose statement is “the study done by the observer”  
A. C.V. Good      B. Yung      C. Thorndike      D. Basel.
29. Critical thinking means –  
A. positive      B. negative      C. both thinking      D. None of these
30. Evaluation is divided according to the objectives of tools and methods is taken –  
A. in four parts      B. In six parts      C. in eight parts      D. in two parts
31. Which evaluation method is used in primary classes?  
A. check list      B. inspection      C. cumulative graph      D. Rating scale
32. Questionnaire inform is related to-  
A. Question size      B. Psychological testing=      C. by interview      D. None of these
33. Questionnaire is –  
A. two types      B. three types      C. Four types.      D. five types
34. In what type of questionnaire does the informant give yes/no answer?  
A. painted      B. restricted      C. unrestricted      D. mixed
35. Interview is related to –  
A. From the questionnaire      B. Scheduled      C. marking      D. from the mark sheet
36. Measurement scale is –  
A. unipolar      B. bipolar      C. Tripolar      D. None of these
37. Used for measurement of qualities –  
A. Schedule      B. assessment list.      C. Questionnaire      D. mark sheet
38. Non-verbal assessment scale is –  
A. rating scale      B. Status scale  
C. Measure of internal consistency      D. Self-determination method

39. The important part of the rating scale is –  
 A. decisive                      B. Subjective.                      C. Sattva                      D. All of the above
40. The basic basis of observational system is –  
 A. Scientist                      B. imaginary                      C. both                      D. None of these
41. The systematic process of data collection or analysis in which decisions are taken is called –  
 A. Evaluation                      B. measurement                      C. assessment                      D. testing
42. Assessment is the process of evaluation –  
 A. Presented                      B. Short                      C. large                      D. suitable all
43. The role of measurement is –  
 A. assign a number to an object                      B. assign event numbers  
 C. numbering according to rules                      D. suitable all
44. In education \_\_\_\_ is used to make inference about the learning and development of students.  
 A. Evaluation                      B. Assessment                      C. Measurement                      D. Diagnosis
45. An Assessment that is conducted prior to start of teaching or instruction is called:  
 A. Formative Assessment                      B. Summative Assessment  
 C. Initial Assessment                      D. Formative Assessment
46. Assessment is \_\_\_\_ .  
 A. Judgemental                      B. Product oriented  
 C. Process oriented                      D. Both process and product oriented
47. Which of the following is not an appropriate formative assessment task?  
 A. Open ended questions                      B. project  
 C. observation                      D. To determine the merit order of the students.
48. Which of the following is not an assessment tool  
 A. observation                      B. test                      C. Interview                      D. Seminar
49. Evaluation tool is called –  
 A. valid                      B. illegal                      C. both                      D. None of these
50. Diagnostic tests can be –  
 A. literally                      B. non-verbal                      C. Projected                      D. All of the above.

### Answer Key

1.C	2.A	3.B	4.C	5.D	6.B	7.C	8.D	9.A	10.C
11.D	12.D	13.D	14.B	15.A	16.D	17.A	18.A	19.B	20.D
21.D	22.D	23.D	24.C	25.D	26.A	27.B	28.A	29.C	30.A
31.B	32.A	33.C	34.B	35.C	36.B	37.B	38.B	39.B	40.A
41.A	42.B	43.D	44.B	45.C	46.D	47.D	48.D	49.A	50.D

## 12. Formulation of Questionnaire

### Tools & Techniques of Evaluation

#### Evaluation

Evaluation is an attempt to appraise the quality/suitability of a resource. It is not the same as Assessment.

TOOLS	TECHNIQUES
1. Checklist	1. Self Reporting
2. Rating Scale	2. Testing
3. Questionnaire	3. Observation
4. Inventory	4. Interview
5. Schedule	5. Case study
6. Anecdotal Record	6. Sociometry
7. Cumulative Record	7. Projective Techniques
8. Tests	

#### TOOLS OF EVALUATION

1. Checklist :
2. Rating Rating scale refer to a scale with a set of points which describes varying degree of the dimension of an attribute being
3. Questionnaire
4. Anecdotal
5. Cumulative Record
6. Tests Most popular tool for collecting data for evaluation.

#### Classified into three

1. Oral tests
2. Written tests
3. Performance test.

#### Types of tests

1. Norm Referenced Tests
2. Criterion Referenced Tests
3. Teacher Made Tests Standardised Tests

#### Techniques of Evaluation

1. Self Reporting
2. Testing
3. Observation
4. Interview
5. Case Study
6. Sociometry
7. Projective Techniques

#### Sociometry

1. L Moreno developed.
2. It used for describing the social preferences of individuals in a group. It reveals the social acceptance of an individual & their inter personal relationships.

## **Projective Techniques**

1. Used in personality assessment
2. Used to collect data which cannot be collected directly from the individual
3. It helps to project one's inner feeling in an unconscious' manner

## **Examples for Projective Techniques**

1. Rorschach's Ink Blot Test
2. Thematic Apperception Test (TAT)
3. Word Association Test (WAT)
4. Sentence Completion Test
5. Children's Apperception Test (CAT)

## **Meaning of questionnaire**

### **Questionnaire is one of the most important tool of assessment and Evaluation**

A questionnaire is an exploration instrument consisting of a progression of inquiries to accumulate data from respondents. A questionnaire can be characterised as an examination instrument that contains various inquiries that are utilised to gather data and information from the respondents. Questionnaires supply a fast, productive, and cheapest method of acquiring a lot of data from an enormous example of individuals.

Questionnaires can be an effective means of measuring the behavior, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods.

## **Advantages of Questionnaires**

### **Some of the many benefits of using questionnaires as a research tool include:**

1. Practicality:
2. Cost-efficiency:
3. Speed:
4. Comparability
5. Scalability:
6. Standardization:
7. Respondent comfort:
8. Easy analysis

## **Disadvantages of Questionnaires**

Questionnaires also have their disadvantages, such as:

1. Answer dishonesty:
2. Question skipping:
3. Interpretation difficulties
4. Survey fatigue: .
5. Analysis challenges:
6. Unconscientious responses:

## **Types of Questionnaires**

### **Open-Ended Questions or unrestricted questionnaire**

An open-ended question is a type of research question that does not restrict respondents to a set of predetermined answers. Rather, respondents are allowed to fully articulate their thoughts, opinions, and experiences as long-form and short-form answers including paragraphs, essays, or just a few sentences.

They are also known as free-form survey questions

### Open-ended Question Samples

1. What is the most important lesson you've learned so far?
2. What do you think about our new logo?
3. How does our product help you to meet your goals?

### **Close Ended Questions or restricted form**

A close-ended question is one that limits possible responses to options like Yes/No, True/False, and the likes. It comes with pre-selected answer options and requires the respondent to choose one of the options that closely resonates with her thoughts, opinion, or knowledge.

Close-ended questions are best used in quantitative research

### Close-ended Question Samples

1. How do you start your day?
  - With coffee
  - With exercises
  - With meditation
2. What is your favorite genre of music?
  - Reggae
  - Blues
  - Afropop
  - Rap

### **Types of closed ended form**

#### **Dichotomous Questions**

A dichotomous question is a type of close-ended question that has only 2 opposite answer-options. It requires the research participants to choose one of the 2 available options as a response to the question. The most common type of dichotomous question is the yes/no question.

#### **Dichotomous Question Samples**

1. Would you like to have something to drink?
  - Sure
  - Not at all
2. Did you enjoy this training?
  - Yes
  - No

#### **Cafeteria type questionnaire:-** Commonly used Likert Scale Question

When we decide to create a questionnaire containing closed or semi-open questions, we should know what does the cafeteria term means. Simply put, it is just a list of possible answers that the respondent can give to the question is called cafeteria type questionnair

The most frequently chosen types of cafeterias (especially in social research) include the Likert scale – the method of measuring the respondent's attitude based on the question about the degree of acceptance of some phenomenon or view (I do not agree / I disagree, I do not like / Definitely not like/ definitely yes etc.).

A Likert scale question is popular as a 4-point scale, 5-point scale, or 7-point scale.

#### **Multi-Choice Questions**

As the name suggests, a multi-choice question is one that gives respondents more than 2 answer-options to choose from.

## Multi-choice Question Examples

1. What is your favorite drink?

- Tea
- Coffee
- Wine
- Juice

2. What is your favorite smartphone brand?

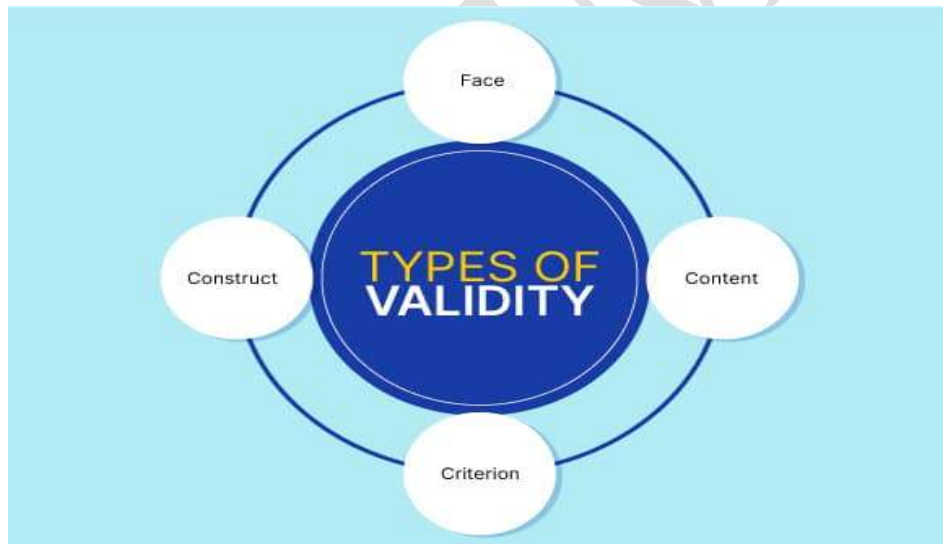
- iPhone
- Samsung
- Tecno
- Gionee

**Contingency type questionnaire:-**Contingency questions, also called skip logic or filter questions, are used to guide a survey taker through a series of interconnected paths. New questions are presented based on the answer to a previous question, which gives the survey designer the ability to filter respondents into specific categories

**Matrix type:-** – Identical response categories are assigned to multiple questions. The questions are placed one under the other, forming a matrix with response categories along the top and a list of questions down the side. This is an efficient use of page space and respondents' time.

**Qualities of good questionnaire:-**

**Validity:**



**Reliability:-Reliability** tells you how consistently a method measures something. When you apply the same method to the same sample under the same conditions, you should get the same results. If not, the method of measurement may be unreliable or bias may have crept into your research. There are four main types of reliability. Each can be estimated by comparing different sets of results produced by the same method.



Type of reliability	Measures the consistency of...
<b>Test-retest</b>	The same test over <b>time</b> .
<b>Interrater</b>	The same test conducted by different <b>people</b> .
<b>Parallel forms</b>	<b>Different versions</b> of a test which are designed to be equivalent.
<b>Internal consistency</b>	The <b>individual items</b> of a test.

## **Conclusion**

The goal of a questionnaire is to collect relevant data from your target audience; this data can be used for multiple research purposes. To get the most out of your questionnaire, it is important to list different question types and adopt the most effective distribution channels.

### **MCQ**

- Interview is an example of which tool?  
 A. Self-report technique                      B. observation technique  
 C. Sociometric technique                      D. Projective technique
- Rorschach's mass target test is an example of –  
 A. observation technique                      B. Projective technique  
 C. testing technique                              D. Self-report technique
- Child intuition test is an example –  
 A. Associative technique                      B. Supply technique  
 C. composition technique                      D. Sequence technique.
- Who gave the "incomplete sentence test"?  
 A. rotor    B. Cattle    C. Webster    D. Roussea
- The author of "Psychological Testing" is –  
 A. Freeman    B. Guilford    C. Crownback    D. Anastasia.
- Which of the following is not a test?  
 A. Aptitude Test                                      B. Diagnostic test                                      C. observation                                      D. intelligence test
- Which of the following is useful in the measurement of social relations and adjustment?  
 A. Projective technique                      B. Sociometric technique                      C. observation                      D. None of these
- Which post is not of educational diagnosis?  
 A. Selection of suitable students for diagnosis                      B. Difficulty Cause Analysis  
 C. Remedial procedures                      D. observation
- Which of the following is the demerit of objective test?  
 A. Substantial minimization                      B. Convenience in notation  
 C. Possibility of guessing the answer                      D. Credibility
- "Incomplete sentence test" is an example of-  
 A. Associative technique                      B. composition technique  
 C. sequence technique                      D. supply technology
- Sjondi test is an example of –  
 A. Associative technique                      B. composition technique  
 C. sequence technique                      D. supply technology

12. This record is an objective presentation of important and meaningful events related to the educational development of the students –  
 A. cumulative record      B. Anecdotal records      C. fee record      D. None of these
13. Who was the first to use oral examination?  
 A. Cattle      B. Gladides      C. Webster      D. Roche
14. What is a directed group of some related tests or sub-tests called?  
 A. sequence technique      B. observation      C. observation      D. test battery
15. Check list is an example of?  
 A. observation technique      B. Self-report technique  
 C. Projective technique      D. composition technique
16. Which type of interview is conducted by predetermined and predetermined questions?  
 A. standardized interview      B. non-parameterized interview  
 C. Semi-normed interview      D. None of these
17. Flexibility in the level and order of questions is an example of?  
 A. standardized interview      B. non-parameterized interview  
 C. Semi-normed interview      D. None of these
18. Numbers or signs are used to express the answer of a person-  
 A. in the checklist      B. In projective technique      C. In assessment scale      D. All of these
19. The practical characteristics of the equipment are –  
 A. extent      B. Ease      C. universal recognition      D. All of the above
20. The technical criteria of the equipment are –  
 A. Standardization      B. ability      C. practicality      D. language
21. The main characteristics of a good test are –  
 A. objectivity      B. Validity      C. Credibility      D. All of the above
22. When the same result is obtained repeatedly in a test, it is called  
 A. Validity      B. reliability      C. objectivity      D. extent
23. The most important feature of making good questions is –  
 A. Objective      B. Purpose      C. both      D. None of these
24. Students learn on the basis of drill method –  
 A. hills      B. counting      C. poem      D. All of the above
25. The marking list is used for –  
 A. To know the collective properties      B. To know the personal characteristics  
 C. both      D. None of these
26. The test is given to the students of primary class-  
 A. 3RS      B. 2RS      C. 4RS      D. 6RS
27. In which record various information related to students in schools are systematically collected?  
 A. fee record      B. cumulative record      C. Registration records      D. None of these
28. Multiple choice questions assess the ability of the children.  
 A. to identify the correct answer      B. Recall of the correct answer  
 C. to form the correct answer      D. to explain the correct answer

29. Constructive answers require –

- A. Open answer type questions
- C. limited answer type questions

- B. Factual question
- D. Direct question

30. An anecdotal record is an example –

- A. sociometric technique
- C. Projective technique

- B. observation technique
- D. Self-report technique.

