1) Psychology
2) Educational psychology
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8) What is the meaning of **personality**? Discuss various methods of personality assessment
9) Being a leader how will you organize different guidance services?
10) Why the knowledge of educational psychology is for teachers?>support your answer with example.
11) Discuss different methods of identifying and teaching gifted children and slow learners.
12) How the knowledge of Educational Psychology is helpful to the teacher in the classroom?
13) Problem-Solving Process

An other File

Q1:- What is the relation between education and psychology? Also describe the scope of educational Psychology.

Q2:- Discuss the role of teachers in the social development of a child. Support your Answer with examples.

Q3:- Define the term "**Motivation**". Discuss the conditions for promoting motivation.

Q4:- Describe briefly various methods of educational psychology.

Q5:- Describe briefly various methods of **personality assessment**?

Short Notes

1:- Stages of Teacher Development
2:- Need of educational guidance in our schools.

Psychology

Psychology is the study of the mind, occurring partly via the study of behavior.[1][2] Grounded in scientific method,[1][2] psychology has the immediate goal of understanding individuals and groups by both establishing general principles and researching specific cases,[3][4] and for many it ultimately aims to benefit society.[5][6] In this field, a professional practitioner or researcher is called a psychologist, and can be classified as a social, behavioral, or cognitive scientist. Psychologists attempt to understand the role of mental functions in individual and social behavior, while also exploring the physiological and neurobiological processes that underlie certain cognitive functions and behaviors.

 While psychological knowledge is often applied to the assessment and treatment of mental health problems, it is also applied to understanding and solving problems in many different spheres of human activity. The majority of psychologists are involved in some kind of therapeutic role, practicing in clinical, counseling, or school settings. Many do scientific research on a wide range of topics related to mental processes and behavior, and typically work in university psychology departments or teach in other academic settings. Some are employed in industrial and organizational settings, or in other areas[9] such as human development and aging, sports, health, and the media, as well as in forensic analysis and other aspects of law.

Educational psychology

Educational psychology is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. Educational psychology is concerned with how students learn and develop, often focusing on subgroups such as gifted children and those subject to specific disabilities. Researchers and theorists are likely to be identified in the US and Canada as educational psychologists, whereas practitioners in schools or school-related settings are identified as school psychologists. This distinction is however not made in the UK, where the generic term for practitioners is "educational psychologist."

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology. Educational psychology in turn informs a wide range of specialities within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks.[1]

Difference between attitude and attention

! The word attitude instantly reminded me of one of my favourite philosophers, William who said "Whenever you're in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude."

Attitude is a broad concept. But for some reasons Churchill called it little. His popular saying worth mentioning here: "Attitude is a little thing that makes a big difference". Attitude is defined in various dictionaries as "a complex mental state involving beliefs, feelings and values and dispositions to act in certain ways". I believe our attitude has a lot to do with our uniqueness too. Who and what determines a good or bad attitude is questionable and require deep analysis. My view is it is us and how we relate to our world. Since it covers personal beliefs, feelings and values, the combination of these giant topics make attitude almost impossible to determine in norms.

It is an extremely subjective topic. The attitudes I like in my favourites are disliked by others or vice versa. I am wondering whether there are any universally accepted attitudes. There are many views on attitudes. One of the interesting one is by John Mitchell who said: "Our attitude toward life determines life's attitude towards us". And of course Hamilton's assertion of "the only disability in life is a bad attitude" is too strong to be missed.

Are you always aware of your attitude? Do you make conscious effort to change your attitude to enable you achieve your goals? How do you characterize and which factors do you consider for an attitude to be labeled as good or bad? Do you have any personal experience where/when attitude made great difference?

Introduction to Individual Differences

Individual differences is a cornerstone subject area in modern psychology. In many ways, it is the "classic" psychology that the general public refers to - it refers the psychology of the person - the psychological differences between people and their similarities.

Plato stated more than 2000 years ago:
No two persons are born exactly alike; but each differs from the other in natural endowments, one being suited for one occupation and the other for another. Individual difference psychology examines how people are similar and how they differ in their thinking, feeling and behavior. No two people are alike, yet no two people are unlike. So, in the study of individual differences we strive to understand ways in which people are psychologically similar and particularly what psychological characteristics vary between people.

Organizations have become increasingly aware of making good selection decisions. Attracting a large number of individuals will be of little use unless there is a way of measuring how individuals differ.   People can differ in many ways such as intelligence, attitudes, social skills, physical characteristics, experience and so on. Selection techniques should meet these principles of measuring differences and predicting performance to varying degree. So it is imperative as an HR professional to have a sound knowledge of measuring and interpreting individual differences.

Rigorous measurement is a prerequisite in selection, because our ability to distinguish from one person to another is determined by the precision with which we can measure the variables. In this context various types of scales of measurement are used. Scales

of measurement is simply a means by which individuals can be distinguished from one another.

Define the term learning by giving at least two definitions. Also explain different features of learning.

Define the term learning
Learning is acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals and some machines.
<div align="center">Or</div>
knowledge acquired by systematic study in any field of scholarly application.

Explain different features of Learning.

People learn in different ways. And no one has a better learning style than anyone else. Some experts say there are as many as seven different learning styles; but it's easier to narrow it down to three types of learning . . . we'll call them:
1. Listening learners
2. Seeing learners
3. Touch / experience learners
It's simple really. Think about one of life's earliest lessons - often taught by our mothers: The Stove Can Burn You.

1. Listening learners heard their mother, believed the information, and never touched a stove.
2. Seeing learners watched their brother touch the stove, and never touched it.
3. Experience learners touched the stove; but only once!

Students learn in many ways, like seeing, hearing, and experiencing things first hand. But for most students, one of these methods stands out.

