

**Documents related to hands - on activity
(Blog, E-content)**



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Developing and uploading learning resources in blog

aryasree26.blogspot.com

nehasrishty94.blogspot.com

varshanandu009.blogspot.com

<http://mayookha2.blogspot.com/>

vidya26041999.blogspot.com

<http://anamikasntc.blogspot.com/2022/05/web-based-learning-wbl.html>

<http://snehas12.blogspot.com>

anjubabu50.blogspot.com

http://soubhagya2698.blogspot.com/2022/01/open-educational-resources_98.html

aranyasaju.blogspot.com

loopingtheloop0to1.blogspot.com

geethukrishna1999.blogspot.com

littlebee.blogspot.com

<https://sreeragmanusntc.blogspot.com/?m=1>

aiswarya27.blogspot.com



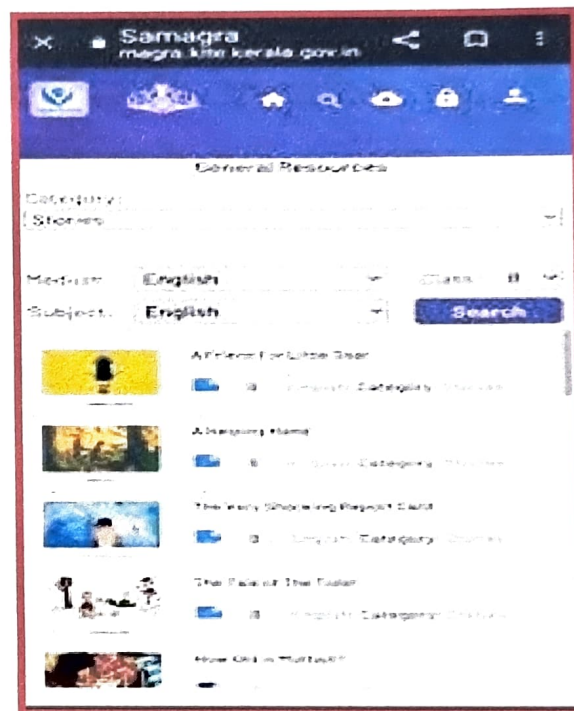
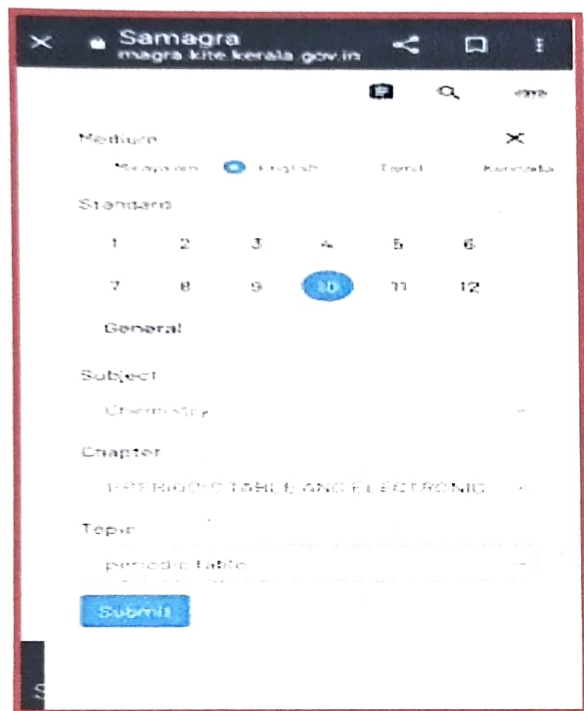

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**Documents related to identifying and using the
different sources for study
(Samagra, INFLIBNET)**




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Learning Resources of SAMAGRA Portal ,e - resources Department of General Education



Links to the e resources used by the students

<https://samagra.kite.kerala.gov.in/#/layout/presentation/NbRLQXyW>

<https://samagra.kite.kerala.gov.in/#/layout/presentation/mlr6VJIA>



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Usage statistics of INFLIBNET

Usage statistics in CSV/JSON format

Export

Username	Month	Year	Pages
nenkaren14@gmail.com	08	2020	1
adithyana201@gmail.com	08	2020	1
anirudhpreeth@trainingcollege.edu.in	08	2021	1
anirudhpreeth@trainingcollege.edu.in	07	2021	1
anirudhpreeth@trainingcollege.edu.in	06	2021	2
anirudhpreeth@gmail.com	06	2020	2
anirudhpreeth@trainingcollege.edu.in	06	2021	2
anirudhpreeth@trainingcollege.edu.in	06	2022	3
anirudhpreeth@trainingcollege.edu.in	06	2021	4
anirudhpreeth@trainingcollege.edu.in	09	2021	2

Usage statistics in CSV/JSON format

Export

Username	Month	Year	Pages
chackudraka147@gmail.com	11	2020	2
chackudraka147@gmail.com	02	2021	23
chackudraka147@gmail.com	11	2017	15
chackudraka147@gmail.com	12	2012	267
chackudraka147@gmail.com	12	2018	114
chackudraka147@gmail.com	08	2017	422
chackudraka147@gmail.com	08	2020	2
chackudraka147@gmail.com	06	2021	4
chackudraka147@gmail.com	07	2021	8
chackudraka147@gmail.com	09	2022	8

Showing 1 to 12 entries Previous 1 2 3 4 5 Next



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Samples of assessed assignments for theory courses of different programs

**Documents related to library work
(Assignment, Seminar)**




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SEMINAR NOTES

Submitted by,

ATHIRA . S

Roll No : 8

Bed Mathematics



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PRESENTED BY

Abhirami :- Creativity.

