

APPSC PAPER I: GENERAL STUDIES & MENTAL ABILITY · EDUCATION (B.ED. LEVEL)

Individual differences, personality and guidance

Free study notes · 4 notes · 25 Oct 2026

Free study material from Medha AI. For notes, practice, mock tests and previous papers for your exam, start free at **app.medhaai.in**.

1. Individual differences and intelligence
2. Personality: types, traits and assessment
3. Learners with special needs, giftedness and creativity
4. Guidance and counselling in schools

1 Individual differences and intelligence

No two learners are alike: they differ in body, intelligence, aptitude, interest, attitude, achievement and personality because of heredity and environment; intelligence has been explained from Spearman's g and s to Gardner's multiple intelligences and Sternberg's triarchic theory, measured as $IQ = (\text{mental age} \div \text{chronological age}) \times 100$ with individual or group, verbal or non-verbal tests, and widened by emotional intelligence (Goleman's five components).

Core facts

Individual differences

- **Individual differences** = the ways in which people differ from one another in any measurable trait of personality: physical, mental, emotional and social.
- **Inter-individual** differences: between two or more persons (Ravi is taller than Sita). **Intra-individual** differences: within one person, across traits (good at mathematics, weak at drawing).
- **Definitions:** James **Drever**: variations or deviations from the **average of the group** in physical or mental traits; **Woodworth**: found in every psychological trait (ability, knowledge, habits, personality, character); **C.V. Good**: variation in one or many traits that marks one person off from another.
- **Another division:** **inherited** differences (physical, mental, temperamental) and **acquired** differences (social, cultural, educational, emotional).
- **Areas:** physical, **intelligence** (mental ability), aptitude, achievement, interests, attitudes, emotional, social, personality, learning style and speed, motor skills.
- **Causes:** **heredity**, **environment** (home, school, culture, nutrition), **age and maturity**, **sex**, **race and nationality**, **socio-economic status**, **education and training**.
- **Heredity and environment interact.** "The same fire which melts butter hardens the egg" means the **same environment affects different individuals differently** (2019 HWO). Studies of **identical twins reared apart** weigh heredity against environment; even identical twins are not alike in every trait.
- **Francis Galton** made the first scientific study of individual differences (*Hereditary Genius*, **1869**; *Inquiries into Human Faculty*, 1883; anthropometric laboratory in London, **1884**); he is called the **father of differential psychology** and of mental testing.
- Most traits are spread in a **normal (bell-shaped) curve**: most people near the average, few at the extremes.
- **School provisions:** ability grouping, **Dalton plan** (Helen **Parkhurst**, 1920, assignments and laboratories), **Winnetka plan** (Carleton **Washburne**, 1919), programmed instruction, **differentiated instruction** (tasks, pace and support varied by need), remedial teaching, enrichment and acceleration for the gifted, project method, individual attention.

Intelligence: definitions (in short)

- **Word origin:** Latin **intellegere** = **to understand** (to choose between).
- **Binet:** good judgement, understanding and reasoning ("good sense").

- **Terman:** the ability to carry on **abstract thinking**.
- **Stern:** general **adaptability** to new problems and conditions of life.
- **Woodrow:** the capacity to **acquire capacity**.
- **Wechsler (1944):** the **aggregate or global capacity** to act purposefully, think rationally and deal effectively with the environment (the most quoted).
- **Thorndike** classified intelligence into **three kinds: abstract, social and mechanical (concrete)**.
- **Thorndike's kinds of thinkers** (people classified by their way of thinking): **three**, namely **abstract thinkers, ideational thinkers** (think in ideas, words and symbols) and **object (concrete) thinkers** (2022 HWO key: three). One BRAOU book adds a fourth (people led by sense experience); answer **three**.

Theories of intelligence

Theory	Psychologist	Year	Key idea
Uni-factor (monarchic)	Binet, Terman, Stern	early 1900s	one general power
Two-factor	Charles Spearman	1904	g (general) + s (specific)
Multi-factor (anarchic)	E.L. Thorndike	1920s	many separate abilities
Group factor: primary mental abilities	L.L. Thurstone	1938	7 PMAs
Sampling theory	Godfrey Thomson	1916	a test samples many bonds
Hierarchical	Cyril Burt , P.E. Vernon	1950	g → v:ed and k:m → specific
Structure of intellect	J.P. Guilford	1967	$5 \times 4 \times 6 = 120$ abilities
Fluid and crystallised	R.B. Cattell (with J. Horn)	1960s	Gf and Gc
Multiple intelligences	Howard Gardner	1983	7, later 8 intelligences
Triarchic	Robert Sternberg	1985	analytical, creative, practical
PASS model	J.P. Das , Naglieri, Kirby	1994	planning, attention, simultaneous, successive

- **By number of factors** (B.Ed. books): **monarchic** (unitary, one all-round power), **oligarchic** (a few group factors), **anarchic** (multi-factor: many independent abilities, Thorndike).
- **Thurstone's 7 PMAs:** Verbal comprehension, Word fluency, Number, Space, Memory, Perceptual speed, Reasoning.
- **Gardner's intelligences** (*Frames of Mind*, Harvard): **linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, intrapersonal** (7); **naturalist** added later (proposed 1995, in *Intelligence Reframed*, **1999**) (8); existential suggested but not accepted as a full intelligence.

- **Sternberg's triarchic theory** (*Beyond IQ*, 1985, Yale): **componential (analytical), experiential (creative), contextual (practical)**.

IQ

- **Mental age (MA)** = the age level at which a child performs on a test; introduced in the **1908** revision of the Binet-Simon scale. **Chronological age (CA)** = actual age.
- **Alfred Binet and Theodore Simon**, France, **1905**: first practical intelligence test (30 items), made to pick out Paris school children who needed special help. Binet is the **father of intelligence testing**.
- **William Stern** (German, **1912**) proposed the mental quotient $MA \div CA$; **Lewis Terman** multiplied it by 100 and popularised the term **IQ** in the **Stanford-Binet scale, 1916**.
- **IQ = $(MA \div CA) \times 100$** . A child of CA 8 with MA 10 has IQ 125; with MA 6, IQ 75. IQ = 100 means MA equals CA.
- **Deviation IQ** (David **Wechsler**): a score with **mean 100 and SD 15**; used by all modern tests (the Stanford-Binet used SD 16). Wechsler scales: Wechsler-Bellevue (1939), **WISC** for children (1949), **WAIS** for adults (1955), WPPSI for pre-school children (1967).

IQ classification (Terman's table, as used in B.Ed. books)

IQ	Class
140 and above	genius or near genius
120 to 139	very superior
110 to 119	superior
90 to 109	normal / average
80 to 89	dull (below average)
70 to 79	borderline
50 to 69	moron (mild deficiency)
25 to 49	imbecile
below 25	idiot

- **Flynn effect** (James Flynn): average IQ scores have risen about **3 points per decade** from one generation to the next.
- Today the old words moron, imbecile and idiot are not used: **IQ below 70 = intellectual disability** (mild about 50 to 69, moderate 35 to 49, severe 20 to 34, profound below 20).

Other tests and the qualities of a good test

- **Aptitude** = a present condition that shows a person's **capacity to learn** a particular skill **with training** (Bingham; Traxler). **Aptitude tests predict** future success, so they suit **entrance and selection** (best test for a **B.Ed. entrance**: an **aptitude test**, 2019 HWO). Example: **DAT** (Differential Aptitude Tests, Bennett, Seashore and Wesman, 1947).

- **Achievement test:** measures what a pupil has **already learnt**. **Prognostic test:** predicts future performance (2019 HWO); aptitude tests are prognostic. **Diagnostic test:** finds a learner's **specific weak points** so that **remedial teaching** can follow.
- **Interest inventories:** Strong Vocational Interest Blank, Kuder Preference Record. **Attitude scales:** Thurstone, Likert. **Values:** Allport-Vernon-Lindzey Study of Values (six values).
- **Qualities of a good test:** **reliability** (consistent scores on a retest), **validity** (measures what it claims to measure), **objectivity** (same score whoever marks it), **usability / practicability** (easy and cheap to give and score) and **norms**. **Subjectivity is not** a quality of a good test (2019 HWO).

