UNIT 3

Learning

The term 'learning' is quite common and frequently used in our day-to-day conversation. An individual learns at all times of his life and at any place where he gets opportunity for doing so. He does so thorough the experiences direct or indirect which he gains in coming into contact with the objects, people and ideas. While playing with a burning matchstick, a little child takes no time in withdrawing himself from it. He learns to avoid not only the burning matchstick but also all burning things. Thus, learning refers to a process of bringing change in behavior through experience or teaching.

Learning causes some type of changes in behavior which are neither too temporary nor too permanent and these changes can only be affected through some or other type of experiences formal or informal, indirect or direct, organized or incidental. So basically, learning can be defined as a process of bringing relatively permanent changes in behavior through experience.

3.1 Meaning, process and characteristics of learning

Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes. Learning is any relatively changes in behavior which the learner acquires in and outside the school, direct or indirect. Learning can be either positive or negative. Learning refers either to a process which produces progressive series of changes in behavior and experience or a result that is the sum total of all such changes.

Definitions

- "Learning is the modification of behavior through experience."

-Gates and others

- "The term learning covers every modification in behavior to meet environmental requirements"

- Murphy Gardner

- "Learning is the acquisition of new behavior or the strengthening or weakening of old behavior as a result of experience" **-Henry P. Smith**

- "Learning is the relationship between stimulus and response"

-Thorndike

- "Learning is the acquisition of knowledge, habit and attitudes "

-Crow and Crow

Learning is a Process:

Learning is a universal and continuous process. It is a complex process two.

Smith say's,

"In short the learning process involves a motive, or drive, an attractive goal, and a block to the attainment of the goal- all these are essential'

In the learning process, motive is the dynamic force that energizes behavior and compels the learner to act. When the motive is strong, the learner is forced to act to satisfy his

needs. For this purpose, he has to set certain goals. The goal setting helps him in making the learning purposeful and interesting. In the learning process, the obstacle is equally important. Obstacle is a block or barrier that comes in the way of the learner. When the learner successfully overcomes the obstacle, he reaches his goal. Learning takes place and the learner's behavior also changes. Thus a forceful motive, an attractive goal and an obstacle- all these are very important in a learning process.

Characteristics of learning:

1. Learning is purposeful: All true learning is based on purpose. We do not learn anything and everything that comes in our way in haphazard manner. All school activities should be purposeful so that the child should feel real urge for learning. Purpose brings meaning fullness to learning activity.

2. Learning is an active process: Learning does not take place without self-activity. In the teaching-learning process, the activity of learning counts more than the activity of the teacher. The principle of learning by doing is the main principle, which has been recommended by all modern educationalists.

3. Learning is both individual and social activity: Learning is more than an individual activity. It is a social activity also. Individual mind is affected by the group and consciously as well as unconsciously an individual is influenced by his friends, relatives, classmates, parents etc., and tends to acquire their ideas, feeling and notions. Social agencies like the family, church, firm, and gangs, of playmates have tremendous influence on the child.

4. Learning is the product of environment: Environment plays an important part in the growth and development of the individual. Environment should be healthy and rich in educative possibilities.

5. Learning affects the conduct of the learner: There is a change in the mental structure of the learner after experience. **Calvin** describes learning as the modification of the conduct of an organism through experience.

6. Learning is growth: The word growth is generally associated with the body which is growing, but through the mental growth of the learner. Although it is latent yet we can perceive its growth. Through his daily activities the child grows both mentally and physically. Therefore, we say that learning is growth through experience.

7. Learning is adjustment: Learning helps the individual to adjust himself adequately to the new situations. Children meet with new situations, which demand solutions. Repeated efforts are required to react to them effectively. Life is full of experiences, and each experience leaves behind some effects in the mental structure. These effects modify our behavior.

8. Learning is organization of experiences: Learning is not mere addition to knowledge. It is not mere acquisition of facts and skills through drill repetition. It is the reorganization of experiences.

9. Learning is universal: Both men and animals learn. Human beings have a rational will of their own. They are thus, able to get the maximum benefit from the environment.

10. Learning is a life-long process: Learning starts from the time the child birth in the world and it continues till death. At every step the individual faces problems and tries to solve them. In this process he modifies improves his behavior. One keeps on learning so long as one breathes.

11. Learning and intelligence: An intelligent child can learn quickly because he has a basic mental drive to do things. It is this drive, which helps him to learn quickly. The same cannot be said about a child who lacks intelligence. Hence his learning is slow and casual.
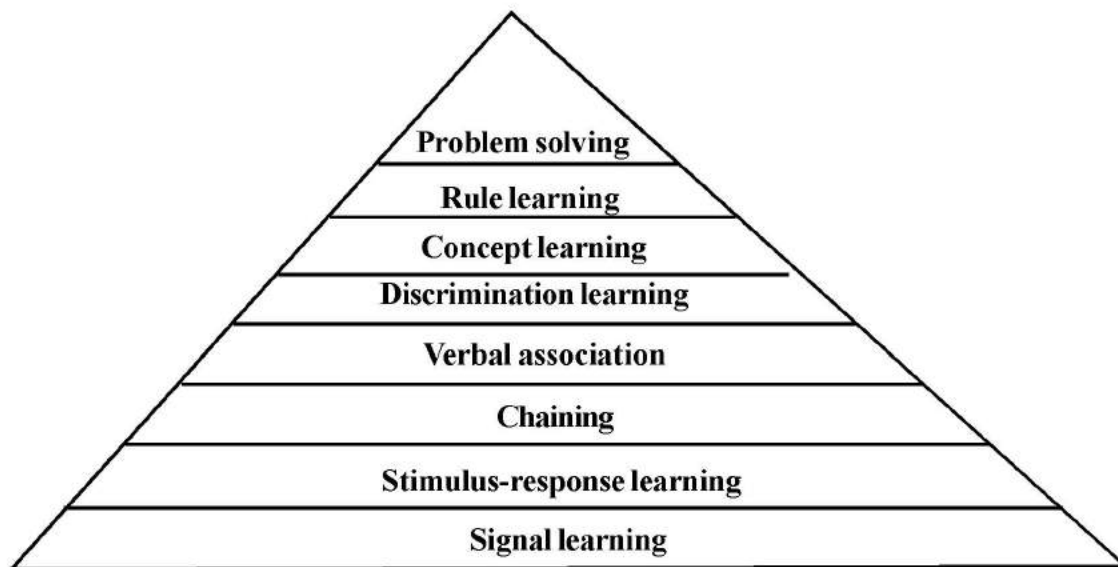
12. Learning by doing: Children learn quickly when they participate in some learning activity. They do things with their own hands and thus learn speedily. There is better co-ordination of hands, eyes and the brain during the period of activity. All modern methods of learning emphasize learning by doing.