Anakha . P . Nath :- Guilford's Structure of intellect.

Renu . R :- Intelligence.

Krishna :- Introspection (Mesit & Demesit)

Lakshmi priya :- Stages of creativity.




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CREATIVITY

The capacity or ability of an individual to create, discover or produce a new or novel idea or object including the rearrangement or reshaping of what is already known to him. Which proves to be a unique personal experience.

definition:- The capacity of a person to produce Compositions Products or ideas which are essentially new or novel and previously unknowns to the producer - Drevdahl.

characteristic of creativity.

- Creativity is universal.
- Creativity is both innate and acquired.
- Creativity produces something new or novel.
- Creativity is adventurous and open thinking.
- Creativity carries ego involvement.
- Creativity and intelligence do not necessary go hand in hand.
- Creativity can't be seperated from intelligence.
- Creativity rests more on divergent thinking.
- Creativity and school achievement are not Correlated.
- Creativity and sociability are negatively correlated.
- Creativity and anxiety often to together.

Presented by,
Abhirami.




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Guilford's structure of Intellect Model.

Guilford discovered this model of intelligence by his factor analysis research. Guilford outlines a topography of the structure of intellect, providing an integrated rationale for describing the many facts of intellectual performance. He suggests that there are 3 basic parameters along which any intellectual activity takes place.

Five operations : Evaluation (E), Convergent (C), Divergent (D), Memory (M), (Cognition (C)).

Five contents : Visual, Auditory, Symbolic (S), Semantic (S), Behavioural (B).

Six products : Units (U), classes (C), Relations (R), System (S), Transformation (T) and Implications (I).

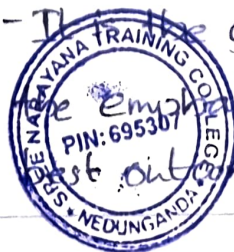
A) Operation:- The kind of classification on the basis of operations gives 5 major groups of intellectual abilities.

(a) Cognition :- It is the most important fundamental operation in learning process.

(b) Memory :- It is a primary mental process. It means retention of what is recognized.

(c) Divergent thinking:- It is closely involved in aptitude of creative potential. We think in different directions, searching and seeking some variety and novelty - It is closely associated with creativity.

(d) Convergent thinking:- It is the generation of information from given information, where the emphasis is upon achieving conventionally accepted best outcomes.



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(e) Evaluation :- It means teaching decisions or making judgements concerning criterion satisfaction of information. In this we reach conclusions and decisions as to goodness, correctness or adequacy of what we know, what we remember and what we produce in productive thinking.

B) Content :- A second way of classifying the intellectual factor is according to the kind of material or content involved.

(a) Visual :- It is concrete material such as perceived through the senses. It doesn't represent anything except itself.

(b) Auditory :- It is concrete material perceived through hearing senses.

(c) Symbolic :- It is composed of letters, digits and other conventional signs usually organized in general patterns such as the alphabets or the number system.

(d) Semantic :- It is in the form of verbal meanings or ideas for which no examples are necessary.

(e) Behavioural :- It means the social behaviour in society.

c) Products :- When a certain operation is applied to certain kind of content, as many six general kinds of products may be involved. There is enough evidence available to suggest that, regardless of the combinations of operations and contents, the same six types of products may be found associated.

The 6 types of products are :- 1) units, 2) classes, 3) Relations, 4) Systems, 5) Transformation, 6) Implications on the basis of factor Analysis.




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Presented by,

Anantha. P. Nath.

Intelligence - Definition.

Intelligence is the global or aggregate capacity of an individual to think rationally, to act purposefully, and to deal effectively with his environment.

(David Wechsler, 1944).

The theories of intelligence grouped into two categories; Factor theories and Cognitive theories. Unitary, Multifactor, Two factor theory, Group factor theory, Guilford theory are the major factor theories.

In Unitary theory there is a single intellectual aspect. The multifactor theory introduced by E. L. Thorndike and he says that intelligence is the combination of numerous separate factors. Spearman introduced the two factor theory. He divided the intellectual activity as it contains a general factor 'g' and specific factor 's'.

Group factor theory introduced by L. L. Thurstone. He says that there are certain mental operations have common primary factors. These include verbal factor, Spatial, Numerical, Memory, Inductive, Deductive reasoning, Problem Solving etc.




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Presented by,

Penu. R.

Introspection.