For example, visual-learning students will sometimes struggle during essay exams, because they can't recall test material that was "heard" in a lecture.

However, if the visual learner uses a visual aid when studying, like a colorful outline of test materials, he or she may retain more information. For this type of learner, visual tools improve the ability to recall information more completely.

A simple explanation of learning styles is this: Some students remember best materials they've seen, some remember things they've heard, while others remember things they've experienced.

Characteristics and educational implications of physical and intellectual development of children at adolescent level

Intellectual development is a direct continuation of inborn biological development. That is the child is born biologically equipped to make a variety of motor responses, which provide them with the framework for the thought processes that follow. That is, the ability to think springs from the physiological base.

How heredity and environment create individual differences definition

Definition: Individual differences are the variations from one person to another on variables such as self-esteem, rate of cognitive development or degree of agreeableness. Historically, psychological science has overlooked individual differences in favor of focusing on average behavior.

For instance, we know that, on average, girls first experience signs of puberty around 10.5 years of age. While this is important information, it's also valuable to consider differences in pubertal development. Some girls experience puberty very early or very late. Psychologists have realized that either situations can have major consequences for the girl's future. If we only studied the average-in other words, if we overlooked individual differences-we would miss out on key information about child development.

Individual differences have been most often studied in the area of personality development. Psychologists have collected vast amounts of data on how people vary from one another in terms of their traits. For instance, they have noted that individual differences on the "Big Five" personality traits first strongly appear during the tween years.

INDIVIDUAL DIFFERENCES

Decision making in practice is characterized by bounded rationality, common human biases and errors, and the use of intuition. In addition, there are individual differences that create deviations from the rational model. In this article, we look at two individual-differences variables: decision styles and gender. In this article we are deliberating up on decision styles only as it is more concerned with working environment.

What is the meaning of personality? Discuss various methods of personality assessment

Personality is made up of the characteristic patterns of thoughts, feelings and behaviors that make a person unique.

The development of personality has long been an area of extreme interest to psychologists and psychoanalysts alike and many different theories of personality have developed over the years. From Sigmund Freud to B.F. Skinner, everyone seems to have not only an opinion of what personality is and how it develops but also an idea as to what is the best way to measure and report their findings. In order to test their theories, it was necessary to formulate methods of research that were effective, ethical and would provide a solid foundation for future personality research.

Although both the clinical and experimental methods of personality research have lent themselves to our present day understanding of the human psyche and personality, each has done so in vastly different ways. Freud and his colleagues, who pioneered the clinical research method, chose to observe their clients in an up close and personal fashion. A great deal of their research findings came from interviews with psychologically disturbed patients. Personality psychologists who opt for the clinical method of research regard their work as both a method of gathering information and testing hypothesis as well as an opportunity to provide therapy and encourage healing. Therefore, the clinical method is very person oriented and allows for a more intimate study of the individual personality.

Proponents of the experimental method are equally as dedicated to their methods of research. Not unlike clinical researchers, experimental researchers regard their methods as the best way of gathering information to support hypothesis regarding personality. Although their methods are not as up close and personal as those who

study using the clinical method, they are certainly valuable. Experimental research is often regarded as the best form

Personality Assessment methods

Psychologists use a variety of methods in order to conduct assessments and arrive at recommendations. The key to competent evaluation of individuals is what is referred to as multi-modal assessment. Multi-modal assessment involves the use of different methods from different domains (e.g., different classes of tests, interviews, review of records, collateral sources such as family members). Only this approach ensures that the most valid conclusions are drawn. As Professor Gregory Meyer of the University of Toledo has stated, "The evidence indicates that clinicians who use a single method to obtain patient information regularly draw faulty conclusions." This is because of what psychologists refer to as "method variance," that fact that individuals can appear differently when different methods are used to gather information. Thus, for example, a patient who seems quite untroubled during an interview may appear to have significant pathology on a personality inventory. This may happen, for instance, when an individual is reluctant to admit to certain symptoms or disturbing thoughts in a face-to-face encounter, but is more self-revealing when filling out a paper-and-pencil test. Patients may even have different results on different tests; an individual who is highly defensive on a true-false inventory may reveal much about himself on a free response test such as the Rorschach. Of course, the converse is also often true as well. When we gather information from multiple sources and then integrate this information into a comprehensive formulation, we are much more likely to draw appropriate conclusions and to make recommendations that referrers (other clinicians, courts, schools, etc.) will find most helpful. Below are descriptions of some of the common methods that psychologists use to conduct assessments:

Being a leader how will you organize different guidance services?

Leaders! Some are born, some are made. A good leader is the one who is influential enough to get others to follow him willingly. He has a vision; he has a dream and the passion to pursue it. He has analytical skills, a decision-making ability and a go-getter attitude. He dreams big and has the grit to bring it into reality. He possesses virtues like integrity, dedication, fairness and an open mind to greet new ideas and innovate. Are all managers' good leaders? This question brings us to the concept of corporate leadership that highlights the role of effective leadership in the growth and success of an organization. Managers need to possess leadership skills like planning, organizing, delegating and effective communication. "Management is doing things right; leadership is doing the right things", says Peter Drucker. But when the line between the two blurs, managers become excellent leaders and leaders become effective managers. Be it a small firm of twenty employees, a multinational company of a thousand professionals or a country of millions, all are organizations. And leadership has a big role to play in directing an organization's resources on the path of progress. For this, leaders have to be created. Yes, leaders can be made. How? By inculcating in them, the qualities that a good leader should have. Leadership development should start from an early age. Leadership activities and team games can definitely help in introducing leadership traits to children. Activities like these help the children identify their hidden leadership traits and nurture them. Leadership exercises conducted at the corporate level help identify true leaders in the organization and sharpen the managerial skills they have. The future of any organization - a firm, an institute, a company or a nation, is secure only in the hands of able leaders who can influence the masses with their thoughts and actions. Effective leaders are those who have the ability to listen, think, foresee, understand and act.