13. Learning leads to maturation: Both learning and maturation have positive relation as the learning take place according to the maturity rate of growth of an individual

3.2 Types of learning- Gagne's 8 Types of learning

In 1956, the American educational psychologist Robert M. Gagné proposed a system of classifying different types of learning in terms of the degree of complexity of the mental processes involved. He identified eight basic types, and arranged these in the hierarchy. These 8 types represent different types of learning. According to Gagné, the higher orders of learning in this hierarchy build upon the lower levels, requiring progressively greater amounts of previous learning for their success. The lowest four orders tend to focus on the more behavioral aspects of learning, while the highest four focus on the more cognitive aspects increasing complexity. The 8 types are as follows.

Gagne's hierarchy of learning

- Problem solving
- Rule learning
- Concept learning
- Discrimination learning
- Verbal association
- Chaining
- Stimulus-response learning
- Signal learning

1. Signal Learning: This is the simplest form of learning, and consists essentially of the classical conditioning first described by the behavioral psychologist **Pavlov.** In this, the subject is 'conditioned' to emit a desired response as a result of a stimulus that would not normally produce that response.

  E.g. the site of ice-cream elicits water mouth

     The site of onion makes one shed tears.

2. Stimulus-Response learning: This is somewhat more sophisticated form of learning, which is also known as operant conditioning which was originally developed by Skinner. It involves developing desired stimulus-response bonds in the subject through a carefully-planned reinforcement schedule based on the use of 'rewards' and 'punishments'.

E.g. A dog learns to shake hands in response to a vocal stimulus by his master.

3. Chaining: This is a more advanced form of learning in which the subject develops the ability to connect two or more previously-learned stimulus-response bonds into a linked sequence. It is the process whereby most complex psychomotor skills are learned.

E.g. A new car driver learns to start car by combining the skills and observations as follows.

    a)   Checking whether the gear shift is neutral
    b)   Inserting the ignition key
    c)   Turning the key
    d)   Waiting to hear the start of the engine
    e)   Releasing the key
    d)   Depressing the accelerator.

4. Verbal association: It refers to the mastery of verbal words. In language learning one needs to learn to use a group of words such as phrase- "As a matter of fact", or "once upon a time", or "for the sake of" etc.Individual words may not have adequate meaning. This is known as verbal association.

5. Discrimination learning: Learning helps an individual to generalize as well as discriminate. A child learns to distinguish a feeding bottle from other bottles. At a later stage, has to learn to distinguish a 'verb' from the noun form of the same word.E.g. Conduct, subject, object etc.could be used as verb as well as noun. A child learns to distinguish two words that are pronounced alike but spelt alike and also having different meanings. E.g. Their-there, floor - flour, here –hear etc. A child learns discriminations in learning.

6. Concept learning: Here the learner acquires the ability to understand the common properties of a group of substances that might still vary from one another.E.g. Bananas, mangoes, apples are all different kinds of fruits. They have similar characteristics .Fruit is a concept. In the same way, Carrot, beans, brinjal are all vegetables. Vegetable is a concept. Similarly different balls. Ball is a concept. One has to abstract the common properties and give it a name.

7. Laws/ principles learning: Rule learning depends upon the learning of concepts. Rule or laws show the relation between two or more concepts. Every individual has to learn certain rules to perform their duties effectively. Learning certain rules of grammar, science, and mathematics

is essential to perform the work effectively. E.g. Newton's law of motion and Thorndike's laws of learning etc.

8. Problem solving: This is the highest level of cognitive process according to Gagne. This depends on the learning of principles and laws. Problem solving is formulating new answers, going beyond the simple application of previously learned principles or rules to create a solution to a novel problem. The problem- solving leads to permanent change in a student's capacities.

3.3 Theories of Learning

Developmental learning theory -Jean Piaget

Jean Piaget was born in Switzerland in 1896. Piaget was the first psychologist to make a systematic study of cognitive development. Before Piaget's work, the common assumption in psychology was that children are merely less competent thinkers than adults. Piaget showed that young children think in strikingly different ways compared to adults. According to Piaget, children are born with a very basic mental structure (genetically inherited and evolved) on which all subsequent learning and knowledge is based. The developmental theory of Jean Piaget is depicted in the following 4 stages of cognitive development.

Stages of cognitive Development

Piaget suggested four main stages in the cognitive development of children.

1) Sensori -motor,
2) Preoperational,
3) Concrete operational,
4) Formal operational

1. Sensori - motor stage: Piaget calls this stage as sensory- motor stage by identifying the mutual action between sensations and the dynamic activities .In the first two years children pass through a sensor motor stage during which they progress from cognitive structures dominated by instinctual drives and undifferentiated emotions to more organized systems of concrete concepts, differentiated emotions, and their first external affective fixations. At this stage, children's outlook is essentially egocentric in the sense that they are unable to take into account others' points of view.

2. Pre-operational: - The second stage of development lasts until around seven years of age. Children begin to use language to make sense of reality. They learn to classify objects using different criteria and to manipulate numbers. Children's increasing linguistic skills open the way for greater socialization of action and communication with others.

3. Concrete operational: - From the ages of seven to twelve years, children begin to develop logic, although they can only perform logical operations on concrete objects and events.

4. **Formal operational** - In adolescence, children enter the formal operational stage, which continues throughout the rest of their lives. Children develop the ability to perform abstract intellectual operations, and reach affective and intellectual maturity. They learn how to formulate and test abstract hypotheses without referring to concrete objects. Most importantly, children develop the capacity to appreciate others' points of view as well as their own.