It is the method for studying behaviour of a human being. It is widely acceptable in educational psychology. It is a single technique or approach to study the behaviour of a human being. It is considered as the oldest method for the study of behaviour.

The word introspection is derived from the Latin words. The terminology is originated from two words Intro and Spiere. The word Intro means within or inward. And the word Spiere means look. Hence the word Introspection, terminology says that looking within or looking inwards.

Hence we say that introspection is a sort of self observation. According to it one perceives, analyzes and reports one's own feelings. It is the study of taken place in one's own mind during the course of a mental act or mental process.

Merits.

- Simple & Readily available method.
- Provides adequate knowledge of the inner or covert experiences.
- direct and immediate insight into one's own mental process.
- No expenditure.

Demerits.

- Difficult to concentrate on a particular mental activity.
- Lacks validity & objectivity.
- Not reliable.
- Not simple to handle.



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Presented by,
KRISHNA.

Stages of creative thinking / Creative process .

There are four stages .

- Preparation .
- Incubation
- Inspiration / illumination
- Verification / Revision .

Preparation :- The person may develop a plan of action, internally . During preparation individual mainly faced with a problem to solve . The individual knowingly or unknowingly faced with the problem to solve . The person may change the plan of action to solve the problem during the stage .

Incubation :- The person will voluntarily move away from the problem . During this stage, the person deliberately training away from the problem . find the problem may kept in the conscious part of our mind . The person may be engaged in various activities .

Inspiration :- At certain point of time, the person may get a sudden sparks to solve the problem . This period is inspiration, literally it is a sudden spark .

Verification / Revision :- The person may check whether the solution is right or wrong . If the solution is wrong, the person may revise from the preparation .

Presented by,

LakshmiPriya .



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ASSIGNMENT

Topic : An introduction to CAI

Bany

Submitted to,

Dr. Dhanya B Chandras
Asst. Professor
Natural Science
SNTC Nedunganda

Submitted by,

Silpa D. S
Natural Science
SNTC Nedunganda




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Introduction

CAI, as the name suggests, stands for the type of instruction aided or carried out with the help of a computer as a machine. CAI is the method of instruction in which there is a purposeful interaction between a learner and the computer device for helping the individual learner to achieve the desired instructional objectives with his own pace and abilities at his command. It is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place.

Hilgard and Bower (1977) defined CAI as "Computer Assisted Instruction has now taken as so many dimensions that it cannot be longer considered as a simple derivative of the teaching machine or the kind programmed learning that Skinner introduced".



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Focus of CAI

The main objective of programmed instruction is to provide individualized instruction just to fulfill the special needs of the individual pupil. In order to achieve this objective, some efficient device is required. This device should be flexible and it can store huge amount of organized information. The device may help a person to use some selected part of the stored information. A computer fulfill all these requirements. It can store the organized information; it can process the information.

Principle

This strategy is based on the principle of machine as one hand and the principle of programmed instruction as the other.

Purpose

The main purpose of CAI programme is to provide individual instructions to students according to their ability and interest.



Structure

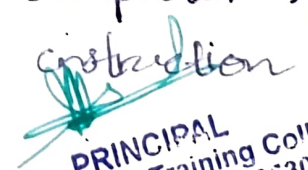
Both linear and branching types of instructional programmes are used in CAI. Students are directly connected with the computer by instructional material. The responses of the students are also recorded by the computer. On the basis of the responses, the computer takes decision into which information is to be made available to the learner next. If learner's answer is correct, computer gives him feedback as well.

Characteristics of CAI

In CAI, there are two way of interaction between an individual student and the computer just as happens in the tutorial system between the teacher and an individual student.

The individual student takes benefit of the displayed material and responds to it. These responses are attended by the computer for deciding the future course of instruction displayed to the




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Computer Assisted Instruction [CAI]

Computer Assisted Instruction (CAI)

is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. CAI uses a combination of text, graphics, sound and video in enhancing the learning process.

* The computer has many purposes in the classroom, and it can be utilized to help a student in all areas of the curriculum.

* CAI refers to the use of the computer as a tool to facilitate and improve instruction.

* CAI programs use tutorials, drill and practice, simulation, and problem solving approaches to present topics and they test the student's understanding.



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Steps involved in CAI

a) Pre-tutorial phase

The main purpose of the phase is that the student must achieve the objectives by using a specific type of instruction. Here the objectives of instruction are just determined and then the instructional programme is prepared and fed in the computer.

b) Tutorial phase

Its main focus is to select a proper instruction and present before the learner. It will control the learners responses also. The learner may select one or more than one instruction at a time.

Experts needed in CAI

CAI need the help of following experts:

- a) Computer Engineer
- b) Lesson writer
- c) System operator



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Types of Computer Assisted Instruction

- 1) Drill and Practice :- Drill and Practice provide opportunities for students to repeatedly practice the skills that have previously been presented and that further practice is necessary for mastery.
- 2) Tutorial :- Tutorial activity includes both the presentation of information and its extension into different forms of work, including drill and practice, games and simulation.
- 3) Games :- Games software often creates a context to achieve the highest score and either beat others or beat the computer.
- 4) Simulation :- Simulation software can provide an approximation of reality that does not require the expense of real life or its risks.