### Answer Key

1.A	2.B	3.C	4.A	5.D	6.C	7.B	8.D	9.C	10.D
11.C	12.B	13.B	14.D	15.A	16.A	17.B	18.C	19.D	20.A
21.D	22.B	23.C	24.D	25.C	26.A	27.B	28.A	29.A	30.B

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# PART B

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## 13. Inclusive Education









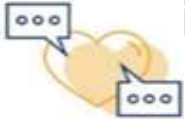
In Ancient India, persons with disabilities were accepted as part of natural order and were accommodated and adjusted to the daily life activities of those times. The first school for the deaf and the blind was started in India in 1884 and 1887, respectively the idea of inclusive education is highly relevant to our current condition, where differences in religion, faith, gender, ethnicity, and ability are often seen as threats rather than a source of richness and diversity.

Inclusive Education stands for improvement of schools in all dimensions to address the educational needs of all children. The major support for Inclusive Education came from the 1994 World Conference on Special Needs Education in Salamanca, Spain, which emphasised that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

### Meaning of inclusive education

The term 'Inclusive Education' is more than a term. It means to welcome all children without discrimination into the regular school

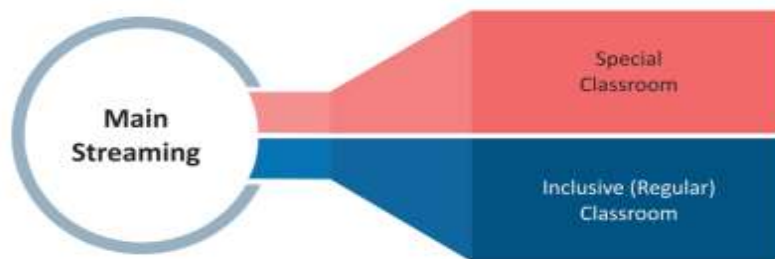


CONCEPT OF INCLUSION		
All Students learn together 	Teachers collaborate get support 	Focus on abilities rather disabilities 
Teachers get regular training to develop skills for inclusive classroom 	Cater to individual learning styles 	Honour the needs of all students equitably 
Value alternative thoughts and perspectives 	Celebrate diversity and individuality 	Nurture shared respect and empathy 

### Branches of inclusive education

#### Mainstreaming

Mainstreaming is a process that allows children with special needs to enter certain standard classrooms after they show the ability to keep up with the rest of their peers.



#### Full inclusion

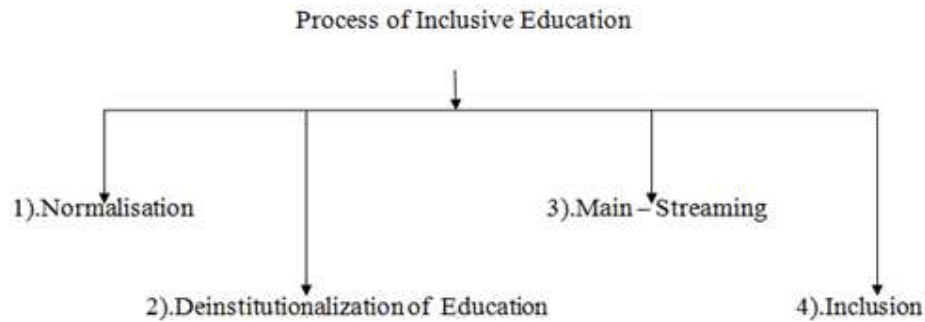
Full inclusion puts students with special needs in standard classroom environments without testing or demonstration of skills. Individuals that support full inclusion believe that all children belong in the same classroom environment no matter what

#### Need of Inclusive Education:-

- Physically challenged students get to progress.
- Feelings of brotherhood and unity are developed due to inclusive education.
- It leads to optimum utilization of resources and minimized expenditures.
- Healthy competition is created among students.
- It is significant in today's era as only such a type of education can bring a change in society.



## Process of inclusive education



### ➤ Meaning of special education

Special education is provided for children who are mentally challenged, learning disabled, deaf-blind, orthopedically impaired, speech impaired, hearing impaired, visually impaired, severely and multiple handicapped.

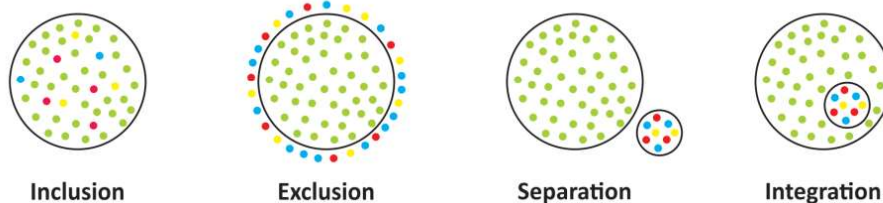
### ➤ Meaning of integrated education

Integrated Education means an improvement over the segregated education is the system of integrated education. This system brought the disabled children into the regular school. In Integrated setup, children were being given special attention and curriculum etc. according to their disability.

## Difference between inclusive , special and integrated education

The main difference between the terms integration and inclusion is, the emphasis with which each term is used. The term “integration” means placing of children with special educational needs in schools. The term ‘inclusion’ has a deeper connotation and does not only refer to children with disabilities, but includes all children who face some kind of barrier to learning.

- **Special Education:** Dear children in regular schools! Don't come to me; I am not for you.
- **Integrated Education:** Dear Special Children, Come and You will change; not I.
- **Inclusive Education:** Oh! All are welcome! We change to respond to you.



## Making Schools Inclusive

It is important to note that an inclusive school must adopt changes in its overall structure in such a way that it becomes a part of the school's culture. These changes are at various level i.e. infrastructural, curriculum-based, pedagogical, or in classroom management, sports and culture events, community-level programmes, and assessment

### 1. Policy Perspectives - National and International Level

1. The Government of India to promote “inclusive education” is the programme of Inclusive Education of Disabled Children (IEDC).
2. Persons with Disabilities Act 1995 (Equal opportunities Full Participation and

Protection of Rights).

3. Act, was the establishment of the Rehabilitation Council of India.
4. The National Trust Act, 1999 (for the welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities)
5. The Mental Health Act (1987) clearly excludes persons with mental retardation from the definition of persons with mental illness
6. In 2006, a National Policy for Persons with Disabilities was framed which recognises that Persons with Disabilities are valuable human resources for the country and seeks to create an environment that provides them equal opportunities as others.
7. Section 26 of the Persons with Disabilities Act clearly mentions that the Indian State is to provide free education to children with disability up to 18 years.
8. The 86th Amendment provisions are more relevant to children with disabilities
9. Chapter V of Persons with Disabilities Act, 1995, the duty of the appropriate government to promote integrated education as well as special schemes.
10. The RTE Act has made it mandatory to provide education to all children up to the age of 14 years. This puts a major responsibility on the States, and calls for trained teachers and appropriate curricular adaptations to make education accessible to children with disabilities.

### **Initiatives to Promote Inclusive Education**

The Inclusive Education policy recommendations to send children with disabilities to mainstream schools were first made in the Sargent Report in 1944, and again in 1964, by the Kothari Commission.

1. The 93rd Amendment of the Constitution has made education a fundamental human right for children in the 6-14 years age group, thereby making it mandatory for all children to be brought under the fold of education. This includes children with disability.
2. The Persons with Disabilities Act, 1995, provides access to free education in an appropriate environment for children with disabilities until they attain the age of 18 years.
3. The educational needs of disabled persons between the ages of 14 to 18 years will be covered through a range of interventions including a Revised Plan for Inclusive Education of Children and Youth with Disabilities (IECYD)
4. The Universal Declaration of Human Rights (1949), the United Nations General Assembly Charter (1959), and the United Nations Convention on the Rights of the Child (1989) have all acknowledged education as a human right.
5. The Ministry of Human Resource Development is currently in the process of developing a Comprehensive Action Plan on the Inclusion in Education of Children and Youth with Disabilities.

### **National Focus**

1. Article 21A says that, "The State shall provide free and compulsory education to all children of the age of six to fourteen years".
2. Article 46 provides special care to the promotion of education and economic interests of

the Scheduled Caste, Scheduled Tribes, and the weaker sections of society

3. The Constitution directs every State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups (Article 350A).
4. Article 29 and Article 30 of the Indian Constitution provide cultural and educational right to the minorities.
5. Article 29 (1) says that, “any section of the citizens residing in the territory of India or any part of there of having a distinct language, script or culture of its own shall have right to conserve the same.”
6. Article 29(2) and Article 30 of the constitution provides protection to the linguistic and religious minorities of the society
7. Article 15(1) of the Constitution says that, “state shall not discriminate against any citizen on grounds of any religion, race, caste, sex, place of birth or any of them”.
8. Article 15(2)]. “no citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to access and use of public places” [
9. Article 16 (1) provides that there shall be equality of opportunity for all citizens
10. Article 51A, says that it shall be duty of every citizen to promote harmony and the spirit of common brotherhood amongst all people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women (Clause 5), and to value and preserve the rich heritages of our composite culture (Clause 6).

### **National Policy on Education (1986-92)**

- a. Education of Scheduled Castes/ Scheduled Tribes and Other Backward Sections
- b. Minorities Education The National Policy on Education 1986 states that “Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interest of equality and social justice.
- c. Education of the Handicapped.
- d. Adult Education

### **SarvaShiksha Abhiyaan**

Different measures have been adopted at the global and national level by the government to give effect to the right to education of Children with Special Needs

### **RTE - SSA's Policy on Inclusion-**

Policy Interventions SSA ensures that every child with special needs, irrespective of the kind, category, and degree of disability, is provided meaningful and quality education. Hence, SSA has adopted a **zero-rejection policy**. This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best suited to his/her learning needs. These include special schools, Education Guarantee Scheme and Alternative and Innovative Education, or even home-based education.

### **RMSA**

RMSA is a major scheme launched in March 2009 with the vision of making secondary education of good quality available, accessible and affordable to all young persons in the age group of 15-16 years. The objective of the scheme is to enhance access and improve quality of education at secondary stage, while ensuring equity.

## Inclusive education:-needs of children with learning disabilities and impairment

### MEANING OF DISABILITY

Impairment, Disability and Handicap

- **Impairment** : Impairment is missing or Defective part of the body, it can be impairment of the eyes, ears, limbs, brain, etc.



- **Disability** :A Disability is any condition that makes it more difficult for a person to do certain activities or interact with the world around them .



- **Handicap** :Result from impairment or a disability. Which deprives the person of having access to facilities which are available to non-disabled persons there by limiting their functioning.



### Causes of disability

#### 1. Intellectual

- Down's Syndrome
- Fragile X syndrome
- Developmental Delay

#### 2. Physical

Acquired Brain Injury

- Spinal Cord Injury (SCI)

#### 3. Psychiatric

- Psychiatric or mental illnesses are a group of diseases that negatively affect an individual's thinking, behaviour, and interaction with other people. Mental health disorders affect a person's thinking,

behaviour and mood, and manifest through conditions such as depression, anxiety disorders, addictive behaviours, etc.

- **Bipolar Disorder**
- **Depression**

#### 4. Sensory

- These are long-lasting disabilities that most people are either born with or acquire through their lives. They include blindness, deafness, severe speech impediments, and severe hearing and vision impairments. This form of disability is caused by Usher syndrome or injuries and infections.

#### Other Causes of Disabilities

- Genetic causes
- Poverty
- Mental health problem
- Accident
- Infectious disease
- Malnutrition
- Poor approach to health care
- Other types of exceptional children:
- Gifted Children

#### Types of Disabilities

##### 1 ). Cognitive Disability :

Indeed, it is a neurological disorder that creates hindrance obstruction for an individual to store, process and produce information.

This disability can affect an individual's ability or capability to read, compute, speak and write. SO, this type of disability can also be called invisible disability , usually have following symptoms.

1. **Memory Disorder** : An individual who has auditory problems or difficulty in remembering something that he/she heard, said or saw some time ago.
2. **Hyperactivity** : An individual with cognitive disability may not have attention for a long period. He/she finds it difficult to stay concentration frequently .

##### 2). Intellectual disability :

Intellectual disability is a disability characterised by significant limitations both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour, which covers a range of everyday social and practical skills.

Indeed, this disability is related to the individual's thought processes, communication, memory, learning, problem solving and judgement.