Educational Implications

- Learning should be child centered.
- Focus on the process of learning, rather than the end product of it.
- Using active methods that require rediscovering or reconstructing "truths".
- using collaborative, as well as individual activities (as children can learn from each other).
- Devising situations that present useful problems, & create disequilibrium in the child.
- Evaluate the level of the child's development, as suitable tasks can be set.
- the role of a teacher is to facilitate learning, rather than direct tuition.
- Children learn best through doing, activity and exploring.
- Individual learning flexibility in curriculum play an important role in learning process.
- Children should not be taught certain concepts until they have reached the appropriate stage of cognitive development.

Discovery Learning Theory –J. S. Bruner

The discovery learning theory was proposed by J.S. Bruner. He was born in 1915 in New York. Bruner may be identified as a cognitive learning and developmental psychologist. According to Bruner the purpose of the discovery theory is not to find that which is not invented by anybody. But the purpose is to find out the ultimate nature of the subject by students only in order to make learning meaningful. According to him discovery learning is to reorganize the facts and figures to get new insight.

Meaning of Discovery learning:

- Discovery learning is that learning situation where the students achieve the objectives of learning themselves without taking guidance or taking least guidance from the teachers.
- Discovery Learning is a learning method that encourages students to ask questions and formulate their own tentative answers, and to deduce general principles from practical examples or experiences.
- Discovery Learning is a learning situation in which the principal content of what is to be learned is not given but must be independently discovered by the student.
- Discovery learning can be defined simply as a learning situation in which the principal content of what is to be learned is not given, but must be independently discovered by the learner, making the student an active participant in his learning.

Guidelines to promote discovery learning:

1. Emphasize the basic structure of new material
2. Present many examples of the concept you teach
3. Apply new learning to many different situations and kinds of problems
4. Pose a problem to students and let them try to find the answer
5. Encourage students to make intuitive guesses.

Advantages of discovery learning:

1. It helps students 'learn how to learn'. Learning takes place regarding the essential working methods and techniques for further discovery. Students will apply the discovery techniques learned in this method in other situations.
2. Students are self-motivated in learning.
3. It allows students to proceed in ways that fit their own abilities.
4. It helps in strengthening the students 'self- concept'.
5. Students are likely to develop healthy skepticism about simplistic solutions.
6. Students become accountable to themselves for their learning.
7. It aids the students in effective memory and transfer to new learning situations.
8. It encourages students to think intuitively, logically and to formulate and test hypothesis.
9. It provides students with a sense of inner satisfaction independent of extrinsic rewards.

Disadvantages of Discovery learning:

1. It is difficult to carryout in large groups and with slow learners.
2. Specialized materials are needed, especially in science subjects. In many schools this facility may not be available.
3. There is also the chance that a few students will do well leaving the rest of the students behind.

Role of teachers in promoting the discovery learning:

- Support and encourage questioning frame of mind among pupils.
- Provide opportunities to re- examine an accepted theory.
- Reward students whenever they come out with innovative ideas.
- Allow pauses while teaching so as to provide time to the students to absorb what has been said.
- Encourage the interactive communication among students and be a bystander and not an intruder.
- Accept the inability to answer the questions when you know that you don't know. Ask students to find the answer from available sources.
- Don't attempt to impose your authority and stifle the curiosity of the learners.
- Do not stick on only to textual matters.
- Don't limit to only memory level questions. Uses application level questions to increase the thinking ability of students.
- Dont be anxious to complete the syllabus in a hurry.

Mastery learning- Benjamin S. Bloom

Benjamin S. Bloom was born on February 21, 1913, in Lansford, Pennsylvania. Mastery learning was proposed by Benjamin s. Bloom.

The main purpose of mastery learning is that every student in a class must get mastery over all subjects in spite of his or her level of aptitude and intelligence.

Principles of mastery learning:

1. Every child has to attain mastery over the subjects and sills that he or she uses in life.
2. Every child has to lead natural, contended and complete life.
3. The progress of every individual depends on the complete stage of his or her development
4. There is a great need of the development of social consciousness in every individual for the welfare of the human society.

Bloom's researches indicate that the slowest 5% of students require as much as five times longer to learn material than the fastest 5%. Mastery learning is accomplished by,

1. Helping students where and when they have difficulty.
2. Allowing students the time they individually require to learn.
3. Defining clearly what it is that the student is expected to learn and to what level.

Bloom theorizes that under favorable conditions 95% of the students should be capable of attaining the level of achievement now reached by the top 20 or so percent of learners. These conditions include optimal ordering of learning material, informing the student of learning tasks by stated objectives and adjusting the amount of learning time in accord with individual learning rates.

The primary element of mastery learning is remedial teaching and continuous evaluation. This should happen throughout the teaching process. After teaching every unit there should be a unit test. The purpose of this test is to conform whether the student has achieved mastery in the particular area or not. If he achieves mastery he will continue. If not remedial teaching is to be conducted. After many unit tests and after the completion of the whole course, through final examination the attainment of mastery is known. If the unit tests are precisely done, remedial teaching is properly made and if the student gets ample time then mastery learning is possible at the time of final exam. In the evaluation of mastery learning, criterion referenced tests are preferred than norm referenced tests.

Educational Implications :

- Mastery learning uses differentiated and individualized instruction, progress monitoring, formative assessment, feedback, corrective procedures, and instructional alignment to minimize achievement gaps. The strategy is based on Benjamin Bloom's Learning for Mastery model, which emphasizes differentiated instructional practices as strategies to increase student achievement.
- Mastery learning includes its own principles, curriculum construction, instructional model, the alignment of student assessment, and a teaching approach.

- Mastery learning is an instructional strategy based on the principle that all students can learn a set of reasonable objectives with appropriate instruction and sufficient time to learn.
- In a mastery learning classroom, teachers follow a scope and sequence of concepts and skills in instructional units. Following initial instruction, teachers administer a brief formative assessment based on the unit's learning goals. The assessment gives students information, or feedback, which helps identify what they have learned well to that point (diagnostic) and what they need to learn better prescriptive.
- Bloom's taxonomy guides teachers to develop higher levels of thinking process for critical thinking or creative thinking.
- The taxonomy helps teachers make decisions about the classification of content.