- 5) Discovery :- Discovery approach provide large database of information specific to a course or content area and challenges the learner to analyze, compare, infer and evaluate based on their explorations of the data.
- 6) Problem Solving :- This approach helps children develop specific problem solving skills and strategies.



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Technologies of CAI

CAI requires joint efforts of various persons in the matter of handling of men and material resources. Generally, it involves 3 types of techniques, namely hardware, software and courseware.

* Hardware

The computer as machine represents the hardware. In CAI, we certainly need an appropriate computer to suit our teaching learning situation. It will require the services of an expert or technician for its maintenance and an operator.

* Software

The computer cannot do anything for imparting instruction to the learners if it is ^{with} the software. The programmes containing instruction to the computer in a language that it can understand are called software. These programmes are developed by the experts called programmers as the software level.



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in CAI is of 2 kinds: Application Software and system software. The application software includes instruction to the computer for carrying out a total function required by the user.

* Courseware

The courseware technology is the base of the instruction that is imparted to the learner by CAI. For the instructional purpose, the computer machine as hardware will need the service of the software. These programmes will be prepared by a software programmer.




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Typical CAI provides

- * Text or multi-media content
- * Multiple choice questions
- * problems
- * immediate feedback
- * notes on incorrect response
- * Summarizes student's performance
- * Exercises for practice
- * Worksheets and tests




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Advantages of CAI

- * One-to-one interaction
- * Great motivator
- * Freedom to experiment with different options
- * Instantaneous response to the answers elicited.
- * Self pacing - allow students to proceed at their own pace.
- * Helps teacher can devote more time to individual students.
- * Privacy helps the shy and slow learner to learn
- * Individual attention
- * Learn more and more rapidly
- * Helps to understand difficult concepts through multi sensory approach.
- * Self directed learning - students can decide when, where and what to learn




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Limitations of CAI

- * Over use of multimedia may divert the attention from the content.
- * May feel overwhelmed by the information and resources available.
- * Learning become too mechanical
- * Non availability of good CAI packages
- * Lack of infrastructure.

References

- * <https://www.educationnorthwest.org>
- * <https://www.readingrockets.org>

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**Documents related to field exploration
(Field visit)**




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Introduction

As a part of the BEd curriculum the Natural Science optional trainees attend a monument visit and field trip. For this purpose along with the optional teacher Dr. Dhanya B Chandran, we attended a monument visit and field trip at Thiruvananthapuram and the places we visited were Kuthiramalika, Chitralayam and Veli Tourist Village.

On 17th March 2022, we planned our field visit. The total strength of students for field visit were 15. We all reached Kuthiramalika at 9:30 am. Kuthiramalika was a historical palace built by Swathi Thirunal Rama Varma on the South-eastern side of Padmanabha Swami Temple, Thiruvananthapuram.



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Veli

The Veli Tourist Village which lies where the Veli lake meets the Arabian sea provides for unique boating and picnicking opportunities. There is an entrance fee for every visitor to enter the Veli ecotourist village. Visitors can hire Pedal boats or paddle boats as per their convenience. One can also roam the gardens and have a nice picnic or choose to employ the boats for the entire duration of the trip. The view and feel of the place is extremely unique, considering it is merely 12 kms from the capital city of Thiruvananthapuram. Children are known to have a lot of fun climbing the sculptures here and the speed boat ride across the waters. A separate children's park and floating cafe run by Kerala Tourism Development Corporation (KTDC) are added incentives to visit this unique village. The Veli Tourist Village is



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only 12kms from the capital Thiruvananthapuram, and is a wonderful and relaxing escape from the city. There are many boating and picnicking opportunities to all, a children's park with floating cafe for family fun, speed boats and other water transport to rent for those with a spirit of adventure.

Veli Tourist Village is a popular picnic destination in Thiruvananthapuram district. It consist of a large garden on the southern banks of Veli lagoon. A floating bridge connects the garden to the Veli beach. This picnic destination offers a wide range of attractions such as play areas for children, various boat rides in Veli lake, games, horse rides, swimming pool, shopping stalls, a floating restaurant, a long walk way connecting Akulam lake, stone and grass sculptures by Karayi Kunjiraman which dots the garden landscape a collection of pet birds such as pigeons and swans, small ponds with fish and lotuses.



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For adults, the entrance fees is Rs. 20 and for children it is Rs. 5, for family (2 adults + 2 children) the entrance fee is Rs. 40, for a group of 35 students and 2 teachers the entrance fee is Rs. 200. Shooting is permitted inside Veli Tourist Village. For TV serial shoots Rs. 10000 is the entrance fee, for film shoots Rs. 30,000 is the entrance fee and for video shoot Rs. 250 is the entrance fee.

