

Q1. Write short notes on the following:

(i) Difference between growth and development

Ans 1(i) Introduction

Generally Growth and development are used interchangeably and taken as synonyms. Human beings keep changing during their lives since they are born. The way they change differs from individual to individual. But the fundamental underlying patterns of growth & development remain more or less the same and take place in an orderly way. From psychological point of view, there is a broad difference in the meanings of these two terms.

Meaning & Concept of Growth

Growth term is used in purely physical sense. It generally refers to an increase in size, length, height & weight. There are proportional changes occurring in a child. But growth is not continuous. It starts with the conception but ends at a certain age. It refers to change in structure or physique only.

Definition of Growth

"L. K. Frank" has said: "The changes that occur in any physical aspect are known as Growth"

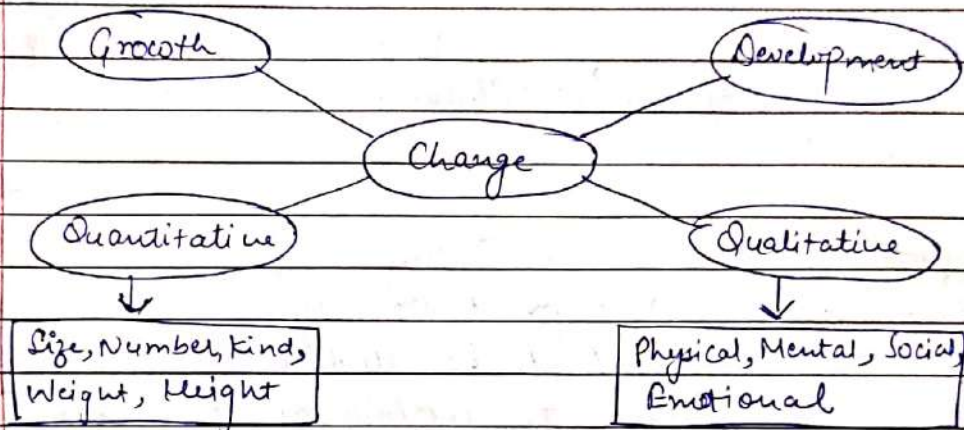
Meaning & Concept of Development

Development has a wider connotation than growth. The overall changes that come about in the child are called Development. Development marks the start

of qualitative changes in the child. It is continuous and life-long process. It does not stop on attaining maturation. The child's physical, intellectual, social, educational, moral, sexual, lingual development belong to the developmental process.

Definition of Development

"Hurlock" defined it as "The term development means progressive series of changes that occur in an orderly predictable pattern as a result of maturation & experience."



Differences between Growth & Development

BASIS	GROWTH	DEVELOPMENT
1. Meaning	Growth means Physical change. Physical change means increase in height, weight & size.	Development means Progress. Progress means overall changes in the human being.
2. Scope	Growth is narrow in scope as it is a part of Development.	Development is broader in scope as it includes growth.
3. Nature	Growth is Quantitative in nature.	Development is Qualitative in nature.

	BASIS	GROWTH	DEVELOPMENT
4.	Continuity	Growth is not a continuous process. It stops at a certain age.	Development is continuous as it continues from birth till death.
5.	Measurement	Growth can be measured and seen visually.	Development is difficult to be measured. It can only be felt and observed.
6.	Aspect	Growth means changes in particular aspect of body.	Development occurs in all aspects of being & means change in an organism as whole.
7.	Level	Growth happens at cellular level.	Development is organizational.

Conclusion

Both Growth & Development are only conceptually different but they both need to be studied together to understand a child & the individual differences among children. It helps the teacher to plan the instructional activities better.

Q1(ii) Impact of Globalization

Ans 1(ii) Introduction

We are now in the era of globalisation. It has spread out to every part of our regular life. There is no doubt the youth and adult are the main carriers of this process but children as a passive-agent have also been affected by this. Globalisation has changed their lifestyle, food habits, dressing sense etc. Globalisation has totally changed the meaning of childhood.

Meaning of "Globalisation"

Globalisation means integration of world economies through cross country free flow of information, ideas, technologies, goods, services, finance and last but not the least people.

Impact of Globalisation on Growing up children

Explanation of Globalisation interpret the concept in one of three ways: (a) as a culture based process (b) as a global capitalist development (c) as a consequence of growth of Information Technology.

It has led to the dilemmas of Competition which is cut-throat, consumerism, individualism, narcissism, family breakdown, erosion of collective responsibility, inequality, relative poverty, & crime.

General Positive Impact of Globalization

1. People have access to better & high level technology.
2. Globalization has led to increase in mass-production
3. It has led to manifold increase in job opportunities.
4. Free flow of capital led to increase in industrial growth.
5. Education facilities have also experienced growth & expansion.

General Negative Impact of Globalization

1. Access to more information technology has led to increase in cyber-crimes.

2. Prices have increased for the poor sections of society as poor have become more poor.
3. Dumping of foreign goods in the Indian market, particularly electronic gadgets, entertainment and sports materials, dress & clothes etc led to the decrease in demand of Indian products.
4. Increase in inequalities between the developed & developing countries due to trade imbalances.