Emotional intelligence (EI)

- Term defined by **Peter Salovey and John Mayer (1990)**; popularised by **Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ (1995)***. **EQ** (emotional quotient): term coined by Reuven **Bar-On**, whose Emotional Quotient Inventory (**EQ-i**, 1997) was the first validated EI measure. India: **Dalip Singh** (with N.K. Chadha) built an EQ test.
- **Goleman's five components: self-awareness, self-regulation, motivation, empathy, social skills.**
- EI shows itself in **better interpersonal relationships** (2022 key).

Explained

1. Spearman vs Thurstone. Spearman (1904) found that scores on all mental tests correlate positively and explained this by one **general factor g** used in every task, plus a **specific factor s** for each task; he saw g as inherited "mental energy" and is called the father of **factor analysis**; mathematics depends more on g, music and drawing more on s. Thurstone, using his own factor analysis, found no single g but **seven group factors** (primary mental abilities), and built the PMA test. Thorndike went further: intelligence is a sum of many separate connections (**multi-factor**), and the three kinds (abstract, social, mechanical) are separate.

2. Guilford's structure of intellect (SI) model

Dimension	Number	Items
Operations	5	cognition, memory, divergent production, convergent production, evaluation
Contents	4	figural, symbolic, semantic, behavioural
Products	6	units, classes, relations, systems, transformations, implications

$5 \times 4 \times 6 = 120$ cells; later 150 (figural content split into visual and auditory) and 180 (memory split into recording and retention). Guilford's **divergent thinking** (many answers to one question) is the basis of **creativity**; **convergent thinking** (one correct answer) is what ordinary IQ tests measure.

3. Cattell's two intelligences. Fluid intelligence (Gf): reasoning and problem solving in new situations, largely biological, peaks in early adulthood. **Crystallised intelligence (Gc):** knowledge and skills gathered from education and culture (vocabulary, general knowledge), keeps rising into old age. Arthur **Jensen** (1969) spoke of Level I (associative, rote) and Level II (conceptual) abilities.

4. Gardner's intelligences with examples

Intelligence	Shows in	Example
Linguistic	words, reading, writing	poet, journalist
Logical-mathematical	numbers, reasoning	scientist
Spatial	images, maps, design	architect, pilot
Musical	rhythm, pitch	musician
Bodily-kinaesthetic	body control	athlete, dancer, surgeon
Interpersonal	understanding others	counsellor, leader
Intrapersonal	understanding oneself	thinker, reflective person
Naturalist	plants, animals, nature	botanist, farmer

For the teacher: teach one idea in several ways so that each child can use his or her strength.

5. Types of intelligence tests

	Verbal (language)	Non-verbal / performance
Individual (one person at a time)	Stanford-Binet; Wechsler verbal scale	Kohs block design, Alexander's pass-along, Seguin form board, Porteus maze, Bhatia's battery
Group (many at once)	Army Alpha (USA, 1917, for literate recruits)	Army Beta (for illiterate recruits); Raven's Progressive Matrices (1938); Cattell's Culture Fair test

- **Individual tests:** reliable and diagnostic, but slow and need a trained tester. **Group tests:** quick and cheap, good for screening and selection, less accurate for one child.
- **Verbal tests** suit literate people of the same language; **non-verbal and performance tests** suit young children, illiterate people, the deaf and people of another language.
- **Culture-fair tests** (Raven's, Cattell's) try to reduce the effect of language and culture.
- **More tests:** **Raven's Standard Progressive Matrices** (J.C. Raven, 1938): 60 items in five sets A to E, a test of g; Coloured PM for young children and the elderly, Advanced PM for the able. **Goodenough Draw-a-Man** test (1926), a quick non-verbal test for children. **Otis** self-administering group test. Hindi verbal test **Samanya Buddhi Pariksha**.
- **Indian tests:** C.H. **Rice's** Hindustani adaptation of the Binet scale (1920s); C.M. **Bhatia's Battery of Performance Tests** (1955): Kohs block design (S.C. Kohs, 1920), Alexander's pass-along, pattern drawing, immediate memory, picture construction; S.S. **Jalota's** group test of general mental ability (Hindi).
- **Uses:** selection and classification, educational and vocational guidance, finding gifted and slow learners, diagnosing learning difficulties, research.

6. Goleman's five components, explained

Component	Meaning	Classroom sign
Self-awareness	knowing one's own feelings, strengths, limits	"I get angry when I am tired"
Self-regulation	controlling impulses and moods	waits, calms down before replying

Component	Meaning	Classroom sign
Motivation	inner drive towards goals, optimism	keeps trying after a low mark
Empathy	understanding others' feelings	comforts a homesick hostel-mate
Social skills	managing relationships, teamwork	resolves a quarrel, leads a group

The first three are **personal** competences, the last two **social** competences. **Mayer and Salovey's four-branch model (1997)**: perceiving, using, understanding and managing emotions. Unlike IQ, EI can be **developed** through life-skills education, which matters for hostel students living away from home.

7. More definitions of intelligence

Thinker	Key idea
Piaget	adaptation to the physical and social surroundings
Garrett	abilities needed to solve problems that use symbols (words, numbers, diagrams)
H.G. Wells	recombining behaviour patterns to act better in a new situation
Stern	conscious adjustment of thinking to new demands

8. Sternberg's three components (inside the componential part): **metacomponents** (plan, monitor, evaluate), **performance components** (carry out the task) and **knowledge-acquisition components** (learn new information).

9. Distribution of IQ. With mean 100 and SD 15, about **68%** of people score between 85 and 115 and about **95%** between 70 and 130; about 2% are above 130 (gifted range) and about 2% below 70.

10. What the teacher does about individual differences. Know each pupil (records, tests, observation); **individualised and differentiated** instruction; ability grouping where useful; varied methods and aids; **remedial** work for the weak and **enrichment** for the able; co-curricular activities matched to interests; educational and vocational **guidance** based on aptitude and interest.

Common traps

✗ "Intra-individual differences are differences between two students." ✓ That is **inter**-individual; **intra** = within one person.

✗ "IQ = (CA ÷ MA) × 100." ✓ **IQ = (MA ÷ CA) × 100.**

✗ "Binet coined the term IQ." ✓ **Stern** proposed the quotient (1912); **Terman** used "IQ" in the Stanford-Binet (1916). Binet gave **mental age**.

✗ "Normal IQ is 110 to 120." ✓ **90 to 109 (about 90 to 110).** The 2025 key's option "90 to 100" is the nearest given choice; the standard band is 90 to 109.

✗ "Two-factor theory: Thurstone." ✓ **Spearman** (g and s, 1904); Thurstone = **primary mental abilities** (7).

✗ "Thorndike divided intelligence into g and s." ✓ Thorndike: **abstract, social, mechanical** (multi-factor).

✗ "Guilford's model has 7 abilities." ✓ **120** (5 operations × 4 contents × 6 products); 7 is Thurstone.

✗ "Gardner gave the triarchic theory." ✓ Gardner = **multiple intelligences** (1983); **Sternberg** = triarchic (1985).

✗ "Gardner's original list had 8 intelligences." ✓ **7** in 1983; **naturalist** added later (1995; *Intelligence Reframed*, 1999).

✗ "Emotional intelligence was coined by Goleman." ✓ **Salovey and Mayer (1990)** defined it; **Goleman (1995)** popularised it.

✗ "Raven's Progressive Matrices is a verbal test." ✓ It is a **non-verbal, culture-fair** group test.

✗ "Subjectivity is a quality of a good test." ✓ **Objectivity** is; the others are reliability, validity, usability and norms.

✗ "An achievement test predicts future success." ✓ That is a **prognostic** (aptitude) test; an achievement test measures what has **already been learnt**; a **diagnostic** test finds weak points.

✗ "Thorndike classified thinkers into four kinds." ✓ Per the APPSC 2022 key, **three** (abstract, ideational, object thinkers).

✗ "Army Beta was for literate soldiers." ✓ **Army Alpha** = literate (verbal); **Army Beta** = illiterate (non-verbal).