Generally, ecotourism deals with interaction with biotic components of the natural environment. Ecotourism focuses on socially responsible travel, personal growth and environmental sustainability. Ecotourism typically involves travel to destinations where flora, fauna and cultural heritage are the primary attractions. Ecotourism aims at minimal environmental impact on the areas visited. Besides fostering respect towards the natural environment, ecotourism also helps in socio-economic benefits for the community of the



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of the area visited. Since the 1980s, ecotourism has been considered a critical endeavor, by environmentalists, so that future generations may experience destinations relatively untouched by human intervention. Ecotourism may focus on educating travelers on local environments and natural surroundings with an eye to ecological conservation.

Activities

Veli Tourist Village offers a wide variety of activities for children, adults and families. The beauty of Veli is that it offers something to everyone. here include,

→ Boating

Boating in the lake is what attracts a large percentage of tourist visiting Veli.

Boating is operated by KTD and there are 2 boat docks and multiple types of boat rides.



Usually the boat ride last 20 to 30 minutes and covers the stretch from Veli beach side to the NH47 bypass bridge (over 1 km). The boats available include Safari boats, Pedal boats, row boats and speed boats. Boating is open from 10 am to 5 pm and there is a lunch break between 1 pm to 2 pm.

⇒ Leisure Walk

There is a walk way on the lake side which connects Veli to the Parvathi Puthanar Canal opening just near the NH47 bypass bridge. This walkway is over 1 km long and offers an excellent leisure walk opportunity. Another walkway on the other side of NH47 bridge is currently being developed. Currently Veli and Aakulam walkways are not connected.

⇒ Childrens Park

There are multiple small childrens parks in Veli. The first one on the right



side of the Veli main entrance. This offers various playground sets such as slides, swings etc. Interestingly this section has lots of play space and recreation activities for children.

⇒ Dining

There are a number of small cafeterias (located on the right of the boat dock) and a floating restaurant operated by KTDC. Cafeterians offers snacks, ice creams, soft drinks, and are cheap for a tourist destination. The floating restaurant is priced on the medium range and offers excellent views of the lake and the beach.

⇒ Shopping

Small shops are located on the main road outside the Veli tourist Village entrance and also on the beach side where lake meets the beach.




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→ Bird Watching

Veli also offers excellent opportunities for bird watchers. The hotspots include large trees located near the floating area, trees located on the southern side of the floating bridge and the areas towards the NH47 bypass bridge.

Future of Veli Tourism Village

The northern side of the Veli lake is in the hands of VSSC (Vikram Sarabhai Space Centre). An administrative Block with guest home has been constructed on the banks recently and even a portion of the lake is added to this centre reducing the overall lake size available for the tourists. Kerala government has planned of extending Veli tourist Village with the addition of a theme park. One of the things that threaten the Veli beach and lake is the rapid rise in pollution.




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Conclusion

The field trip was really interesting and helpful for knowing about the heritage and culture of the ancient Kerala. Kuthirasalika is a place filled with historical relics and gives a glimpse of Travancore Kingdom which has a unique history. The architecture is also an important factor here. Chitalayam museum provides an authentic perspective on history, traditions and culture of Travancore.

The field visit to Veli tourist village was wonderful and attraction with boating facilities, horse riding, toy train, landscape, park and floating restaurant bridge. It was a informative and memorable moment and field visit. Each and everyone enjoyed the field visit with joy and relaxation.




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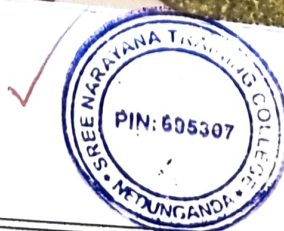
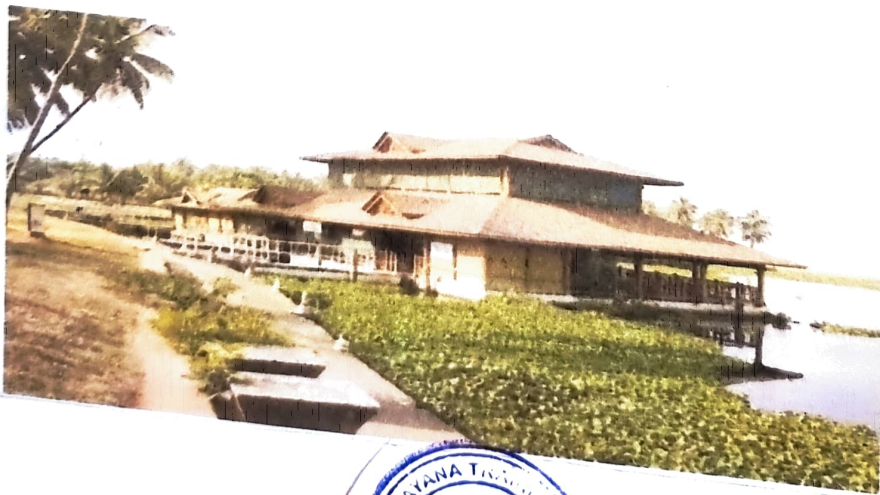
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PHOTO GALLERY.