##### 3). Physical Disability:

A physical disability is a limitation on an individual's physical functioning, mobility, dexterity or stamina. Other impairments such as respiratory disorders, blindness, epilepsy and sleep disorder, which limit other facets of daily life are also included in physical disabilities.

Physical disability may either be motor deficiency (mobility impairment) or a sensory impairment, Motor deficiency is related to spinal cord, causing paralysis to some or all the limbs i.e., hand and legs

About Persons with Disabilities

##### 1. Physical disability. —

**Locomotor disability:**"Locomotor disability" means disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy.**Cerebral palsy (CP)** is a group of disorders that affect a person's ability to move and maintain balance and posture. CP is the most common motor disability in childhood. *Cerebral* means having to do with the brain. *Palsy* means weakness or

problems with using the muscles. CP is caused by abnormal brain development or damage to the developing brain that affects a person's ability to control his or her muscles.

(a) "**leprosy cured person**" means a person who has been cured of leprosy but is suffering from—

- I. loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;
- II. **manifest deformity** and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;
- III. extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;

(b) "**dwarfism**" means a medical or genetic condition resulting in **an adult height of 4 feet 10 inches (147 centimetres) or less**;

(c) "**muscular dystrophy**" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which **prevents them from making the proteins they need for healthy muscles**. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;

**Meaning of Learning disability:**

Learning disabilities or learning disorders are umbrella terms for a wide variety of learning problems. A learning disability is not a problem with intelligence or motivation and kids with learning disabilities aren't lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently—and this difference affects how they receive and process information.

TYPE OF DISORDER	CREATES PROBLEMS WITH
<b>Dyslexia</b> – Difficulty with reading	Reading, writing, spelling, speaking
<b>Dyscalculia</b> – Difficulty with math	Doing math problems, understanding time, using money
<b>Dysgraphia</b> – Difficulty with writing	Handwriting, spelling, organizing ideas
<b>Dyspraxia (Sensory Integration Disorder)</b> – Difficulty with fine motor skills	Hand-eye coordination, balance, manual dexterity
<b>Dysphasia/Aphasia</b> – Difficulty with language	Understanding spoken language, reading comprehension
<b>Auditory Processing Disorder</b> – Difficulty hearing differences between sounds	Reading, comprehension, language
<b>Visual Processing Disorder</b> – Difficulty interpreting visual information	Reading, math, maps, charts, symbols, pictures

**Non-Verbal Learning Disabilities**

Has trouble interpreting nonverbal cues like facial expressions or body language and may have poor coordination.

**Visual perceptual/visual motor deficit**

Individuals with visual perceptual/visual motor deficit exhibit poor hand-eye coordination, often lose their places when reading, and have difficulty with pencils, crayons, glue, scissors, and other fine motor activities.

**Spinocerebellar ataxia (SCA)** is a genetically inherited disorder characterized by abnormalities in brain functioning.

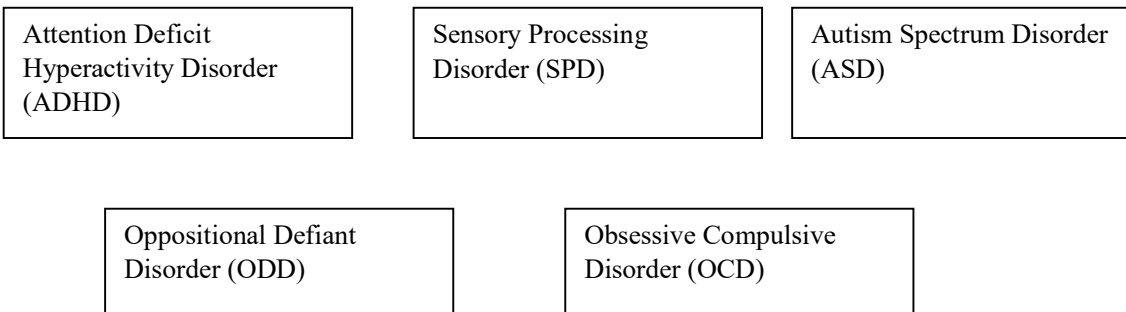
## Disturbance in Endocrine Glands:

Disturbance in endocrine glands may also lead to disability. Owing to such disturbance, a child may suffer from various physical and mental deficiency.

## Persons With Disability in history

1. **Ashtavakra:** The Great Vedic Sage with 'eight' deformities:-Ashtavakra was born with eight deformities in his body.
2. **Dhritrashtra:** The Blind King (regent) of Kuru Dynasty
3. **Shakuni (Mama):** Greatest villain in Indian Mythology who walked with a limp
4. **Kalidasa:** A Great Author with Intellectual Disability
5. **Manthara:** The Maid with a Hunchback and Probably Visual Impairment in One Eye
6. **Shukracharya:** The Guru of Asuras who was Blind in One Eye
7. **Vamana:** The Incarnation of Lord Vishnu who was a Dwarf
8. **Trivakra:** The Krishna-loving Lady with the Hunchback
9. **Surdas:** The Bhakti Poet with Blindness

## Types of disorder



### Attention deficit hyperactivity Disorder (ADHD)

- Attention deficit hyperactivity disorder is a group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness. In fact, it is a medical condition that affects how well can someone sit still, focus and pay attention.

### Sensory Processing Disorder (SPD)

Sensory processing Disorder (SPD) is a condition in which the brain has difficulty in receiving and responding to information that comes in through the sense.

### Oppositional Defiant Disorder (ODD)

- Oppositional defiant disorder is a set or group of behavioural disorders called disruptive behaviour disorders. It is called by this name because children who have these disorder always tend to disrupt those around them. Oppositional defiant disorder is one of the most common mental health disorders found in children and adolescents.

### Obsessive compulsive disorder

Obsessive compulsive disorder is a mental health disorder that affects people of all ages and walks of life. It occurs when an individual gets caught in a cycle of obsessions and compulsion. It can be said that persons with OCD are plagued by constant thoughts of fears that cause them to perform rituals or routines. The disturbing thoughts are called obsessions and rituals are called compulsions.

## **Autism spectrum Disorder**

**Autism** – Difficulty mastering certain academic skills can stem from pervasive developmental disorders such as autism and Asperger's syndrome. Children with autism spectrum disorders may have trouble communicating, reading body language, learning basic skills, making friends, and making eye contact.

**PTSD: Post Traumatic Stress Disorder:** It comes after any particular incident not from the birth or in developmental process

## **Children with diverse need**

**Gifted Children:** A gifted child is mainly an exceptional child. The exceptional child is that child who deviates from the average or Normal child in mental, physical or social characteristics to such an extent that he requires a modification of school practices or a special educational service, in order to develop to his maximum capacity. Normally gifted children are superior in reasoning power to that of other children. They show promise in music, dancing poetry, creative writing, dramatics, graphic arts, creative scientific exteriority and an unusual imagination

### **Identifying Gifted Children:**

#### **Test score nominations:**

- It is basically based on the students score
- Any student that scores above 85% is a candidate
- Identify a 15% talent pool

#### **Teacher nominations:**

- It is for nominating students with abilities that the tests don't easily show. For example: creativity, talents .....etc.

#### **Alternate Pathways:**

It Consists of

- Parent Nomination
- Peer nomination
- Test of creativity
- Self Nomination

#### **Special Nomination**

- It allows previous year teachers to nominate students who are not recommended by their present teacher (based on their previous experience )

#### **Notification and orientation of parents:**

- Sending a letter that include a notification and a comprehensive descriptions of the program to the parents of all talent pool students .
- Making orientation sessions with the parents and their students

#### **Action Information Nomination :**

- It is the dynamic interactions that occur when a student is extremely interested in a particular topic
- It can be done by spotting unusually favourable (turn-ons) in the curriculum that is provided to the teachers

#### **Characteristics of Gifted Children**

- To provide appropriate education for gifted children, it is important to understand the characteristics of



giftedness. But individuals vary in the degree to which they are exhibited; no one child will have all of these characteristics. There are many qualities that may characterize gifted learner but two are key:

- I. Precociousness: Simply put, gifted students learn more quickly than their peers.
- II. Intensity : Which may be seen in both the emotional and cognitive realms (VanTassel- Baska, 2003).

### Earliest Signs:

- Attention and recognition memory- these children show signs of alertness and long attention span in infancy.
- Preference for novelty : Infants who get bored by a visual array and want to see something new are also those who test higher in IQ at age two.
- Precocious Physical development – They walk at an earlier age than the normal kids.
- Oral language- speak early and they know more vocabulary words.
- Over reactivity - They're sensitive, they have strong reaction towards noises, pain and failure .

### Learning Style

- They key characteristics that is often associated with creativity is divergent thinking. As opposed to convergent thinking (arriving at a single conclusion), divergent thinking requires the gifted and talented student to produce many ideas that are different from the norm.
- Learn quickly and with less practice and repetition.
- Curiosity – They ask a lot aof deep questions until they reach to the solution.
- Has an interest in cause- effect relations, so asks “What if” questions.
- Energy- Hyperactivity : sleeping for few hours is enough for them.
- Metacognitive awareness: awareness of one’s own knowledge , what one does and doesn’t know.

**Matacognitionis** the ability to use prior knowledge to plan a strategy for approaching a learning task, take necessary steps to problem solve, reflect on and evaluate results, and modify one’s approach as needed (Meichenbaum 1985)

- They have obsessive intrests in some stuf and they becpm experts in it. For example (being an expert with computer)
- Exhibit extraordinary visual spatial abilities: Visual- spatial ability is the capacity to put the woldr teogether inside one’s head so that they understand precisely how all things relate to all others.
- Understand extremly complex materials but they fail to master the sequential tasks involved in reading, spelling , writing and simple calculations. For instance, Einstein had dyslexia and he even talked at age of 3.
- Reads Rapidly and widely .
- Baccuse they think fater than they write, they face a challenge with writing. So they prefer to typer on the computer.
- Enjoy solving problems, especially with numbers ad puzzles .

### Hidden Gifted

- The “ hidden gifted’ (Which included gifted students who have disabilities or learning difficulties ) should be identified and adequately catered for.
- Those whose giftedness and disabilities will probably remain unnoticed throughout their school life.
- Unless gifted students are supported to develop their potential, their talent may be buried by weight of their disability.
- Gifted students with disabilities require :
  - I. Adults who believe in themselves
  - II. Teachers who have high expectations and show confidence in their ability to success
  - III. An environment that facilitates achievement themaccording to there disabilities.

## Hidden Gifted

### Physical Disabilities

- An inability to give a verbal response
- Limited mobility
- A lack of fine motor coordination
  - They need the special programmes to overcome the obstacles:
  - Assistive equipment: such as pencil grips, special scissors, computers, communication boards, and voice synthesizers.
  - Full assessment of the learning environment : Environment adaptations may be necessary to enable a child to participate. This may include providing wheel chair access.

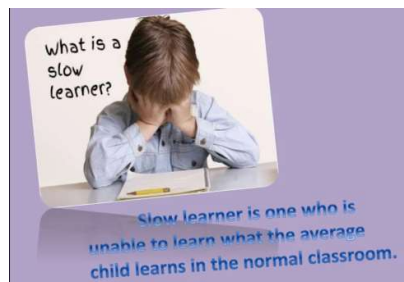
### Sensory Disabilities

- Students who are gifted and have a sensory impairment (with visual and hearing impairments) will require teachers to adopt their curriculum and teaching methods.
- Suggest programmes need to included:
  - Critical thinking
  - Creative thought processes
  - Social and emotional content
- It is important to focus on the student's abilities and allow them to have challenging curricula in addition to receiving help for their learning disability. For example to deal with gifted child who has hearing impairment speak clearly, not loudly. Shouting distorts the lines and makes line reading difficult

### What Must the School DO ?

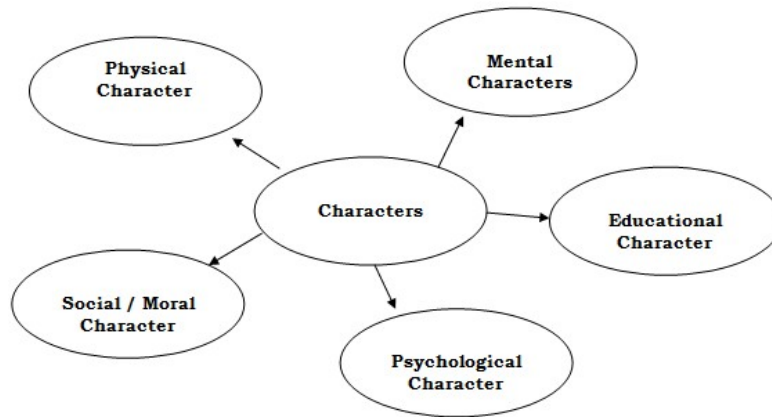
- People often assume that gifted children will thrive in school. The reality is that many such children are bored; if the curriculum is too easy, they sometimes tune out and underachieve. Or they can become depressed.
- To meet the needs of gifted and/or highly intelligent students, schools should include programs to help them master the important concepts and various fields; develop skills and strategies that allow them to become more independent, creative, and self-sufficient learners.
- Some may also benefit from being with similarly talented peers so they have a social group with which they are comfortable.
- There are the same things that should be provided to all children. What distinguished educational programs for gifted children is their accelerated pace of learning and the increased breadth and depth of topics covered. (American Academy of Paediatrics)
- Some teachers find the superb critical thinking and analytical skills of many gifted children to be an annoyance and a challenge they prefer not to face. (American Academy of Paediatrics)

### Slow learners



- “ A slow learner is one who in his middle school career would be unable to do the work of class next below that which is normal for their age.” – Burt
- “Slow learner is one who compared with other pupil of same chronological age shows marked educational deficiency.”

