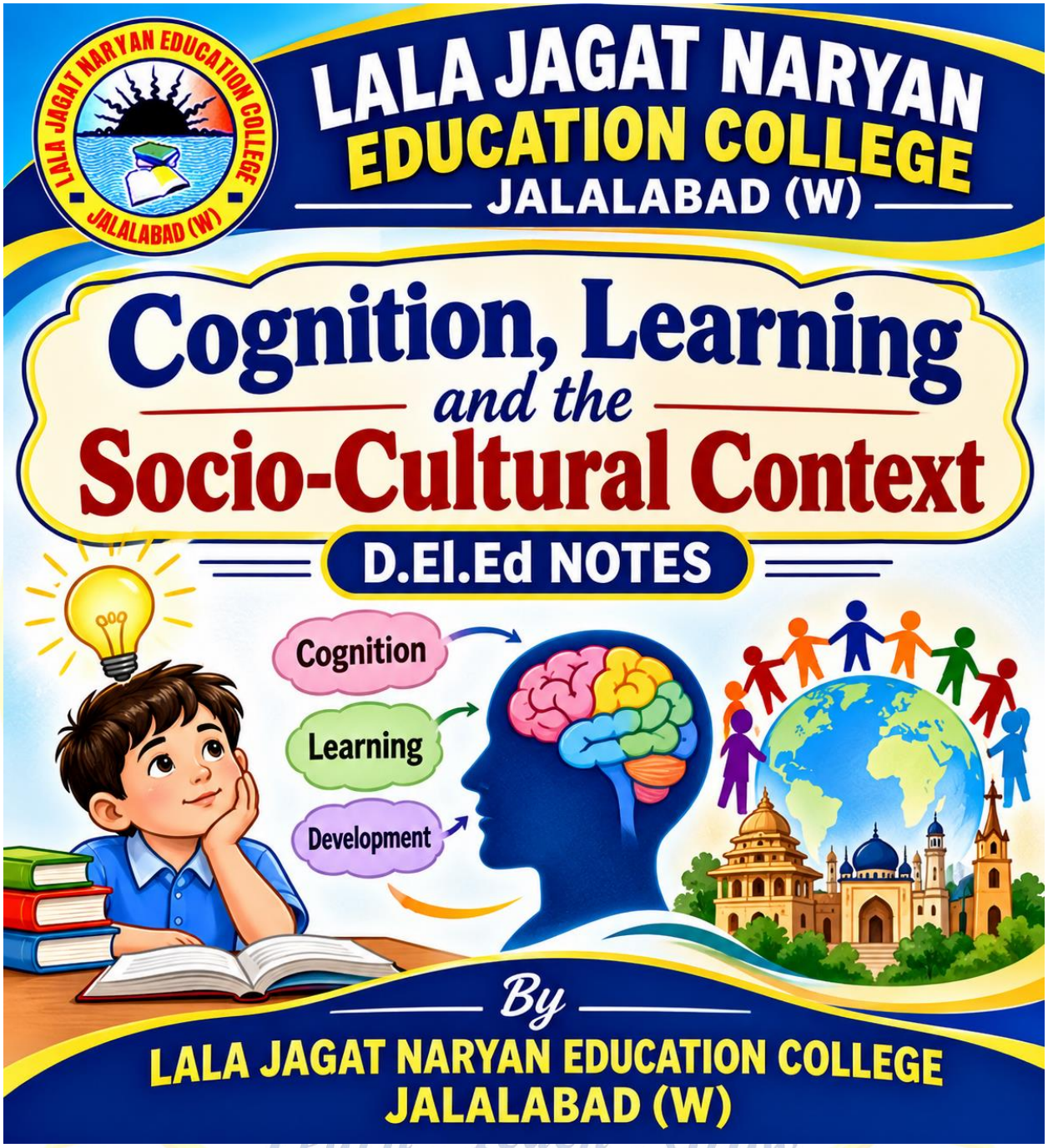


Units Unit 1: Learning and Behaviourism

• Learning: Concept of learning; processes of children learning • Behaviourism: Basic ideas of Behaviourism, its characteristics and features and its critique.

Contribution of behaviourism to education.

Unit 2: Cognition

• Constructivism: Introduction to the concept, features and characteristics; Jean Piaget's theory of cognitive development and its implications in teaching-learning process.

• Vygotsky's Theory: Introduction, characteristics and its Educational implications.

• Information processing approaches: Memory: basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval), Information retrieval and forgetting.

Unit 3: Play

• Meaning of Play, characteristics, kinds and types of Play

• Play and its functions: linkages with the physical, social, emotional, cognitive, language and motor development of children; cross-cultural and socio-economic differences in children's play.

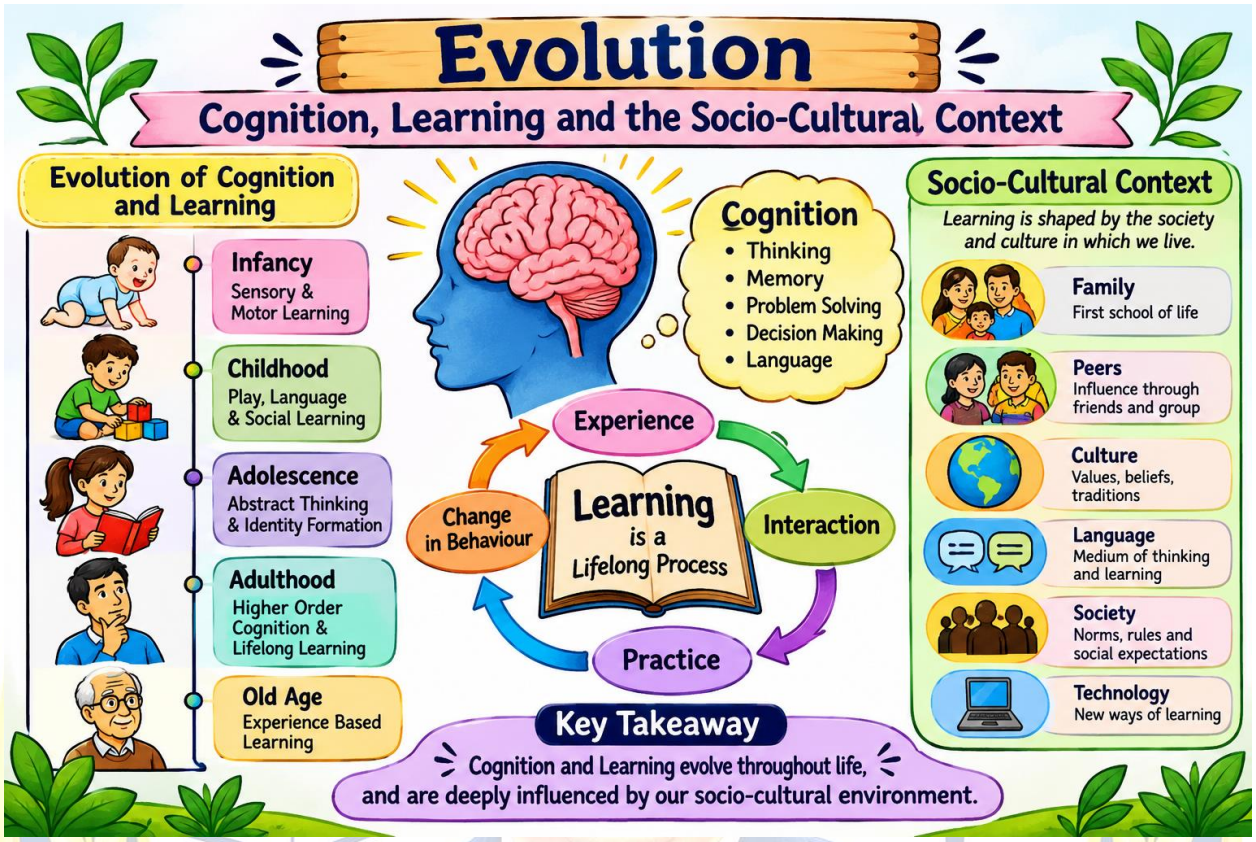
• Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

Unit 4: Self and Moral development

• A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control.