Why the knowledge of educational psychology is for teachers?>support your answer with example.

A teacher acts as a philosopher and a guide to the students. He must know the growth and development of the child and his requirements at different levels. Educational psychology helps the teacher to study the ability, interests, intelligence, needs and adopt different techniques of teaching for effective communication. The utility of educational psychology for the teachers has been emphasized in both theory and practices of teaching and learning.

The importance of educational psychology for a teacher can be divided into two aspects i.e.:

(i) To study teaching and learning situations.

(ii) Application of teaching and learning principles.

(I) To study teaching and learning situations

Educational psychology contributes a lot for increasing the teaching efficiency of the teacher in different areas mentioned below:-

(a) Individual difference

A teacher has to deal carefully with a group of students in class room situation. As there, are wide variations in different abilities among the students. Therefore it is very essential to understand the individual difference of students regarding their ability, interests, attitudes & need at different levels of growth and development.

(b) To know the classroom teaching-learning process

A well developed theory of class room teaching and learning is helpful for transacting the content to the students effectively, which includes class-room climate and the teaching competence which are required for effective communication and presentation of content. A teacher must know the appropriate principles of teaching-learning, different approaches to teaching for better result of teaching-learning process.

(c) Awareness of effective methods of teaching

The method of teaching is based on the developmental characteristic of the students. For example History is taught effectively to small children with the help of story telling method because small children like stories. So the classroom teaching depends on the teachers' knowledge about the interest of students and methods of teaching for the students of different age-groups.

(d) Curriculum development

The course of study of particular degree or diploma is prepared by teachers. Knowledge of psychology is helpful in developing curricular of different levels of students in different subjects. The developmental characteristics and needs of the students are also taken into account in the formulation of curriculum.

(e) **To study mental health of students**

In the process of teaching & learning activities in the classroom, mental health of the teacher and the taught plays significant role. As the mental condition influence directly the achievement of students. The mental health of teacher and students must be normal or healthy. There are different causes of mental illness of the teacher and the taught. It should be known to the teachers to regulate teaching - learning process.

(f) Guidance to the students

A teacher has to play different roles in school as guide, philosopher, and leader. Guidance is a type of assistance to the students to solve their problems by themselves. The knowledge of psychology enables the teacher to provide necessary educational and vocational guidance to the students of different age groups.

(g) Measuring learning outcomes

Teacher has to perform two important activities in classroom such as teaching and testing. The testing activities help in measuring learning outcomes of the students to judge their improvement and effectiveness of teaching-learning process.

(II) Application of teaching and learning principles.
(a) Objectives of Education
Education is a purposive attempt to bring about desirable changes in the students behavior. The objectives of education are realized in terms of behavioral changes among the students. Teachers have to create the learning conditions to provide knowledge and experiences to the students for the changes of behavior. They have to relate teaching to learning by appropriate method of teaching.

(b) Use of Audio-Visual aids in teaching
· The teacher can take the help of scientific devices. The Topic of presentation in the classroom can be made interesting by involving more students' participation. Television is a more popular device as compared to radio, because television it provides both audio and visual experiences. Many difficult concepts can be made easy and interesting by the use of audio-visual teaching aids. The knowledge of psychology is necessary to plan and teaching aids appropriately.

(c) Co-curricular activities
Education is to have all-round development of the child. The curricular exercise develops only cognitive aspects of j the child. Therefore other activities like games, sports scouting, girls guiding, debates, cultural programmes are essential along with curricular activities for whole some development of the child.

(d) Preparation of time table
The Class-room teaching of various subjects is organized by perfectly arranged time table. Knowledge preparation of time-table needs thoroughly psychology. As the difficulty subjects like mathematics and science are placed in the first I periods and other subjects like history, geography are usually | taught in the last periods.

(e) Democratic administration
The school and class room administration should also be impartial and democratic. It should provide freedom of expression to the students to explore their innate power. The students problems are to be solved sympathetically through mutual discussion and understanding.

The study of educational psychology is thus very useful for teachers for planning, organizing and evaluating the teaching learning activities in the class.

Discuss different methods of identifying and teaching gifted children and slow learners.

Identifying a gifted children
There are two main ways to determine whether a child is gifted: observing characteristics and behaviors, and testing. No one definition of giftedness exists, and gifted children are often misdiagnosed with disorders like ADHD. The resources here will help you learn how to identify gifted children. You'll find traits of gifted children, including emotional sensitivity, as well as the different definitions of "gifted." You'll also find information on testing gifted children.

Characteristics
Gifted children are often recognized by their distinctive traits and behaviors. From their excellent memories to their emotional sensitivity to their "rage" to learn to their ability to learn quickly, gifted children stand out from other children. Knowing and understanding these traits is the first step in recognizing these children

Development and Developmental Milestones
All children develop in much the same way, but for gifted children, there are some differences. For one thing, gifted children tend to reach developmental milestones early. For another, while other children develop physically, emotionally, and

cognitively at roughly the same pace, gifted children's development is uneven, or asynchronous.

Issues in Identification

Identifying gifted children is not always easy. Some people believe that there is no such thing as gifted children, while others believe all children are gifted. Experts, of course, believe that only a certain percentage of the population is gifted, but don't agree on how to identify them or even on what a gifted child is.