IMPACT OF GLOBALISATION ON CHILDREN

1. DEVELOPMENT OF A BICULTURAL IDENTITY : This is the first impact i.e. Hybrid identity development in children which means that part of one's identity is rooted in local culture & another part goes to a different world of modernization. Children are becoming global in their mindset.
2. IDENTITY CONFUSION : Second issue is Identity confusion. Some children find it difficult to adapt to rapidly changing society, values & lifestyles. They try to become too foreign undermining their own culture, sometimes in peer pressure.
3. GROWTH OF SELF-SELECTED CULTURE : It means people are choosing to be with only like-minded people who equally aspire to become & behave like global citizens. All children these days follow up with latest global trends in terms of fashion, eating habits, technology & put undue burden on their parents to get them everything without delay.
4. SPREAD OF EMERGING ADULTHOOD :- The timing of transition to adult roles such as marriage & parenthood are occurring at later stages of life. Children are believing more in individualism, freedom of choices, so they first build on their careers, sometimes becoming too money-minded.

Q1 (iii) Role of teacher in teaching situations

Ans 1 (iii) Introduction

Teaching is a profession which must renew itself constantly in order to keep pace with current changes. The role of teacher may be taken on by anyone e.g. when a colleague is showing how to perform a specific task. Generally, teachers play a significant role in various teaching-learning situations.

1. Teacher as a transmitter of knowledge :- The teacher's primary function is to impart knowledge & skills to his/her students. They act in following ways :-

- (a) Act as an Explorer :- They explore an issue, topic to find new knowledge.
- (b) Act as a Guide :- They support students by promoting reflection & strengthening insights.
- (c) Act as a Lecturer :- They present knowledge via lectures.
- (d) Act as a Scholar :- They answer questions based on their discipline-based research & findings.
- (e) Act as a speaker :- They provide information by speaking to students about it.

2. Teacher as a Role Model :- Students like to follow their teachers whose personality & way of teaching motivates them to do better.

- (a) Act as a Consultant :- Teachers not only help in academics but they also become consultant for their kids.
- (b) Act as a Designer :- They design instructional framework.
- (c) Act as a Reviewer :- They evaluate & provide feedback.

3. Teacher as a facilitator :- Teacher nowadays work as a facilitator also who facilitates learning & understanding to students.

- (a) Learning facilitator :- Facilitating professional learning opportunities among staff members is another role of teachers.
- (b) Understanding facilitator :- Teachers seek to help students construct meaning & attain understanding.

4. Teacher as a Negotiator :- Teachers constantly work to attain mutual understanding and try to keep calm.

They act as a Negotiator in following ways :-

- (a) Negotiating with students :- Teachers cop up with emotionally challenging days in classroom by staying balanced, focused & in control.
- (b) Negotiating between students :- Teachers help resolve conflicts between students & try to maintain the peace in class.
- (c) Negotiating with Parent :- Teachers remain in touch with the parents of each child & constantly take their grievances.

5. Teacher as a Manager :- By managing an environment in which students gain information & ask questions about it, teachers manage students' independent thinking abilities.

- (a) Act as an Organizer :- Teacher organises activities according to the attitude & interest of students.
- (b) Act as a Resource Handler :- Teachers are the most important resource that the students have at any time.
- (c) Act as a Controller :- Teacher should always be in charge of class & ultimately control the environment.

Q1(iii) Games & Group Dynamics

Ans(iii) Meaning of "Game" - Game is an activity providing entertainment or amusement; it may be in the form of a pastime, party games, word games etc. Games are usually team-activities.

Features of "Games" :-

- (i) It is the collective responsibility of a team.
- (ii) Game is based on mental strength & relies on strategy.
- (iii) Individual talent may not result in achievement of goal.
- (iv) A game is played with sense of friendship & team-spirit.

Meaning of "Group & Group Dynamics"

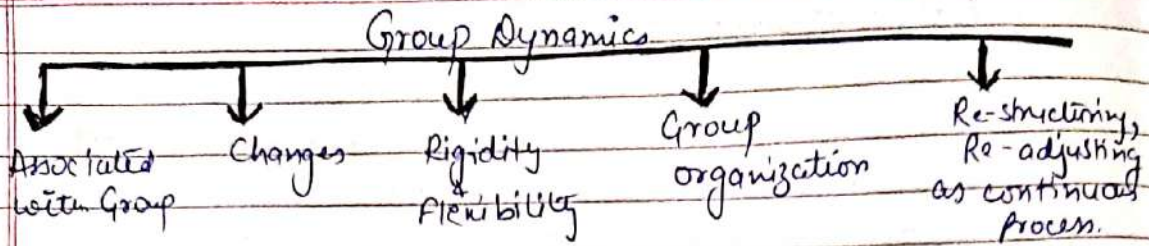
⇒ In social psychology, A "group" is an organised system of two or more individuals who are inter-related so that the system performs some function, has a standard set of role relationships among its members has a set of norms that regulate the function of the group.

⇒ "Group Dynamics" is linked to social psychology & was indoctrinated by KURT LEWIN in 1945.

According to Lewin, "Group Dynamics" means those forces & pressures in a group which affect the behaviour of its members & consequently important changes takes place within the group. Group Dynamics deal with attitude & behaviour pattern of the group, how groups are formed, their structure & process followed in their functioning.