### Characteristics of Slow Learners



#### Physical Character

- Slow sensory motor development
- More reaction time
- Defect in vision, hearing and speech

#### Mental character

- Low intellogent quotient
- Lack of reasoning ability
- Low memory

#### Educational character

- Negative attitude toward learning
- Low academic achievement
- Poor language ability

#### Psychological Character

- Lack of imagination
- Lacj of generalization
- Nail biting

#### Social / Moral character

- Lack of stamina to sit in class for long time
- Day dream
- Afraid and self concious

### Cause for slow learnerd

**Intelligence level of family members :** If the parents are not intelligent enough they may not be able to take positive steps towards the education of the child.



**Economic condition:** The family which is economically fit can provide better opportunities for their children than poor family .



**Condition of School :**Ineffective method of teaching , improper , curriculum , lack of qualified teachers.



### Emotional Factor

- Broken homes
- Tensions
- Conflicts

### Personal Factors:

- Long illness
- Lack of self confidence
- Absence from school

### Special methods of teaching for slow learner:

- Verbal instructions should be minimized.
- Repetitive practice/drill work should be emphasized.
- Project method should be employed in imparting education to the slow learner.
- Use of audio visual aids such as pictures, models, charts, films.
- Provide rich environment for learning both at home and at school.
- Periodical medical checkup should be arranged in schools.
- Home visit by the teacher can modify the environment at home for slow learners.

### Education for slow learners

- **Flexible Curriculum** :Slow learners mostly interested in concrete experiences.
- **Concrete aspects** : Woodwork, mental work, cane work, other subjects of household works.
  
- Use motivational technique in classroom
- Develop self-confidence
- Remove fear from child's mind

## Remedial instruction

- Need to identify the deficiencies and keep some diagnostic test.
- Home work session can be short.
- Extra classes can be organized by the teachers.

## MCQ

1 Which of the following techniques is the best technique to teach a child with low vision?

- A. color pictures in books                      B. video magnifier  
C. Magnifying Computer Books              D. both 2 and 3

Q.2 What is needed for inclusive education?

- A. ability-based rigid grouping of students  
B. taking care and respecting individual differences  
C. Vocational education only for 'special' students  
D. Stereotyping about students who have a disability

Q.3 In a multilingual classroom, a teacher should-

- A. discourage the use of mother tongue for communication  
B. Identify the dominant language used by the majority of students  
C. Create awareness of the diversity of languages, and allow students to use them as they choose  
D. discourage the use of languages other than a target language such as English

4 In an inclusive setting, \_\_\_\_\_ makes reasonable accommodation for the needs of \_\_\_\_\_.

- A. parent, school                      B. school, student                      C. student, school                      D. student, teacher

5 The aim of integrated education is to provide the following.

- A. free education  
B. Additional incentives like hostel or residential facility  
C. Free Text Books, Stationary and Mid Day Meal  
D. Broadening opportunities for people with disabilities to live in the social world

6 Which of the following is the characteristic of a gifted student?

- A. slow comprehension                      B. lack of curiosity  
C. the need for precision in thinking                      D. tendency to choose easy tasks

7 Which one of the following is not an effective intervention for inclusion of children from marginalized groups in the classroom?

- A. providing opportunity to participate in class discussion  
B. To ensure participation of children in all school activities  
C. Regular monitoring of attendance and retention of children  
D. Different seating arrangements based on group affiliation

8 What is needed in inclusive education?

- A. conducive learning environment                      B. enrollment of students  
C. segregation of students                      D. reinforce stereotypes

9 Which of the following is a principle of inclusion?

- A. discrimination                      B. standardized instruction  
C. acceptance of individual differences                      D. separate and mark

10 What should a teacher do in a class that has students from diverse linguistic backgrounds?

- A. Punish learners whenever they speak in their mother tongue  
B. Create a culture of appreciation by encouraging them to talk about their own language and dialect

- C. Ask students to speak only in the standard language set by the school
- D. Ask students from marginalized communities to enroll for home tuition

11 Inclusion means-

- A. Embracing all students regardless of their social identity
- B. Unreasonable Effort Ignoring Barriers That Create Separation
- C. promoting discrimination and intolerance of difference
- D. Unequal opportunities for participation and engagement

12 A teacher can identify the creative child in his class.

- A. his ability to think of solutions
- B. her popularity among co-workers
- C. his innovation style of thinking
- D. Her selection of simple and memory based tasks

13 What is misdemeanor related to?

- A. low parental support
- B. unfair discipline
- C. family discord
- D. All of the above

14 Children who come from families whose annual income is below the established low-income threshold are called \_\_\_\_\_.

- A. special children
- B. underprivileged children
- C. gifted children
- D. privileged children

15. When was education placed in the Concurrent List of the Constitution?

- A. 1949
- B. 1950
- C. 1971
- D. 1976

16 Through the analysis of which of the following classroom processes, implicit teacher biases about disadvantaged groups can often be revealed?

- A. Seating arrangement made on the basis of gender, caste and class
- B. Promotion of 'mastery oriented' motivational style by the teacher
- C. Teacher making reasonable accommodations for children with learning difficulties
- D. Encouraging children to examine, protest and challenge the mechanical aspects of the education system

17 Which of the following is not a characteristic of underprivileged children?

- A. housing instability
- B. low wage
- C. employment
- D. malnutrition

18 In which article of the Indian Constitution minorities have the right to establish and administer educational institutions?

- A. Article 21
- B. Article 21A
- C. Article 30
- D. Article 45

19. Which of the following visual design will work for mentally retarded people?

- A. personify the task
- B. encourage students to set goals
- C. providing opportunities for self-learning
- D. getting outside resources to help

20 . What is the IQ of a child who is a slow learner?

- A. between 75 and 90
- B. between 60 and 70
- C. between 100 and 110
- D. between 40 and 60

21. Mental health means the ability to adequately materialize from the environment on the surface of reality, which statement?

- A. Ledell's
- B. driver's
- C. Skinner's
- D. crow and crow's

22. Educating disabled children-

- A. waste of money
- B. futile work
- C. loss deal
- D. social duty

23. National Institute of Handicapped is located at?

- A. in Faizabad
- B. in Mumbai
- C. in Hyderabad
- D. in Moradabad

24. What is the relation of Article 45 of the Constitution?

- A. from central universities
- B. higher education of the states

C. compulsory free universal education

D. from secondary education

25. By which constitutional amendment has education been brought on the concurrent list?

A. 40 th      B. 42<sup>nd</sup>      C. 44 th      D. 46 th

26. Right to Education Act was passed by which amendment of the constitution?

A. 50<sup>th</sup>      B. 27 th      C. 91<sup>st</sup>      D. 86 th

27. The subject area of inclusive education is not-

A. tribal children      B. wandering children  
C. Only children of working women      D. children with serious illness

28. It is necessary to give good education-

A. innovative teaching methods      B. having proper chairs  
C. black board attractive      D. being a peon in school

29. What is the reason for children to move towards crime?

A. big family      B. polluted environment      C. biased treatment      D. illiteracy

30. For whom is remedial teaching useful?

A. for unusual children      B. for normal boys      C. for teachers      D. for parents

31. The most important problem of disabled children is-

A. of adjustment      B. of inferiority      C. of physical defects      D. of ugliness

32. How can talented children be identified -

A. by intelligence test      B. by achievement test  
C. by aptitude test      D. suitable all

33. Special children come in the category of-

A. child prodigy      B. problem hair      C. backward child      D. all these

34. Verbal learning disability is-

A. afejya      B. agrafia      C. dyslexia      D. dysafia

35. What is meant by creativity?

A. a trait despised by society      B. learning and growth  
C. no sense of intelligence      D. person's ability to innovate

36. In which category are physically disabled children kept?

A. backward      B. generic      C. Harsh      D. Handicap

37. Problematic children tend to-

A. belligerence      B. anti social attitude  
C. criminal tendency      D. All of the above

38. Adjustment or adjustment is not a symptom of-

A. satisfaction      B. Imbalance      C. optimization environment      D. Sociality

39. Are interests related?

A. general abilities      B. with useless abilities  
C. with special abilities      D. none of these

40. Which is true about children who are educationally backward?

A. backward in home and society      B. mentally retarded  
C. academically backward      D. none of these

41. A disability may be present in which of the following?

- A. Speech, hearing or eyesight  
C. Contenance, dexterity or physical coordination
- B. Mobility, perception or memory  
D. All of these
42. Applied behavioural analysis (ABA) is often used to help children with which of the following conditions?  
A. Dyslexia                      B. Autism                      C. Dyspraxia                      D. Attentional deficit disorder
43. Success of inclusive education depends on  
A. Community support                      B. Attitudinal change among teachers  
C. High quality teaching learning                      D. High quality text books
44. Authoritarian level teaching is  
A. Child-centered                      B. Headmaster-centered  
C. Teacher-centered                      D. Experience-based
45. A gifted Child will tend to surpass the average child in which of the following areas? ...  
A. Academic achievement                      B. Breadth of interest and general versatility  
C. physical health and well being                      D. social maturity and pose
46. "normal growth and to enable them to face life with courage and confidence" This was the objective of-  
A. Programme of Action 1992  
B. NPE, 1986  
C. National Policy for Persons with Disabilities, 2002  
D. Integrated Education for Disabled Children (IEDC) scheme
47. Enrolment and retention of all children in 6-14 years of age is the motive of-  
A. RMSA                      B. Sarva Shiksha Abhiyan (SSA)  
C. EFA                      D. All of the above
48. The apex authority to develop, recognize and regulate the course curriculum of Special Education  
A. NPE, 1986                      B. PWD ACT, 1995  
C. The Rehabilitation                      D. NONE OF THE ABOVE
49. GPI stands for-  
A. General Population Index                      B. Gender Parity Index  
C. General Parity Index                      D. NONE OF THE ABOVE
50. AAC stands for-  
A. Alternative and augmentative                      B. Assistive and Augmentive  
C. Assistive and Augmentive                      D. Augmented and accumulative

### Answer Key

1.D	2.B	3.C	4.B	5.D	6.C	7.D	8.A	9.C	10.B
11.A	12.C	13.D	14.B	15.D	16.A	17.C	18.C	19.B	20.A
21.A	22.D	23.B	24.C	25.B	26.D	27.C	28.A	29.B	30.A
31.A	32.D	33.D	34.A	35.D	36.D	37.D	38.B	39.C	40.C
41.D	42.B	43.B	44.C	45.A	46.B	47.B	48.C	49.B	50.A



# PART C

VARDHMAN

VARDHMAN

## 14. Learning

**“you can lead a horse to the water but you can not make it drink”**

Learning, like reflexes and instincts, allows an organism to adapt to its environment. But unlike instincts and reflexes, learned behaviors involve change and experience: learning is a relatively permanent change in behavior or knowledge that results from experience. In contrast to the innate behaviors discussed above, learning involves acquiring knowledge and skills through experience

Learning has very complex process . It involves a complex interaction of conscious and unconscious processes. Learning has traditionally been studied in terms of its simplest components—the associations our minds automatically make between events.

Our minds have a natural tendency to connect events that occur closely together or in sequence. Associative learning occurs when an organism makes connections between stimuli or events that occur together in the environment.

- Concept of learning is of huge importance in human behavior. Human being goes on learning from birth till death. Learning can be termed as a mental process.  
Albert Einstein in one of his quotes said that “Once you stop learning you start dying”
- Learning is a natural phenomenon. It affects a child’s development. A child learns new habits only through the process of learning, the decision of right and wrong, Learning is the basis of maturation, it affects our Language, Customs and traditions, Attitudes, beliefs, personalities and goals. It would not be wrong to say that learning affects all aspects of our life. In nut shell we can say that learning is a modification in behavior. Learning is the organization of behavior.
- **Gates** – “ Learning is a modification of behavior through experience.
- **Crow and Crow** – Learning involves the acquisition of habits, knowledge, and attitude.
- **Skinner** – Learning is a process of progressive behavior adaptation.
- **E.A, Peel** – Learning can be described as a change in the individual which takes place as a result of the environment change.

### Characteristics of Learning

- I. Learning is the confirmation of a new process..
- II. Learning is predicted on the basis of changes in behavior.
- III. These changes can be negative or positive.
- IV. The changes due to learning are permanent
- V. Changes in the behavior are the results of experiences.

### Nature of learning

- Learning is a process not a product: because it covers every modification of behaviour to meet environment
- It starts immediately after birth
- it provide a key to the structure of our personality and behaviour
- Learning leads to changes but does not mean that every change leads positive behaviour
- Learning prepares an individual to adjust and adaptation
- Its purposeful and goal oriented. In case there is no learning there would definitely be hardly any learning
- It nearly covers all the domains of human behaviour
- Its universal and continuous
- Learning involves new ways of doing things

Learning is acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experiences

**Learning** is a continuous process which results in a permanent change in behavior.

Learning is the acquisition of new behavior or the strengthening or weakening of old behavior as a result of experience . It represent progressive changes in behavior .

### Some of the Elements of Learning are -

- **1.Tendency to learn :** It is the natural interest of a student to learn new information. It increase when the content is presented interestingly and also of it has a daily life application.
- **2. Active involvement :** Learning can only happen when the learner is actively involved in the process rather than just passively listening.
- **3. Individual learning styles :** Learning occurs when the teaching method is adopted to suit individual learning styles. One way of achieving it is by using audio / visual teaching aids.
- Learning s not only the ability to answer questions but even the ability to make a set of questions forgivrn answer is a valid test of learning.
- 

### Learning and Maturation

- Maturation is a development process which a person, time to time, manifests different traits the blue-prints of which have been carried in his cells from the time of his conception

Maturation is closely linked with results of learning and with the process of development. Before certain kind of learning may takes place , one has to have achieved a certain level of maturation. For exp.