Identifying Slow Learners

lists ten characteristics of a slow learner:
1) Functions at ability but significantly below grade level.
2) Is prone to immature interpersonal relationships.
3) Has difficulty following multi-step directions.
4) Lives in the present and does not have long range goals.
5) Has few internal strategies (i.e. organizational skills, difficulty transferring, and generalizing information.)
6) Scores consistently low on achievement tests.
7) Works well with "hands-on" material (i.e. labs, manipulative, activities.)
8) Has a poor self-image.
9) Works on all tasks slowly.
10)   Masters skills slowly; some skills may not be mastered at all.

This list highlights issues which teachers can attend to in identifying slow learners. Various tools need to be used in collecting data about these issues. These can be teacher-made or commercially produced, and include tests, checklists, and rating scales.

The student-teacher relationship can improve because the student is more successful and is more interested in learning. A number of strategies are suggested in the literature for supporting and motivating slow learners.
For example, suggests the following:
• Give daily evaluations.
• Use simple vocabulary in directions and instructions.
• Use standard formats and limited types of responses for each assignment.
• Provide multi-sensory prompts to elicit correct responses.
• Analyze and break down difficult tasks.
• Increase time-on-task rates (more teacher questions, group participation, effective use of signals, gestures, etc.).

How the knowledge of Educational Psychology is helpful to the teacher in the classroom?

A classroom teacher wants to face the challenges of the classroom in an easy and effective way. It is possible if the teacher understands the qualities and nature of child and human psychology. The subject Educational Psychology is also a challenging field through which different complex problems of educational system can be solved. The knowledge of Educational Psychology has a great relevance for the teacher, because it helps the teacher to realize his objective of effective teaching and educating the pupils properly. Precisely speaking, the knowledge of Educational Psychology helps the teacher in the following ways:

(1) Understanding the child:

It has been rightly recognized that the teacher can truly teach the child only when he possesses the knowledge of child psychology individual as well as collective. For example, the teacher must know how children think; what are their interests at various

stages of their development; and how their energies can best be utilized for educational purpose. In fact, all modifications in the techniques of teaching are really the growing application of the knowledge of psychology to the process of teaching learning.

(2) Understanding individual differences:

Previously it was presumes that all children are more or less alike and therefore, almost same speed of progress was expected of them. Moreover, it was also thought that the mind of the child is just like a clean state and therefore, anything could be written on it.

Now, from the knowledge of psychology, we understand that there are marked differences among the children, and every child is endowed with specific potentialities by nature, which the teacher can only help to develop. In this lies a marked contribution of psychology to the process of education and teaching.

(3) Making use of children's instincts:

Instincts are the springs of action. True education lies in the sublimation of the instincts. It is only from the knowledge of psychology that the teacher comes to know about the various instincts of the individuals and the ways and means by which these can be sublimated or properly channelized for the development of the pupils.

(4) Formulation of attainable goals:

In fact, the formulation of the goals or objectives of education in the purview of philosophy are likely to set very idealistic goals, which may be rather impossible to attain. Psychology helps to keep those goals within the reasonable and attainable limits. Thus, psychology helps the teacher to formulate realistic goals of education.

(5) Providing knowledge about the laws of learning:

Teaching can be defined as causing the children to learn. The knowledge of psychology enlightens the teacher about the ways and means in which learning can take place in the best possible manner. Thus, knowledge of psychology helps the teacher to devise such methods and techniques of teaching which are according to the laws of learning.

(**6) Providing knowledge of potentialities:**

Every child in endowed with potentialities, which differ from individual to individual. Psychology helps the teacher to know and assess the potentialities of the individuals and guides them accordingly. Without assessing the potentialities of children, all efforts of the teacher will simply be misguided. Any programme of education should, in fact, depend upon the correct estimate of the potentialities of the individual child.

(7) Providing knowledge of heredity and environmental forces:

An individual is the product of heredity and environment. Both play a prominent part in the all-round development of an individual. The knowledge of psychology enlightens the teacher about their relative contribution towards the development of individual.

(8) Providing knowledge about rewards and punishment:

Rewards and punishment and considered to be the important tools in the hands of a teacher to modify the behavior of the pupils. Psychology studies this problem in depth and enlightens the teacher about the respective efficacy of both and the teacher comes to know that only a judicious use of these is desirable. Rewards and encouragement definitely give better result.

(9) Providing knowledge about mental abnormalities:

The aim of education is the development of a balanced and well-adjusted personality. But there may be a number of causes which lead to mental abnormalities in the pupils. The knowledge about their causes may help the teacher to take effective measures to avoid or correct them. In this way, the knowledge of psychology is of great help to the teachers as well as to the pupils.

(10) Realization of the teacher's own role:
Psychology sheds great light on the fact that the teacher's own attitude plays a fundamental role in the proper development and learning of the pupils. The teacher must treat the child psychology in the light of the knowledge that has been provided by psychology to him. This will go a long way in realizing the objective of education. It is Educational Psychology, which can equip the teacher with necessary skills and competence to meet the various problems of the classroom successfully. The sound knowledge of Educational Psychology is quite essential for a teacher.

Problem-Solving Process

Educational Goal: The objective of this lesson is for each student to
(1) Comprehend the problem-solving process, and
(2) Appreciate the value of what the problem-solving process can do for her.
Teaching Strategy: This problems-solving lesson provides a lot of information for an hour. It covers the steps in the six-step problem-solving process. This helps the students understand the logic and required thinking behind the step-by-step process. It provides a program example of a classroom problem that used the method to select the best solution.
It allows for the class to select a common issue or problem to focus on experimenting with the process. Identify the six-step problem-solving process. There are two practical examples used in class to help the students understand and apply the problem- solving steps. The first example is a real-life Knox County classroom problem that the Coordinator and the students solve using the problem solving process. The second example will be a classroom-selected one.
The lesson's main points cover the definition of the problem-solving steps. The teacher then leads a brief discussion to help the students understand the intent of each step. The teacher will use the Knox County Adult Literacy classroom example connecting the appropriate steps together for clarification. The class should select a common problem and work through the process to actually get a hands-on experience of working through the process. The teacher has an option of working through the class-selected problem.
(1) Step-by-step, along with each step of the process or
(2) Do it all at once later in the lesson. Finally, a brief review of EFF's Standard helps to provide another view of the process and key performance points to make the process work.