Features of "Group Dynamics":

- (i) Group Dynamics is concerned with group. Members are constantly changing, adjusting & re-adjusting.
- (ii) New members, changes in leadership, presence of old & new members, rate of change affects Group Dynamics.
- (iii) Forces of conflict & cohesiveness affect a group & keep changing the Group Dynamics.
- (iv) Group organisation leads to greater group effectiveness.



Importance of Group Dynamics in Education & Learning

In the process of education, study of Group Dynamics proves useful in following manner:-

1. Group Consciousness - The manager, principal & teachers keep their students alert for their duties & rules of school & highlight ideals, objectives & values of school. Here the school works as a group.
2. Group Teaching Technique - A habit of group-working can be formed by group discussion, seminars, workshops.
3. Celebration of Days & Festivals - Celebration of birthdays of Great personalities, National festivals, Alumni meet create cooperation, team-spirit & respect among students.
4. Creation of Democratic Environment - By obeying rules of a group, a healthy democratic environment is created.

“Group Dynamics Games” are usually designed for specific purpose of furthering personal development, character building & team-work. Some games require large spaces or special tools & objects.

TYPES OF GROUP DYNAMICS GAMES

- 1) Group Problem Solving Activities.
- 2) Icebreaker - a game used as a “warm-up” so that members know each other & form a team themselves.
- 3) Party Games - eg. Turning Carpets
- 4) Large Group games - modelled on T.V. game show format

Unit-1

Q2. Explain Piaget's concept of cognitive development.

Ans 2.

JEAN PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

Meaning of "Cognitive Development" - "Cognitive Development" means the development of intelligence, conscious thought, problem-solving ability.

Cognition refers to mental processes which include attention, remembering, producing, understanding languages, solving problems, decision making.

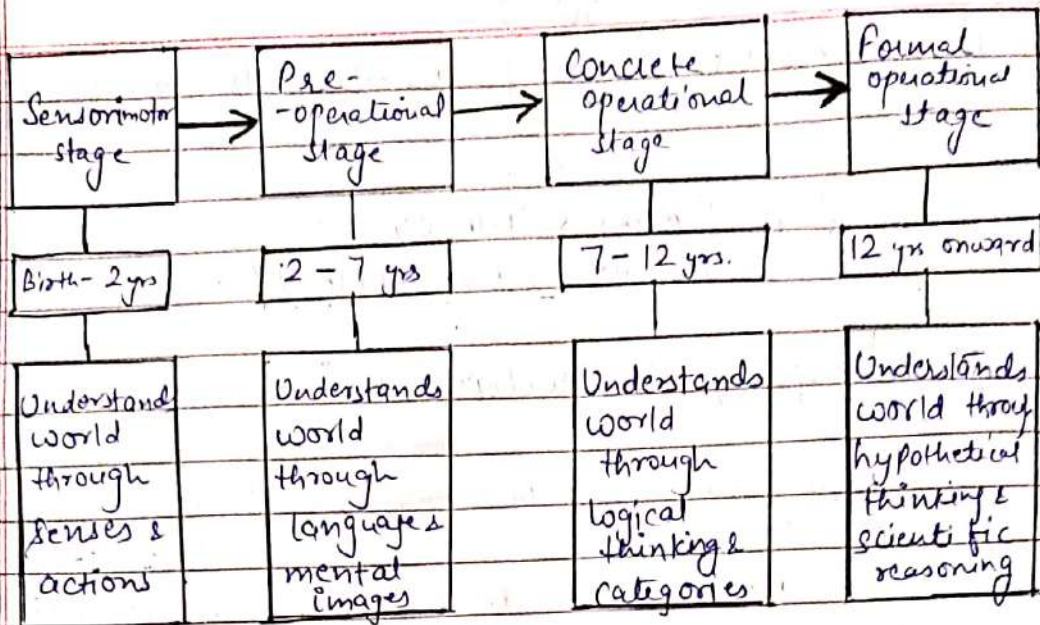
Jean Piaget was a Psychological constructivist. He was born in Switzerland in 1896.

He was one of the first psychologists to construct a systematic understanding of cognitive development. He believed that children take active role in learning process, acting much like scientists as they perform experiments, make observations & learn about the world.

According to Piaget's theory, the cognitive development occurs in a series of 4 distinct universal stages.

Four key features of the stages are as follows:-

- (a) They always happen in same order.
- (b) No stage is ever skipped.
- (c) Each stage is a significant transformation of the stage before it.
- (d) Each later stage incorporated the earlier stages into itself.



Stages of Cognitive Development

I SENSORIMOTOR STAGE :- (Birth - 2 years)

It is the first stage. Intelligence is demonstrated through motor activity using senses. Knowledge of world is limited. Mobility allows the child to develop intellectual abilities.

At the time of birth, child has only reflex actions. Piaget named it as "Innate Schema". Through these reflex actions & sense organs, the child gains the processes of assimilation & accommodation by experiencing objects, sounds, juices, smells & gains knowledge of present environmental stimuli.

In short, Sensorimotor stage has following features :-

- (i) Infants exhibit reflex actions of sucking, grasping, looking etc.
- (ii) Knowledge of world is limited
- (iii) Object permanence is achieved around 8 months of age.
- (iv) Intelligence is shown through motor activities & senses.