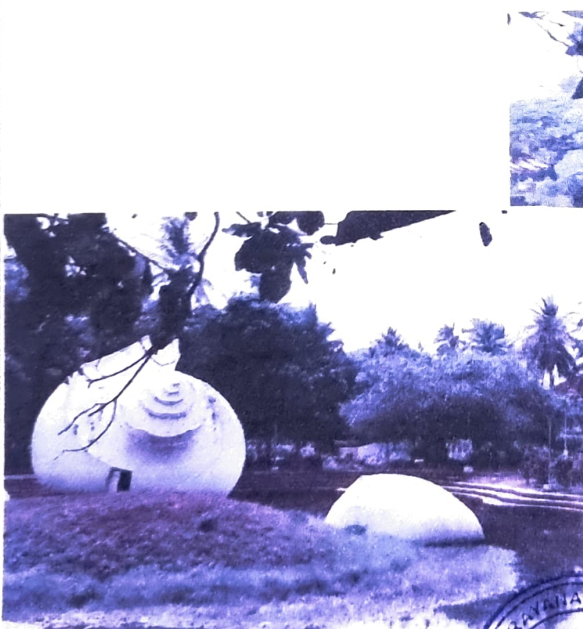


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Principals

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**Documents related to preparation of term paper
(Model examination EDU - 02)**



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2012

EDU.02 : Developmental perceptives of the learner.

1) ^{pre} ~~Conventional~~ ✓

2) b) L.L. Thurstone ✓

3) d) An unconscious state of backtracking of the past.

4) c) J.B. Watson ✓

5) D) Highly subjective ✓

6) 1. Integrated & ~~social~~ nature

2. Dynamic ✓

3. Balanced exp. ✓

9) 1. Army Beta test

2. Army Alpha test

3. Panchik budhi pariksha.

10) ~~person~~ personality is that of person is. It is the ideas, behaviours and beliefs of a ~~person~~ and that constitute his overall character. *define*

18) Multiple intelligence theory

→ It is proposed by ^{Howard} Gardner.

→ According to this theory the intelligence consists of many factors.

→ The many factors constitute the intelligence of a person.



→ According to Gardner, the intelligence consists of 9 types.

1. Spatial intelligence.
2. Bodily kinesthetic intelligence
3. Verbal-linguistic intelligence
4. Musical intelligence
5. Logical-mathematical intelligence
6. Existential intelligence.
7. Intrapersonal intelligence
8. Interpersonal intelligence.
9. Naturalistic intelligence.

→ The multiple intelligence theory is introduced from the book 'frames of mind'.

→ A person shows varieties of intelligence in their life time

1. Spatial Intelligence.

→ In this type of intelligence they give importance to spatial aspects.

→ In this involves the capabilities of drawing, painting etc.

→ One who possess this type of intelligence are good intelligent at the spatial world.

→ Eg- painters, Architects etc.



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2. Body-kinaesthetic

- Here the complete body or partially the body parts involved into some activities
- Here the person's use their body to shape the intelligence.
- eg:- actors, dancers etc.

3. Musical intelligence

- Here the persons intelligent in musical world.
- people who high intelligent in this field who could show the high sensitive to sounds.
- Musicians, lyricists show this type of intelligence.

4. Naturalistic

- In this type the persons are close to the nature
- They observe and examine the natural world effectively.
- eg:- Bird watchers, Scientists, Zoologists etc.
- They are more intelligent in affection with the natural world.

5. Intra-personal

- Here the person intelligent in his own behaviours.
- They successfully know ourself.
- eg:- Psychologists, philosophers



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6. Interpersonal

- One who identifies and get a solution to the problems of others is called ~~interperson~~ possess the Interpersonal intelligence.
- They are usually know other feelings and emotions and correct them
- Eg:- Counsellors, teachers

7. Verbal-Linguistic

- Here the persons more intelligent on languages ~~related~~
- They are intelligent to write ~~to~~ books, reading, and also they are good at word fluency.
- Eg:- poets, writers, lyricists etc.

8. Logical-mathematical

- people who are intelligent in logical reasoning
- They intelligent in inductive & deductive reasoning, logical thinking etc.
- They solve problem mathematically & logically
- Eg:- Mathematicians




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9. Existential

- people who are believes in human existence, existence after death is under this intelligence.
- They think about death and existence and are in imaginary world.
- e.g:- philosophers, scientists etc.

7) case study

- It is the method of studying psychology.
- It is the comprehensive method through that can analyse one person, unit or group or community.
- It is the time consuming method
- Expensive.

20) Vygotsky's language development.

- The psychologist Lev. Vygotsky proposed the theory called social constructivist theory or language development theory under the basis of social interaction.
- Through this theory the language is developed by a person through social interaction.
- Through social interaction



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→ According to this a person acquire knowledge from more knowledgeable per other persons (Mko's).

• More knowledgeable ^{other} persons (Mko's)

→ The persons who more knowledge about all kinds are called More knowledgeable persons.

→ childrens acquire knowledge from more knowledgeable persons.

→ They are consists of teachers, parents, peer groups etc.