Q1:- What is the relation between education and psychology? Also describe the scope of educational Psychology.

Education and Psychology are correlated subjects. Psychology is a broader area in which education searches to give a practical shape of the psychology findings in the teaching-learning situation. For a detail study of both the subject, we first know the meaning of psychology and education.

The word 'psychology' has been derived from two Greek words 'psyche' and 'logos' which means study of soul. But this meaning was changed into mind, consciousness and behavior.

J. B. Watson, the father of behaviouristic school of psychology, termed psychology as the science of behavior. The meaning of education is modification of behavior for one's adjustment. When we study the behavior of the child and teacher in the educational situations, for solving educational problems, we take the help of educational psychology.

The role of school is to help in harmonious development of the personality of the child. So it becomes the duty and task of the teacher to guide child according to psychological norms. Therefore, for every teacher study of psychology is an essential item. So we can say that educational psychology is application of psychology and its principles in educational situations.

According to Skinner, "Educational psychology covers to entire range of behavior and personality as related to education."

There is an inner link between education and psychology.

Relationship between Education and Psychology:

(1) Psychology and aims of education:
The aims of education can be fixed by taking the help of psychology changes of the child. So the needs, interest, aptitude and attitude are the indicators for planning any activity for education.

(2) Psychology and curriculum:
At the time of curriculum planning and construction, proper care should be taken for the development rate of the child. So they are complementary in the process of education.

(3) Psychology and methods:
A teacher has to give instructions through different methods, which should be linked with psychological problems, needs and development of the child.

(4) Psychology and evaluation:
The total process of evaluation and examination should be linked with psychological principles. Questions should be prepared taking the normal development of the children.

(5) Psychology and discipline:
The problems of discipline can be checked through proper psychological techniques. It also helps to check different behavioral problems of the children.

(6) Psychology and administration:
The process of administration should be based on the psychological techniques. In administration, proper care should be given on the basis of individual differences.

(7) Psychology and teacher:
Teacher should be a master of psychology to deal with a complex educational situation. Teaching is an art and so he should know different techniques of psychology in order to solve different problems of the children.

(8) Psychology and timetable, textbook preparation:
On the basis of psychological process the curriculum workers, teachers, administrators prepare suitable timetable according to the interest, time, suitability, local condition of the learners. Similarly while preparing textbooks he must consider the value of psychological needs, capacities and development of the learner. Therefore, both psychology and education have close link with each other. Pestalozzi also said that, psychologies education. Every teacher should learn the child psychology before teaching.

Q2:- Discuss the role of teachers in the social development of a child. Support your Answer with examples.
(a) Social growth:
The social growth of children is a significant process.
This growth is too important to be ignored by the teacher and the parents Children's social development affects their whole life, including their scholastic achievement. Hence the school should try to provide adequate opportunities that are deemed to be favourable to the social growth of the children.
It should create a healthy atmosphere in and outside the classroom. The children will feel it convenient and desirable to develop satisfying social relations with others.
(b) Feeling of security:
A class teacher should aim at promoting a feeling o security in the minds of children. Each student should be helped to develop healthy and desirable relations with classmates. He should be inspired to participate in group activities in and out of the classroom.
(c) Knowledge full of utility:
Education should develop in the student useful knowledge, skills, and habits for successful and effective social living. It is desirable for the teacher to import knowledge in an interesting and stimulating manner
(d) Form of knowledge:
Merely bookish stuff is not enough. Instead of it, the teacher should bring out the social and cultural implications of the various subjects taught in the classroom.
(e) Training:
In the same way the training of a student in a particular field is also socially essential. Students must be motivated to take interest in a practical scientific mechanical as technical subject. Consequently they will develop a taste for mastering useful skills in a particular practical subject.
Such mastery and the allied technical skills are economically paying and socially very helpful. It helps a student in making and maintaining desirable social relations throughout adult life. A teacher should keep in mind this fact.

(f) Inculcation of Habits:

In a school, a student is able to acquire socially desirable habits and attitudes. It is observed that different children react differently to the same classroom situation. Individual attention should be paid to guide children effectively.

(i) The aggressive children must be taught the art of submission.

(ii) The sky children be given opportunities for self-assertion.

(iii) The delinquent child should be introduced to the desirability of respecting the law.

If the above said opportunities are forthcoming the child will have chance to develop into a socially healthy adult.

(g) Activities:

There should be adequate provision of wider socio-cu/traffic activities. Teachers should stimulate children to develop a keen interest in hobbies and in indoor and outdoor recreation. In this connection it is found that group play and other organized recreational activities play a vital role in the child's development.

Through these recreational activities the child's makes contacts with other children, student learns to abide by the rules of the game, i.e. is trained in the art getting along with others cheerfully. The students bold be given the kinds of cultural and recreational programmes which are est. suited to their development level.

h) Organizations:

The clubs, camps, group and societies should be organized) r maintaining the social health of children. There should be provision of mall literary and social groups, screening of educational films, drama, clubs, of scout groups, girl guide groups, camp fires, etc. These things gave wholesome social diet for school children.

i) Guidance:

However activities of these organizations should not be entirely it he hands of children themselves. Instead there should be judicious guidance, advice and direction of the programmes by the teacher. However sufficient liberty and freedom should be given to children to manage these group organizations. It will give them great pleasure and satisfy their desire to direct their own affairs.