• Moral development: Kohlberg stages of moral development and its implication for teaching learning process.

ASHISH KUMAR Assistant Professor Learn • Teach • Grow



UNIT–I: LEARNING AND BEHAVIOURISM

1. Meaning and Concept of Learning

Meaning: Learning is a continuous process through which an individual acquires new knowledge, skills, attitudes, habits and behaviours through experience, practice, observation and interaction.

Definitions:

- **Learning is a process of acquiring knowledge and skills through experience and practice.**
- **Learning brings relatively permanent changes in behaviour as a result of experience.**

Characteristics of Learning

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow

1. **Continuous Process: Learning takes place throughout life.**
2. **Universal Process: Every individual learns, regardless of age.**
3. **Active Process: Children learn through participation and activities.**
4. **Goal-Oriented: Learning takes place to achieve certain objectives.**
5. **Experience-Based: Experience plays an important role in learning.**
6. **Change in Behaviour: Learning brings changes in knowledge, skills and behaviour.**
7. **Individual Differences: Every child learns at a different speed.**
8. **Social Process: Children learn through interaction with teachers, parents and friends.**

Example

When a child learns to ride a bicycle, initially the child may face difficulty. Through practice, observation and repeated attempts, the child gradually learns to ride independently.

2. Processes of Children's Learning

Children learn through different processes:

1. Observation: Children learn by watching others.

Example: A child learns how to greet elders by observing parents.

2. Imitation: Children copy the actions and behaviours of others.

Example: A child copies the teacher's way of speaking.

3. Practice: Repeated practice improves learning.

Example: A child improves handwriting by writing regularly.

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

4. Trial and Error: Children learn by trying different methods and correcting mistakes.

Example: A child tries different ways to solve a puzzle.

5. Conditioning: Learning takes place through association and consequences.

Example: A child develops the habit of completing homework after receiving encouragement.

6. Discovery Learning: Children learn by exploring and finding solutions themselves.

Example: Children discover that some objects float while others sink.

7. Learning Through Interaction: Children learn through discussion and cooperation.

Example: Group activities help children understand new concepts.

8. Learning Through Play: Children acquire knowledge and skills through games and playful activities.

Example: Counting blocks helps children understand numbers.

3. Behaviourism

Meaning of Behaviourism

Behaviourism is a psychological theory that focuses on observable behaviour. It explains that learning takes place through interaction between an individual and the environment.

According to behaviourists, behaviour can be learned through conditioning, practice, rewards and consequences.