II PRE-OPERATIONAL STAGE :- (2 years - 7 years)

It is the second stage. Intelligence is demonstrated

through the use of symbols, memory & imagination & language & gestures. But thinking is done in non-logical manner. Egocentric thinking is predominated.

This stage is further divided into two sub-stages :-

(a) Pre-conceptual stage :- (2 yrs - 4 yrs)

- Children learn by imitation & play.
- They think only their ideas are correct.
- They take non-living objects as living beings.
- Their thinking & reasoning is quite illogical.
- They are very imaginative & away from reality.

(b) Intuitive Period :- (4 yrs - 7 yrs)

- Slowly, they learn language & use it to demonstrate their intelligence.
- They become ego-centric.
- There is absence of ability to reverse.
- They form various concepts.
- They can focus only one aspect of a problem.

In short, Pre-operational stage has following features :-

- (i) Intelligence is demonstrated through language.
- (ii) Language use matures.
- (iii) Children use memory & imagination to create events.
- (iv) Non-logical thinking occurs.
- (v) Children become ego-centric.

III. CONCRETE OPERATIONAL STAGE :- (7 years - 11 years)

It is the third stage of cognitive development leading to early adolescence. In this stage, intelligence is demonstrated through logical thinking and systematic manipulation of symbols related to concrete objects.

In this stage, ego-centric thought diminishes.
 Children develop operational thinking & logical thinking
 Children become more practical & realistic.
 They start solving concrete problems but not abstract problems.

According to Piaget, these capacities are also developed in this stage i.e.

- (a) Conservation (b) Numeration (c) Seriation (d) Classification (e) Relationships.

Below are the summary points given for this stage :-

- (i) Operational thinking starts
- (ii) Intelligence is demonstrated through logical manipulation of symbols to concrete objects
- (iii) Problem solving capacity develops for concrete problems.
- (iv) Children become realistic & practical.
- (v) They are able to classify, conserve, number & put events in serial order.
- (vi) They can find out cause-effect relationships.

IV FORMAL OPERATIONAL STAGE :- (12 years onwards)

This is the fourth stage of cognitive development.
 Intelligence is demonstrated through use of symbols related to abstract objects.
 Ego-centric behaviour returns in this stage.
 Thinking becomes systematic & experience also increases.

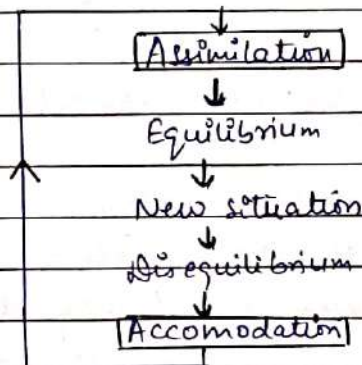
In a summarizing way, following are the features of this stage

- (i) Intelligence is demonstrated through logical use of symbols related to abstract concepts.
- (ii) Ego-centric thoughts return
- (iii) Thinking acquires an order
- (iv) Experiences add on & help in better problem solving.
- (v) Children develop new hypothesis & tries to prove
- (vi) Children can understand the inconsistencies.

BASIC COMPONENTS OF PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

There are 3 basic components which are essential to this theory. They are as follows:-

1. Schemas — Piaget called the "Schemas" as basic building block of intelligent behaviour, a way of organizing knowledge. They are actually "units of knowledge". They are mental representations which we use to respond to a certain situation.
2. Processes/Steps/Activities that enable the transition from one stage to another. — Piaget viewed intellectual growth as a process of 'Adaptation' to the world. This 'Adaptation' happens through two processes which are (a) Assimilation (b) Accomodation



Activities of Piaget's Theory

- (a) 'Assimilation' means using existing schemas to deal with new object/situation.
- (b) 'Equilibrium' occurs when a child's schemas can deal with most of new information
- (c) 'Disequilibrium' occurs when new information can not be filled into existing schemas.
- (d) 'Accomodation' happens when existing schemas does not work & needs to be changed to deal with a new object/situation.

3. Stages of Development - Stages of cognitive development are Sensorimotor Stage, Pre-operational stage, Concrete operational stage, Formal operational stage. No stage can be skipped. Each stage brings a distinct transformation in a child.

Piaget changed how people viewed the child's world. His ideas have generated a huge amount of research. His ideas have been of practical use in understanding & communicating with children particularly in the field of education.

EDUCATIONAL IMPLICATIONS OF PIAGET'S THEORY OF COGNITIVE DEVELOPMENT

Piaget did not explicitly relate his theory to education but many researchers found Piaget's theory relatable with teaching & learning process.

This theory has following implications in education:-

- (i) Piaget's theory is based on notion of "readiness" so it is implied from this that a child should not be taught certain concepts until they have reached the appropriate stage of cognitive development.
- (ii) Active methods of Re-discovering "truths" should be used.
- (iii) Positive social interaction should be encouraged for smooth development of cognitive abilities of a child.
- (iv) Instruction should be geared to the level of the child.
- (v) Co-curricular activities have major role in cognitive development of children.

(vi) Devising situations which create disequilibrium & problems arise in front of child so that he is encouraged to use & enhance his cognitive abilities to solve the presented problem.

(vii) Arranging classroom to encourage self-learning.