Q3:- Define the term "Motivation". Discuss the conditions for promoting motivation.

Motivation

While there are a number of factors that affect performance in school, one of the most influential is motivation. Motivation, also referred to as academic engagement, refers to "cognitive, emotional, and behavioral indicators of student investment in and attachment to education". It is obvious that students who are not motivated to succeed will not work hard. In fact, several researchers have suggested that only motivation directly effects academic achievement; all other factors affect achievement only through their effect on motivation. However, it is not as easy to understand what motivates students. Numerous studies have been conducted on this topic, which has led to the development of several theories of motivation.

One widely accepted theory is Goal Theory. It postulates that there are two main types of motivation for achieving in school. Students with an ability or performance goal orientation are concerned with proving their competence by getting good grades or performing well compared to other students. On the other hand, students with a task goal orientation are motivated by a desire to increase their knowledge on a subject or by enjoyment from learning the material. Studies have shown that students with a task goal orientation are more likely to engage in challenging tasks, seek help as needed, and adopt useful cognitive strategies, and, possibly most importantly, tend to be happier both with school and with themselves as learners.

Researchers have also identified a number of other student goals. A third academic goal orientation is work avoidance, where students try to minimize the amount of effort they put into tasks (Dowson and McInerney, 2001). Students also have social goals that influence their motivation alongside academic goals. Urdan and Maehr (1995) describe four types of social goals: social approval, social compliance, social solidarity, and social concern. Research involving qualitative methods has suggested that social goal orientations are associated with academic achievement (Kaplan & Maehr, 2002). Unfortunately, most research has focused on only the previous two orientations.

Q4:- Describe briefly various methods of educational psychology.

Methods of educational psychology

Different types of techniques are used by researchers to collect data and conduct research studies. With the increasing use of educational technology in education, psychology and other social sciences, new research strategies are evolved.

Following are the important methods and techniques of collecting data are:

1.Introspection
2.Observation
3.Clinicalmethod
4.Casestudy
5.Survey or differential methods
6. Scientific or experimental method
Etc

1. Introspection

Historically introspection is the oldest method of all, which was formerly used in philosophy, and then in psychology to collect data about the conscious experience of the subject. Introspection means to see with in one self or self observation. To understand one's own mental health and the state of mind. This method was developed by the structuralists in psychology who defined psychology as the study of conscious experiences of the individual. Introspection has some advantages and disadvantages;

Merits:

1) It gives information about one's own self which is difficult by other methods.

2) It is an easy method and needs no equipment

3) It makes a base for other methods such as experimental and observation method.

Demerits:

1) This method is subjective in nature and lacks scientific objectivity

2) The most serious objection against this method is that human mind is not static like inanimate objects such as stone or chairs etc. our mental process is under constant changes so when one attempts to introspect, the sate of mental process disappears and it becomes a retrospect.

3) The human mind is divided in two parts. One is his own mental operation and the other is the object to which this mental operation is directed. To expect any individual to attend the workings of his own mind during a mental process, especially in a complex and emotional state such as anger or fear, is a mistaken idea. Ross commenting on the limitation of introspection said, "The observer and the observed are the same, the mind is both the field and the instrument of observation

4)   Introspection can not be employed on children and insane propel.
5)   There are conflicting reports, as regards the findings collected from different introspectionists.

2. Observation

With the development of psychology as an objective science of behaviour, the method of introspection was replaced by careful observation of human and animal behaviour. Observation literally means looking outside oneself. It is a very important method for collecting data in almost all type of research studies. Different type of Observation used in research, direct or indirect, scheduled or unscheduled, natural or artificial, participant and non-participant. But there are two basic types of observation. They are;

1. Natural observation

In natural observation the observer observe the specific behavioral and characteristics of subjects in natural settings and the subject does not aware of the fact that their behaviour is being observed by someone. The teacher can observe the behaviour of his student in the playground or in any other social gathering without making him conscious. Natural observation can be done any where with out any tools.

2. Participant observation

In participant observation the observer became the part of the group which he wants to observe.
Observational study is particularly very important and produces significant results on developmental characteristics of children. No doubt that observation is a scientific technique of collecting data, whose results can be verified and relied upon to locate behavioral problems

Merits:

1. this type of observation is a natural and normal way of knowing the external world but also the mind of the subject.

2. This method is objective in nature and free form personal bias and prejudice.

3. Through this method we can observe as many children as we like

4. This method id quite suitable for children and abnormal person who can not be examined through introspection.

5. this can be used any time and anywhere

Demerits:

1. Observation is useful only for collecting data about overt behaviour which is manifested in a number of activities. This overt behaviour does not provide reliable information regarding the internal mental process. We can only guess about the mental state of the individual on the basis of overt behaviour which may or may not be true. It becomes very difficult to draw any conclusion in case of adults who can

hide their actual behaviour in the presence of the observer.

2. Subjectivity of interpretation is another limitation of this method. The observer may interpret his sensation of external stimulus on the bias of his past experience. He may be biased in his interpretation. It has also been found in some studies that strong personal interests tend to make researcher see only those things which he wants to see.

3. Observation is subject to two types of errors, sampling error and observer error. The first error occurs because of inadequacies of selecting situation to be observed. The observer error may be due to knowledge and background of the situation to be observed. Because some time the observer is not familiar with the total situation and hence he may commit error.