• Zone of proximal development (ZPD)

→ It is the space between zone of actual development and zone of potential development.

→ Zone of actual development is the place where a child can reach.

→ Zone of potential development is the place where a child person cannot reach.

→ Zone of proximal development is the place where a person can reach with the help of more knowledgeable other persons.

→ With the help of Mko's, the person reach a level higher to his actual development.

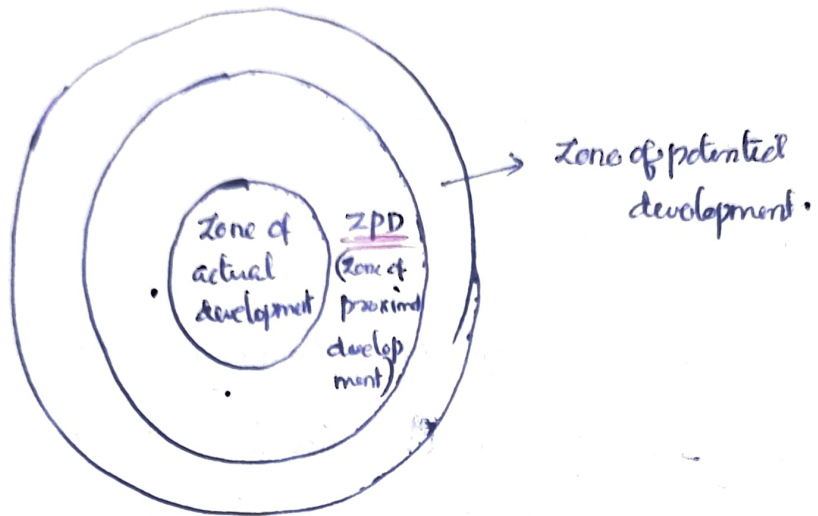
→ The language is ~~acquired~~ through the interaction with other people.



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• / Language:

→ according



• Language:

→ according to Vygotsky the language is acquired through social interactions

→ They proposed 3 types of speech on the language development

1. private speech
2. Inner speech.
3. Social speech.

↳ private

1. Social speech:

→ It is the interaction with others irrespective of their society.

→ They do not consider the social surroundings

→ This types of stage show the childrens between birth to 2 year.

→ Babbling sounds are example.



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2. Innerspeech

- childrens above 5 age show the interaction become limited
- They show the gongism and speech become decreased

3. private speech

- During adolescent period childrens speaking to own self
- They ~~do not~~ show the social interaction limitedly.
- They take emotions and feelings to himself.

14) Freud's theory of psychoanalysis

- Freud's propose the theory of psychosexual development under the basis of personality
- They introduced 3 domains.

1. personality of structure
2. personality of dynamics
3. personality of psycho-sexual development.

(1) personality of Dynamics

(1) Conscious mind

(2) Subconscious

(3) Unconscious.




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(A) personality of dynamosis
 (1) Conscious level,

- In this the persons who aware of all the activities
- They do the things that aware do himself.
- The activities such as eating, studying, sex etc are include in this level.

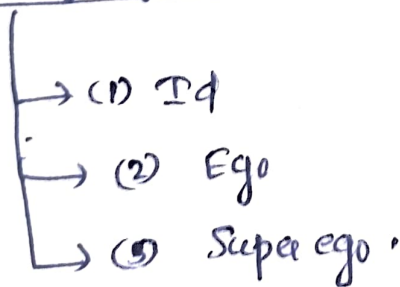
(2) Sub-Conscious.

- In this the people who are aware of things but they can recollect the thoughts easily.
- Memory, thoughts etc.

(3) Unconscious.

- In this type peoples do not aware or unaware of thoughts
- people cannot recollect ideas, thoughts etc.

(II) personality of structure



(B) Id.

- personality of structure includes the different structural level of personality.




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(A) possibility of dynamics
(1) Conscious level,

- In this the persons who aware of all the activities
- They do the things that aware do himself.
- The activities such as eating, studying, sex etc are include in this level.

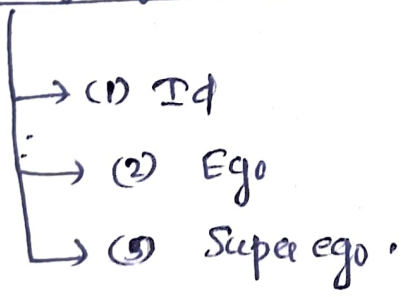
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(B) Def.

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III) psychosexual development

1. Oral stage.
2. Anal
3. phallic
4. Genital.

1. oral stage

- Erogenous zone - mouth.
- fixation - weaning process.
- The childrens are more sensitive to mouth with this weaning process.
- Id dominates

2. Anal

- Erogenous zone - ^{Bladder &} Bowel movement
- fixation - toilet training
- ego arises

3. phallic

- More sensitive to sexual attractions
- They able to discriminate between male and female.
- ego dominates → oedipus complex (boys)
- → electra complex (girls)

4. Genital

- Erogenous zone - Genitals
- Super ego dominates
- attraction to peer groups.