Quick revision

- Inter = between persons; intra = within a person; heredity × environment ("same fire melts butter, hardens egg").
- Galton: father of individual differences (Hereditary Genius 1869); intelligence from Latin intellegere (to understand).
- Spearman 1904: g + s; Thurstone 1938: 7 PMAs; Thorndike: abstract, social, mechanical; three kinds of thinkers.
- Guilford 1967: SI model 120 (5 × 4 × 6); divergent thinking = creativity.
- Cattell: fluid vs crystallised; Gardner 1983: 7 + naturalist (1999) = 8.
- Sternberg 1985 triarchic: analytical, creative, practical; aptitude test = prognostic, for entrance tests.
- Binet-Simon 1905; mental age 1908; Stern 1912; Terman Stanford-Binet 1916.
- IQ = MA/CA × 100; deviation IQ (Wechsler) mean 100, SD 15.

- Normal 90 to 109; 140+ genius; below 70 intellectual disability; good test = reliable, valid, objective, usable.
- EI: Salovey and Mayer 1990; Goleman 1995: self-awareness, self-regulation, motivation, empathy, social skills.

2 Personality: types, traits and assessment

Personality is the whole, organised and fairly lasting pattern of a person's ways of thinking, feeling and behaving that makes him or her unique; type theories sort people into a few boxes, trait theories measure each person on several dimensions, and personality is assessed by non-projective (direct, structured: inventories, rating scales) and projective (indirect, ambiguous stimuli: Rorschach, TAT) methods.

Core facts

- **Word origin:** Latin **persona** = the **mask** worn by actors in Greek and Roman theatre.
- **Allport's definition (1937):** personality is the **dynamic organisation** within the individual of the **psychophysical systems** that determine his **unique adjustment** to his environment. Allport is the most quoted definer.
- **Intelligence and personality** are **psychological variables** (2022 HWO theme).
- **Type theories:**
 - **Hippocrates** (about 400 BC; later Galen): four body fluids (humours) give four temperaments: **blood** → **sanguine** (cheerful), **yellow bile** → **choleric** (irritable, quick-tempered), **black bile** → **melancholic** (sad, gloomy), **phlegm** → **phlegmatic** (calm, slow).
 - **Ernst Kretschmer** (*Physique and Character*, 1921): **pyknic** (short, round; sociable, moody), **asthenic / leptosome** (tall, thin; shy, reserved), **athletic** (muscular; energetic, balanced), **dysplastic** (mixed).
 - **W.H. Sheldon** (1940s, somatotypes): **endomorph** (soft, round; **viscerotonic**: relaxed, loves food and comfort), **mesomorph** (muscular; **somatotonic**: bold, active, assertive), **ectomorph** (thin, delicate; **cerebrotonic**: restrained, sensitive, thoughtful).
 - **Carl Jung** (*Psychological Types*, 1921): **introvert** (turned inwards, shy, reflective) and **extrovert** (turned outwards, social, active); most people are mixtures, called **ambiverts**. Four functions: thinking, feeling, sensation, intuition.
 - **Eduard Spranger** (*Types of Men*): six value types: **theoretical, economic, aesthetic, social, political, religious**.
 - **Indian (Sankhya / Bhagavad Gita)**: three gunas: **sattva** (purity, calm), **rajas** (activity, passion), **tamas** (inertia, dullness).
 - **Friedman and Rosenman** (cardiologists, 1950s-70s): **Type A** (hurried, competitive, impatient; heart-disease risk) and **Type B** (relaxed, easy-going).
- **Trait theories:**
 - **Gordon Allport:** father of trait theory; with Odbert (1936) found about **18,000** trait words in the dictionary. Three levels: **cardinal** (one master trait that dominates a whole life and makes the person **unique**, e.g. Gandhi's non-violence), **central** (5 to 10 main traits that describe a person), **secondary** (preferences shown only in some situations).
 - **Raymond B. Cattell:** used **factor analysis**; **surface traits** (seen on the outside, cluster together) vs **source traits** (deep, underlying); **16 source traits** measured by the **16 PF** (Sixteen Personality Factor Questionnaire, 1949).

- **Hans J. Eysenck**: two, later three, broad dimensions: **Extraversion–Introversion**, **Neuroticism–Emotional stability**, **Psychoticism** (the **PEN** model); tests: MPI, EPI, **EPQ**.
- **Big Five / Five Factor Model (OCEAN)**, Costa and McCrae (NEO-PI, 1985): **Openness**, **Conscientiousness**, **Extraversion**, **Agreeableness**, **Neuroticism**.
- **Conscientiousness** = thoughtful, good **impulse control**, organised, **goal-directed** (2025 HWO). **Assertiveness** belongs to **extraverts** (2022 HWO).
- **Temperament**: the **inherited**, biological part of personality (typical mood, energy, emotional reactions); seen from infancy (2022 HWO). **Thomas and Chess** (New York Longitudinal Study, from 1956): **easy**, **difficult**, **slow-to-warm-up** children.
- **Character** = the **moral**, acquired side of personality. Allport: "character is personality **evaluated**".
- **Psychoanalytic structure (Freud)**: **id** (pleasure principle), **ego** (reality principle), **superego** (morality principle). **Jung**: analytical psychology, **collective unconscious**, **archetypes** (persona, shadow, anima/animus, self); art, myths and religion matter because they are **symbols that appeal to archetypes** (2025 HWO). **Adler**: individual psychology, **inferiority complex**, style of life.
- **Freud's levels of mind** (the iceberg): **conscious**, **preconscious** and **unconscious** (the large hidden part that holds repressed wishes and memories). **Id**: present at birth, wholly unconscious, wants instant satisfaction. **Ego**: the "**executive**" that balances id, superego and reality. **Superego**: formed last; two parts, **conscience** and **ego-ideal**. Instincts: life instinct **Eros** (its energy = **libido**) and death instinct **Thanatos**.
- **Psychosexual stages** (Freud): **oral** (0–1), **anal** (1–3), **phallic** (3–5/6; **Oedipus complex** in boys, Electra in girls), **latency** (6 to puberty), **genital** (from puberty). **Fixation** = getting stuck at a stage.
- **Defence mechanisms**: unconscious ways in which the ego cuts anxiety by bending reality; set out by **Anna Freud** (*The Ego and the Mechanisms of Defence*, 1936). **Repression** (motivated forgetting) is the most basic; **regression** = going back to childish behaviour (2019 HWO); **rationalisation** = a good-sounding excuse, the "**sour grapes**" reply (2019 HWO). Table in Explained.
- **Jung's archetypes**: **persona** (the social mask), **shadow** (the dark, **animal-instinct** side; 2019 HWO), **anima** (feminine side in a man), **animus** (masculine side in a woman), **self** (the centre that unites). The **collective unconscious** is Jung's idea (2019 HWO). **Neo-Freudians**: Jung, Adler, Karen **Horney** (basic anxiety), Erich **Fromm**, Erik **Erikson**.
- **Allport's mature personality** (2019 HWO): extension of the sense of self, warm relating to others, emotional security, realistic perception, self-objectification (insight and humour), a unifying philosophy of life.
- **Transactional Analysis (TA)**: **Eric Berne** (2019 HWO); three **ego states**, **Parent**, **Adult**, **Child** (details in Explained).
- **Leadership** capacity is shown by **trustworthiness** (2022 HWO key).
- **Assessment, two families**:
 - **Non-projective (direct, structured)**: questionnaires and **inventories** (MMPI, 16 PF, EPQ, Bell's Adjustment Inventory), **rating scales**, interview, observation, situational tests, autobiography, case history.