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow

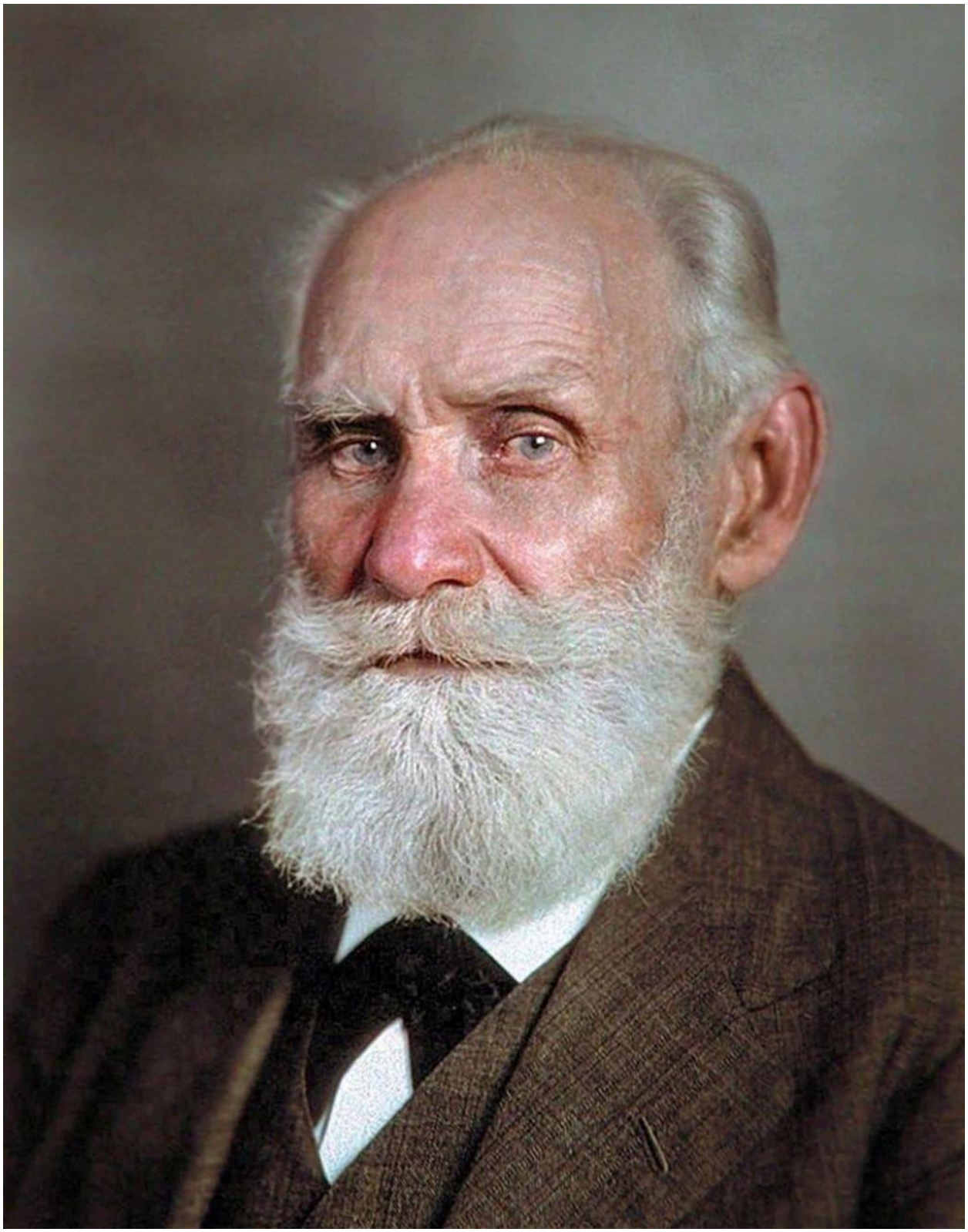
Important Behaviourist Psychologists



Assistant Professor
Learn • Teach • Grow

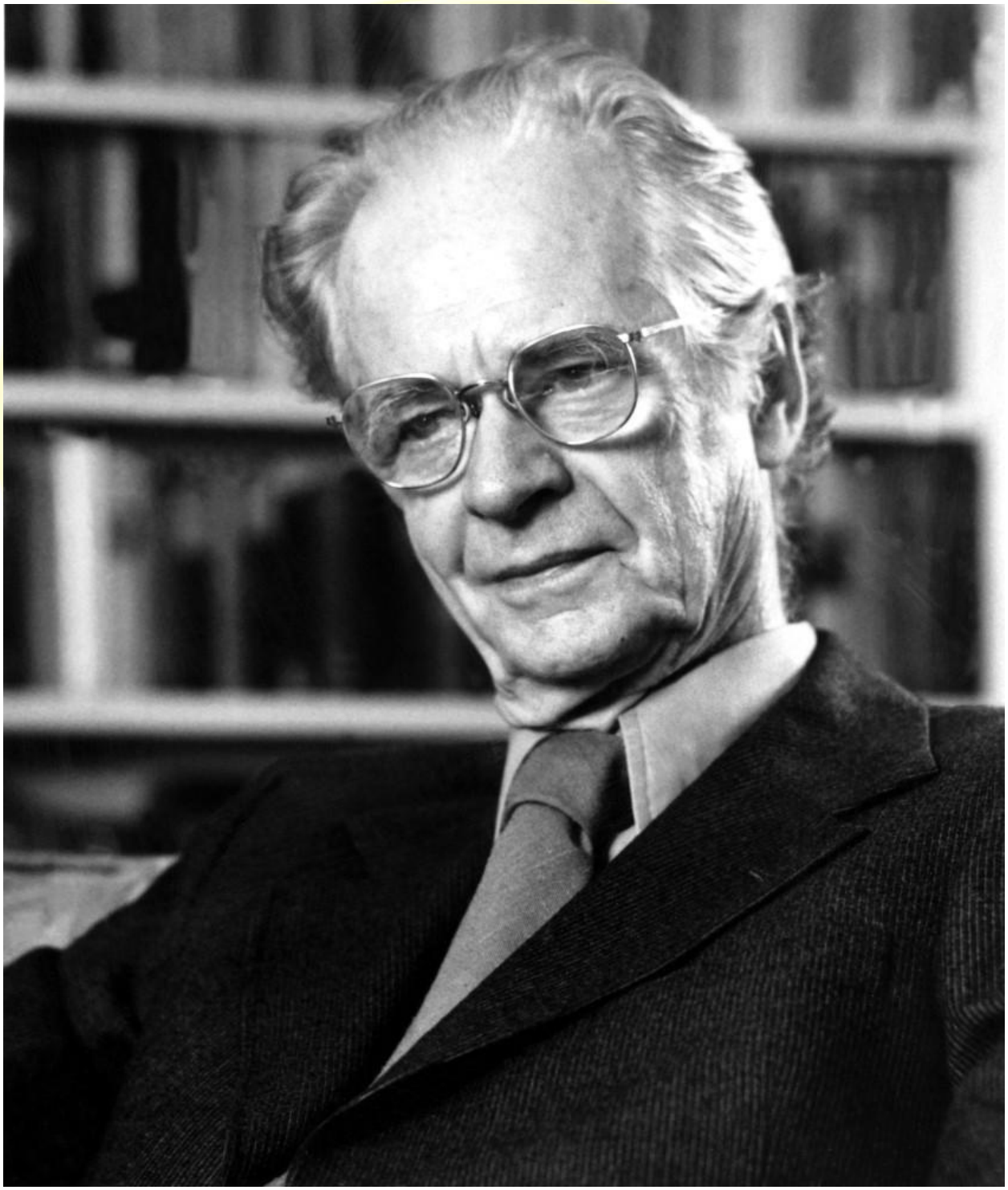
1. John B. Watson

Known as the founder of Behaviourism. He emphasised the study of observable behaviour.



2. Ivan Pavlov

Developed the concept of Classical Conditioning through experiments with dogs.



3. B. F. Skinner

Developed the theory of Operant Conditioning and explained the role of reinforcement.



4. Edward Thorndike

Developed the Trial and Error Theory of Learning and the Law of Effect.

Basic Ideas of Behaviourism

1. **Learning involves a change in observable behaviour.**
2. **Environment influences behaviour.**
3. **Learning takes place through conditioning.**
4. **Reinforcement strengthens behaviour.**
5. **Practice helps in developing habits.**
6. **Behaviour can be modified through rewards and consequences.**

Types of Conditioning

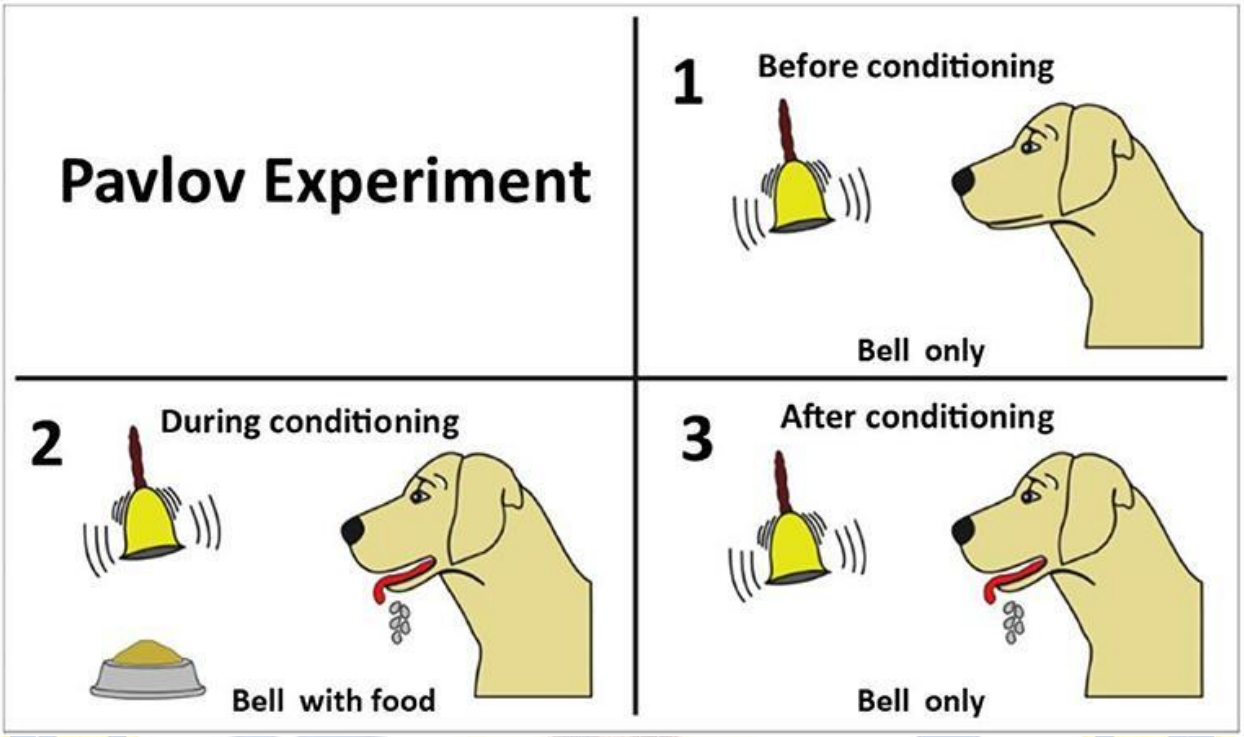
A. Classical Conditioning – Ivan Pavlov

Classical conditioning is learning through association between two stimuli.

Example:

A child hears the school bell every day before lunch. Gradually, the bell becomes associated with lunchtime.