A six month old baby cannot learn how to control bowel movements because neither his brain nor his body mature enough to do so .

It is a process of learning adapt, react or understand a situation better.

### Factor affecting learning

- Learner's physical and mental health
- Basic potential of learner
- Level of aspiration and achievement motivation
- Goals of life
- Readiness and will power
- Nature of learning experiences
- Methodology of learning
  
- Correlating learning in one area with that of another
- linking past experiences with learning
- Utilisation of maximum number of senses
  
- Conducive environment
- Revision and practices
- Feed back and reinforcement
- Learning methods and teaching
- Quality of teacher
- Teacher pupil relationships
- Availability of learning material
- Methods of teaching
- Good atmosphere
- Knowledge of results and feedback
- Health conditions
- Level of aspirations
- Desire of learner

### Outcomes of learning

- Bringing desirable changes in behaviour
- Attaining of teaching learning objectives

- Attaining proper growth and development
- Attainment of balanced development of personality
- Attaining proper adjustment
- Realizing of goals of life

**Factors that hinder (obstacles or difficulties ) in learning arr:-**

- **Environment factors** : It is divided into two types :
  - I. Sociocultural background and physical environment.
  - II. The physical environment enhances learning if used effectively .
- **Physiological factors** : Health or physiological factors is also important if we are fatigued then a process of leaning is disturbed.
- **Motivation** :
  - I. Encouraging children from time to time enhances the process of learning.
  - II. If there is a lack of motivation leads to a lack of motives, goals, etc, and learning is effected
- **Interest** : If an individual does not have an interest in particular subject learning must be boring and takes a lot of time.
- **Communication** : If there is no clear and effective communication learning is effective .
- **Emotions** :It also affects learning because our is not able to process the emotions are changing in our body.
- **Intelligence** : There are intellectual levels of learners if they are intellectually up to mark then it affects the process of leaning .

**Types of Learning**

Learning defined as a process of bringing about relatively permanent changes in the behaviour of an organism. It classified into various categories

- Verbal learning( it involves expression
- Learning of motor skills like walking dancing swimming etc
- Affective learning(habits, interest, aptitude appreciation)
- Cognitive learning
- learning of concept
- problem solving learning serial learning paired learning

**Except all these types Gagne gives us very systematic types of Learning**

**Gagne Hierarchical theory of learning**

1. Signal learning
2. S-R learning
3. Chain learning
4. Verbal association learning
5. Multiple discrimination learning
6. Learning of concept
7. Learning of principles
8. Problem solving

### **1. Signal learning :**

- The Simplest form of learning known as classical conditioning .
- The learner is conditioned to produce a desired (involuntary) response as a result of a stimulus that would not normally produce that response. i. e praying (condition) at the sound of a bell (stimulus.)

### **2. Stimulus – response learning:**

- This is a voluntary response to learning that may be used in acquiring verbal skills as well as physical movements.
- This type of learning can occur when the instructor praises the learner for deeper thinking or provides constructive criticism during reflection or debriefing.

### **3. Chain learning :**

- It occurs when the learner is able to connect two or more previously learned stimulus response bonds into a linked order; more complex psychomotor skills are learned, but they tend to occur naturally, i.e. learning how to tie shoestrings or buttoning a shirt.

### **4. Verbal association :**

- It occurs when the learner makes associations using verbal connections (specht, 2008); it is the key process in language skill development.
- For example, a student nurse being able to define medical terminology and apply it to a clinical situation.

### **5. Discrimination learning :**

- when the learner is able to perform different responses to a series of similar stimuli that may differ in a systematic way.
- Decimation learning is made more difficult when the learner comes across roadblocks or interference that inhibits continual learning.
- For example, a patient complaining of abdominal pain after abdominal surgery.
- The student must learn how to differentiate this pain from that of gas, intrabdominal bleeding, incisional pain, or infection.
- Interference may present itself when the student can not see other key factors that may contribute to the pain; therefore not allowing the student to fully address or manage the patient's pain appropriately .

### **6. Concept learning :**

- It involves the ability to make consistent responses to different stimuli; it is the process in which the learner learns how to organize learning in a systematic structure and foster deeper learning.
- The student's behaviour is controlled by the abstract properties of each stimulus.
- The student nurse must realize interventions , or behaviours, appropriate for one patient, or stimulus, may not be appropriate for the next patient.

### **7. Rule learning :**

- This involve being able to learn relationships between two or concepts and apply them in different situations, new or old; it is the basis of learning general rules or procedures.
- This can be seen when the student can apply advocacy and confidentiality to a patient situation .

### **8. Problem- solving :**

- It involves developing the ability to invent a complex rule or procedure for the purpose of solving one particular problem and other problems of a similar nature; this can be accomplished through case studies and reflection.
- Nursing students can improve on problem-solving through the nursing process: assessing, formulating a nursing diagnosis, analyzing data specific to the problem, formulating a plan of action, implementing the plan, and evaluating the effectiveness of the plan.

# Blooms taxonomy

- A framework that can help improve the quality of how students learn and teachers teach
- Created in the 1950s by Benjamin Samuel Bloom.

This taxonomy of learning into the following three Domain



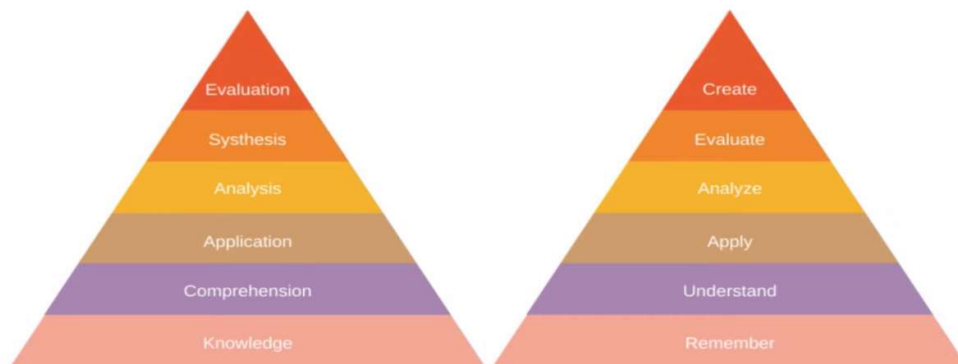
- **In cognitive domain** only those educational objectives included which are concerned only with Knowledge , recognition and recall and cater to the development of intellectual abilities and skills.
- **Affective domain** includes those which are related to the domain of interest, attitude and values and bring about desirable changes in the same
- **Conative and psychomotor domain** helps in the development of skills. Training of physical activities is the main objective of this domain

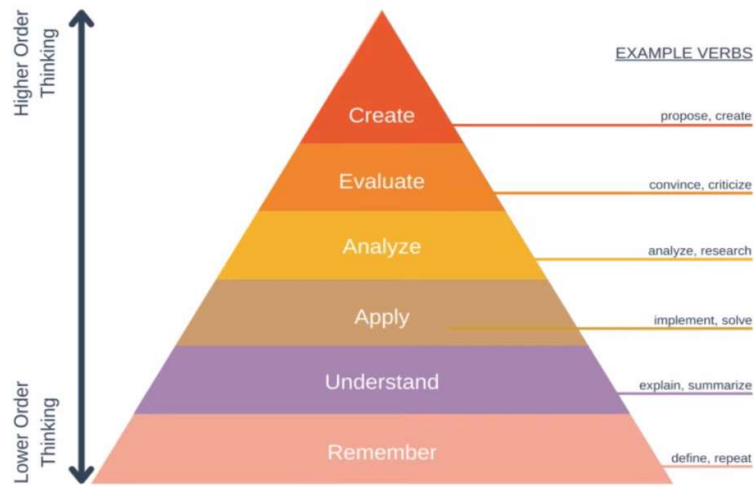
Table : Taxonomy of Learning Objective :

Cognitive Domain	Affective Domain	Conative Domain
Category	Category	Category
1.Knowledge	1.Receiving	1.Impulsion
2.Comprehension	2.Responding	2.Manipulation
3.Application	3.Valuing	3.Control
4.Analysis	4.Conceptualisation	4.Co-ordination
5.Synthesis	5.Organisation	5.Naturalisation
6.Evaluation	6.Characterisation of a value system	6.Habit formation

Original Taxonomy (1956)

Revised Taxonomy (2001)





## Types of theories of learning

- **Connectionist or behaviourist theories:** these theories interpret learning as connections between stimulus and response.
- **Thorndike (trial and error)**, Guthrie (continuity theory of learning), Hull's drive reduction theory of learning, classical and operant conditioning theory.
- **Cognitive theories:** belongs to the school of Gestalt psychology and cognitive psychology. These theories emphasised the role of insight, understanding, reasoning, memory, purpose etc. theory of insightful learning, Lewin's field theory of learning, Tolman's sign theory of learning may be included.

### Other types of theories

#### (A) (i) S-R theories without reinforcement:

1. Conditioning by Pavlov
2. Watson's learning theory
3. Guthrie's learning theory

#### (ii) S-R theories with reinforcement

1. Thorndike theory
2. Hull theory
3. Skinner theory

#### (B) Cognitive field theories

1. Gestalt theory of learning
2. Lewin Field theory of learning
3. Tolman's sign Gestalt theory of learning

Classical conditioning (**also known as Pavlovian or respondent conditioning**) is learning through association and was discovered by Pavlov, a Russian physiologist. In simple terms, two stimuli are linked together to produce a new learned response in a person or animal.

If you pair a neutral stimulus (NS) with an unconditioned stimulus (US) that already triggers an unconditioned response (UR) that neutral stimulus will become a conditioned stimulus (CS), triggering a conditioned response (CR) similar to the original unconditioned response.

#### There are three stages of classical conditioning

- **Stage 1:** In this stage, the unconditioned stimulus (UCS) produces an unconditioned response (UCR) in an organism.



- **Stage 2:** During Conditioning: During this stage, a stimulus which produces no response (i.e., neutral) is associated with the unconditioned stimulus at which point it now becomes known as the conditioned stimulus (CS).
- **Stage 3:** After Conditioning: Now the conditioned stimulus (CS) has been associated with the unconditioned stimulus (UCS) to create a new conditioned response (CR).

### Principles of Classical Conditioning

- Neutral Stimulus
- Unconditioned Stimulus
- Unconditioned Response
- Conditioned Stimulus
- Conditioned Response
- Acquisition
- Extinction
- Spontaneous Recovery
- Generalisation
- Discrimination

### Operant conditioning theory

- **Advocated by :-** Skinner
- **Difference between** classical and operant is :- S-R mechanism. In Classical conditioning theory organism is passive and wait for something to happen for it to respond. Means the presence of stimulus is essential to evoke a response means a child express fear only when he hears loud noise. In classical conditioning theory subject has no control over the happening .he is made to behave in response to the stimulus situation
- **skinner revolted** against this theory he said we can not always wait for stimulus or things to happen in the environment
- **Operant:-** skinner considered an operant as an act which constitutes an organism's doing something, e.g. raising the hand , walking about and pushing , a lever
- **Basis :-** reinforcement and reinforcer:- reinforcement is identical to the presentation of a reward. Reinforcer is the stimulus the presentation or removal of which increase the probability of a response being repeated.

### Skinner recognised two type of reinforcement

1. Positive reinforcement
2. Negative reinforcement

### Mechanism of operant conditioning

- Shaping
- Changing
- Discrimination and cueing
- Generalization

### Positive Reinforcement

Positive reinforcement:- the introduction and presentation of which increase the likelihood of a particular behaviour. Like praise, grades, medals and other prizes awarded to student .

### Negative Reinforcement

Negative reinforcement:- is any stimulus the removal or withdrawal of which increase the likelihood of a particular behaviour.

### **Positive Punishment**

A positive punishment is a stimuli imposed on a person when they behave in a particular way. Over time, the person learns to avoid the positive punishment by altering their behavior.

### **Negative Punishment**

Negative punishment is the removal of a benefit or privilege in response to undesirable behavior. A person wants to retain the benefits that they previously enjoyed, and avoids behavior which may lead to their rights being revoked.

### **Schedules of Reinforcement**

A number of types of schedules of reinforcement have been proposed by Skinner, Ferster and others, including:

- **Continuous Reinforcement Schedules (CRF)** :A reward or punishment is provided every time an individual exhibits a particular mode of behavior. Through continuous reinforcement, the subject learns that the result of their actions will always be the same.
- **Partial Reinforcement Schedules (PR)** :Instead of responding every time a person behaves in a particular way, partial reinforcement involves rewarding behavior only on some occasions. A subject must then work harder to receive a reinforcement Partial reinforcement modifies the ratio between the conditioned response and reinforcement, or the interval between reinforcements:
  - a. **Fixed-interval schedules** :A reinforcement is only given at a set interval. For instance, an employer rewards company employees with an annual bonus to reward their work. The interval of one year is fixed, and the employees anticipate a reinforcement annually.
  - b. **Variable-interval schedules** :Reinforcements are provided at intervals which the subject is unaware of.
  - c. **Fixed-ratio schedules** :Fixed-ratio schedules require a subject to provide the conditioned response a predetermined number of times before a reinforcement is given
  - d. **Variable-ratio schedules** :A variable-ratio schedule reinforces behavior depending on the number of responses made, but this ratio changes constantly.