- **Projective (indirect, unstructured): Rorschach, TAT, CAT, sentence completion, word association**, draw-a-person, play and doll techniques.
- **MMPI = Minnesota Multiphasic Personality Inventory: Hathaway and McKinley**, University of Minnesota, **1943**; true / false / cannot say; 10 clinical scales; MMPI-2 in 1989.
- **Rorschach Inkblot Test: Hermann Rorschach**, Swiss psychiatrist, **1921**; **10 cards**: 5 black/grey, 2 black and red, 3 multicoloured.
- **TAT = Thematic Apperception Test: Henry Murray and Christiana Morgan**, Harvard, **1935**; **31 cards** (30 pictures + **1 blank**); the person tells a story about each picture; Murray's standard set was 20 cards given over two sessions, while clinicians today often use fewer (8 to 12).
- **CAT = Children's Apperception Test: Leopold Bellak** (with Sonya Bellak), **1949**; **10 cards** with **animal** figures, for children about **3 to 10** years.
- **Sentence completion**: incomplete stems ("I am afraid of ...") completed freely; best known: **Rotter Incomplete Sentences Blank** (1950, 40 stems).
- **Word association test**: started by **Galton**, made a clinical tool by **Jung**, who is named as its developer (2019 HWO) (100 stimulus words; delay or odd answers show "complexes").
- The term **projective methods** was coined by **L.K. Frank (1939)**; the idea comes from Freud's defence mechanism of **projection**.

Explained

1. Main definitions to recognise

Thinker	Key idea of the definition
Allport	dynamic organisation of psychophysical systems, unique adjustment
J.B. Watson	sum of activities seen by long observation; a sum of habits
Morton Prince	sum of innate dispositions plus acquired ones
Eysenck	stable organisation of character, temperament, intellect and physique

2. Type vs trait approach

Point	Type approach	Trait approach
Unit	category (introvert, pyknic)	dimension (more or less of a trait)
People are	put in a few boxes	placed on several scales
Strength	simple, easy to grasp	detailed, measurable
Weakness	oversimplifies; most people are mixed	long lists, less of the whole person

3. Eysenck joins type and trait. He built a **hierarchy**: specific responses → habitual responses → traits → types (super-traits). His two dimensions also map the old four temperaments:

Quadrant	Old temperament
stable + extravert	sanguine
unstable + extravert	choleric
unstable + introvert	melancholic
stable + introvert	phlegmatic

He linked extraversion to a **low level of cortical arousal**: extraverts seek stimulation, introverts avoid too much of it.

4. The Big Five in plain words

Factor	High scorer is	Low scorer is
Openness	curious, imaginative	practical, conventional
Conscientiousness	organised, self-disciplined	careless, impulsive
Extraversion	sociable, assertive , talkative	quiet, reserved
Agreeableness	kind, trusting, cooperative	critical, competitive
Neuroticism	anxious, moody	calm, emotionally stable

Lewis **Goldberg** coined the name "Big Five" (1981). **Extraversion's six facets** (NEO-PI-R): warmth, gregariousness, **assertiveness**, activity, excitement-seeking, positive emotions.

5. Determinants of personality. Biological: heredity, physique, nervous system and the **endocrine glands** (thyroid: energy level; adrenal: emergency reactions; pituitary: the "master gland"; gonads: sex traits). **Environmental:** family (first and strongest), school and teachers, peers, culture, mass media, economic status. Personality, like development, is the product of **both**.

6. Other approaches in one line each. Psychoanalytic (Freud: unconscious, id-ego-superego, defence mechanisms); **neo-Freudian** (Jung, Adler, Horney, Erikson); **humanistic** (Carl Rogers: self-concept, client-centred; Maslow: self-actualisation); **social-cognitive** (Bandura: **self-efficacy**, a person's belief in his ability to succeed in a particular situation; Rotter: **locus of control**, internal vs external).

7. Projective vs non-projective tests

Point	Projective	Non-projective
Stimulus	vague, unstructured	clear, structured questions
Purpose	hidden from the person	known to the person
Reveals	unconscious needs, conflicts	conscious, self-reported traits
Scoring	subjective, needs a trained clinician	objective, quick, often group

Projective tests are hard to fake but low in reliability; inventories are reliable and easy to score but can be faked and need honest, literate answers.

8. Other assessment tools.

- **Rating scales:** an observer rates a trait on a scale (numerical, graphic, descriptive). Errors: **halo effect** (one good or bad trait colours all other ratings; named by **E.L. Thorndike**, 1920), **generosity / leniency** error, **central tendency** error (avoiding the extremes).
- **Situational tests:** behaviour in a set-up real situation; **Hartshorne and May** (Character Education Inquiry, 1928) tested children's honesty this way.
- **Interview** (structured / unstructured), **case history**, **autobiography**, **anecdotal records**, **observation** (participant / non-participant).
- **Other inventories:** **Woodworth Personal Data Sheet** (1917-19, for World War I soldiers: the first personality inventory); **Bell's Adjustment Inventory** (home, health, social, emotional adjustment); **MBTI** (Myers-Briggs Type Indicator, based on Jung's types); **NEO-PI** (Big Five); **CPI** (California Psychological Inventory, Gough).
- **Other projective tools:** **Draw-a-Person** (Karen Machover), **House-Tree-Person** (John Buck), **Rosenzweig Picture-Frustration Study**, **Holtzman Inkblot Technique** (45 cards).

9. Defence mechanisms

Mechanism	What happens	Example
Repression	painful memory pushed out of awareness	forgets a frightening event
Regression	returns to an earlier, childish stage	7-year-old sucks his thumb after a sibling's birth
Rationalisation	gives a good-sounding false reason	"the grapes are sour" after failing to get them
Projection	sees own faults or wishes in others	a cheat says everyone cheats
Displacement	shifts feelings to a safer target	scolded at work, shouts at home
Sublimation	turns an urge into a valued activity	aggression into boxing or football
Reaction formation	shows the opposite of the real feeling	too sweet to a disliked person
Denial	refuses to accept a fact	"I am not ill"
Compensation	makes up for a weakness in another field	weak at games, excels in studies
Identification	takes on the qualities of an admired person	copies a film hero

10. Transactional Analysis (Eric Berne). Berne, a Canadian-born psychiatrist in the USA, wrote *Transactional Analysis in Psychotherapy* (1961) and *Games People Play* (1964). A **transaction** is the unit of social exchange: a stimulus from one person and a response from another.

Ego state	Source	Shows as
Parent	taught by parents and elders	rules, "should", criticism (critical Parent) or care (nurturing Parent)
Adult	own reasoning in the present	facts, questions, calm problem solving

Ego state	Source	Shows as
Child	feelings from childhood	fun, curiosity, fear (free Child) or obedience, sulking (adapted Child)

- **Kinds of transactions: complementary** (the reply comes from the ego state that was addressed; talk goes on smoothly), **crossed** (the reply comes from an unexpected state; talk breaks down), **ulterior** (a hidden message under the open one; the basis of **games**).
- **Strokes**: units of recognition (praise, a smile, attention); everyone needs them. **Life script**: the life plan decided in childhood.
- **Life positions** (Berne; made famous by Thomas **Harris**, *I'm OK – You're OK*, 1967): **I'm OK – You're OK** (healthy), I'm OK – You're not OK, I'm not OK – You're OK, I'm not OK – You're not OK.
- **In school and hostel**: the teacher or warden speaks **Adult to Adult**, avoids a scolding Parent tone that provokes an adapted or rebellious Child, gives positive strokes, and works towards "I'm OK – You're OK".

11. Rogers' self theory. The **self-concept** is all that a person thinks and feels about himself; the **real self** is what he is, the **ideal self** what he wishes to be. **Congruence** between self-concept and experience (real close to ideal) brings good adjustment; **incongruence** brings anxiety. **Unconditional positive regard** from parents and teachers builds self-worth and helps the person become **fully functioning**. **Maslow**: needs rise from physiological, safety, love, esteem to **self-actualisation**. **Skinner**: personality is a set of learned responses shaped by reinforcement.

12. Rorschach scoring at a glance. Answers are scored for **location** (whole blot W, large detail D, small detail Dd, white space S), **determinants** (form, colour, movement, shading), **content** (human, animal, object) and **popular vs original** answers.

Common traps

✗ "Cardinal traits are the 5 to 10 traits everyone has." ✓ Those are **central** traits; a **cardinal** trait is one dominant trait that makes the person **unique**.

✗ "Surface and source traits are Allport's." ✓ They are **Cattell's**; cardinal, central and secondary are **Allport's**.

✗ "Introvert and extrovert were first named by Eysenck." ✓ **Jung** (1921) named them; Eysenck measured extraversion as a dimension.