• Contribution to education

- It displays all the stages of personality development.



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→ Emphasis on growth and development ^{in relation} according to personality

14) Causa of mal adjustment:

→ Mal adjustment is the problems arises in adjustment mechanisms

→ It is by frustrations and conflicts

• Causa

Individual

• Social factors — poverty, financial crisis

• psycho-social factors

— Unemployment, Unsupport of parents.

• frustration -

• Conflicts

Approach - Approach (+ve, +ve)

Approach - Avoidance (+ve, -ve)

Avoidance - Avoidance (-ve, -ve)

11) Characteristics of non verbal tests

→ It includes block building, mace tracing etc.

→ It works under intelligence of mind.

→ It takes place Individual as well as groups.

→ It is the tests concerning to physical movements other than languages.




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15)

- It is the important school of psychology.
- Followed by Max Wertheimer; Kohler, Kurt Koffler.
- It means Group Configuration
- Opposed thoughts of Behaviourism.
- Rejected the stimulus.

1. Law of perception :- person has a tendency to perceive a group or whole. It includes.

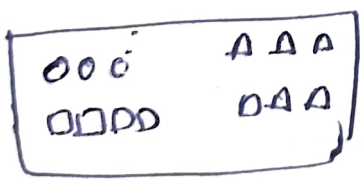
a) Law of proximity

It means nearness that means a persons perceive a group when two or more items are near.

eg:-  perceive near subjects as a whole.

b) Law of similarity

Similar subjects are perceived as a group when they are in different ones



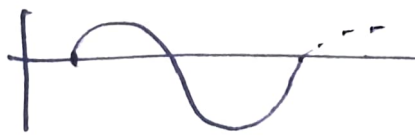
d) Law of closure

If the lines are on the gaps there are a tendency to fill the gaps -



c) Law of Continuity

Tendency to read Continuity when they are in same direction



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13) Repression :- forgetting the conscious memory

Rationalization :- Identifying ~~oneself~~ with unconscious mind

→ They are the adjustment mechanisms.

15) It is introduced by W.B. Watson

→

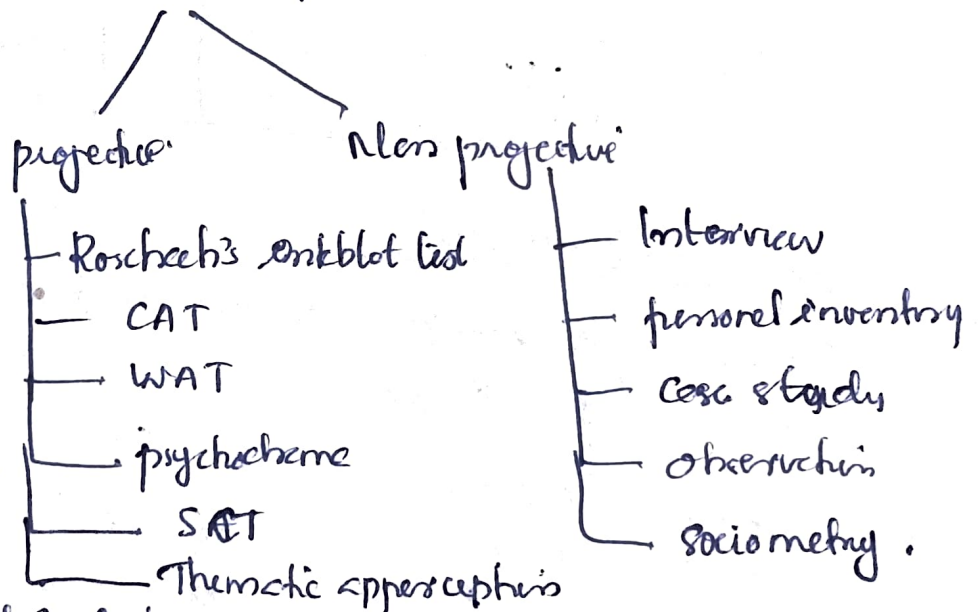
→ Emphasis on behaviour of a person

→ opposite of structuralism.

22) personality.

→ personality is the all that a person is.

→ the assessment of personality.



1) Projective techniques

a) Rorschach's inkblot.

- cards with black & white and 5 coloured inks.

- subject sees for a time and observes the response of the subject.



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Based on location

- W - words
- w
- D
- d
- S

2. childrens Apperception test

- applied to childrens of 3-10 years.
- Included the images of animals

3. Word Association test

- Includes the words.
- word is pronounced with time period and subject.

4. psychodrama

- It is the role play
- Common.

5. SGT (Sentence Completion Test)

- Introduce a sentence and allow to complete the sentence.

D) Non-projective

a) Interview

- free to face communication



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b) case study

- comprehensive method to analyse personalities

c) observation

- Through senses such as seeing, hearing etc

d) personal inventory

- collect the details of a person etc.

e) Soc e) Sociometry

- blind images or special experience

8) spiral

• linear

• continuous

• qualitative



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