Observational (Social) Learning - Albert Bandura

Albert Bandura was born on Decem ber 4, 1925. For almost six decades, he has been responsible for contributions to many fields of psycho logy, including social cognitive theory, therapy and personality psychology, and was also influential in the transition between behaviorism and cognitive psychology. He is known as the originator of social learning theory and the theory of self-efficacy, and is also responsible for the influential 1961 Bobo doll experiment.

Social learning theory is proposed by Albert Bandura. .According to Bandura social learning occurs through imitation. According to him imitation itself is a learned type of behavior. When an animal's behavior changes in a relatively permanent way as a result of observing another animal's actions, psychologists label the phenomenon observational learning.

We learn many things by observation and imitation. This is observed very easily in children. Social stimulation and imitative responding are involved in learning how to walk and speak in early life, apart from maturation. Social manners relating to greeting, respecting by saying thanks, appreciating, expression of happiness, eating, drinking, Dressing are all learned through imitation. Parents and elder members might demonstrate such manners and guide children to do so .When children show such behaviors parents and teachers must appreciate them so that they can continue the same manners. It is not just imitation of a performance model but identification with a personal model. Children may take some unique and imitative manners of some leaders as role models. Hence Bandura's social learning is also called as Principle of model making.

In classroom every little gesture and speech of teacher is unconsciously copied and admirably imitated by the children. More aggressive teachers tended to have more aggressive students. Teachers are the role models. Children imitate them and learn many things. Teachers who are tender and noble are always appreciated by children and they are liked by them. Children do not like teachers who are rough and aggressive.

Physical education teacher might demonstrate to students how to through ball, catch a cricket ball, hold a tennis bat. He need not explain verbally. By observing the performance and by imitating the

coach, children find themselves perform the things perfectly. Hence, imitation is termed by Bandura as "no trial learning".

Steps in observational learning:

Bandura has identified four inter-related steps or procedures in imitation namely, acquisition, retention, performance, and consequences.

Acquisition: Here, the learner has to pay attention to the distinctive features of the model. This is important for effective sensory registration.

Retention: In retention the internalized representation of the modeled behavior is registered. Repetition or rehearsal helps retention over sometime. For longer retention coding and transformation may be nessesary.It is a kind of information processing.

Performance: In performance the internalized symbolic representations are converted inte behavior forms. Overt performance involving motor responses are produced by imitation. Systematic training, effective guidance and adequate practice making for progressive approximation and refinement will be necessary.

Consequences: In consequences, favorable incentive conditions such as encouragement, appreciation and other rewards facilitate activation of overt performance. Meaningful feedback and other positive reinforce influence selective attention and retention and controlled reproductions for the sake of better outcomes.

Experiment of Bandura and Ross (1963)

In an experiment conducted byBandura and Ross some children observed various types of aggressive models, others observed non-aggressive models, while still others served as a control group observing no model at all. Findings of the study reveal that,

1. Observing of the aggressive model led to the acquisition of certain aggressive verbal and physical response not previously found in them.

2. Those children who observed the aggressive model exhibited about twice as many aggressive act as the controlled children. On the other hand those who have observed less aggressive models exhibited less aggressive behavior.

This experiment shows that by observing models,

    1.The responses or behavior so far not present can be made weakened or strengthened.

    2.The behaviors already shown can be strengthened.

Educational implications:

1. Observational learning can be effectively used by providing imitative models in the learning of skills, language and in the learning of fine arts.

2. Behavior modeling is used in leadership training programmes. Leaders who are trained in this manner show long learning improvements in their leadership skills when they return to their work setting.

3. Teacher should be a role model to his students. He can imbibe good social manners and desirable attitudes in the learners.

4. Modeling procedures are used to treat various kinds of maladaptive behaviors and to treat phobias towards snake, dog, steetcrossing,sterophobia,etc.It is also helpful to modify hyper aggressive and extremely withdrawn children.

5. Modeling is an effective technique to mould the behavior of students in a wholesome manner.

6. Desirable behaviors acquired by the children should be strengthened by providing suitable reinforcement.

Constructive approach to learning:

Constructivism is a theory of learning and an approach to education that lays emphasis on the ways that people create meaning of the world through a series of individual constructs. According to this approach, every individual constructs knowledge through his own experience. Everyone construct their own world through their own experiences. Everyone go on constructing their own principles and mental models and based on these, they adjust to new situations and experiences. This is constructive approach to learning.

Constructism theory says that learners construct knowledge through their own experiences. The ideas, thinking and understanding structure-all depend on the cultural and social interactions.

In this approach, more emphasis is given to the self effort of the individual. The learner involves in the learning process in a very active manner and finally he is only responsible for his learning.

Principles of constructive approach of learning:

1. Knowledge is constructed creatively and self organized by the individual.

2. Learning involves the experiences which help in adjustment of the individual to the environment.

3. Knowledge attained by the individual is self organized into schemas, mental models and internal models.

4. Knowledge is the result of the interaction between the previous knowledge and the social environment.

Process of constructive learning:

1. Nature of the learner: This approach expects the learner to be self-directed, creative and innovative.

2. Role of the teacher: In this approach teachers are not only teachers but they are facilitators.

3. Constructive learning process is a creative and a social process.

4. There is a dynamic interaction between tasks, Teacher and learner.

5. Knowledge in distributed by the co-ordination among learners.

6. Motivation very important in learning.

Educational implications:

• Constructive approach theory does not propose general curriculum. It proposes that Curriculum should be based on the previous knowledge of children

- According to this theory the teaching methods used have to create new awareness among children by bringing relationship between the different concepts. Children have to analyze and understand the things through discussions.
- Student's mental models are to be kept in mind while teaching classrooms.
- This theory does not prefer standardized tests and giving grades. It says that evaluation should become the part and parcel of learning and the learner must try to improve himself by self evaluation.
- Students should not try to remember the answers got from others, they should find answers themselves. With this they will construct the new ideas and concepts.
- According to constructive theory learning means to find out the meaning. For this students have to interact with their environment and must try to construct knowledge.
- In order to understand the meaning of the phenomenon it is important to study the whole concept instead of parts. Hence importance is given to study the subject as a whole than parts in the learning process.
- More importance is given to problem-solving method in learning.
- It encourages idealism and co-operative learning.
- It lays emphasis on' how to learn rather' than 'what to learn'.
- Constructive learning theory gives importance to learner centerd, activity centerd and inters action model type of teaching.