✗ "Pyknic, asthenic, athletic are Sheldon's types." ✓ They are **Kretschmer's**; **endomorph**, **mesomorph**, **ectomorph** are **Sheldon's**.

✗ "Choleric comes from black bile." ✓ **Choleric** = **yellow bile**; **melancholic** = **black bile**.

✗ "Temperament is learned from the family." ✓ Temperament is mostly **inherited**; **character** is acquired.

✗ "MMPI = Minnesota Multiple Personality Inventory." ✓ **Multiphasic**, and it is **non-projective**.

✗ "The Rorschach test has 20 (or 31) cards." ✓ **10** inkblot cards; **31** is the TAT (with one blank card).

✗ "CAT uses pictures of children." ✓ The original CAT uses **animal** figures.

✗ "The ego works on the pleasure principle." ✓ **Id** = pleasure principle; **ego** = reality principle; **superego** = morality.

✗ "'Sour grapes' is projection." ✓ It is **rationalisation**; projection = seeing one's own faults in others.

✗ "Transactional Analysis was given by Carl Rogers." ✓ **Eric Berne** (Parent, Adult, Child); Rogers = client-centred therapy.

✗ "The shadow is the social mask." ✓ **Persona** = mask; **shadow** = the dark, animal side.

✗ "MAT is a projective test." ✓ **TAT, CAT and Rorschach** are projective; MAT is not (2019 HWO).

✗ "Assertiveness is a mark of agreeableness." ✓ It is a facet of **extraversion**.

✗ "Rating scales and inventories are projective." ✓ They are **non-projective**; projective tests use **ambiguous** stimuli.

Quick revision

- Persona = mask; Allport: dynamic organisation, psychophysical systems, unique adjustment.
- Hippocrates: sanguine (blood), choleric (yellow bile), melancholic (black bile), phlegmatic (phlegm).
- Kretschmer: pyknic, asthenic, athletic; Sheldon: endo-, meso-, ectomorph.
- Jung: introvert, extrovert (1921), collective unconscious, archetypes (shadow = animal side), word association.
- Allport: cardinal (unique), central, secondary; Cattell: 16 PF, source vs surface traits.
- Eysenck: E, N, P; Big Five: OCEAN (conscientiousness = impulse control, goal-directed).
- Freud: id (pleasure), ego (reality), superego (morality); regression, rationalisation (sour grapes).
- Projective: Rorschach 1921 (10 cards), TAT 1935 Murray-Morgan (31 cards), CAT 1949 Bellak (10, animals), sentence completion, word association.
- Non-projective: MMPI 1943 Hathaway-McKinley, 16 PF, EPQ, MBTI, rating scales.
- TA: Eric Berne, Parent-Adult-Child, I'm OK-You're OK; temperament inherited; Allport: mature personality.

3 Learners with special needs, giftedness and creativity

Exceptional children differ from the average child so much (below it, like the slow learner, the learning-disabled or the disabled child, or above it, like the gifted and the creative) that they need changes in teaching; India's answer today is inclusive education, made a legal duty by the Rights of Persons with Disabilities (RPwD) Act, 2016.

Core facts

- **Exceptional child** (Samuel Kirk): deviates from the average in mental, physical, sensory, emotional or social traits to such an extent that he or she needs **special education** to develop fully. Includes both ends: the **gifted** and the **disabled**.
- **CWSN = Children With Special Needs** (2025 HWO); the term used in Sarva Shiksha Abhiyan and Samagra Shiksha. Early sign: **developmental delays** (missed milestones) (2022 HWO).
- **Kinds of exceptional children:** intellectually (gifted; intellectually disabled), physically / sensorily (visual, hearing, speech, locomotor), with **learning disabilities**, emotionally and behaviourally disturbed (maladjusted), **socially deviant** (**delinquents**: 2019 HWO), **socially and culturally disadvantaged** (they need **special care by teachers**: 2022 HWO), and the **creative**.
- **Slow learner:** IQ about **75/80 to 90**; learns everything **more slowly** but can learn with more time, repetition and concrete aids; not a disability.
- **Backward child:** works clearly below the class level of his age. **Cyril Burt** (*The Backward Child*, 1937) took as backward a child who, in the middle of school life, cannot do the work of the class **below** his normal class.
- **Under-achiever:** achieves **below his own mental potential** (2019 HWO); under-achievement = performance **poorer than expected** (2022 HWO). **Over-achiever:** achieves **above** the level his measured ability predicts. A gifted child can be an under-achiever. Measured by **achievement quotient (AQ)** = educational age ÷ mental age × 100 (Franzen); the same as **AQ = EQ ÷ IQ × 100**, where educational quotient **EQ = educational age ÷ chronological age × 100**; AQ below 100 means achievement below capacity. A **diagnostic test** finds the pupil's specific weak points; **remedial teaching** follows.
- **Terman's IQ classes** (old exam terms): **140+** genius / near genius; **120-140** very superior; **110-120** superior; **90-110** average; **80-90** dull; **70-80** borderline; **below 70** feeble-minded (old labels: **moron 50-70, imbecile 25-50, idiot below 25**).
- **Intellectual disability** (old term "mental retardation"), current levels: **mild** (about 50/55-70; "educable"), **moderate** (35/40-50/55; "trainable"), **severe** (20/25-35/40), **profound** (below 20/25); IQ is read with **adaptive behaviour**, onset before 18.
- **AAMR definition** of intellectual disability: significant limits in **intellectual functioning and adaptive behaviour** (conceptual, social, practical skills), **originating before age 18**. Old educational labels: mild = **educable**, moderate = **trainable**, severe and profound = **custodial**.
- **Causes:** genetic (**Down syndrome** = an extra copy of chromosome **21**, trisomy 21, the commonest genetic cause; fragile X; PKU), before birth (rubella, alcohol, poor nutrition of the mother), at birth (lack of oxygen), after birth (meningitis, head injury, lead poisoning, malnutrition).

NIEPID (National Institute for the Empowerment of Persons with Intellectual Disabilities; formerly **NIMH**, 1984) is at **Secunderabad**.

- **Hearing impairment: conductive** loss (blockage or damage in the outer or middle ear; often treatable), **sensorineural** (inner ear or nerve; usually permanent), mixed, central. Degrees: mild 20–40 dB, moderate 41–60, severe 61–80, profound above 80. **Speech disorders:** articulation, **fluency (stuttering)**, voice.
- **Learning disability (LD):** term coined by **Samuel Kirk, 1963**. A difficulty in one or more basic processes of understanding or using language, spoken or written, in a child of **normal or above-normal intelligence**, not caused by visual, hearing or motor disability, intellectual disability, emotional disturbance or poor teaching.
 - **Dyslexia:** reading; main sign **inability to read fluently** (2022 HWO); reversals (b/d, p/q, was/saw), skipping lines, slow spelling-out.
 - **Dysgraphia:** writing (poor handwriting, spacing, spelling while writing).
 - **Dyscalculia:** arithmetic (number sense, place value, signs).
 - **Dyspraxia:** motor planning and coordination.
 - **Aphasia / dysphasia:** spoken language (understanding or producing speech).
 - **Visual-spatial dysfunction:** misjudging distance, losing the place on a page, trouble copying from the board or reading maps and graphs; a **learning** disability, not a physical one (2022 HWO).
 - **ADHD (Attention Deficit Hyperactivity Disorder, 2019 HWO):** inattention, hyperactivity, impulsivity; often occurs with LD but is not itself an LD.
- **Gifted child:** shows **intellectual superiority far beyond** what others have (2019 HWO), in general ability or a special talent; often IQ **above 130/140**. **Lewis Terman**, *Genetic Studies of Genius* (begun 1921, over 1,500 children with IQ above about 135, the "Termites"). **Joseph Renzulli's three-ring** concept (1978): **above-average ability + task commitment + creativity**.
- **Educating the gifted: acceleration** (early admission, grade skipping, telescoping two years into one), **enrichment** (wider and deeper work in the same class: projects, clubs, competitions), **ability grouping**, special schools, mentoring. In India, **Jawahar Navodaya Vidyalayas** (from NPE 1986) for talented rural children, and the **National Talent Search** (NCERT, begun 1963).
- **Creativity** = the ability to produce **new, original and useful** ideas or things. It is **divergent thinking** (2019, 2022 HWO), not convergent. **Creative people** show **innovative ideas**, independence and non-conformity, not rote memory or conforming behaviour (2019 HWO).
- **J.P. Guilford** (APA address, 1950; Structure of Intellect): **convergent** thinking (thinking aimed at a **single correct answer**, 2019 HWO) vs **divergent** thinking (many possible answers). Other options seen: **lateral** thinking (de Bono: new angles), **autistic** thinking (fantasy, day-dreaming).
- **Four features of divergent thinking: fluency** (number of ideas), **flexibility** (variety of kinds of ideas), **originality** (unusual, rare ideas), **elaboration** (developing an idea in detail).
- **Tests of creativity: Torrance Tests of Creative Thinking** (E. Paul Torrance, 1966; verbal and figural); Guilford's unusual uses test; Indian: **Baqer Mehdi** (verbal and non-verbal tests of creative thinking) and **B.K. Passi** (Passi tests of creativity).
- **Graham Wallas, four stages of creative thinking** (*The Art of Thought*, 1926): **preparation** → **incubation** → **illumination** → **verification**.