### **Trial and Error Theory of Learning**

- Given by: Edward L. Thorndike (1874-1949)
- Experiments on : rats and cats

### **Basis of learning :**

- drives ( like hunger), goal (to get food).block, random movements, chance success, selection of proper movement

### **Fixation**

- Learning is result of the formulation of connections: it is the result of formulating connection between stimuli and response
- Learning is incremental not insightful: solution of the problem depends upon the number of opportunities .
- learning is direct not mediated by ideas

### **Trial and Error learning**

Edward Lee Thorndike, an American psychologist, is that the first promoter of Trial and Error learning. it's also called Thorndike's trial and error theory of learning. he's known for his works on animal psychology and academic psychology.

In other words, consistent with the trial and error method learning is that the stamping of correct responses and stamping out incorrect responses.

### **Thorndike's Laws of Learning:**

Primary laws

Secondary laws

#### **Primary laws**

**1). Law of Readiness:-** First primary law of learning, Readiness means a preparation of action.

**2). Law of Exercise:-** 'Law of Exercise', which means that drill or practice helps in increasing efficiency

Two sub parts

I. **Law of use-**strengthening of a connection with practices

II. **Law of disuse-** weaking of connection or forgetting when the practices is discontinued

**3) Law of Effect:-** The third law is the 'Law of Effect', signifies that if the response satisfy the subject, they are learnt and selected, while those which are not satisfying are eliminated. Revised law of effect : in 1930

#### **Secondary laws**

1. Law of Multiple – Response-
2. The Law of Set or Attitude-
3. Pre- potency of Elements:-
4. Law of Response by Analogy-
5. The Law of Associative Shifting-

#### **Implications of the Theory are-**

1. According to this theory the task can be started from the easier aspect towards its difficult side. This approach will benefit the weaker and backward children.
2. A small child learns some skills through trial and error method only such as sitting, standing, walking, running etc. In teaching also the child rectifies the writing after committing mistakes.
3. In this theory more emphasis has been laid on motivation. Thus, before starting teaching in the classroom the students should be properly motivated.
4. Practice leads a man towards maturity. Practice is the main feature of trial and error method. Practice helps in reducing the errors committed by the child in learning any concept.
5. Habits are formed as a result of repetition. With the help of this theory the wrong habits of the children can be modified and the good habits strengthened.
6. The effects of rewards and punishment also affect the learning of the child. Thus, the theory lays emphasis on the use of reward and punishment in the class by the teacher.
7. The theory may be found quite helpful in changing the behaviour of the delinquent children. The teacher should cure such children making use of this theory.
8. With the help of this theory the teacher can control the negative emotions of the children such as anger, jealousy etc.
9. The teacher can improve his teaching methods making use of this theory. He must observe the effects of his teaching methods on the students and should not hesitate to make necessary changes in them, if required.
10. The theory pays more emphasis on oral drill work. Thus, a teacher should conduct oral drill of the taught contents. This help in strengthening the learning more.

#### **Gestalt Theory**

**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.

“learning is the organization and re-organization of behaviour which arises from the interaction of a maturing organism and its environment. It is the bringing about through this interaction of new forms of perception, imagination, motor co-ordination and other organic behaviour.” Sudden appearance of the solution is an essential characteristic of insight learning.

A sudden coherent pattern of solution appears at once. The individual does not perform random activities, but he perceives the situation as a whole, and intuitionally reaches the goal through. Insight is the perception of relationship between at least three factors, an agent, a goal and intervening conditions or obstacles. Insight is often called as the ‘Aha’ experience, the flash of understanding which comes to us all of a sudden. Insight, when it occurs, is characteristically accompanied by an ‘I have got it!’

Gestalt theory of learning essentially consists in problem solving by understanding the relative position of the elements in the entire perspective or situation.

**Principles of Gestalt Theory:**

The Gestaltians have mentioned some laws involved in the learning.

- Law of Similarity:
- Law of Proximity:
- Law of Closure:
- Law of Continuity:
- Law of Contrast:

# 15. Cognition and Emotion

## Introduction

Cognitive psychology is the field of psychology that investigates how people think and the processes involved in cognition.

**Cognition** is a term referring to the mental processes involved in gaining knowledge and comprehension. Some of the many different cognitive processes include thinking, knowing, remembering, judging, and problem-solving.

In simple words we can say that cognition means to gain knowledge. The word cognition derived from latin language word 'Cognoscere' which means 'to know'. To know about their surroundings and environment means cognition. To know about their neighbours, things called cognition. It's a mental process. The aim of it is to acquire knowledge.

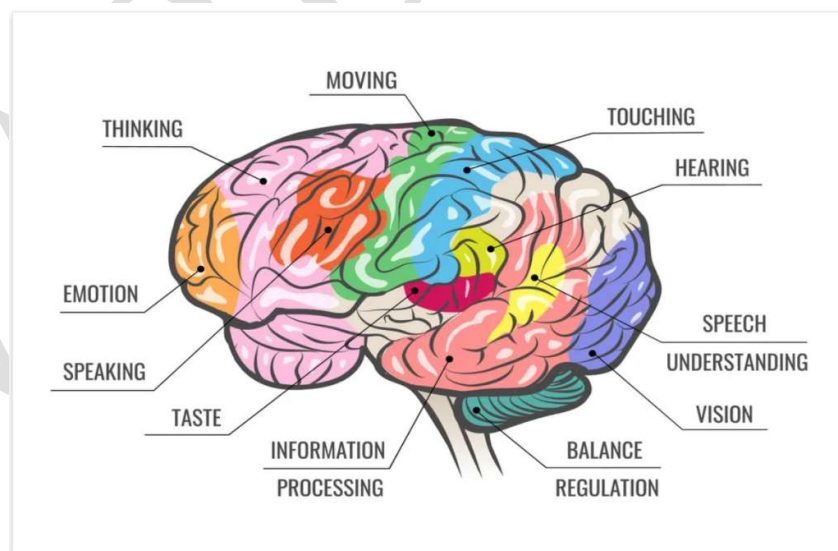
## Metacognition

Do you know how to learn? Many people don't. Specifically, they don't know how to look inward to examine how they learn and to judge what is effective..

Metacognition is often referred to as "thinking about thinking." Metacognition is a regulatory system that helps a person understand and control his or her own cognitive performance.

## Brain mapping

The brain mapping process will detect if any area of the brain is dysfunctional or dysregulated. Sometimes, symptoms are caused by an area or areas of the brain that are underactive, showing excessive slow brain waves that cause impaired functioning and symptoms.



## Characteristics of cognition

1. Development process
2. Cognition structure is flexible
3. Its acquired trait
4. imagination, perception, planning, thinking. past experiences, memory.
5. Logical thinking

## Types of Cognitive Processes

There are many different types of cognitive processes. They include:

- **Attention:** Attention is a cognitive process that allows people to focus on a specific stimulus in the environment.
- **Language:** Language and language development are cognitive processes that involve the ability to understand and express thoughts through spoken and written words. This allows us to communicate with others and plays an important role in thought.
- **Learning:** Learning requires cognitive processes involved in taking in new things, synthesizing information, and integrating it with prior knowledge.
- **Memory:** Memory is an important cognitive process that allows people to encode, store, and retrieve information. It is a critical component in the learning process and allows people to retain knowledge about the world and their personal histories.
- **Perception:** Perception is a cognitive process that allows people to take in information through their senses, then utilize this information to respond and interact with the world.
- **Thought:** Thought is an essential part of every cognitive process. It allows people to engage in decision-making, problem-solving, and higher reasoning.

## What Can Affect Cognition?

It is important to remember that these cognitive processes are complex and often imperfect. Some of the factors that can affect or influence cognition include:

- Heredity
- Environment
- Gender
- Age
- Education
- Mass Media
- Attention Issues
- Cognitive Biases
- Genetics
- Memory Limitations

## Uses of Cognition

Cognitive processes affect every aspect of life, from school to work to relationships. Some specific uses for these processes include the following.

- Learning New Things
- Forming Memories
- Making Decisions

## Emotions

The word emotions are derived from the Latin word Emovere which means 'to stimulate' and 'to move' According to WOODWORTH "a stirred up state of body and mind." According to this definition emotion is that state of mind where we find certain psychological changes which are known only to the

individual who is experiencing an emotion. Emotion is also a stirred up state of body in the sense it brings about certain bodily changes which are external and hence can be seen by other for example striking behaviour is typical of anger.

**Emotions:** Emotions are strong feelings acquired from one's circumstances, mood, or relationships with others. Emotions are part of a state of mind.

### **Nature and features of emotions:**

1. Emotion is a subjective experience.
2. It is a conscious mental reaction and emotions and thinking are inversely related.
3. Emotions have two resources i.e. direct perception(interpretation of sensory knowledge) or indirect perceptions.
4. Emotion creates some external changes which can be seen by others in the form of our facial expressions and behaviour pattern.
5. Emotions create some internal changes in our behaviour which can be understood only by the person who has experienced those emotions.
6. Emotions are necessary for adaptation and survival.
7. Most distracting emotion is being uninformed or misinformed.

### **Characteristics of Emotions**

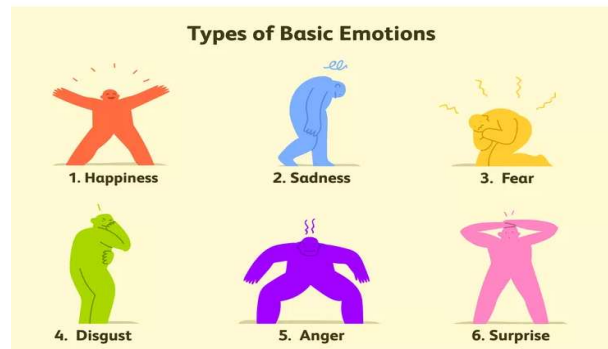
1. Situational and Temporary
2. Physiological arousal
3. Loss of logical power
4. Intensity and immediately
5. Expressive behaviour Internal and external changes(feel restless internally and externally)
6. Conscious experience
7. Attached with pains and pleasure
8. Feelings are necessary requirement for emotions
9. Emotions are subjective

### **How to Control over emotions**

1. Repression
2. Expression in socially approves ways
3. Industriousness
4. Displacement
5. Regression
6. Catharsis – Physical & Mental

### **Types of emotions**

1. Happiness
2. Sadness
3. Fear
4. Disgust
5. Anger
6. Surprise



### According to Sigmund Freud

Emotions have two types

1. Eros (life instinct) love makes life easy
2. Thanatos (death instinct) like jealousy,

### According to Guilford:- there are three types of emotions

- Primary:-
- Secondary:-
- Artificial:-

### According to J.B. Watson (father of behaviourism)

There are three types of emotions

1. Love
2. Anger
3. Fear

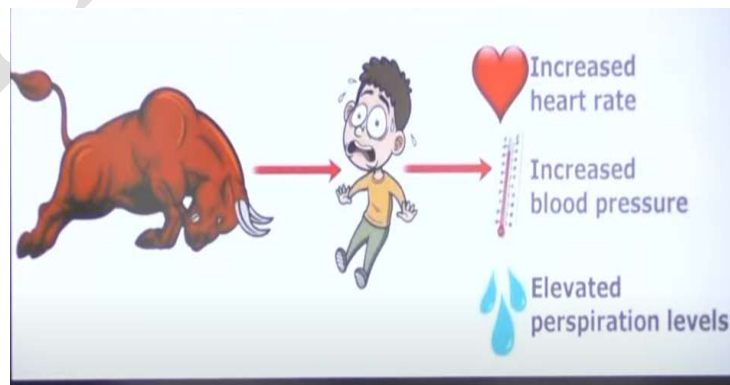
### According to Mc Douggle

According to him there are 14 types of instincts and each instinct is related with emotion.

Means Emotions emerge through Instincts.

### Theories of Emotions

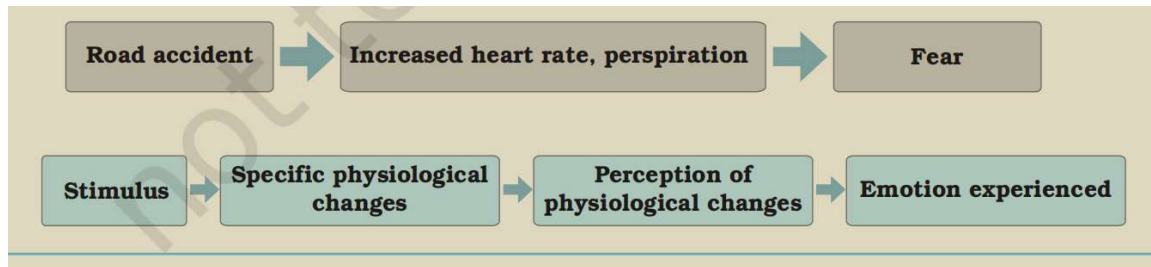
#### James and Lange theory



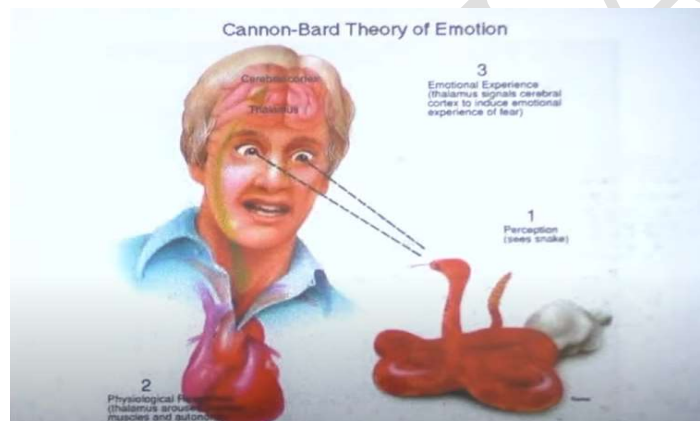


The James-Lange theory of emotion suggests that physical changes in the body happen first, which then leads to the experience of emotion. Essentially, emotions stem from your interpretation of your physical sensations. For example, your heart beating wildly would lead you to realize that you are afraid.