3.4 Factors influencing learning:

Learning is a process of acquiring knowledge, habits and attitudes. It is the modification of behavior through experience. The rate of learning differs from individual to individual. It depends on so many factors which affect

The process. .Learning is influenced by various factors. Some of the very important factors are as follows.

1. Maturation
2. Motivation
3. Attention and
4. Memory

1. Maturation:

Maturation is the natural process of development independent of training. It refers to the general processes of development which occur in the normal individual from birth. When the development results from the natural growth of physiological system it is called 'Maturation'.

"Maturation is the growth that proceeds regularly within a wide range of environmental conditions or that takes place without special conditions of stimulation such as training or practice."   **-Gates and Jersild**

"Maturation is a process whereby behaviour is modified as a result of growth and development of physical structure."   **-Garry and Kingsley**

Learning is possible only when a certain stage of maturation is reached. A child, in spite of our great effort to make him walk or run, it cannot do so till it reaches certain maturity period. The particular activity of a child is possible only when the nerves and the muscles have attained a particular stage of maturity. More mature the individual less training is needed to reach a given level of proficiency.

Maturation may be physical, intellectual, social or emotional. Before maturation it is no good to learn. It is likely that premature training may do more harm than good. It's found that children who are physically matured learn quickly to walk, run and those who are mentally matured will learn to read, write and solve problems quickly.

Experiment conducted by Dr. Arnold Gesell:

Arnold has conducted an experiment on identical twins aged 46 weeks. One child was given practice in climbing the staircase and the other child was not. The practice was for 6 weeks. At the end of 6 weeks the child who was given practice, was able to climb the stairs. After this the second child was given practice for only 2 weeks. The child learnt to climb the stairs. What the first child learned in 6 weeks, the second child learned in two weeks. The reson was that the second child was trained after some maturation. It can be concluded that more mature the child, less training is needed.

Educational implication of maturation:

- An understanding of stages and levels of maturation helps the teachers to know what and when to begin training. If too much is expected from a child at a given age, children are likely to develop feelings of inadequacy. On the other hand, if too little is expected of them then they are deprived of incentives to develop their potential.
- If learning precedes maturation there is more wastage of time and energy. Know ledge of maturation and developmental stages of a child also suggest whether the child is mature and old enough to profit by teaching. In case a concept is taught before the appropriate age the teaching will go waste.
- The understanding of complexity of changes that take place as a result of learning and maturation would make a teacher and his/ her teaching effective.
- Maturation levels have implications on the curriculum selection. Curriculum should be chosen according to the level of learning and maturation.

2. Motivation:

Motivation is one of the very important factors that affect the learning process. It is that force which impels individual's actions, determines the direction of actions and his rate of actions. Individual's behavior is controlled, directed and modified through motivation. The individual feels a dynamic push to act when he is motivated.

The word 'Motivation' has its root in Latin word 'movers' which means 'to move'. In its literary sense, motivation is the process of arousing movement in an organism. It energizes individual to do constant efforts in learning something. It directs the individual to a goal.

Maturation is considered with the arousal of interest in learning and to the extent, is basic to learning.　　　　　　　　　　　　　　　　　　　　　　　　**-Crow and Crow**

'Motivation is the direction and regulation of behavior towards a goal'.

-**Yokam and Simpson**

Types of Motivation:

a) Intrinsic motivation and   b) Extrinsic motivation

a) Intrinsic motivation:

In this type of motivation, there will be an urge to learn for the sake of learning. The motives come from within the person and no external force is necessary. Such motivation makes the individual learn or his own sake. It is directly linked with natural instincts, urges, drives and needs. Such motives make the child self interested in learning.

b) External motivation:

In this type of motivation, individual learns not for his own sake but to get some reward. He is not self motivated. He is motivated from certain force outside. External motives like rewards or punishments, praise or blame, success or failure etc. will force the individual to learn.

Functions of motivation:

- Motives energize and sustain behavior.
- Motives direct and regulate behavior.
- They arouse interest in learning.
- They accelerate the learning process.

Strategies to motivate learners:

In classrooms, students are to be motivated constantly from the teachers in order to make learning more effective and successful. Psychologists have developed some common techniques which may be used by teachers in classrooms to motivate the learners.

Following are some of the strategies to motivate the learners.

- Use of rewards and punishments
- Use of praise and blame
- Success or failure
- Competition and co-operation

3. Attention:

Attention means to attend to some activity or to concentrate our mind towards a particular person, object or an activity. It is a state of alertness which stimulates the individual to learn. It helps the learner to concentrate his mind towards the learning elements and makes him to understand what is being learned. Attention is interest in action.

"Attention is the concentration of consciousness upon one subject rather than upon another."

-**Dumville**

"Attention is a process of getting an object of thought clearly before the mind."

-**Ross**

"Attention is the concentration of mind"

-**Woodworth**

Characteristics of attention:

- Attention is objective based.
- It is not rigid. It is dynamic.
- It is selective.
- It includes mental activity.

Types of attention:

Attention may be voluntary or involuntary.

Voluntary attention:

In this type of attention the learner concentrates his mind on learning voluntarily or with self interest. He learns for the sake of learning. Successful and effective learning is possible with such type of learning.

In-voluntary attention:

In this type of attention learner is made to concentrate on learning through some external force or motive. Sometimes it becomes inevitable for teachers to use certain external motives like praise or blame, prize or punishment, competition, audio-visual aids etc. in order to make students to concentrate on learning.

Effects of attention:

- Attention helps in bringing out mental alertness and preparedness.
- It helps in providing deep concentration upon one subject at one time.
- It makes us to distinguish or identify the object of attention from others.
- Attention acts as a reinforcement of the sensory process and helps in better understanding of the subject.
- Attention provides strength and ability to continue the task of cognitive functioning.

Techniques to create attention:

- Learning must occur in a peaceful environment.
- Teaching with love and affection, based on democratic principles.
- Teach through humor sense and by telling stories, using examples and illustrations.
- Use of question-answer method in teaching.
- Use of suitable audio-visual aids while teaching.
- 'Learning by doing' is more effective.
- Teaching must be interesting.
- Practical oriented teaching is preferable.