- **Brainstorming: Alex Osborn** (many ideas, no criticism during the session). **Lateral thinking** and **Six Thinking Hats: Edward de Bono**.
- **Inclusive education:** all children, including CWSN, learn **together in the neighbourhood school**, which changes its teaching and facilities to suit every child.
- **Milestones: IEDC** scheme 1974; **NPE 1986** (integrate the handicapped "as equal partners"); **RCI Act 1992** (Rehabilitation Council of India, trains and registers special educators); **PIED** 1987 (NCERT with UNICEF); **PwD Act 1995** (in force 7 February 1996; 7 disabilities; Section 26: free education up to 18); **National Trust Act 1999** (autism, cerebral palsy, intellectual and multiple disabilities); **SSA 2001** ("zero rejection"); **IEDSS 2009-10** (secondary stage); **RTE Act 2009** (2012 amendment: disabled children count as a disadvantaged group); **RPwD Act 2016**; **Samagra Shiksha 2018**; **NEP 2020**.
- **International: Salamanca Statement** (UNESCO, Spain, **1994**): regular schools with an inclusive orientation are the most effective way to fight discrimination. **UN CRPD 2006** (India ratified in **2007**); the RPwD Act was passed to meet it.
- **RPwD Act 2016:** passed **December 2016**, in force **19 April 2017**; replaced the PwD Act 1995; disabilities raised from **7 to 21**; **benchmark disability** = at least **40%** of a specified disability; **free education** for children with benchmark disabilities aged **6 to 18** (Section 31); at least **5%** seats in government and aided **higher education** (Section 32); at least **4%** reservation in **government jobs** (Section 34); Section 16 makes inclusive education a **duty** of government-funded and recognised institutions, which must also **detect specific learning disabilities early**.

Explained

1. Slow learner, backward, under-achiever, learning-disabled: telling them apart

Learner	Intelligence	Core problem	Main help
Slow learner	below average (about 80-90)	slow pace in all subjects	more time, repetition, concrete aids
Backward	any (often average)	achievement below class level	find the cause, remedial teaching
Under-achiever	average or high	achievement below own ability	motivation, guidance, interest
Learning-disabled	normal or above	one specific skill (reading, maths)	diagnosis, multisensory remedial work

2. Causes of backwardness. Physical (poor health, defective sight or hearing, malnutrition), intellectual (low ability), emotional (fear, anxiety, conflict at home), educational (poor teaching, frequent absence, changes of school, unsuitable curriculum), socio-economic (poverty, first-generation learners, child labour). The teacher first **diagnoses** the cause (tests, observation, case study), then gives **remedial teaching**.

3. Signs a teacher can notice for LD. A bright, talkative child who reads very slowly or guesses words; reversals in reading and writing after age 7 to 8; untidy, laboured writing; repeated mistakes with place value and signs; trouble following several spoken instructions; clumsiness. Help: early screening, **multisensory**

teaching (seeing, hearing, saying and tracing together: Fernald's VAKT method, Orton-Gillingham), small steps, extra time, oral tests, scribes, and an **Individualised Education Plan (IEP)**.

4. Gifted children: traits and problems. Traits: early and rich vocabulary, quick learning, curiosity, long attention for their interests, a sense of humour, leadership, wide reading. Problems: boredom in a normal class, under-achievement, perfectionism, isolation from peers, being labelled a show-off. The teacher gives **enrichment**, independent projects, leadership roles, contests, and does not make the child do more of the same work.

5. Acceleration vs enrichment

Point	Acceleration	Enrichment
Idea	move faster through the curriculum	go wider and deeper at the same level
Forms	early admission, grade skipping, telescoping	projects, clubs, extra reading, field work
Merit	saves time, matches ability	stays with age-mates
Risk	social and emotional gaps	can become "busy work"

6. Creativity and intelligence. Getzels and Jackson (1962) found that highly creative pupils need not have the highest IQ, and highly intelligent pupils need not be the most creative. The usual view (threshold theory): a fair level of intelligence (about IQ 120) is needed, but beyond it creativity depends on other things.

Convergent thinking is what ordinary IQ tests measure; **divergent** thinking is what creativity tests measure.

7. Traits of the creative child and how a teacher fosters creativity. Traits: curiosity, independence, tolerance of uncertainty, humour, willingness to take risks, unusual questions. Fostering: open-ended questions ("how many uses for a brick?"), brainstorming, freedom and time, praise for original answers, no ridicule of unusual ideas, less rote learning, play, art and problem-solving tasks.

8. Four stages of special education in history

Stage	Meaning
Exclusion	disabled children kept out of school
Segregation	separate special schools
Integration	child placed in the regular school and must fit in
Inclusion	the school changes to fit every child

Integration asks the child to adjust; **inclusion asks the school to adjust**. The IEDC (1974) was **integrated** education; SSA, the RPwD Act and NEP 2020 aim at **inclusive** education.

9. Policy points.

- **Kothari Commission (1964-66)** first recommended spreading education of the handicapped and experimenting with integrated programmes.
- **NPE 1986:** children with mild and motor disabilities to be educated with others; **special schools with hostels**, as far as possible at **district headquarters**, for severely handicapped children; vocational training; teacher training to include education of the handicapped.

- **NEP 2020:** CWSN are part of the **socio-economically disadvantaged groups (SEDGs)**; full participation from the foundational stage to higher education; **home-based education** for children with severe disabilities who cannot attend school; resource centres and special educators shared in school complexes; **Indian Sign Language** to be standardised and taught; NIOS courses in ISL.
- **Samagra Shiksha (2018):** an inclusive education component for CWSN from class 1 to 12: identification camps, aids and appliances, Braille and large-print books, escort and transport allowance, **stipends for girls with disabilities**, resource teachers.

10. The 21 disabilities of the RPwD Act 2016 (grouped here for memory; the Act's Schedule itself puts visual, hearing and speech disabilities under its "physical disability" head): **sensory:** blindness, low vision, deaf and hard of hearing, speech and language disability; **physical:** locomotor disability, leprosy cured, cerebral palsy, dwarfism, muscular dystrophy, acid attack victims; **intellectual and developmental:** intellectual disability, specific learning disabilities, autism spectrum disorder; **mental behaviour:** mental illness; **neurological:** chronic neurological conditions, multiple sclerosis, Parkinson's disease; **blood disorders:** haemophilia, thalassemia, sickle cell disease; and **multiple disabilities** including deaf-blindness. The **PwD Act 1995** had seven: blindness, low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation, mental illness.

11. Teaching children with intellectual or hearing disability. Intellectual disability: break each task into **small steps**, repeat, show and model, use concrete things and real-life skills, praise small successes, keep routines. Hearing impairment: early detection, **hearing aids**, auditory training, **speech (lip) reading**, **Indian Sign Language** and finger spelling, front seating and written cues.

Common traps

✗ "Under-achievement means doing better than expected." ✓ It means performing **below** one's own ability.

✗ "A learning-disabled child has low intelligence." ✓ LD occurs with **normal or above-normal** intelligence; low general ability is slow learning or intellectual disability.