According to this theory, an external stimulus leads to a physiological response. Your emotional reaction depends on how you interpret those physical reactions.



### Cannon-Bard Theory of Emotions

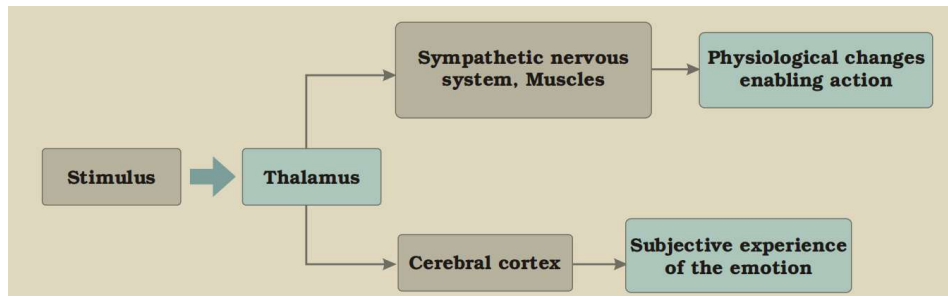


The Cannon-Bard theory of emotion, also known as the Thalamic theory of emotion, is a physiological explanation of emotion developed by Walter Cannon and Philip Bard. Cannon-Bard theory states that we feel emotions and experience physiological reactions such as sweating, trembling, and muscle tension simultaneously.

#### How the Cannon-Bard Theory Works.

According to the Cannon-Bard theory of emotion, we react to a stimulus and experience the associated emotion at the same time.

For example, imagine that you are walking to your car through a darkened parking garage. You hear the sounds of footsteps trailing behind you, and spot a shadowy figure slowly following you as you make your way to your car.



**Singer theory or two factor theory of Emotions**

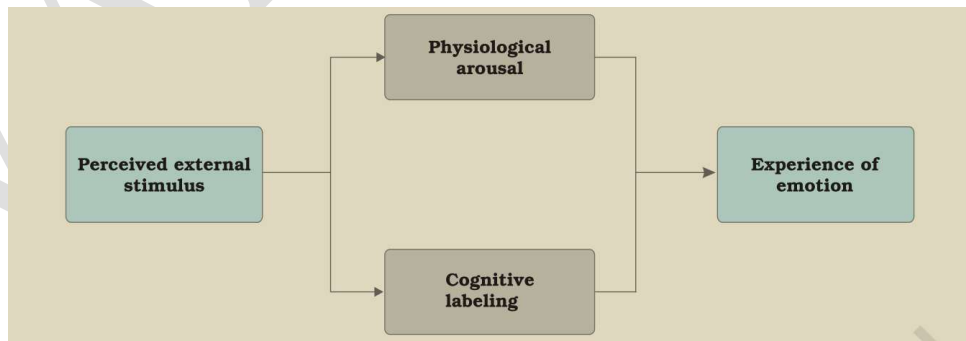


The Schachter-Singer theory is a cognitive theory of emotion that suggests our thoughts are actually responsible for emotions.

Similar to this theory is the cognitive appraisal theory. It posits that someone must first think before experiencing an emotion. For instance, your brain judges a situation as threatening, and as a result, you experience fear.

The Schachter-Singer theory draws on elements of both James-Lange theory and Cannon-Bard theory, proposing that physiological arousal occurs first but that such reactions are often similar for different emotions. The theory suggests that the physiological reactions must be cognitively labeled and interpreted as a particular emotion.

The theory emphasizes the role that cognition and elements of the situation play in the experience of emotion.



## Emotions in educational field

### Causes of emotional stress in learners

- Feel under lots of pressure
- Vocational challenges
- Face big changes in your life
- Maladjustment with school
- Are worried about something
- Don't have much or any control over the outcome of a situation
- Lack of healthy peer group
- Fear of failures
- Poor physical health
- Have responsibilities that you find overwhelming
- Socio- economic problem
- Don't have enough work, activities or change in your life
- Experience discrimination, hate or abuse
- Are going through a period of uncertainty

### Importance of emotions in education:

The following points explain the importance of emotions:

1. Positive emotions reinforce the child's learning while negative emotions like depression affect the learning process.
2. The intensity of any emotion may affect learning whether it is pleasurable or annoying emotions.
3. Learning takes place smoothly when students are not mentally disturbed.
4. Positive emotion increases our motivation for a task.
5. Emotion helps in personal development as well as in the learning of a child.

### MANAGING NEGATIVE EMOTIONS

Enhance self-awareness

Appraise the situation objectively

Do some self-monitoring

Engage in self-modeling : Be the ideal for yourself.

Perceptual reorganisation and cognitive restructuring Try viewing the events differently and visualise the other side of the coin.

Be creative,

### Emotional intelligence

Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others.

Emotional intelligence is generally said to include a few skills: namely emotional awareness, the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions,

### Signs of Emotional Intelligence

Some key signs and examples of emotional intelligence include:1

- An ability to identify and describe what people are feeling
- An awareness of personal strengths and limitations
- Self-confidence and self-acceptance
- The ability to let go of mistakes
- An ability to accept and embrace change
- A strong sense of curiosity, particularly about other people
- Feelings of empathy and concern for others
- Showing sensitivity to the feelings of other people

- Accepting responsibility for mistakes
- The ability to manage emotions in difficult situations

## Some important terms

### Emotions, Feelings, and Moods

In everyday language, people often use the terms emotions, feelings, and moods interchangeably, but these terms actually mean different things. An emotion is normally quite short-lived, but intense. Emotions are also likely to have a definite and identifiable cause.

For example, after disagreeing with a friend over politics, you might experience anger.

Emotions are reactions to stimuli, But feelings are what we experience as a result of emotions. Feelings are influenced by our perception of the situation, which is why the same emotion can trigger different feelings among people experiencing it.<sup>21</sup>

Take the example of disagreeing with your friend. You might both walk away from the conversation having experienced the emotion of anger.

Your anger might feel like frustration because you feel that your friend never listens to you when you speak. Your friend's anger, on the other hand, might feel like jealousy because they feel you know much more about the topic than they do. Both of you have the same emotion, but your feelings are different based on your separate interpretations.

A mood can be described as a temporary emotional state. Sometimes moods are caused by clear reasons—you might feel everything is going your way this week, so you're in a happy mood. But in many cases, it can be difficult to identify the specific cause of a mood. For example, you might find yourself feeling gloomy for several days without any clear, identifiable reason. The nervous system and Emotions

The nervous system, central as well as peripheral, plays a vital role in the regulation of emotion.

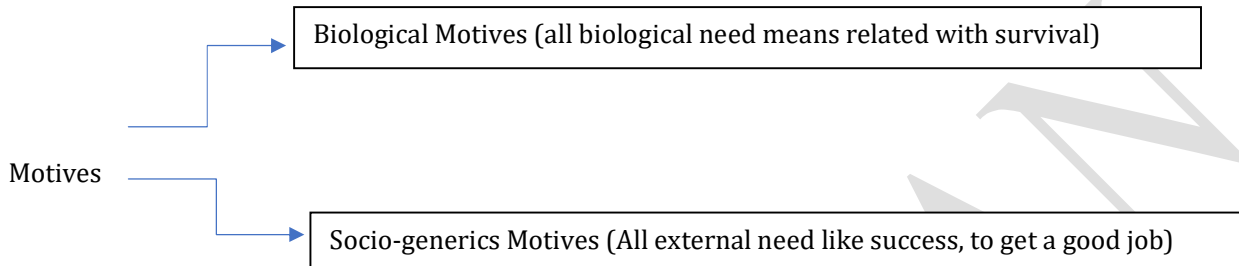
- **Thalamus** : It is composed of a group of nerve cells and acts as a relay center of sensory nerves. Stimulation of thalamus produces fear, anxiety, and autonomic reactions. A theory of emotion given by Cannon and Bard (1931) emphasises the role of thalamus in mediating and initiating all emotional experiences.
- **Hypothalamus** : It is considered the primary center for regulation of emotion. It also regulates the homeostatic balance, controls autonomic .
- **Physiology of Emotion:** James-Lange Theory of Emotion Perception of physiological changes Emotion experienced Fear Increased heart rate, perspiration Road accident Stimulus Specific physiological changes activity and secretion of endocrine glands, and organises the somatic pattern of emotional behaviour.
- **Limbic System** : Along with thalamus and hypothalamus the limbic system plays a vital role in regulation of emotion. Amygdala is a part of limbic system, responsible for emotional control and involves formation of emotional memories.
- **Cortex:** Cortex is intimately involved in emotions. However, its hemispheres have a contrasting role to play. The left frontal cortex is associated with positive feelings whereas the right frontal cortex with negative feelings.

# 16. Motivation

## MOTIVATION AND LEARNING

The knowledge of how to stimulate the students to participate meaningfully in classroom will go a long way in assisting the teachers.

It is a prerequisite for learning. The word motivation is derived from the latin word 'Motum' and 'Movere' means 'to move'. Sometimes it is said that this word comes from the English word 'motive' it means 'need of something' there are two types of motives



According to Lahey (1995), "Motivation is an internal state that activities and gives direction to our thoughts."

### **Nature and Characteristics of Motivation**

- Motivation is an inner feeling which energizes a person to work more.
- Motivation directs the behavior towards the goals.
- It leads to self-actualization in heavier.
- It stimulates the learning activities.
- It helps to select appropriate behavior.
- It is the internal condition or factor of learning.
- Motivation is not the ends but the means.
- It is affected by physical and mental as well as internal and external condition.

### **Types of Motivation**

There are two types of motivation

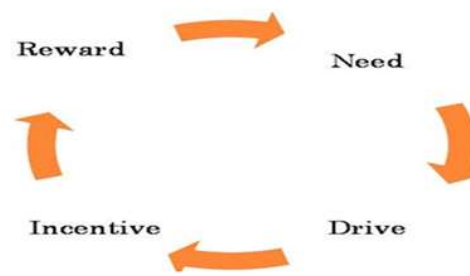
- **Intrinsic Motivation( positive motivation):** Is an internal force or motive within the individual which propels him/her into emitting certain behaviour. It is an innate or genetically predetermined disposition to behave in a particular way when he/she faces a particular situation.
- **Extrinsic Motivation:** Is the external or environmental factor, which sets the individual's behaviour into motion. The incentive/reinforcer drives an individual's behaviour towards a goal. A student that is extrinsically motivated will execute an action in order to obtain some reward or avoid some sanctions.

### **The Motivational Cycle**

Why we behave how we behave in a particular fashion at a particular moment can be understood items of motivation.

It is one's motivation which prompts, compels and energizes him to engage in a particular behavior. The activating forces working in motivation may be name as needs, drives or motives.

## MOTIVATIONAL CYCLE



The cycle moves ahead as soon as the need is satisfied.

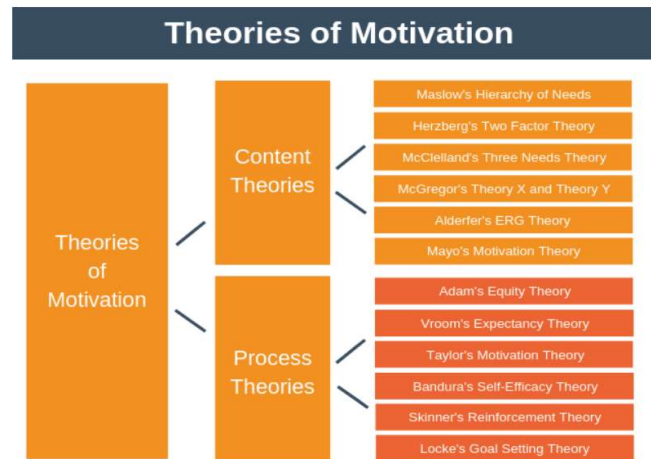
- **Needs:** Needs are general wants or desires. Every human being has to strive for the satisfaction of his basic needs. They can be broadly classified as biological and socio-physiological.
- **Drive:** A need gives rise to drive which activities an individual from within and directs its activities to a goal that may bring about the satisfaction of the need. An internal motivational state that is created by a need is a drive.
- **Incentive:** Incentive is the appropriate object or situation toward which motivated behavior is directed. Appreciation, rewards, bonus, fulfilment of one's needs and getting the desired objectives are some of the examples of incentives.
- **Reward:** Once the organism has obtained the incentive it derives satisfaction, which is the reward, for example, rice is the reward for a hungry person who feels relieved and satisfied with it.

According to NCERT



## Theories of Motivation

Different psychologists have developed several theories on motivation. Notable among them are discussed as follows



### Mc Dougall Theory of Instinct

#### What is instinct?

Ethologists define instincts as goal-directed natural behavioral patterns that usually occur in response to certain stimuli. These behaviors are inborn and don't require learning.