There are 4 main teaching implications drawn from this theory (Slavin, 2005).

1. A focus on the process of children's thinking, not just its products.
2. Recognition of crucial role of children's self-initiated, active involvement in learning activities.
3. A De-emphasis on practices aimed at making children Adult-like in their thinking.
4. Acceptance of individual differences in developmental progress.

CONCLUSION

Piaget's theory emphasized that Intellectual Development follows a pattern.

Children master one thinking skill before they can master another. Children can not be forced by parents & teachers to develop understanding faster than their abilities mature. There are many practical teaching implications from this theory.

By using these in our teaching, we can hopefully teach students in a way that will help them become most effective learners.

Unit-2

Q5. Define Intelligence. Explain Gardner's Theory of Multiple Intelligence.

Ans 5 Introduction

When we hear the word intelligence, the concept of IQ testing may come to our mind. But in recent years, other views of intelligence have emerged. One such conception is Theory of Multiple Intelligences proposed by Harvard psychologist Howard Gardner. Gardner first outlined his theory in his 1983 book "Frames of Mind: The Theory of Multiple Intelligences" where he suggested that all people have different kinds of "intelligences".

Meaning of "Intelligence"

Intelligence is a term with an elusive meaning. It is evident from a person's way of behaving and tackling situations. It is a cognitive process. It involves rational & abstract thinking. It is goal-directed, purposeful, planned & self-determined.

Definition of "Intelligence"

According to Terman, "Intelligence is the ability to think in terms of abstract ideas."

Nature/Characteristics of "Intelligence"

1) Distribution of Intelligence — It is a natural endowment & is not equally distributed in all human beings.

2) Individual Differences — It varies from individual to individual and in same individual from situation to situation.

- 3) Intelligence & Age — Increase in intelligence is evident with increase in age as well as growing experiences.
- 4) Intelligence & Gender — There is no evidence yet to prove that any particular gender outweighs the another in terms of intelligence.
5. Intelligence & Racial/Cultural Differences — Differences in intelligence does not occur due to change in race, culture or caste.
6. Influence of Heredity & Environment on Intelligence — We are a product of nature & nurture, intelligence too is a product of these. Intelligence is also shaped by heredity & experiences gained through environment.

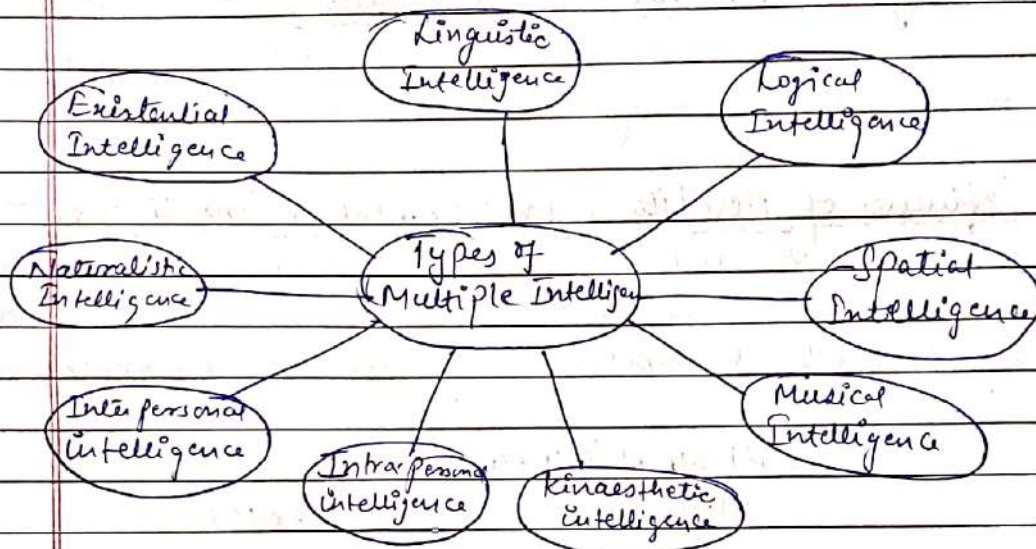
GARDNER'S THEORY OF MULTIPLE INTELLIGENCE

Howard Gardner (1983) indoctrinated this theory. The theory is based on following ideas —

- (i) Intelligence is not a single ability. Many different-intelligences are found which differ from one another.
- (ii) These intelligences are free from one another. It means if a person is superior in one type of intelligence, it would not make clear that how much he would be good or bad in other types of intelligences.
- (iii) Different types of intelligences mutually interact with each other to jointly solve a problem.

Gardner propounded this theory on basis of studies done on not only on normal children and adults but also by study of - gifted individuals, persons who have suffered brain damage, on experts and individuals from diverse culture.

He stated firmly that every individual possessed a specific and unique blend of all these intelligences.



Gardner's 9 types of Multiple Intelligences

TYPES OF MULTIPLE INTELLIGENCE

1) Linguistic Intelligence — It is related to language talents & skills. The components include syntax, semantics and pragmatics, with written and oral skills.

[e.g.] lawyers, lecturers, writers, lyricists, novelists exhibit this type of intelligence

2. Logical-Mathematical Intelligence — This type of intelligence is related to skills and abilities in logic and computation. Components are deductive reasoning, inductive reasoning, calculation skills.

e.g. Mathematicians, Physicists, Accountants exhibit type of intelligence.