✗ "Dyslexia is a problem of writing." ✓ Dyslexia = **reading**; dysgraphia = writing; dyscalculia = maths.

✗ "Creativity is convergent thinking." ✓ Creativity is **divergent** thinking (Guilford).

✗ "Originality = number of ideas." ✓ Number of ideas = **fluency**; variety = **flexibility**; rarity = **originality**; detail = **elaboration**.

✗ "Wallas's stages: preparation, illumination, incubation, verification." ✓ **Incubation comes before illumination**.

✗ "CWSN = Children With Social Needs." ✓ **Children With Special Needs**.

✗ "Integration and inclusion are the same." ✓ In integration the **child** adjusts; in inclusion the **school** adjusts.

X "RPwD Act 2016 lists 7 disabilities; reservation 3%." ✓ **21** disabilities; **4%** in government jobs, **5%** in higher education (7 and 3% were the 1995 Act).

X "Delinquents are intellectually deviant." ✓ They are **socially** deviant.

X "A pupil who scores higher than his ability predicts is an under-achiever." ✓ He is an **over-achiever**; an under-achiever achieves **below** his potential.

X "Visual-spatial dysfunction is a physical disability." ✓ It is a **learning** disability.

X "Down syndrome is trisomy 18." ✓ **Trisomy 21** (an extra chromosome 21).

X "Benchmark disability = 50%." ✓ At least **40%**.

X "Free education under RPwD is for ages 6 to 14." ✓ **6 to 18** for children with benchmark disabilities (6 to 14 is the RTE Act).

Quick revision

- Exceptional child: Kirk; CWSN = Children With Special Needs; sign: developmental delay; delinquents = socially deviant.
- Slow learner IQ 80-90; backward: Burt 1937; under-achiever: below own mental potential ($AQ = EA/MA \times 100$); diagnostic test → remedial teaching.
- LD: Kirk 1963; dyslexia (reading fluency), dysgraphia (writing), dyscalculia (maths), dyspraxia (motor), visual-spatial; ADHD; Down syndrome = trisomy 21.
- Terman: 140+ genius; below 70 feeble-minded; Genetic Studies of Genius 1921.
- Renzulli three-ring: ability + task commitment + creativity.
- Gifted: acceleration vs enrichment; Navodaya (NPE 1986).
- Creativity = divergent thinking (Guilford 1950): fluency, flexibility, originality, elaboration; TTCT Torrance.
- Wallas: preparation, incubation, illumination, verification; brainstorming Osborn; lateral thinking de Bono.
- Inclusion: Salamanca 1994; IEDC 1974; RCI 1992; PwD 1995 (7); National Trust 1999; IEDSS 2009.
- RPwD 2016 (in force 19 Apr 2017): 21 disabilities, 40% benchmark, free education 6-18, 5% higher education, 4% jobs.

4 Guidance and counselling in schools

Guidance is the help a trained person gives so that a pupil can know himself, choose wisely and adjust well (in studies, career and personal life); counselling is its core, a one-to-one helping talk, done in three styles: directive (Williamson, counsellor-centred), non-directive (Carl Rogers, client-centred, built on empathy) and eclectic (Thorne, a mix).

Core facts

- **Guidance** helps the pupil **recognise his own strengths**, solve his own problems and make his own decisions; it is **help, not direction** and not giving orders.
- **Arthur J. Jones**: guidance is the help given by one person to another in making **choices and adjustments** and in solving problems. Guidance is needed **"from the cradle to the grave"**; its **ultimate goal is self-guidance** (self-direction). It is **not** compulsion, not mere advice and not deciding on the pupil's behalf.
- Guidance is a **continuous, lifelong** process, for **every pupil** (not only problem children), and rests on the fact of **individual differences**.
- **Frank Parsons**: **father of vocational guidance**; opened the **Vocations Bureau, Boston (1908)**; book *Choosing a Vocation* (1909). His "matching" idea: know yourself, know the jobs, match the two.
- **Jesse B. Davis**: first **school** guidance programme (vocational and moral guidance lessons, Grand Rapids, Michigan, **1907**). The National Vocational Guidance Association (USA) followed in **1913**.
- **Truman L. Kelley** first used the term **educational guidance** (1914).
- **Parsons' three steps** (know yourself, know the world of work, match the two by "true reasoning") are the **trait-and-factor** approach. **John Holland**: six personality-occupation types, **RIASEC** (realistic, investigative, artistic, social, enterprising, conventional). **Ginzberg**: fantasy, tentative and realistic periods of career choice; **Super**: career stages built on the self-concept.
- **Three main types** of guidance: **educational, vocational and personal (personal-social)**. Others named in texts: health, moral, social, avocational (leisure) guidance.
- **Counselling** = a face-to-face, **purposeful relationship** between a counsellor and a client (**counselee**) in which the client is helped to understand himself and act. **"Counselling is the heart (core) of the guidance programme."** **Three elements**: the **counsellor**, the **counselee (client)** and the **problem**; the helped person is a counselee, not a "patient".
- **Mentoring**: a voluntary relationship in which an experienced, trusted person supports the professional and personal growth of a less experienced one.
- **Directive counselling** (counsellor-centred, **prescriptive**): **E.G. Williamson**, the **Minnesota** school; book *How to Counsel Students* (1939). The counsellor diagnoses and advises; it stresses the **intellectual** side of the problem and is also called **prescriptive** (2019 HWO) or clinical counselling.
- **Williamson's six steps**: **analysis** → **synthesis** → **diagnosis** → **prognosis** → **counselling (treatment)** → **follow-up**.

- **Non-directive counselling (client-centred, permissive): Carl R. Rogers;** *Counseling and Psychotherapy (1942)*, *Client-Centered Therapy (1951)*. The client leads; the counsellor listens and reflects feelings; it stresses the **emotional** side.
- **Rogers' three core conditions: empathy** (empathic understanding: feeling the client's world "as if" it were one's own), **unconditional positive regard** (acceptance without judging) and **congruence** (genuineness). Rogers treated **empathy** as central to a caring, helping relationship (not sympathy).
- **Eclectic counselling: F.C. Thorne** (about 1950); the counsellor **mixes** directive and non-directive methods as the client and problem need; Thorne called it "**psychological case handling**".
- **Other approaches:** rational emotive behaviour therapy (REBT): **Albert Ellis** (ABC model); **transactional analysis: Eric Berne**; **reality therapy: William Glasser**; **Gestalt therapy: Fritz Perls**; cognitive therapy: Aaron **Beck**; behavioural counselling: John **Krumboltz**.
- **Guidance tools: cumulative record card** (the pupil's continuous record over years), anecdotal record, interview, psychological tests (intelligence, aptitude, achievement, interest inventories), questionnaire, rating scale, **sociometry** (J.L. **Moreno**), case study, autobiography.
- **India:** first guidance bureau at **Calcutta University**, Department of Applied Psychology (**1938**); **Secondary Education (Mudaliar) Commission 1952-53** recommended guidance officers and trained **career masters** in schools; **Parsi Panchayat** Vocational Guidance Bureau, Bombay (**1947**); **Central Bureau of Educational and Vocational Guidance** (Delhi, **1954**), later part of **NCERT** (which runs a Diploma Course in Guidance and Counselling); the **Kothari Commission (1964-66)** wanted guidance to start from the **primary** stage as part of education.
- **Mental-health help lines** (as of 2026): **Manodarpan** (Ministry of Education, **July 2020**): psychosocial support for students (helpline 8448440632). **Tele-MANAS** (2022): national tele-mental-health helpline **14416**.

Explained

1. Meaning of guidance

Standard definitions agree on three ideas: guidance is **personal help**, given by a **competent** person, so that the pupil can **direct his own life** and take his own decisions. Arthur J. Jones (*Principles of Guidance*) and Crow and Crow both stress that guidance does not make the choice for the pupil; it helps him make it.

2. Need for guidance in schools

- **Individual differences** in ability, interest and aptitude: each pupil needs a different path.
- **Choice of courses and subjects:** many streams after Class 10 (diversified courses, vocational streams).
- **Choice of career** in a changing job market.
- **Reducing wastage and stagnation** (dropping out, failing in the same class), poor study habits and under-achievement.
- **Adjustment problems:** home trouble, adolescence, peer pressure, anxiety, addiction, bullying.
- **Best use of human resources:** the right person in the right course and job helps the nation.