4. Memory:

Memory plays an important part in our daily life. For effective learning it is essential to preserve our past experiences and the outcomes of learning and make use of them whenever needed. This process of retaining and reproducing what has been learnt is known as remembering .The power of the mind to retain and reproduce is called "Memory".

The term memory is derived from the Latin word" Memoria", which means long remembrance or historical account. In psychology memory is considered as a mental process which provides the basis for all cognitive processes, such as problem solving, logical thinking, imagination and decision making.

"Memory is a mental power which consists in learning, retaining and remembering what has previously been learnt".   -Woodworth and Marquis

"The power we have to store our experiences, and to bring them into the field of consciousness sometime after the experience have occurred, is termed as Memory"

-Ryburn

Types of memory:

1. **Sensory memory:**

   It is that memory which holds an explicit and literal record of incoming information for a few seconds or less.

2. **Short term memory:**

   It is known as working memory. It holds information received from sensory memory for a short period of time and makes further processing.

3. **Long term memory:**

   It is that pert of memory in which information is retained for very long period of time. Once information is stored there, it may persist through out one's life.

Memory is essential to all our lives. Without a memory of the past, we cannot operate in the present or think about the future. We would not be able to remember what we did yesterday, what we have done today or what we plan to do tomorrow. Without memory, nothing can be learnt.

Factor affecting memory:

Factors affecting learning also affect memory. Some of them are as follows.

1. **Individual differences:** Memory depends on individual differences of the leaners.Those that have more mental abilities will learn quickly.

2. **Interest:** The learner will learn quickly and more successfully in those subjects in which he has more interest. At the same time the learned matter remains in memory for a longer period of time .The learning matter in which the learner is not interested will be forgotten soon or it will not be in the memory for a longer period of time.

3. **Motivation:** Intrinsic motivation helps a lot in remembering the learnt subject.

4. **Attitude of the learner:** The learner has to develop positive attitude towards the subject he is going to learn. Then only he learns it quickly and effectively. The subject matter learnt with negative attitude will not be retained for a long period.

5. **Meaningful learning:** Learning should be meaningful. The subject which is learnt in a meaningful way is remembered for a longer period.

6. **Recapitulation:** The learned subject matter is to be recapitulated often and often. That which is recapitulated will remain in memory.

Suggestions to improve memory:

- **Will power:** There must be firm determination or strong will to learn.
- **Interest and attention:** Every care should be taken to create the desired interest in the material to be learned and give full attention to learn the material meaningfully.

- **Meaningful and organization of subject matter:** The subject to be studied should be meaningful and should be studied in a meaningful way .The learning materials are to be organized properly so that learning becomes meaningful and successful.

- **Adopting proper methods of memorization:** There are many economical methods of memorization; therefore a judicious selection should be made for memorization.

- **Repetition and practice:** The things repeated and practiced frequently are remembered for a long time. Therefore due care should be taken for drill work, practice and review etc. in the process of memorization and learning.

- **Grouping and Rhythm:** The arrangement of the material in the form of verse with rhythm is found to be very useful in this direction.

- **Use of as many as audio- visual aids as possible:** Senses are the gateways of knowledge. Therefore, attempts should be made to take help of audio-Video aids to receive impressions in the learning process.

- **Internal factors within the learner:** The physical and mental health of the learner play a greater role in the learning process.

- **Change of work and proper rest:** Adequate provision for change of work, rest and sleep should be made as it helps in removing fatigue and monotony. A fresh mind is essential to learn more and remember for a long time.

Activity

Problem (Experiment on memory):

To study the efficiency for retention by recall and recognition methods using verbal materials.

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Exercise Questions

I Answer the following in a sentence each
1) Define the term learning.
2) What theory Jean Piaget proposed?
3) Who is the profounder of discovery learning theory?
4) Who is the profounder of mastery learning theory?
5) What is observational learning?
6) Define the term Maturation.
7) What is Motivation?
8) Define the term Attention.
9) Define the term Memory.
10) What is constructive approach to learning?

II Answer the following in 2-3 sentences each
1) Write two characteristics of learning.
2) Write the concept of Discovery learning.
3) Write the concept of mastery learning.
4) Mention any two advantages of discovery learning.
5) Mention any two educational implications of observation learning.
6) Mention any two disadvantages of observation learning.
7) Write two types of attention.
8) Mention any four stages of memory
9) Write any two types of motivation.
10) What is the concept of observationallearning?

III Answer the following in not more than a page each
1) Explain Piaget's stages of cognitive development.
2) Explain Bandura's Social learning theory.
3) Write the advantages and disadvantages of discovery learning.
4) Explain mastery learning theory.
5) What is motivation? How it is influencing on learning process.
6) Explain the types of attention.
7) Mention two suggestions to improve memory.
8) What is the effect of attention on learning?

IV Answer the following in not more than two pages each
1) Define learning. Explain its characteristics.
2) Explain Gagne's 8 types of learning.
3) Explain Piaget's stages of cognitive development.
4) Explain the advantage and disadvantages of observation learning.
5) Explain constructive approach to learning.
6) Briefly explain the factors affecting learning?

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Unit - 4

Group Dynamics

4.1 Meaning and importance of group dynamics.

4.2 Meaning and Characteristics of a group

4.3 Types of group-Primary and secondary- In - group and out - group.

4.4 Classroom as a group and its characteristics

4.5 Meaning and importance of Leadership

4.6 Qualities of leadership

4.7 Leadership styles - Democratic –autocratic and Laissez - faire.

Objectives:

At the end of the instruction of this unit, students will,

- Explain the concept and importance of group dynamics

- Describe the characteristics of a group.

- Differentiate the types of group along with their characteristics.

- Analyze the characteristics and qualities of a leader.

- Develops positive attitude to become an effective leader.

- Develops interest to be a democratic leader rather than an autocratic
- Compare and contrast the different styles of leadership
- Develops social skills essential for democratic citizenship.