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow



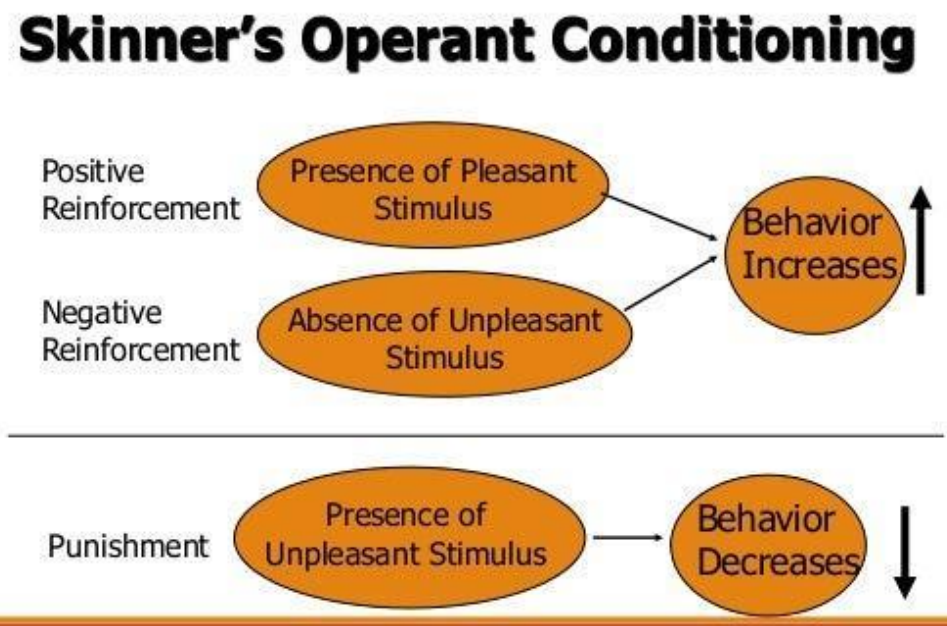
B. Operant Conditioning – B.F. Skinner

Operant conditioning explains that behaviour is influenced by its consequences.

- **Positive reinforcement: Giving something pleasant to encourage behaviour.**
- **Negative reinforcement: Removing something unpleasant to encourage behaviour.**
- **Punishment: A consequence intended to reduce unwanted behaviour.**

Example: A teacher appreciates a child for completing homework. The child becomes more motivated to complete homework regularly.

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow



C. Trial and Error Learning – Edward Thorndike

Learning takes place through repeated attempts until the correct response is achieved.

Example: A child tries different methods to complete a mathematical puzzle.

Characteristics of Behaviourism

- **Focuses on observable behaviour.**
- **Emphasises stimulus and response.**
- **Gives importance to reinforcement.**
- **Considers the environment important.**
- **Supports repetition and practice.**
- **Explains learning through conditioning.**
- **Emphasises habit formation.**

Criticism of Behaviourism

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow

1. **It gives less importance to thinking and reasoning.**
2. **It ignores some emotional and social factors.**
3. **It considers learners mainly as responders to environmental influences.**
4. **It gives insufficient attention to creativity.**
5. **It does not fully explain complex learning.**
6. **Excessive use of rewards may reduce children's interest in learning for its own sake.**

Contribution of Behaviourism to Education

1. **Classroom Discipline: Helps teachers develop positive classroom behaviour.**
2. **Reinforcement: Encouragement motivates children.**
3. **Habit Formation: Helps develop regular study habits.**
4. **Teaching Methods: Supports step-by-step teaching.**
5. **Individual Learning: Allows practice according to the learner's ability.**
6. **Feedback: Immediate feedback helps children correct mistakes.**
7. **Skill Development: Repetition helps children develop reading, writing and mathematical skills.**

Mind Map – Unit I

LEARNING AND BEHAVIOURISM

Learning

Knowledge, skills, experience, behaviour

Learning Processes

Observation, imitation, practice, discovery

Behaviourism

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

Observable behaviour and environment

Psychologists

Watson, Pavlov, Skinner, Thorndike

Types of Learning

Classical Conditioning • Operant Conditioning • Trial and Error

Educational Contribution

Reinforcement • Discipline • Practice • Habit Formation

UNIT–II: COGNITION

1. Meaning of Cognition

Cognition refers to the mental processes through which individuals acquire, understand, store, organise and use information.

It includes:

- **Thinking**
- **Memory**
- **Attention**
- **Perception**
- **Reasoning**
- **Problem-solving**
- **Language**
- **Decision-making**

Example: When a child reads a mathematical problem, understands it, remembers the formula and solves it, different cognitive processes are involved.

2. Constructivism

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

Meaning of Constructivism

Constructivism is a learning theory which states that children actively construct their own knowledge through experiences, activities, exploration and interaction with the environment.

According to constructivism, children are not passive receivers of information. They actively participate in the learning process.

Characteristics of Constructivism

1. **Child-centred learning.**
2. **Active participation of learners.**
3. **Learning through experience.**
4. **Encourages creativity and imagination.**
5. **Promotes critical thinking.**
6. **Encourages problem-solving.**
7. **Gives importance to previous knowledge.**
8. **Promotes group discussion and cooperation.**
9. **Teacher acts as a facilitator.**
10. **Learning takes place through exploration and discovery.**

Example

Instead of simply telling children that plants need sunlight, water and air, the teacher asks them to grow two plants under different conditions and observe their growth.

Through observation, children construct their own understanding.

3. Jean Piaget's Theory of Cognitive Development

ASHISH KUMAR Assistant Professor Learn • Teach • Grow



Jean Piaget (1896–1980)

Jean Piaget was a Swiss psychologist who explained how children's thinking and understanding develop through different stages.

According to Piaget, cognitive development takes place through four stages.

Four Stages of Cognitive Development

Jean Piaget's Stages of Development

Stage	Age Range	Key Characteristics
Sensorimotor	0 – 2 years	• Learns through senses and actions (touching, looking, mouthing) 
Preoperational	2 –7 years	• Develops language and uses symbols Thinking egocentric • Difficulty understanding conservation and logic 
Concrete Operational	7 – 11 years	• Thinks more logically about concrete events • Understands conservation, 
Formal Operational	12 + years (adolescence– adulthood)	• Develops abstract and hypothetical thinking • Thinks about future and moral issues 

1. Sensorimotor Stage (Birth to 2 Years)

- **Children learn through senses and physical actions.**
- **They explore objects by touching, seeing, hearing and moving.**

- **Development of object permanence takes place.**

Example: A baby searches for a toy hidden under a blanket.

2. Preoperational Stage (2 to 7 Years)

- **Development of language and symbolic thinking.**
- **Children use words, pictures and symbols.**
- **Thinking is often egocentric.**
- **Children may focus on one aspect of a situation.**

Example: A child believes that a tall glass contains more water than a short, wide glass, even when both contain the same amount.

3. Concrete Operational Stage (7 to 11 Years)

- **Children develop logical thinking about concrete objects.**
- **They understand conservation.**
- **They develop classification and ordering skills.**
- **They become less egocentric.**

Example: A child understands that the quantity of water remains the same even when it is poured into a different-shaped glass.

4. Formal Operational Stage (11 Years and Above)

- **Development of abstract thinking.**
- **Children can understand hypothetical situations.**
- **They develop logical and scientific reasoning.**
- **They can solve complex problems.**

Example: A student can discuss democracy, justice and equality through abstract reasoning.

Important Concepts of Piaget's Theory

1. Schema: A mental framework used to organise knowledge.

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

Example: A child develops a schema of a dog by observing its features.

2. Assimilation: Understanding new information through existing knowledge.

Example: A child sees a wolf and calls it a dog because it resembles the child's existing understanding of dogs.

3. Accommodation: Changing an existing schema to understand new information.

Example: The child learns that a wolf is different from a dog and modifies the existing understanding.