3. Spatial Intelligence - It is related with abilities and skills involving representation & manipulation of spatial configuration. They use it to navigate, decide routes, build objects.

e.g. Architects, Designers, Sculptors, Pilots, Boatmen, Drivers, Engineers, Mechanics use this type of intelligence.

4. Musical Intelligence - This intelligence relates to abilities and skills in the field of music. Components include ability to find out the pitch, sensitivity to rhythm & themes in music.

e.g. Singers, Lyricists, Composers, Instrument Players display this type of intelligence.

5. Bodily Kinaesthetic Intelligence - This type of intelligence is concerned with ability & skill to move & bend the body in rhythmic order for showing any talent. It involves skillful movement of body parts in response to verbal & visual stimuli.

e.g. Dancers, Athletes, Surgeons display this intelligence type.

6. Intra-Personal Intelligence - It involves knowledge of self and understanding of self-cognitive strengths, mental functioning as well as knowledge of one's feelings & emotions. It is the most private form of intelligence.

e.g. Philosophers, Counsellors, Psychologists exhibit this type of intelligence.

7. Inter-personal Intelligence - It includes ability to maintain good relations with others. It includes abilities to understand & act productively.

It relates to good emotional intelligence.

e.g. Teachers, Psychotherapists, Religious leaders, Sales-people, politicians exhibit this type of intelligence.

8. Naturalistic Intelligence :- This intelligence refers to greater sensitivity to nature, the ability to nurture & grow things, with greater sense of caring.

e.g. Environmentalists, Gardeners, Farmers, Tourists, Hunters show this type of intelligence.

9. Existential Intelligence - It is related to sensitivity and capacity to handle deep questions about human experience, such as meaning of life, why do we die, how did we get here. It enables one to explore the nature of existence & spiritual awareness.

e.g. Energy Healers, Spiritual Masters, Mystics exhibit this rare type of intelligence.

Educational Implications of Gardner's Multiple Intelligency Theory

- 1) CURRICULUM - Gardner has suggested that the curriculum would be more balanced when proper place is given to Arts, self-awareness, communication & physical education.
- 2) INSTRUCTION - Instructional methods should suit all types of intelligences such as Role-playing, music performance, cooperative learning, reflection, visualization, story-telling.
- 3) ASSESSMENT - Assessment methods should be those which pay attention towards the multiplicity of intelligence, tools of self-assessment which help students understand their intelligence.

4. REQUIREMENT ALL TYPES OF INTELLIGENCES :-

All types of intelligences are required to live successfully. Thus teachers should think that all types of intelligence have equal importance.

5. ALL INTELLIGENCES SHOULD PARTICIPATE — Teachers

should prepare material in such a way that all types of intelligences among all students get to participate.

CONCLUSION

Gardner Theory of Multiple Intelligence is very much useful & practical to aid teachers and facilitators in understanding the deep-seated intelligences in each child, so that no child is left behind just because a child is weak in linguistic or logical intelligence. Gardner's idea was that schools should help students to reach vocational success in life & schools should refrain from labelling a child according to his intelligence.

Unit-3

Q7. Define learning. Explain Thorndike's law of learning.

Ans7. Introduction

Human beings go on learning from birth to death. Learning affects child's development too much. A child learns traditions, customs, makes decisions of right & wrong based on his/her learning. Human development takes place through learning. It is a comprehensive process.

Meaning of Learning

According to an old view, learning is a broader term. All the activities which affect the children are included in it.

From Psychological Point of view, learning has been explained as stimulus-response process.

Learning is a process through which behaviour of child changes. Changes can be positive or negative. Changes are the result of experiences.

Definition of Learning

According to Woodworth, "The process of learning is the process of acquiring new knowledge and new responses."

According to Gage, "Learning is modification of behaviour through experience"

Features of Learning

1. Learning is a continuous process.
2. Learning is change in behaviour.
3. Learning is purposive & goal-oriented.
4. Learning is a universal process.
5. Learning is a process of development.
6. Learning is a product of activity & Environment.
7. Learning is transferable & fundamental process of life.
8. Learning is a relationship between stimulus & response.

THORNDIKE'S THEORY OF LEARNING

Edward L. Thorndike, an American Psychologist propounded a theory of learning in 1898 & it was published in 1913.

His theory of learning is known by name of "Trial and Error Theory" & several other names like "Stimulus-Response Theory", "Thorndike's Bond Theory".

THORNDIKE'S EXPERIMENT - Thorndike did many experiments on rats, cats, monkeys. His experiment on cats is widely acknowledged.

- (1) Firstly, he prepared a puzzle box with iron bars. The door of box could be opened only using the lever.
- (2) He put a hungry cat in the puzzle box with door closed.
- (3) A fish was placed outside the box. The cat could eat the fish only if it could get out of puzzle box.
- (4) Fish was the stimulus for cat. The cat could see the fish but did not know how to open the door.
- (5) The hungry cat made several attempts to catch the fish by unsuccessfully jumping within the box, by scratching & pushing the door, trying to trip the lever with its teeth.
- (6) Finally, after several unsuccessful attempts, cat could open the door by pressing the lever by a chance event.
- (7) When the door opened, cat came out and ate the fish.
- (8) After several such trials with the cat, the number of unsuccessful trials by cat to open the door came out reducing. Cat could slowly learn on how to position itself to press the lever directly & open the door. Finally, cat realized after all the trials & errors that on pressing the lever, the door gets opened.