3. Experimental Method

This method has been developed in psychology by the continuous efforts by psychologists to make objective and scientific study of human behaviour. One of the major contributions of the behaviorism is the development of experimental method to understand, control and predict behaviour. It is the most precise, planned systematic observation. The experimental method uses a systematic procedure called experimental design. Experimental design provides important guide lines to the researcher to carry out his research systematically. The lay out of the design depends on the nature of the problem that an investigator wants to investigate. The lay out or design of the experimental method is as follows:

1. selecting a research topic
2. formulating hypotheses
3. selecting an appropriate design
4. collect data
5. analyzing and interpreting data
6. discussion and conclusions

Experiments may be conducted in a laboratory or in the classroom or anywhere else in the community. Experimentation involves comparison between behaviour of a control group and that of an experimental group.
Hypotheses have a rational base or they emerged from a frame work of theory or preliminary experimentation. An experiment involves two or more variables for example; incentives have a measurable impact on learning. The variables whose effects are being studied are called independent variable.

Merits:

1. This method is the most systematic procedure of solving problems. It provides reliable information.
2. it is a revisable method
3. it makes psychology a scientific study

4. It provides objective and precise information about the problems.
5. it give observer easy approach to the mind of an individual
6. It provides innovative ideas for the further experimentation.
7. It enable us to control and direct human behaviour
8. it is applicable in educational, individual and social problems

Demerits:

1. It is arranged in a laboratory like situation. This situation is artificially arranged. Behaviour is a natural phenomena and it may change under artificial environment.

2. This method is time consuming and costly. Moreover it requires specialized knowledge and skills.

3. Psychologists have criticized the fact that mostly the experiments have conducted on rats, cats and dogs. The results are conducted and then applied on human beings.

4. It some times interferes with the very thing that we are trying to observe.

4. Clinical Method

This method is primarily used to collect detailed information on the behaviour problems of maladjusted and deviant cases. The main objective of this method is to study individual case or cases of group to detect and diagnose their specific problems and to suggest therapeutic measures to rehabilitate them in their environment.

It involves the following steps;
1. Interview
2. Information gathering
3. A hypothesis formulate
4. Diagnoses are made
5. Planned a treatment programme

5. Case Study

Case study is in-depth study of the subject. It is the in-depth analysis of a person, group, or phenomenon. A variety of techniques are employed including personal interviews, psychometric tests, direct observation, and archival records. Case studies are most often used in psychology in clinical research to describe the rare events and conditions of the subject; case study is specially used in education psychology. It deals in education the following problems;

Lack of interest in students
Aggressive behaviour in student
Day dreaming
Poor academic performance
Emotional problem
Social problems
Empathetic understanding
Find the problem
Establish report
Treatment

Q5:- Describe briefly various methods of personality assessment?

Personality assessment is conducted through behavioral observations, paper-and-pencil tests, and projective techniques. To be useful, such assessments must be constructed using the established criteria of standardization, reliability, and validity. The information can be used in several areas, including clinical work, vocational counseling, education, and research.

Behavioral observations. Most people use **behavioral observations** to form impressions of others. Such observations are also an important part of clinical assessments by clinical psychologists and other professionals.

Interview

- Interviews are completed by the interviewer based on what the interviewee says.
- Interviews are a far more personal form of research than questionnaires.
- In the personal interview, the interviewer works directly with the interviewee.
- Unlike with mail surveys, the interviewer has the opportunity to probe or ask follow up questions.
- Interviews are generally easier for the interviewee, especially if what is sought are opinions and/or impressions.
- Interviews are time consuming and they are resource intensive.
- The interviewer is considered a part of the measurement instrument and interviewer has to be well trained in how to respond to any contingency.

Paper-and-pencil tests. The many and various **paper-and-pencil tests** are used for a variety of purposes. To be useful, such tests must be **reliable** (that is, they must yield very close scores each time they are administered to a particular individual) and **valid** (that is, they must measure what they are designed to measure). The **Minnesota Multiphasic Personality Inventory (MMPI)** (multiphasic, many phased, because the test simultaneously measures a number of personality dimensions) is widely used to identify personality problems. The **California Personality Inventory (CPI)** is also used extensively, generally with people who do not have personality problems. Some tests assess personality as defined by a particular theory. For example, **Cattell's 16 PF** (personality factor) questionnaire assesses the personality traits defined in Cattell's trait theory.

Objective Test

An objective test is a psychological test that measures an individual's characteristics in a way that is independent of rater bias or the examiner's own beliefs, usually by the administration of a bank of questions that are marked and compared against exacting scoring mechanisms that are completely standardized, much in the same way that examinations are administered. Objective tests are often contrasted with projective tests, which are sensitive to rater or examiner beliefs. Projective tests are based on Freudian Psychology (Psychoanalysis), and seek to expose the unconscious perceptions of people. Objective tests tend to have more validity than projective tests, however they are still subject to the willingness of the subject to be open about his/her personality and as such can sometimes be badly representative of the true personality of the subject. Projective tests purportedly expose certain aspects of the personality of individuals that are impossible to measure by means of an objective test, and are much more reliable at uncovering "protected" or unconscious personality traits or features.

An objective test is built by following a rigorous protocol which includes the following steps:

- Making decisions on nature, goal, target population, power.

- Creating a bank of questions.
- Estimating the validity of the questions, by means of statistical procedures and/or judgement of experts in the field.
- Designing a format of application (a clear, easy-to-answer questionnaire, or an interview, etc.).
- Detecting which questions are better in terms of discrimination, clarity, ease of response, upon application on a pilot sample.
- Applying a revised questionnaire or interview to a sample.
- Using appropriate statistical procedures to establish norms for the test.

Projective techniques: **Projective techniques** assess personality by presenting ambiguous stimuli and requiring a subject to respond, projecting his or her personality into the responses.
- The ambiguous inkblots in the well-known Rorschach inkblot test, developed by Hermann Rorschach, are perceived differently by different people, and those perceptions are believed to be related to the subjects' problems.
- The Thematic Apperception Test (TAT), developed by Henry Murray, consists of a series of ambiguous pictures, which the subject is requested to describe and tell a story about. The test is used to identify a person's emotions, motives, and problems.