4. Equilibration: The process of balancing assimilation and accommodation to achieve understanding.

Educational Implications of Piaget's Theory

1. **Teaching should be according to the child's developmental stage.**
2. **Children should be provided with learning activities.**
3. **Teachers should encourage discovery learning.**
4. **Concrete materials should be used for young children.**
5. **Individual differences should be respected.**
6. **Teachers should encourage questioning.**
7. **Learning should proceed from simple to complex.**
8. **Abstract concepts should be introduced when children are developmentally ready.**

4. Vygotsky's Theory of Cognitive Development



Lev Vygotsky (1896–1934)

Vygotsky was a Russian psychologist who emphasised the importance of social interaction, language and culture in children's cognitive development.

Meaning of Vygotsky's Theory

According to Vygotsky, children develop knowledge and thinking abilities through social interaction with parents, teachers, adults and more capable peers.

He believed that learning is strongly influenced by culture and society.

Main Characteristics

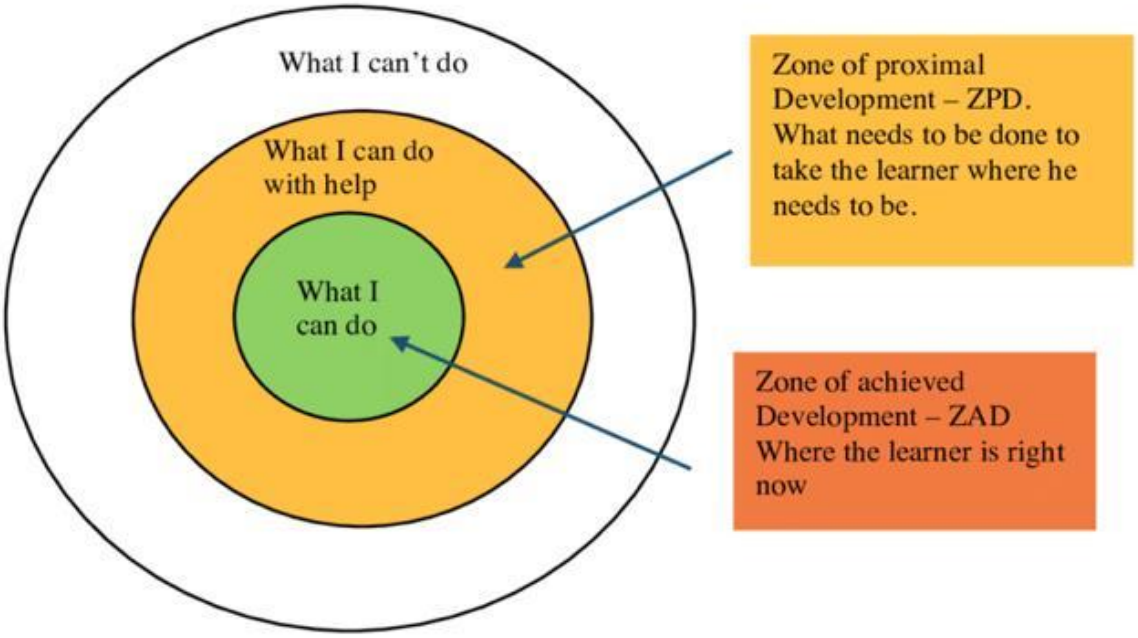
1. **Social interaction is important for learning.**
2. **Language plays an important role in thinking.**
3. **Culture influences cognitive development.**
4. **Children learn through cooperation.**
5. **Teachers and adults provide guidance.**
6. **Learning can support cognitive development.**

Important Concepts of Vygotsky's Theory

1. Zone of Proximal Development (ZPD)

ZPD refers to the difference between what a child can do independently and what the child can do with guidance.

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow



Example: A child cannot solve a difficult mathematical problem alone but can solve it with the teacher's guidance.

2. Scaffolding

Scaffolding means providing temporary support to children until they become capable of completing a task independently.

Example: A teacher first demonstrates how to write a paragraph, then gives hints and finally allows children to write independently.

3. More Knowledgeable Other (MKO)

An MKO is a person who has greater knowledge or skill in a particular area and helps a child learn.

Example: A teacher, parent or skilled classmate.

4. Language and Thought

Vygotsky believed that language plays an important role in the development of thinking.

Example: Children use self-talk to guide themselves while solving a puzzle.

Educational Implications of Vygotsky's Theory

1. **Encourage group learning.**
2. **Promote classroom discussions.**
3. **Provide guidance according to children's needs.**
4. **Use peer learning.**
5. **Encourage communication and language development.**
6. **Give tasks slightly above children's independent ability.**
7. **Respect children's cultural backgrounds.**
8. **Gradually reduce support as children become independent.**

Difference Between Piaget and Vygotsky

Piaget	Vygotsky
Emphasised individual discovery	Emphasised social interaction
Cognitive development occurs through stages	Emphasised social and cultural influences
Children construct knowledge through exploration	Children construct knowledge through collaboration
Readiness is important	Guided learning is important
Emphasised individual activity	Emphasised language and interaction

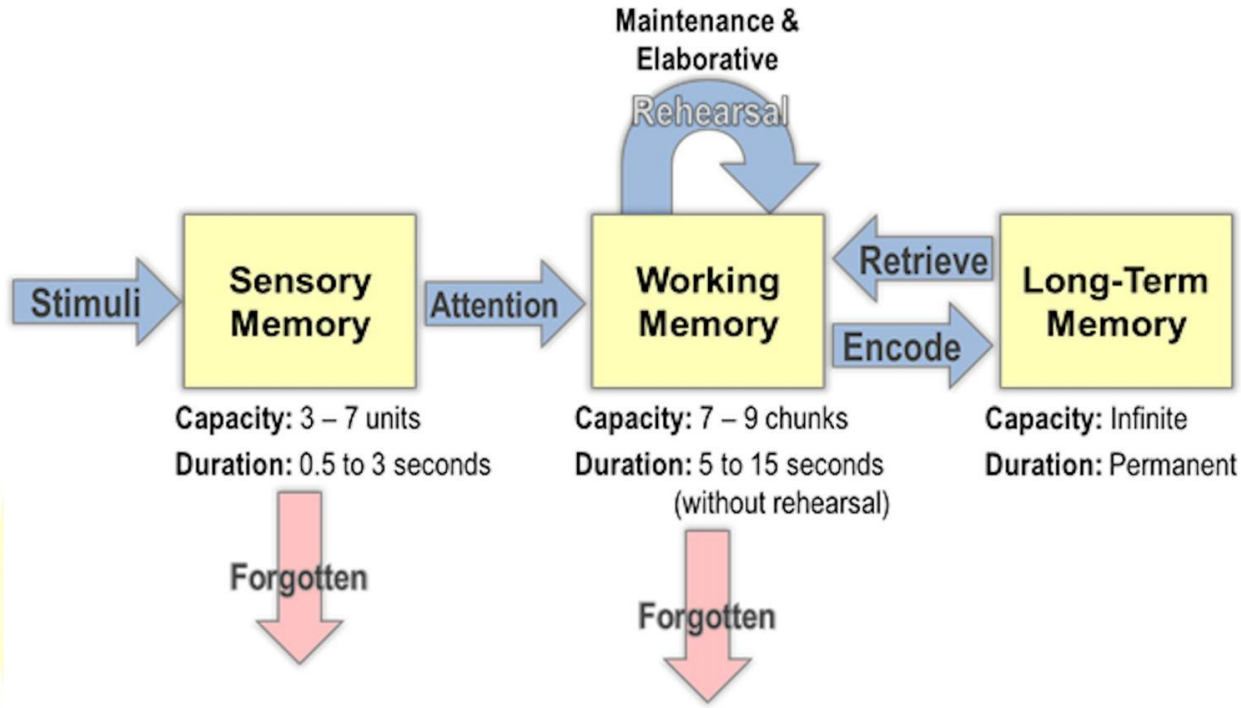
5. Information Processing Approach

Meaning

The Information Processing Approach explains how the human mind receives, processes, stores and retrieves information.