Thorndike made this experiment for 5 days in succession. He gave 10 trials to cat each in mornings & evenings. So, cat was given 100 trials (5 × 20).

As the number of trials increased, cat learnt by "selecting and connecting".

Thorndike drew following conclusions on the basis of this experiment which are as follows:-

- (i) For learning, the subject need a problematic goal
- (ii) Subject should be eager to learn.
- (iii) The goal will invoke several unsuccessful attempts.
- (iv) Slowly, unnecessary responses decreases and a chance success is achieved.
- (v) On facing same situation, the subject will know better on how to respond to the stimulus to achieve the goal fast.

Result:- Errors keep decreasing as the number of trial increasing.

ESSENTIAL ELEMENTS OF TRIAL & ERROR THEORY

1. Definite Goal - One learns because one wants to achieve a goal. One needs to be motivated highly to achieve that goal. Necessity leads to a goal & a goal gives motivation to learn.
2. Obstacle - One faces obstacles in achieving the goal. The person or learner tries to overcome the obstacle.
3. Various Responses - These responses may be useless, meaningless and unsuccessful.
4. Chance Success - Some of the random responses lead to the chance achievement of goal.
5. Elimination of Unsuccessful Responses - Learner slowly grasps the way out & with frequent trials, the unsuccessful responses get reduced.
6. Establishment of Right Response - The response which led to the chance success earlier is repeated again & again with each trial & gets established in learner's mind as correct response for the achievement of goal.

7. Achievement of Goal - Achievement of the aim is the ultimate idea of trial & error theory. When the goal is realized, it leads to satisfaction.

Thorndike has propounded some principles/laws of learning on the basis of results from experiments. Laws of learning can be divided into two parts:-

(A) PRIMARY LAWS OF LEARNING

(i) Law of Readiness - Readiness implies physical & mental preparedness to complete a task or learn something.

(ii) Law of Exercise - A person learns better with more practice & tends to forget if the practice is not done.

(a) Law of use: - Connection between stimulus & response gets strong.

(b) Law of Disuse: - Connection between stimulus & response gets weak.

(iii) Law of Effect - If a person gets success on learning, he feels satisfied & it leads to association.

Contrary happens when a person fails, it leads to disassociation.

(B) SECONDARY LAWS OF LEARNING

(i) Law of Multiple Response - If a new problematic situation arises, a person responds in variety of ways.

(ii) Law of Attitude - How an organism will respond to a stimulus depends on learner's attitude.

(iii) Law of Assimilation - A new situation invokes similar responses that an individual had made in similar situation earlier & had met with success.

(iv) Law of Partial Activity - The organism does not have to go into the depth of a problem and he perceives the main elements and responds to them.

- (v) Law of Associate Shifting - A response invoked by one stimulus can be associated with other possible stimulus.
- (vi) Law of Recency - New things are learnt rapidly.
- (vii) Law of Primary Effort - Whatever efforts are done in beginning prove more useful for learning.
- (viii) Law of Intensity of Stimulus - If the stimulus is intense, response is also intense, & vice-versa happens when stimulus is weak.

EDUCATIONAL IMPLICATIONS OF THIS THEORY

- 1) Setting Goals - Teachers should set concrete goals before students to motivate them to learn.
- 2) Motivating the students - A teacher can do this through reward/incentives to learn & do better to achieve the goal & reward.
3. Learning is a gradual process - Students should not be pressured to learn things quickly.
4. From easy to difficult - Teachers should start learning for students with easy topics first & then moving on to complex ones.
5. Emphasis on Exercise - Learning takes place in greater manner with consistent practice.
6. Development of Good habits - This theory is helpful in making students cultivate forbearance & diligence.
7. Helpful in development of Skills - Skills like dancing, type-writing etc can be learnt better using this theory of trial & error.
8. Self-learning - The students can self-learn with the help of this theory. They endeavour to make errors & learn through repeated practice.
9. Learning by Doing - Students can learn concepts better by doing practicals themselves.

CONCLUSION

Despite facing some criticism from critics that this theory lays more emphasis on useless efforts, in general, the theory has been proving useful in understanding the human brain's system of selecting the correct response after some trials & errors and finally connecting the right response to the presented stimulus. This theory is extremely useful in most of the teaching situations.

Unit - 4

Q8. Explain childhood in the context of poverty & globalisation.

Ans 8 INTRODUCTION

Childhood is a very very crucial period of human's life. These are the golden years of one's life. All kinds of physical and mental development takes place in childhood. However, there are external forces which shape a child's journey from childhood to adulthood. Poverty & globalization are two such forces/factors which have impacted the life of millions of children in some way or the other.

“Meaning of childhood”

Childhood is the age span ranging from birth to adolescence. The concept of childhood emerged during 17th & 18th centuries through the educational theories of many philosophers.

Children's health & protection should be of paramount importance to the society. The development that takes place in childhood plays a crucial role in later years of life. Children are free from the biases & prejudices of society. But the environment they live in ultimately shapes their life.