Scoring and interpreting projective tests requires special training, but the tests can be very helpful in identifying personality problems.

<p style="text-align: center;">**Short Notes**</p>

1) **Stages of Teacher Development**
2) **Need of educational guidance in our schools.**

1) Stages of Teacher Development

Definition of Teacher Development

The term "teacher development" has two general meanings, depending on how "development" is defined. Teacher development can mean activities, such as workshops and graduate coursework, meant to develop teachers' professional abilities. Teacher development may also mean the natural process of development which teachers undergo during their careers; this describes a personal process. The latter view of teacher development is the one with which this paper is concerned, and which is addressed by the following theories.

Katz's Theory of Teacher Development

Katz's study of teacher development was based on preschool teachers, but she suggested it could be applied to "other teachers" (Katz, 1975, p. 53). Katz studied teacher development in order to outline the "training needs" of teachers at different points in their careers (1975, p. 51). She found that there are a minimum of four developmental stages, and that individual teachers spend different amounts of time in each.

Stage One: Survival

Katz's study found that Stage One, the survival stage, lasts through the first year of teaching. Teachers realized that what they had expected from their undergraduate work was not what they were finding in the actual classroom. Although they had felt prepared to teach and anticipated success upon entering the profession, teachers in this first stage lost these feelings, and simply wished to survive each day. Katz describes this wish for survival as a "preoccupation" (1975, p. 50). The differences between college work and actual teaching which caused this wish for simple survival also led to "feelings of inadequacy and unpreparedness" (Katz, 1975, p. 51.) in some teachers.

Stage Two: Consolidation

The second stage, the consolidation stage, saw teachers figuring out what gains they actually made in the survival stage, and consolidating them. Teachers began to focus more on teaching the students, rather than the subjects. Katz states that a major difference between Stage one and Stage two is that "during stage one, the beginning teacher acquires a base line of information about what young children are like and what to expect of them. By Stage two, the teacher was beginning to identify individual children whose behavior departs from the pattern of most of the children she knows" (1975, p. 51). The teacher began to recognize specific goals for students, and organize specific tasks and skills on which individual students should work. Katz found that this stage may take place through the second year of teaching, and continue into the third.

Stage Three: Renewal

According to Katz, the renewal stage brings a desire to learn new methods of teaching, to escape from the "same things" (Katz, 1975, p. 52). Teachers in her study sought to renew their teaching styles, and thus were concerned with the "new materials, techniques, approaches, and ideas" (Katz, 1975, p. 52.) However, this concern was not necessarily because the teacher felt that his or her present teaching was not competent, nor was it always student-centered. Students may be learning well, and be quite happy with the teacher's methods in this stage. The teachers' search for renewal was often a personal one, undertaken to "refresh" (Katz, 1975, p. 52) the teachers' own views of teaching.

Stage Four: Maturity

Finally, Katz found that some teachers reach the maturity stage. This could occur within three years, but in some cases took up to take up to five. Teachers in this stage had learned the basics of teaching, and felt secure in their profession. They began to ask "deeper and more abstract questions" (Katz, 1975, p. 53) about themselves and education. Examples of such questions were:

1. What are my historical and philosophical roots?
2. What is the nature and growth of learning?
3. Can schools change societies? (Katz, 1975, p. 53)

These same questions are posed in many undergraduate education classes. However, the teachers in the mastery stage now had experience in the teaching, experience which made such questioning "a more meaningful search for insight, perspective, and realism" (Katz, 1975, p. 53).

Katz summarizes her theory in saying, "It is useful to think of the growth of preschool teachers (and perhaps other teachers, also) as occurring in stages, linked generally to experience gained over time" (1975, p. 53).

2)   Need of educational guidance in our schools.

The need and objective of educational guidance can be properly discussed in the light of above discussion : However, we can summarize the reasons for the justification of such guidance at the present juncture in the following way:

1. Need of Checking the Wastage and Stagnation in Education:

We find that there is a huge wastage and stagnation in education. Many students fail repeatedly and remain in the same class for a number of years. They feel difficulty in learning or acquiring some or the other piece of knowledge and skill. It leads to the wastage of human as well as national resources. Such wastage and stagnation can only be checked through a suitable programme of educational guidance.

2. Need of Realizing the Aims and Objectives of Education:

The function is now not limited to impart mere instruction in some school subjects. It has a quite brooder base. The all round progressive and harmonious and development of all the innate abilities and capacities of an individual is only possible through a well organized programme of educational guidance. With its help the teachers can realize the maximum educational development of their children within the specific time and limited resources.

3. The Need of Making Right Educational Choices:

Educational guidance is necessary for making right educational choices. The students, while taking education, are, often, confronted with the problem of making selection or choice. There are diversified courses where they have to make selection of the subjects or activities.

The wrong choice of a subject or activity may doom their career and future.

Therefore, they should be helped by guidance in making right choice with regard to subjects or courses of study, co-curricular activities, methods of learning, style of speaking, writing and reading and books and other literature for study etc.

4. The Need of Proper Educational Adjustment:

Adjustment to prevailing educational environment is essential for the proper educational growth and well being of children. The child enters the school directly from his home environment. Here he finds a formal environment of education and gels experiences that are quite novel and strange lo him. He needs to be adjusted lo these educational situation, and environmental conditions. He has to read, write, speak and participate in the learning process.

Drill work and home assignments have to be complete. Participation in co-curricular activities is required. Regularity and punctuality in educational process is lo be observed. Some times he has lo drive-benefit from the new techniques and devices of teaching. He has to prepare himself for the desired tests and evaluation. In this way

the child faces so many adjustment problems with regard to his educational environment and therefore needs proper educational guidance.