It compares the human mind to an information-processing system.

Basic Architecture of the Mind



1. Attention

Attention is the process of focusing the mind on a particular activity or information.

Example: A child listens carefully when the teacher explains a story.

2. Working Memory

Working memory temporarily holds and processes information that we are currently using.

Example: Remembering numbers while solving a mathematical calculation.

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow

3. Long-Term Memory

Long-term memory stores information for a long period.

Example: Remembering the alphabet, multiplication tables and childhood experiences.

4. Encoding

Encoding is the process of converting information into a form that can be stored in memory.

Example: A student understands and connects a new science concept with a familiar example.

5. Retrieval

Retrieval is the process of bringing stored information back into conscious awareness.

Example: Recalling an answer during an examination.

Information Retrieval and Forgetting

Information Retrieval: Retrieving means recalling previously learned information when required.

Types of retrieval:

- **Recall: Remembering information without seeing it.**
- **Recognition: Identifying previously learned information.**
- **Relearning: Learning something again more quickly than the first time.**

Forgetting: Forgetting means the inability to recall or recognise previously learned information.

Causes of Forgetting

ASHISH KUMAR Assistant Professor Learn Teach Grow

1. **Lack of revision.**
2. **Lack of attention.**
3. **Interference from other information.**
4. **Passage of time.**
5. **Stress and distractions.**
6. **Incomplete understanding.**

Ways to Improve Memory

- **Regular revision.**
- **Meaningful learning.**
- **Practice and repetition.**
- **Use of diagrams and mind maps.**
- **Connecting new knowledge with previous knowledge.**
- **Proper sleep and concentration.**
- **Self-testing and active recall.**

Mind Map – Unit II

COGNITION

Thinking • Memory • Attention • Reasoning

Constructivism

Active learning • Experience • Discovery

Piaget

4 stages • Schema • Assimilation • Accommodation

Vygotsky

ZPD • Scaffolding • MKO • Language

Information Processing

Attention • Working memory • Long-term memory

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

Memory Processes

Encoding → Storage → Retrieval → Forgetting

UNIT–III: PLAY

1. Meaning of Play

Play is a natural and enjoyable activity through which children explore their surroundings, express feelings, develop skills and learn new things.

Play is an important part of childhood because it supports the overall development of children.

Example: When children play with building blocks, they learn shapes, colours, balance, counting and creativity.

2. Characteristics of Play

1. **Enjoyable: Children participate because they enjoy playing.**
2. **Natural: Play is a natural activity of childhood.**
3. **Voluntary: Children generally participate willingly.**
4. **Creative: Play encourages imagination and creativity.**
5. **Flexible: Children can change activities and rules.**
6. **Active: It involves physical and mental participation.**
7. **Social: Children learn cooperation and sharing.**
8. **Educational: Play develops knowledge and skills.**
9. **Self-Expressive: Children express their emotions through play.**
10. **Developmental: It supports overall development.**

3. Kinds and Types of Play

ASHISH KUMAR Assistant Professor Learn • Teach • Grow



ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow




創意廊
Reading World
滅碳ABC

1. Physical Play

Activities involving body movements.

Examples: Running, jumping, skipping and climbing.

2. Social Play

Children play together and interact with others.

Examples: Group games and team activities.

3. Creative Play

Children express their imagination and creativity.

Examples: Drawing, painting, singing and dancing.

4. Imaginative or Pretend Play

Children act out different roles and imaginary situations.

Example: Playing teacher, doctor or shopkeeper.

5. Constructive Play

Children create or build something using materials.

Examples: Building houses with blocks and making models.

6. Cognitive Play

Activities that develop thinking and problem-solving abilities.

Examples: Puzzles, memory games and matching activities.

7. Language Play

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow

Activities that improve vocabulary and communication.

Examples: Storytelling, rhymes and word games.

Mildred Parten's Types of Social Play

Parten explained different stages of children's social participation in play.



Learn • Teach • Grow

1. **Unoccupied Play: Child makes random movements without a clear activity.**
2. **Solitary Play: Child plays alone.**
3. **Onlooker Play: Child watches other children playing.**
4. **Parallel Play: Children play beside each other but do not interact much.**

5. **Associative Play: Children interact and share materials but have limited common goals.**
6. **Cooperative Play: Children work together towards a common goal.**

Example: Children playing together in a team to win a football match demonstrate cooperative play.

4. Functions of Play in Child Development

Play supports the physical, social, emotional, cognitive, language and motor development of children.



A. Physical Development

- **Improves physical fitness.**

- **Develops strength and stamina.**
- **Improves body coordination.**
- **Supports healthy growth.**

Example: Running, jumping and outdoor games.

B. Social Development

- **Develops cooperation.**
- **Encourages sharing.**
- **Teaches teamwork.**
- **Develops leadership.**
- **Helps children make friends.**

Example: Playing a team game teaches children to cooperate.

C. Emotional Development

- **Helps express feelings.**
- **Develops confidence.**
- **Encourages emotional understanding.**
- **Helps manage disappointment.**
- **Promotes patience.**

Example: A child learns to accept losing a game positively.

D. Cognitive Development

- **Develops thinking and reasoning.**
- **Improves memory.**
- **Encourages creativity.**
- **Develops problem-solving abilities.**
- **Improves concentration.**

Example: Solving puzzles develops logical thinking.

E. Language Development

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

- **Improves vocabulary.**
- **Develops communication skills.**
- **Encourages listening.**
- **Improves sentence formation.**
- **Develops storytelling skills.**

Example: Role-playing as a shopkeeper develops communication.

F. Motor Development

Motor development refers to the development of movement and coordination skills.

Gross Motor Skills: Large body movements.

Examples: Running, jumping, throwing and climbing.

Fine Motor Skills: Small muscle movements.

Examples: Drawing, colouring, cutting paper and arranging small blocks.

5. Cross-Cultural and Socio-Economic Differences in Children's Play

Children's play is influenced by their cultural background, family environment, economic conditions and available resources.

Cross-Cultural Differences

Different cultures have different traditional games, toys and play activities.

Examples:

- **In India, children may play Kabaddi, Kho-Kho and Gilli-Danda.**
- **In some countries, children commonly play baseball.**

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

- **Traditional songs, dances and storytelling are also forms of cultural play.**

Socio-Economic Differences

Socio-economic conditions may influence the availability of toys, playgrounds and learning resources.

Examples:

- **Some children have access to expensive toys and indoor play areas.**
- **Other children may enjoy traditional outdoor games using locally available materials.**
- **Children living in urban areas may have different play opportunities from children living in rural areas.**

Important Point: Every child deserves equal opportunities for safe, enjoyable and meaningful play, regardless of cultural or economic background.

6. Games and Group Dynamics

Meaning of Group Dynamics

Group dynamics refers to the interactions, relationships and behaviour of individuals within a group.

During games, children learn to work together, communicate and respect one another.

Importance of Games in Group Dynamics

1. **Develops teamwork.**
2. **Promotes cooperation.**
3. **Encourages leadership.**
4. **Develops communication.**

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

5. **Teaches responsibility.**
6. **Builds mutual respect.**
7. **Develops decision-making.**
8. **Encourages friendship.**

Rules of Games

Rules are guidelines that explain how a game should be played.