Childhood in the context of Poverty

Meaning of Poverty - Poverty is not having enough resources & possessions for a person's basic needs.

United Nations idea of Poverty is the inability of having choices & opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed & clothe a family, not having a school or clinic to go to, not having the land to grow food or a job to earn one's living.

It means Insecurity, powerlessness & exclusion of individuals, households & communities. It means living in fragile environments without access to clean water & food.

Poverty ridden children are the worst sufferers in terms of various types of disadvantages and deprivation. Some of the main effects of Poverty on childhood are discussed below:-

- 1) Inheritance of Weak health - Mothers of poor children don't get right nutrition when they are carrying the child & also dirty environments give them ailments in their pregnancy. Resultingly, children born in poverty get weak immune system, other life-threatening diseases.
2. Malnutrition - Even when they start to grow, they don't get meals enough to promote their basic physical development. Lack of money leads to lack of basic food.
3. Lack of basic amenities - Poor children don't have access to clean drinking water, clean play area, hygienic food & clean shelter thereby making them vulnerable to many health problems & also less-efficient.
4. Adverse effect on Cognitive Development - Poor children don't display a fair level of cognitive abilities due to

- lack of education in formative years, lack of guidance, lack of awareness, lack of good mental health.
5. Increase in Child-labour - Parents of poor children are forced to send their children to go out & work & earn for the family, thereby making children prone to physical, mental & even sexual exploitation at the hands of their employers.
 6. Criminal Tendency - Poor children grow in the environment of frustration and anger which makes their mind pick up bad habits like stealing early in life and soon they turn up to become criminals and the vicious cycle goes on.
 7. Insecurity - Poor children tend to be more insecure mentally as well as physically. Their parents generally do low-grade jobs and leave them alone at home at the care of no-one. Cases of such children's sexual exploitation come out daily in news-reports. Due to the lack of resources to lead a normal life, such children also grow up to be mentally insecure adults and face huge difficulty in taking correct decisions in life.
 8. Poor Education level - With no to very access to education facilities, poor children generally remain less educated for their life. Several NGOs take up on themselves to teach children from slum areas & labour camps but due to lack of awareness for education, they hardly turn up for such efforts and prefer to be at home or play or work for family.

“ Meaning of Globalisation ”

Globalization means integration of world economies through cross-country free-flow of information, ideas, technologies, goods, services, capital and people.

Interdependence of countries has increased manifold. Under Globalization, several positive & negative impacts came on Developing countries of the world mainly.

Mostly countries like India are in transitional phase. A part of India is still rural, lacks basic facilities,

and at the same time, a part of India has seen great progress.

Globalization has also impacted our idea of lifestyle, fashion sense, eating habits, gadgets use.

It has also led to more exploitation of poor sections of the society at the same time.

Childhood in the context of Globalization

Globalization has impacted childhood both in positive & negative manner.

POSITIVE IMPACT

- (1) Increased Educational opportunities — Globalisation has led to the debates & discussions on how to improve education level. Countries are adopting, analysing new methods of teaching & learning after seeing other countries adopt & execute improved methods & techniques.
- (2) Improved Technology — If used correctly, technology is a boon and helps children remain aware of present scenarios of the society they live in. One cannot remain isolated in today's times. Children have access to online hobby classes, tuition classes, webinars.
- (3) Universal Brotherhood — Modern Times demand a child to grow up with the mental set-up of being a global citizen and adopt a global outlook.
- (4) Better Lifestyle level — Thanks to Globalization that children have access to better quality of clothing, food, education & sports facilities which is important for their over-all development.
- (5) Better Health Systems — Children of all ages need a systematic health industry which is there to look after emerging new diseases in the world. Due to globalization, improved medical facilities, vaccines are becoming available to children across the globe.

NEGATIVE IMPACT

- (1) Increased Consumerism - A huge variety of global brands easily available in local market makes children go crazy for buying everything latest. Re-using & Re-cycling have taken a back-seat. "Use & throw" culture is prevailing among children.
- (2) Decline in Moral values - Access to global visual & audio content which is inappropriate for young children is making them adult in their minds & they are losing the innocence of childhood.
- (3) No or less respect for local culture - Too much exposure to everything new, updated and latest from around the world is making children forget their roots, leading them to a dark tunnel of isolation & self-selected culture.
- (4) Exploitation of poor children - Globalisation has led to rampant increase in industrialization. Industries need cheap labour for mass production. Despite all the efforts by local bodies, local govt., poor children keep getting exploited at all levels.
- (5) Increase in Child-Trafficking - Cases of cross-border child-trafficking surface on regular basis. Ease of travelling, improved communication technology has opened door for easy trafficking of young children for sexual exploitation.
- (6) Broken Families - Due to several career opportunities abroad, parents of the children are sometimes living separately despite being married, resultingly, children are forced to live with one parent & sometimes with a care-taker hired from outside leading emotional baggage of insecurities.

CONCLUSION

Childhood is a very fragile period. Utmost care should be taken care of children in this period. Every opportunity to provide better clothing, food, education & shelter to children should be created by government, local bodies, responsible businessmen. It is our collective duty to enhance the childhood experience of each child in the world.