Unit – 4

Group Dynamics

Man is a social animal. His behavior is regulated by the norms of the society. The behavior of an individual as a member of the group exhibits group behavior. In a group, most disciplined and creative individual may behave in an undisciplined manner and may fail to exhibit his creativeness. On the other hand an undisciplined and a passive member may found to be disciplined and creative. Thus the behavior of the individual depends on psychic level of the group and is governed by the force operating in group, what is called 'Group Dynamic'.

An individual from morning till evening moves and works in social groups and is normally member of five to six different groups, such as school, family, peer group, community etc. social group is collection of two or more people who are brought into human relationships, and there is an established pattern of interaction between them. These individuals in a social group influences one another. They work together to attain a common goal. To deal effectively with social groups one must study the dynamics of social behavior.

4.1 Meaning and importance of group dynamics :

Meaning of group dynamics:

The Phrase **'Group dynamics'** has come in usage since 1944. Lewin established the Research Centre for group dynamics to meet the need of making a scientific approach to the understanding of the dynamics of group .The behaviors, feelings and thoughts of one individual are influenced or determined by the behavior or characteristics of others. His development depends on social interaction. This plays an important role in the development of intellectual and other abilities of the individual.

The word **'Group dynamics'** is derived from a Greek word **'Dynamo'** which means **'force or creative power'.** Thus Group Dynamics means forces operating in a group. The personality and behavior of the members constituting the group undergoes never ending changes. The behavior is not static. Group dynamics means the change of behavior through interaction in the group.

Definitions of group dynamics :

"Group Dynamics implies any interactive psychological relationship in which members of a group develop a common relation based on feelings and emotions. These interstimulative relationships may be described by the term 'Group dynamics".

<div align="right">

-Good's Dictionary
</div>

"Group Dynamics should be defined as a field of inquiry dedicated to advancing knowledge about the nature of groups, the laws of their development and their interactions with individuals, other groups and large institutions."

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-Cart Wright and Zander
</div>

"Group Dynamics implies changes that takes place within the groups".

<div align="right">

- Kretch and crutch field
</div>

Importance of group dynamics :

The knowledge of group dynamics has acquired tremendous importance in recent years. Its importance is given in the following lines.

- Group dynamics gives knowledge about the nature and characteristics of the groups.
- It studies Changes that occur in groups
- It offers the best means available for the development of social skills essential for democratic living, better social understanding and preparing the individual member of the group for democratic citizenship.
- It guides the teacher to understand group psychology.
- The teacher can acquire the necessary skills for recognizing and dealing with the various psychological forces operating in the group.
- Group dynamics deals with dynamics of group life.
- It tells us how changes occur in the group by the leader.
- It aims at making groups serve better ends and brings dynamic changes in them to attain the desired goals.
- Adolescent boys and girls seek shelter, love, recreation and motivation from their groups.
- Group dynamics helps in developing mental health of the group.
- Group dynamics can improve the social and emotional climate of the group.
- Group dynamics helps in understating racism, Sexism and other forms of social prejudices and discriminations.
- To provide appropriate guidance to students for their adjustment.
- To have a through knowledge of the interaction process.
- The Study of group dynamics will help in the management of conflict and stresses existing in the group.

4.2 Meaning and characteristics of a group meaning of group:

Group is a collection of persons who share common interest and reason for being together. Some groups are formed naturally, Others are organized for a particular purpose.

A group exhibits some degree of social cohesion and is not a simple collection of individuals such as people found in crowds.

Definitions of group:

"Social group is any collection of human beings who are brought into human relationships with one another."   **-MacIver and Page**

"A Social group is two or more people between whom there is an established pattern of interaction."   **-Marshal Jones**

"Whenever two or more individuals come together and influences one another they may be said to constitute social group."   **-Ogburn and Nimkoff**

"A Social group is a member of people who define themselves as members of group; who expect certain behavior from members that they donot expect from outsiders and whom others define as belonging to a group."   **-Robert K Merton**

"A Social group as a unit consists of plural member of separate organisms who have a collective perception of their unity and who have the ability to work together and are acting in unitary manner towards their environment".   -M.Smith

Characteristics of a group:

A group must have the following essential characteristics.

1. Collectivity
2. Interaction
3. Mutual awareness
4. Reciprocity
5. We feeling
6. Common goal
7. Group norms
8. Common interests
9. Definite structure
10. Is not static

1. Collectivity - The basic pre requisite of a group is the existence of more than one individual. Groups vary in size from two members to several hundreds.

2. Interaction - The most important characteristic of a group is the distinctive interaction that occurs among its members. When the patterns of interaction become more involving we can think of a group. For e.g in a class room students exchange greetings and share information with each other and they are treated as a group.

3. Mutual awareness - There is physical and symbolic interaction among the members of a group. They are aware of the existence of other members. Mutual awareness makes them respond and behave in a particular way and thus influences one another. Each member recognizes that he is a part of the group. Greater importance is given to the group life in comparison with individual life.

4. Reciprocity - Members are not only aware of one another but also respond or behave in a particular way. Their relations are reciprocal. They are in a position to stimulate and respond each other meaningfully. Members are aware of the roles, duties and obligations as well as the privileges resulting from group membership.

5. We-feeling - We-feeling means that group members have common loyalties. They share some similar values because of their membership in one particular group. In this sense, citizens of a nation, who are united by and a sense of common future are considered as a group. Among the member of the group, there is a sense of belongingness which is exhibited through common ideals, values and activities.

6. Common goal - Members of a group have common goal, accepted by the members of an organized social group. All the members of the group are aware of the goal. This brings oneness and unity among the members of the group.

7. Group norms - There are certain rules and norms which are accepted by the members of an organized social group. All the members of the group adhere to those rules and norms. These norms bring stability and order in the group.

8. **Common interest** - Members of a group have similar interests attitudes, belief and mode of behavior. Though members of a group differ in their opinion, the common interests promotes the solidarity of the group.

9. **Definite structure** - Organized Social group has a definite structure. crowd, being an unorganized group has no structure, but the family and community, being organized groups, have a definite structure. There is a hierarchy of positions and roles. The more organized a group, the greater is the degree of it's structure.

10. **Group is dynamic** - Organized social groups are not static in their nature, they are dynamic. On the basis of the pressure exerted both inside and outside the group many changes will occur.