For example:

- Certain birds migrate south before winter
- Dogs stick their tongue out when they're hot
- We yank our hand away when we touch a hot stove by accident

According to William McDougall's instinct theory, instincts are composed of three parts:

- Perception
- Behaviour
- Emotion

There are 14 instincts and each instinct is related with emotion

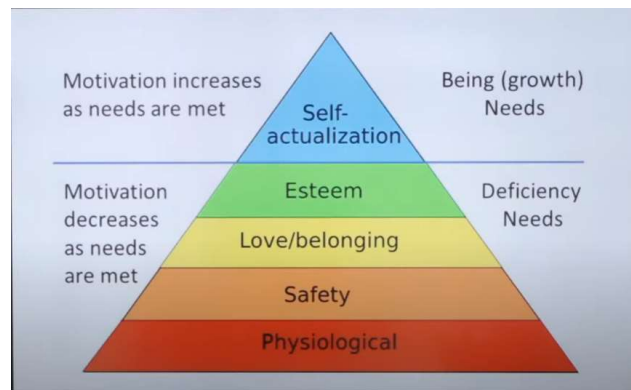
Instincts	Associated emotions
Combat or pugnacity	Anger
Repulsion	Disgust, hate
Curiosity	Wonder
Submission	Negative self feeling
Food seeking	Appetite
Sex	Lust
Parental care	Tender, emotion, love
Gregariousness	Loneliness
Escape	Fear
Appeal	Distress
Self assertion	Positive self feeling
Constructiveness	Feeling of creativeness
Acquisitiveness	Feeling of ownership
Laughter	Amusement

### Maslow's Theory of Motivation

**Also called** Humanistic Theory:

This theory believes in striving tendency of the individual for realizing his potentialities, especially creative ones, strengthening self-confidence and attaining the ideal self.

He developed a theory (Human Needs) in which he identified seven vital human needs according to level of urgency or exigency. These needs according to the Maslow are:



- Biological motives like hunger, thirst, etc.
- Safety and security needs (protection from external threats)
- Love and belongingness needs (Affection, warmth, etc.)
- Esteem needs (self-esteem, respect, approval, etc.)
- Self-actualisation motive (achieving maximum development of one's potentialities).

According to him the needs at one level should be satisfied at least partially, before the next level needs become active.

Most of the people end their struggle to reach third or fourth level needs.

Only a few will aspire for self-actualisation which is the ultimate goal of life.

### Henry Murray's Theory of Motivation

Murray like Maslow also propounded the theory of motivation. He divided his theory into two, viscerogenic and psychogenic needs. Murray stressed the **role of needs and motives**, and on the other hand, he emphasized the '*environmental press*'.

### Murray identified needs as one of two types:

- **Primary Needs:** Primary needs are basic needs that are based upon biological demands, such as the need for oxygen, food, and water.
- **Secondary Needs:** Secondary needs are generally psychological, such as the need for nurturing, independence, and achievement. While these needs might not be fundamental for basic survival, they are essential for psychological well-being.

### McClelland's theory of Motivation

McClelland's theory of needs is a theory that describes how people in an organization are motivated by the need for achievement, affiliation and power. It states that every person irrespective of demographics, age, or race will have these needs although it may vary from person to person. Some specific needs are picked up during this lifetime and it is life experiences that give them their due shape.

McClelland's Theory of Needs is also known as

It was developed by world-renowned American psychologist David McClelland in the 1960s

What are the three acquired needs identified by McClelland's theory?



- **Need For Achievement:** Need for achievement in the Acquired Needs theory speaks about the urge of an individual to achieve something in life. This is the need that will encourage a person to work, struggle and find success eventually.
- **Need For Power:** The need for power is the second need in David McClelland's Three Needs Theory. It refers to the desperate craving of an individual to hold absolute authority over other people
- **Need For Affiliation :** According to psychologist David, the need for affiliation refers to the high need of an individual to have both interpersonal and social relationships with people.

## PSYCHO ANALYSIS THEORY

**Freudian** motivation theory posits that **unconscious psychological forces, such as hidden desires and motives, shape an individual's behavior, like their purchasing patterns.** This theory was developed by Sigmund Freud

### **Freudian Motivation Theory Tenets**

Freud believed that the human psyche could be divided into the conscious and unconscious mind.

The ego, the representation of the conscious mind, is made up of thoughts, memories, perceptions, and feelings that give a person their sense of identity and personality.

The id, which represents the unconscious mind, is the biologically determined instincts that someone possesses since birth.

The superego represents the moderating factor of society's traditional morals and taboos as seen in the fact that not every person acts on impulse.

### **Psychoanalytic Theory:**

This theory which has been explained by **Sigmund Freud, deals with unconscious motivation. According to Freud, the inborn tendencies called instincts influence our behaviour.**

### **There are two groups of instincts with opposite nature:**

- **Life instincts (Eros):** these instincts have the life energy called Libido-which motivates the individual towards constructive activities like love, sympathy/helping others, etc.
- **Death instincts (Thanatos)-** motivate the individual for destructive activities like murder, suicides, aggression, attack, etc.

Freud has emphasised that the unconscious motives play more dominant role in determining our behaviour, than conscious or preconscious. He pointed that, our actions are determined by our unconscious motives.

### **Optimal-level Theory:**

This is also called as theory of homeostasis. Claud Bernard coined the word homeostasis to explain the state of equilibrium in the body. there is a certain optimal level for normal functioning of the body.

Maintenance of optimal level leads to equilibrium which gives pleasure. Disequilibrium leads to displeasure. Hence, every individual strives to avoid disequilibrium by maintaining optimal level of the needs like food, water, body temperature, etc.

## Classroom Implications of Theory of Motivation

- It is important for the teacher to know the basic needs of his/her students and cater for these according to level of their important. For example, the teacher needs to think first of students' food, rest or health before thinking of teaching them
- When the teacher praises his/her students for doing well in their study or assignment, they will be spurred to sustain that effort
- A classroom, which is well decorated or adorned with beautiful charts, and learning materials will be students' friendly. The students' minds will always be attracted to the activities in a beautifully adorned classroom.
- In the classroom, students like being recognized or respected. When their views are recognized or respected, they will have their confidence boosted and developed.
- From the beginning of the lesson, the teacher should endeavour to make his/her students know possible outcome of the lesson. It is when the students know what they are likely to achieve from the lesson that their attention will be arrested and sustained.
- Feedback is necessary if the interest of the students must be sustained in the classroom. So the teacher should always strive to let them know how they are performing in the teaching learning activities.
- The teacher should also provide/plan for extra-curricular activities for his/her students. When the teacher does this, the students will have opportunity of establishing a genuine interaction among them. Besides, they will be able to display their hidden talents.
- When dealing with the students in the classroom, the teacher should take into consideration, the developmental changes and differences in the students before deciding on the particular .motivation pattern to be employed

### MCQ

1. Which of the following is a law of learning?  
A. Law of readiness  
B. Law of exercise  
C. Law of effect  
D. All the above.
2. Mental development includes  
A. External and internal organs  
B. reasoning and thinking  
C. Ethical and moral  
D. emotional maturity.
3. Through which of the following methods, desirable channels are provided for the release of emotional energy?  
A. Inhibition  
B. Sublimation  
C. Catharsis  
D. Repression.
4. The rate of progress in learning slows down and reaches a limit beyond which further improvement seems impossible. It is known as  
A. Plateau  
B. loss of interest  
C. Boredom  
D. difficult stage.
5. The therapy of psychoanalysis was developed by  
A. Skinner  
B. Sigmund Freud  
C. Plato  
D. Darwin.
6. Sports performance is the bi-product of  
A. Skill  
B. conditional ability  
C. Total personality  
D. tactical ability.

7. The first metamorphosis falls between the ages of  
 A. 7-10 years                      B. 3-5 years                      C. 11-14 years                      D. 2-4 years.
8. Which is the most effective method for encouraging self learning?  
 A. Demonstration method                      B. Lecture method  
 C. Observation method                      D. Task method.
9. Which one is the simplest form of cognition?  
 A. Conception                      B. Perception                      C. Sensation                      D. Affection.
10. The functional division of spinal cord are  
 A. somatic-motor                      B. somatic-sensory  
 C. visceral-motor                      D. none of the above.
11. The response defined as a result of training is called  
 A. Conditioned stimulus                      B. unconditioned reflex  
 C. Conditioned reflex                      D. conation.
12. Which need is on top of the Maslow's hierarchy of needs?  
 A. Self-actualization                      B. Esteem                      C. Belongingness                      D. Safety.
13. ERG theory was given by  
 A. Maslow                      B. Alderfer                      C. Jung                      D. McClellan.
14. Alderfer's theory categorizes needs into three categories. The most important is  
 A. Growth needs                      B. relatedness need  
 C. Existence need                      D. none of the above.
15. Which of the following is an intrinsic motivator?  
 A. Pay                      B. Promotion                      C. Feedback                      D. Interest of play.
16. The two factor theory of motivation is given by  
 A. Maslow                      B. Jung                      C. Alderfer                      D. Herzberg.
17. Reinforcement theory of motivation is given by  
 A. Jung                      B. Herzberg                      C. Skinner                      D. Maslow.
18. Achievement motivation relates to  
 A. Need of the person                      B. Knowledge of the person  
 C. experience of the person                      D. aptitude of the person.
19. Terminal feedback is the information provided to the learner  
 A. Before the activity                      B. During the activity  
 C. After the activity                      D. none of the above.
20. The initial steep rise in the learning graph is an indication of quick progress and is technically known as  
 A. 'End spurt'                      B. 'Initial spurt'  
 C. Saturation point                      D. None of the above.
21. What type of motivation is not applicable to young children?  
 A. Intrinsic motivation                      B. Extrinsic motivation  
 C. Achievement motivation                      D. none of the above.
22. The 'trial and error' theory of learning was propounded by  
 A. Newton                      B. Pavlov                      C. Thorndike                      D. Homer.
23. In the childhood, individual's behaviour is most influenced by  
 A. Community                      B. School                      C. Peer group                      D. family.

24. The cause of frustration among sports person is  
 A. Result of own performance                      B. Normally due to mismatched level of aspiration and ability  
 C. Result of good performance                      D. Natural outcome of competitive sports.
25. Which is the description of the methods of personality measurement?  
 A. Rating scale                      B. Interviews & observations  
 C. Paper & pencil test                      D. All the above.
26. Trial & Error learning is also known as  
 A. Conditioning                      B. connectionism                      C. Insight                      D. none of the above.
27. 'Exercise for the body and music for the soul, in which country the common adage was used?  
 A. Italy B. France  
 C. Greece (d) Germany.
28. What aspect of movement refers to body awareness?  
 A. To identify the parts of the body and the whole                      B. To establish the relationship of the body parts  
 C. Able to identify the body parts                      D. All the above.
29. Law of effect in learning was started by  
 A. Pavlov                      B. Thomdike                      C. Skinner                      D. Gestalt.
30. What is the population that psychologists usually study?  
 A. Cats & Dogs                      B. Monkeys  
 C. People                      D. Pigeons and rats.
31. How is psychology defined today?  
 A. The science of behaviour and mental processes  
 B. The science of human behaviour and mental processes  
 C. The science of mind  
 D. The study of motivation, emotion, personality, adjustment and abnormality.
32. Who is regarded as the 'father' of psychology?  
 A. Sigmund Freud                      B. Ivan Pavlov  
 C. John B. Watson                      D. Wundt.
33. When catching a ball, your hand knows when to grasp because  
 A. Your parasympathetic nervous system is active  
 B. Alpha waves are being generated by your brain  
 C. participating muscles receive efferent signals from the brain  
 D. afferent signals inform your hand that the ball is about to make contact.
34. Body mind relationship was first promulgated by  
 A. Socrates                      B. Plato                      C. Hitler                      D. Homer.
35. Who said, "I think therefore I am"?  
 A. Discartes                      B. Plato                      C. Aristotle                      D. Rousseau.
36. Who said, "sound mind in a sound body"?  
 A. Discartes                      B. Rousseau                      C. Aristotle                      D. Plato.
37. The hereditary factors of learning are  
 A. Height and weight                      B. Physical structure  
 C. body composition                      D. all the above.
38. Autogenic training is a technique  
 A. To bring about relaxation in body                      B. To increase anxiety level

- C. to counter avoidance syndrome                      D. none of the above.
39. The stress condition is  
 A. Advantageous to the performer                      B. Detrimental to the performer  
 C. Neither    D. helpful in the development of strength.
40. Which law of learning states that things most often repeated are best retained?  
 A. Law of readiness                      B. Law of exercise  
 C. Law of effect                      D. Law of recency.
41. The state of being first creates a strong almost unusable impression. This is  
 A. Law of primacy    B. Law of intensity  
 C. Law of recency    D. law of effect.
42. That the things most recently learned are best remembered refers to  
 A. Law of intensity    B. Law of effect  
 C. Law of primacy    D. Law of recency.
43. Which is the lowest level of learning?  
 A. Rate learning                      B. Understanding    C. Application    D. Correlation.
44. Emotional stability, anxiety, sadness and built ability are attributes of which personality dimension?  
 A. Extroversion                      B. Agreeableness    C. Bourgeoisies    D. Openness.
45. Which of the following is not an attribute of agreeableness personality dimension?  
 A. Altruism    B. Complexity    C. Trust    D. Modesty.
46. The leader who allows complete freedom in decision making and do not participate in the group activities is  
 A. Autocratic    B. Democratic    C. Laissez fair    D. none of the above.
47. Stress is  
 A. Advantageous to the player    B. Detrimental to his abilities  
 C. Both advantageous and detrimental as per the situation    D. None of the above.
48. Maslow places needs at the bottom of hierarchy.  
 A. Esteem    B. belongingness    C. Safety    D. physiological.
49. Which law of learning is also called the law of use and disuse?  
 A. Law of exercise    B. Law of readiness  
 C. Law of effect    D. Law of intimacy.
50. The law of effect is also known as  
 A. Law of use & disuse    B. Law of satisfaction  
 C. Law of recency    D. Law of frequency.

### Answer Key

1. D	2.B	3. C	4. A	5. B	6. C	7.A	8. C	9.C	00. B
11. C	12. A	13. B	14.C	15. D	16.D	17. C	18. A	19. C	20. B
21.A	22. C	23.D	24. B	25. D	26. B	27. C	28.D	29. B	30.D
31. A	32. D	33. C	34. B	35.A	36. D	37.D	38. A	39. B	40. B
41. A	42.D	43. A	44.C	45. B	46. C	47. C	48. D	49.A	50. B