Importance of rules:

- **Maintain discipline.**
- **Ensure fairness.**
- **Prevent confusion.**
- **Develop responsibility.**
- **Encourage respect.**
- **Promote equal participation.**

How Children Learn to Negotiate Differences and Resolve Conflicts

Children sometimes disagree during games regarding rules, turns and team selection.

Through play, they learn to:

1. **Listen to others.**
2. **Express their opinions politely.**
3. **Understand different viewpoints.**
4. **Follow common rules.**
5. **Share materials and opportunities.**
6. **Apologise when necessary.**
7. **Find peaceful solutions.**
8. **Accept decisions.**

Example: Two children want to become team captains. The teacher encourages them to take turns or select the captain through a fair method. Children learn cooperation and conflict resolution.

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

Educational Importance of Play

- **Makes teaching interesting.**
- **Encourages active learning.**
- **Develops creativity.**
- **Promotes social skills.**
- **Reduces classroom boredom.**
- **Supports all-round development.**
- **Makes difficult concepts easier to understand.**

Mind Map – Unit III

PLAY

Natural • Enjoyable • Voluntary • Creative

Types of Play

Physical • Social • Creative • Pretend • Constructive

Parten's Types

Solitary • Parallel • Associative • Cooperative

Development Through Play

Physical • Social • Emotional • Cognitive • Language • Motor

Group Dynamics

Teamwork • Leadership • Cooperation • Communication

Conflict Resolution

Sharing • Negotiation • Listening • Fairness

UNIT–IV: SELF AND MORAL DEVELOPMENT

1. Meaning of Self

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

Self refers to an individual's understanding, feelings, thoughts and beliefs about oneself.

It includes how a person identifies, describes, evaluates and controls oneself.

Self-development helps children understand who they are and how they relate to others.

2. A Sense of Self

A sense of self refers to a child's awareness of their own identity, abilities, qualities and characteristics.

It develops through family relationships, school experiences, social interaction and personal experiences.

A. Self-Description

Self-description means the ability to describe oneself through personal qualities, interests, abilities and characteristics.

Examples:

- **I am a student.**
- **I enjoy drawing.**
- **I am good at mathematics.**
- **I like helping others.**

Importance:

- **Develops self-awareness.**
- **Helps children identify their interests.**
- **Improves communication.**
- **Develops personal identity.**

B. Self-Recognition

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

Self-recognition is the ability to identify oneself as a separate individual.

Example: A young child recognises their own image in a mirror or recognises themselves in photographs.

Importance:

- **Develops personal identity.**
- **Builds self-awareness.**
- **Helps children understand themselves as individuals.**

C. Self-Concept

Self-concept refers to the beliefs and perceptions that an individual has about oneself.

It includes:

1. **Physical self: Understanding one's physical characteristics.**
2. **Social self: Understanding one's relationships with others.**
3. **Academic self: Understanding one's learning abilities.**
4. **Emotional self: Understanding one's feelings.**
5. **Personal self: Understanding one's qualities and personality.**

Example: A child thinks, "I am friendly, hardworking and good at drawing."

D. Self-Esteem

Self-esteem refers to the value and respect that individuals have for themselves.

It reflects how positively or negatively a person evaluates oneself.

Characteristics of Healthy Self-Esteem:

- **Confidence.**

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

- **Self-respect.**
- **Positive attitude.**
- **Willingness to learn.**
- **Ability to accept mistakes.**
- **Respect for others.**

Ways Teachers Can Develop Self-Esteem:

1. **Appreciate children's efforts.**
2. **Encourage participation.**
3. **Avoid unfair comparisons.**
4. **Provide equal opportunities.**
5. **Respect children's opinions.**
6. **Encourage independent work.**
7. **Provide constructive feedback.**

Example: A teacher appreciates a child's effort in solving a difficult question, even if the answer is not completely correct.

E. Social Comparison

Social comparison means evaluating oneself by comparing one's abilities, performance or qualities with those of others.

There are two major types:

1. Upward Social Comparison: Comparing oneself with someone who performs better.

Example: A student observes a classmate's good handwriting and tries to improve their own handwriting.

2. Downward Social Comparison: Comparing oneself with someone who performs less well.

Example: A child feels confident about a skill after recognising their own progress.

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

Educational Importance:

Teachers should encourage healthy comparison with one's own previous performance rather than creating unhealthy competition.

F. Internalization

Internalization is the process through which children adopt the values, rules, beliefs and behaviours of society as their own.

Example: A child initially shares toys because parents instruct them to do so. Gradually, the child understands the importance of sharing and begins doing it willingly.

G. Self-Control

Self-control is the ability to manage one's emotions, thoughts and behaviour according to a situation.

Examples:

- **Waiting for one's turn.**
- **Controlling anger.**
- **Following classroom rules.**
- **Completing homework before playing.**
- **Listening without interrupting others.**

Importance of Self-Control:

1. **Develops discipline.**
2. **Improves concentration.**
3. **Builds positive relationships.**
4. **Helps manage emotions.**
5. **Encourages responsible behaviour.**
6. **Improves decision-making.**

3. Moral Development

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

Meaning of Moral Development

Moral development refers to the process through which children learn to understand right and wrong, develop values, follow ethical principles and make responsible decisions.

Moral development helps children become responsible, honest, respectful and caring individuals.

Characteristics of Moral Development

1. **Develops gradually.**
2. **Influenced by family and society.**
3. **Encouraged by school experiences.**
4. **Develops through social interaction.**
5. **Includes understanding right and wrong.**
6. **Promotes honesty and responsibility.**
7. **Helps develop empathy.**
8. **Influenced by culture and environment.**

4. Kohlberg's Theory of Moral Development

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow

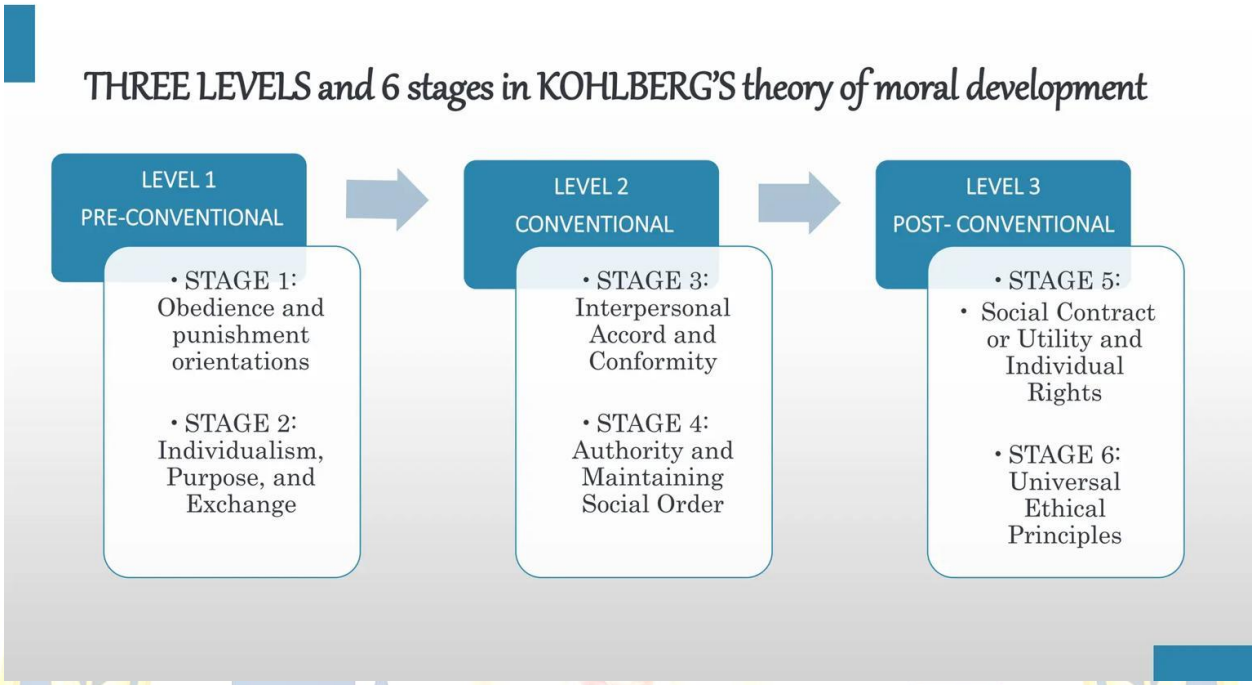


Lawrence Kohlberg (1927–1987)

Kohlberg was an American psychologist who developed a theory of moral development. He explained how individuals develop moral reasoning through different stages.