- **Special groups:** gifted, slow learners, learners with disabilities, first-generation learners, hostel boarders away from home.

3. Types of guidance

Type	Deals with	Example in school
Educational	courses, study habits, exams, adjustment to school	choosing MPC or BiPC after Class 10
Vocational	knowing jobs, choosing and preparing for a career	career talk, aptitude test
Personal-social	emotions, health, family, friends, behaviour	homesick hostel child, peer conflict
Avocational / leisure	hobbies, use of free time	clubs, sport, reading

4. Guidance and counselling compared

Point	Guidance	Counselling
Scope	broad, includes many services	narrow, one service
Form	individual or group	mostly one-to-one
Focus	information and planning	feelings, self-understanding
Relation	the whole programme	its core ("heart")

5. The three counselling approaches

Point	Directive	Non-directive	Eclectic
Founder	E.G. Williamson	Carl Rogers	F.C. Thorne
Centre	counsellor (problem)	client (person)	both, as needed
Counsellor's role	active: diagnoses, advises	listens, accepts, reflects	flexible
Best for	information-type problems (course, career)	emotional problems	most school cases

- **Directive** is quick and suits pupils who need facts or a decision soon, but the client may depend on the counsellor.
- **Non-directive** trusts the client's own capacity to grow (Rogers' **self theory**: every person has a drive towards **self-actualisation**). The counsellor creates a warm, accepting climate; the client gains **insight** and then decides. It is slow and needs a mature, verbal client.
- **Steps of non-directive counselling** (in brief): client comes for help → situation defined → free expression of feelings → counsellor accepts and clarifies → client gains insight → positive steps and decisions → client ends the talks.
- **Eclectic**: the counsellor may begin by listening (non-directive) and later give information and suggestions (directive).

6. Guidance services in a school

Service	What it does
Orientation	introduces new pupils to the school, rules, courses
Individual inventory (appraisal)	collects data on each pupil: tests, records, cumulative card
Information	educational, occupational and personal-social information (career corner, talks)
Counselling	one-to-one help with choices and problems
Placement	placing pupils in suitable courses, clubs, jobs
Follow-up	checks how the pupil is doing after guidance, improves the service

Group guidance methods: career talks, career conferences, career exhibitions, class talks, orientation programmes, visits to workplaces, career bulletin board.

7. Who does guidance in a school

- **Principal:** plans and supports the programme.
- **Guidance counsellor** (trained): tests, counselling, records.
- **Career master / teacher-counsellor:** a teacher with short guidance training who collects career information, keeps records and gives first-level counselling; the Mudaliar Commission's answer where a full-time counsellor is not possible.
- **Class teacher:** knows each pupil best, spots problems early, refers serious cases.
- Also: parents, school doctor, community and specialists (psychologist, social worker).

8. The teacher (or warden) as counsellor

- Listens without judging, keeps what the pupil says **confidential** (except where safety is at risk), shows **empathy** rather than **sympathy**, respects the pupil's right to decide, knows the limits of his own skill and **refers** serious cases (depression, abuse, addiction) to experts.
- Keeps simple records (attendance, marks, behaviour notes) to see changes early.
- In a welfare hostel this means watching for homesickness, irregular eating, withdrawal, bullying and falling marks, and talking with the child and the parents early.

9. The counselling process and skills

- **Stages:** establishing **rapport** (a warm, trusting relationship) → exploring and assessing the problem → setting goals → action (intervention) → termination → follow-up.
- **Skills:** attending, **active listening**, paraphrasing, **reflection of feeling**, open questions, summarising.
- **SOLER** (Gerard **Egan**, *The Skilled Helper*): face the client **S**quarely, **O**pen posture, **L**ean towards the client, **E**ye contact, **R**elaxed. (One BRAOU book prints "SOLAR"; the standard is SOLER.)

10. Ethics of counselling

Principle	Meaning
Confidentiality	what the client says stays private, unless someone is in danger
Autonomy and informed consent	the client decides and knows what counselling involves
Beneficence, non-maleficence	do good; do no harm
Justice, fidelity, veracity	treat all fairly; keep promises; be truthful

11. Merits and limits of the two main approaches

- **Directive:** saves time and suits urgent problems and less mature pupils; but the client may stay dependent and his own choice is not built up.
- **Non-directive:** builds independence and lasting adjustment; but it is slow, **unsuited to immature pupils** who cannot express themselves, and hard in a school with many pupils.
- **Two phases** of the helping process (BRAOU G&C): the **distributive** phase (educational and vocational choices: mainly guidance) and the **adjustive** phase (personal, social and emotional problems: mainly **counselling**).
- **Individual and group counselling:** besides one-to-one work, a group of about **7 (not more than 10)** pupils with a shared concern can be counselled together.

12. Educational guidance at each stage. Elementary: a good start, early diagnosis of difficulties, preparation for secondary school. Secondary: self-understanding, **choice of courses**, study habits, the job meaning of subjects. Higher: scope of further studies; every college should have a guidance unit. Its two functions: help the **teacher** with teaching problems and the **pupil** with learning problems, so that pupils **succeed in their studies**. **Leisure-time (avocational) guidance** helps pupils use free time well through hobbies and recreation.

Common traps

✗ "Guidance means telling the pupil what to do." ✓ It helps the pupil **decide for himself**; giving orders is not guidance.

✗ "Guidance is only for problem or weak pupils." ✓ It is for **all** pupils.

✗ "Guidance helps students get only high marks." ✓ It helps them **recognise their strengths** and adjust.

✗ "Non-directive counselling was given by Williamson." ✓ Non-directive = **Carl Rogers**; directive = **Williamson**; eclectic = **Thorne**.

✗ "Rogers' key quality for caring is sympathy." ✓ It is **empathy**.

✗ "Client-centred counselling = counsellor diagnoses and prescribes." ✓ That is **directive** (counsellor-centred) counselling.

✗ "Father of vocational guidance: Jesse Davis." ✓ **Frank Parsons** (Boston, 1908); Davis began **school** guidance.

✗ "Guidance and counselling are the same." ✓ Counselling is **one service**, the heart of the wider guidance programme.

✗ "Non-directive counselling suits immature young pupils." ✓ It needs a **mature, verbal** client; **directive** counselling suits urgent problems and less mature pupils.

✗ "An eclectic counsellor never gives advice." ✓ He uses **directive or non-directive** methods as the case needs.

✗ "Reality therapy: Albert Ellis." ✓ Reality therapy = **Glasser**; REBT = **Ellis**; Gestalt = **Perls**; TA = **Berne**.

✗ "The person helped in counselling is the patient." ✓ The **counselee (client)**.

✗ "The aim of educational guidance is to select pupils for jobs." ✓ It helps pupils choose courses and **succeed in their studies**. The APPSC 2019 key (Q105) chose "effective coaching in various subjects", the only study-related option; read it as helping pupils succeed in studies.

✗ "Williamson's steps begin with diagnosis." ✓ They begin with **analysis**: analysis, synthesis, diagnosis, prognosis, counselling, follow-up.

Quick revision

- Guidance = help to decide for oneself (A.J. Jones); cradle to grave; for all; goal: self-guidance.
- Three types: educational, vocational, personal-social.
- Parsons: father of vocational guidance, Boston 1908, *Choosing a Vocation* 1909.
- Counselling = heart of guidance; one-to-one helping relationship.
- Directive: Williamson (Minnesota), counsellor-centred, 6 steps from analysis to follow-up.
- Non-directive: Carl Rogers, client-centred, 1942 and 1951 books.
- Rogers' conditions: empathy, unconditional positive regard, congruence.
- Eclectic: Thorne, a mix ("psychological case handling"); REBT Ellis, reality therapy Glasser.
- Tools: cumulative record, anecdotal record, tests, interview, sociometry (Moreno).
- India: Calcutta University bureau 1938; Mudaliar Commission: career masters; CBEVG 1954; Tele-MANAS 14416.