According to Kohlberg, moral development takes place through three levels and six stages.

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow



LEVEL 1: PRE-CONVENTIONAL MORALITY

At this level, children judge actions mainly on the basis of punishment and personal benefits.

Stage 1: Obedience and Punishment Orientation

Children consider an action wrong if it leads to punishment.

Example: A child does not tell lies because they are afraid of being punished by parents or teachers.

Stage 2: Individualism and Exchange Orientation

Children understand that actions may satisfy their own needs and interests. They may also recognise that others have different needs.

Example: A child shares toys with a friend because the friend may share toys in return.

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow

LEVEL 2: CONVENTIONAL MORALITY

At this level, individuals understand the importance of social relationships, rules and social order.

Stage 3: Good Boy–Good Girl Orientation

Children want to gain appreciation and approval from parents, teachers and friends.

Example: A student helps a classmate because they want to be considered a helpful person.

Stage 4: Law and Order Orientation

Individuals believe that rules and laws are important for maintaining social order.

Example: A student follows school rules because rules maintain discipline and protect everyone.

LEVEL 3: POST-CONVENTIONAL MORALITY

At this level, individuals develop moral reasoning based on social agreements, rights and ethical principles.

Stage 5: Social Contract and Individual Rights Orientation

Individuals understand that laws are made for the welfare of society and can be changed when they become unfair.

Example: A person supports changing an unfair school rule through a proper and peaceful process.

Stage 6: Universal Ethical Principles Orientation

Individuals make moral decisions based on universal principles such as justice, equality, dignity and human rights.

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow

Example: A person stands against discrimination because every individual deserves equal respect and dignity.

Kohlberg's Six Stages – Quick Revision

LEVEL 1: PRE-CONVENTIONAL

1. **Obedience and Punishment**
2. **Individualism and Exchange**

LEVEL 2: CONVENTIONAL

3. **Good Boy–Good Girl**
4. **Law and Order**

LEVEL 3: POST-CONVENTIONAL

5. **Social Contract**
6. **Universal Ethical Principles**

5. Educational Implications of Kohlberg's Theory

Kohlberg's theory has important implications for teachers and the teaching-learning process.

1. Moral Education: Teachers should teach honesty, equality, justice and responsibility.

2. Role Modelling: Teachers should demonstrate good moral behaviour through their own actions.

3. Moral Dilemmas: Teachers should discuss situations involving right and wrong to develop moral reasoning.

4. Group Discussion: Children should be encouraged to express their opinions and listen to others.

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

5. Democratic Environment: Students should be given opportunities to participate in classroom decisions.

6. Respect for Others: Teachers should encourage respect for different opinions, cultures and backgrounds.

7. Cooperation: Group activities should promote teamwork and responsibility.

8. Independent Thinking: Students should learn to make decisions based on moral reasoning rather than fear of punishment.

9. Value Education: Schools should promote honesty, kindness, equality, justice and compassion.

10. Conflict Resolution: Teachers should help students resolve disagreements through discussion and peaceful methods.

Classroom Example of Kohlberg's Theory

Situation: A student finds a lost wallet in the classroom.

The teacher asks: "What should the student do and why?"

Different stages of moral reasoning may produce different answers:

Stage	Possible Reasoning
Stage 1	Return it to avoid punishment.
Stage 2	Return it because someone may help me in return.
Stage 3	Return it because it is the right thing to do and others will appreciate it.
Stage 4	Return it because school rules require honesty.
Stage	Return it because everyone has a right to their belongings.

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow

5	
Stage 6	**Return it because honesty and respect for others are universal moral principles.**

Important: Kohlberg's stages describe levels of moral reasoning, not simply whether a person behaves well or badly. Individuals may reason differently in different situations.

Limitations of Kohlberg's Theory

1. **It gives greater importance to moral reasoning than actual moral behaviour.**
2. **Cultural differences may influence moral judgement.**
3. **The theory was initially based mainly on male participants.**
4. **It gives less attention to emotions and relationships.**
5. **Not every individual necessarily reaches the highest stages.**

Mind Map – Unit IV

SELF AND MORAL DEVELOPMENT

Sense of Self

Self-description • Self-recognition • Self-concept

Self Evaluation

Self-esteem • Social comparison

Self Regulation

Internalization • Self-control

Moral Development

Right • Wrong • Values • Ethics

KOHLBERG'S THEORY

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

3 Levels • 6 Stages

Educational Implications

Moral reasoning • Role modelling • Discussion • Democratic values

Important Examination Questions

These questions cover the major topics of all four units and can help in preparing long-answer and short-answer examinations.

Unit I – Learning and Behaviourism

1. **Define learning. Explain its characteristics and processes with examples.**
2. **Explain the concept and characteristics of Behaviourism.**
3. **Discuss the contribution of Pavlov, Skinner and Thorndike to learning.**
4. **Explain Classical and Operant Conditioning with suitable examples.**
5. **Discuss the educational implications and criticism of Behaviourism.**

Unit II – Cognition

1. **Explain the meaning, features and characteristics of Constructivism.**
2. **Discuss Piaget's theory of cognitive development and its educational implications.**
3. **Explain the four stages of Piaget's cognitive development.**
4. **Discuss Vygotsky's theory and its educational implications.**
5. **Explain ZPD, Scaffolding and More Knowledgeable Other.**
6. **Explain the Information Processing Approach.**
7. **Discuss working memory, long-term memory, attention, encoding and retrieval.**
8. **Explain forgetting and methods of improving memory.**

ASHISH KUMAR Assistant Professor Learn • Teach • Grow

Unit III – Play

1. **Define play and explain its characteristics.**
2. **Discuss different types of play with examples.**
3. **Explain Parten's classification of social play.**
4. **Discuss the role of play in the overall development of children.**
5. **Explain the relationship between play and physical, social, emotional, cognitive, language and motor development.**
6. **Discuss cross-cultural and socio-economic differences in children's play.**
7. **Explain group dynamics and the role of games in conflict resolution.**

Unit IV – Self and Moral Development

1. **Explain the meaning and development of a sense of self.**
2. **Discuss self-concept and self-esteem with examples.**
3. **Explain self-description, self-recognition and social comparison.**
4. **Discuss internalization and self-control.**
5. **Explain Kohlberg's theory of moral development in detail.**
6. **Discuss the educational implications of Kohlberg's theory.**
7. **Explain the three levels and six stages of moral development.**

ASHISH KUMAR
Assistant Professor
Learn • Teach • Grow