4.3 Types of group : primary- secondary –In group and out group

There is extraordinarily large number of groups and there is great diversity among them. Various Sociologists have considered different basis for classifying groups. Some of the types are given bellow.

Primary and secondary group:

According to C.H.Colley groups are divided into two major types, primary and secondary groups on the degree of intimacy among members in the group.

Primary group :

Primary groups are smaller groups There is an intimate, face to face relationship and co-operation among the members. We feeling is found to a maximum degree among the members of the primary groups. For instance, family, friends etc.

Characteristics of a primary group :

1. **Physical proximity** - The members of a group share close relationship and they have intimate contact with each other.

2. **Small in size** - Primary groups are usually small in number, for instance family, friends etc.

3. **Stable in nature** - Primary groups are stable in nature. This character of primary group promote closeness.

4. **Continuity in relationship** - By meeting frequently and exchanging thoughts, intimacy increases. There is commitment among members which leads to continuity in their relationships.

5. **Common members** - In primary groups there will be common and intimate relation

Importance of a primary group:

In Primary groups, the members share close relationship and there is face to face association and co-operation. These groups play an important role such as.

1. To develop the personality

2. The efficiency of members increases and persons of the group get help, inspiration and co-operation from one another.

3. Satisfaction of total needs of the individuals : Primary groups help in fulfilling physical, emotional, psychological, social and spiritual aspect of the individual.

4. Group members provide love, security belongingness and companionship to one another.

5. Socialization process is initiated within the primary group.

Secondary group :

The groups characterized by intimate face to face association and co-operation are primary groups. On the contrary secondary groups are less intimate, personal and inclusive. It involves indirect interaction, for instance, one's work place. These are termed secondary because contacts here are not always face to face. They meet less frequently. In towns and cities one may be a member of several groups and organizations. It may not be possible to attend all the meetings. They carry on their programmes by circulars and communication. Secondary group satisfy partial and special needs and interests of group members special interest groups.

Characteristics of a secondary group:

- Position of a member depends upon their role and status.
- Individuality develops in the persons because their relations are based on self interest.
- Self dependence among members.
- It is large in size
- No physical closeness
- Formed for some purpose.
- Group cannot exercise control, because of it's large size.
- Lacks stability and personal relationships.
- Has limited acquaintance and responsibility.
- Members play active and passive roles.
- It is formed with definite objective. It's function is not spontaneous.
- Secondary groups are governed by legislators , rules and regulations.

Importance of a secondary group:

- The needs are satisfied in the group with the advancement of technology and associated with social change.
- The group satisfies the changing needs of society and individual.
- Rules formed by the group, will increase the efficiency of the work
- Delegation of the authority, co-ordination and planning of the activities will be implemented.
- Secondary groups accommodate large number of members / loyalties which widens the outlook of groups.

In-group and Out-group :

According to Sumner, groups are divided into two major types.

In-group and Out-group :

In group : The group in which the individual identifies himself is called as in group. For instance, his family, friends and peers etc. characteristics of in groups are similar to that of primary groups.

Out group : The group to which the individual does not belong. For instance, other sex, other families, other nations etc. are out groups characteristics of out group are as in case of secondary groups which has been studied earlier.

Distinction between primary and secondary groups

On the basis of the characteristics of primary and secondary groups we can make distinction between these two groups as given bellow.

Primary Group	Secondary Group
1. These groups are small in size i.e They have limited members.	1. These groups are large in size i.e They accommo date large number of members.
2. Members of group share close relationship, they have intimate contact with each other.	2. Members of these groups don't have close relationship. They are less intimate.
3. Primary groups are stable in nature.	3. Secondary groups are not stable i.e., lacks stability.
4. There is continuity in relationship among its members	4. There may not be continuous relationship among its members
5. There is direct face to face interaction in primary groups	5. Where as in secondary groups there is indirect interaction among its members.
6. Maximum control over each other.	6. There is no direct con trol over each other.
7. There is maximum acquaintance and responsibility.	7. Has limited acquaintance and responsibility.
8. Members play active role	8. Members play active as well as passive roles
9. It is not formed with definite objective.	9. It is formed with definite objective.
10. These groups satisfies the needs of the individual	10. These groups satisfies the changing needs of the society and individual.

4.4 Classroom as a group and its characteristics

Every classroom is an instructional group. It helps students to meet their educational needs and achieve their goal. Teacher is the leader and students learn under his guidance. Both work together to achieve the aims of teaching. The classroom as a group has interaction and commu nication among all the members of the group.

The members share common beliefs, attitudes and acceptance of common norms. Every classroom as an instructional group, has its own structure helps the members to maintain discipline. Actions and reactions occur based on the individual roles.

The Classroom structure decides the internal relationship among members of the group. In the classroom group, there are star students who are recognized and respected by the other members of that group. There will be isolates, who are neglected by most of he members.

Characteristics of class as a group:

The class has the following essential properties which make it a group in the psychological sense.

1. **Common goal** - The class has a well defined common goal. All the members attempt to reach the goal decided by the school and the society at large. They are bound together for common goal. The goal of the class is well defined.
2. **Organized structure** - The class has well defined structure. There is homogeneity in the group as regards their age, subject back ground.
3. **Motivation** - The members of the class are motivated for the achievement of a common goal.
4. **Leadership** - The class as a group has a leader. The functions of a leader are discharged by the teacher. Leadership may be of different types as democratic, autocratic and laissez fare.
5. **Interaction among members** - Interaction is the basic characteristic of a class as a group. They interact each other, share common beliefs, attitudes and acceptance of common norms.

4.5 Leadership –Meaning and Importance

Leadership is an abstract quality in a human being to induce others that is his followers to do whatever they are directed to do with zeal and confidence. It is a quality or ability of an individual to persuade others to seek defined objectives enthusiastically.

Every organization – group, family, society, business or any other organization needs a leader who leads the social group to the best of his ability. The leader is a force of the organization that designs, executes, co-ordinates and controls all the functions.

Meaning of leadership - A leader is one who guides and directs other people. He gives the efforts of his followers a direction and purpose by influencing their behavior. Therefore, leadership may be defined as the quality of behavior of a person by which he is able to persuade others to seek the goals enthusiastically. It is the force which binds a group together and motivates it towards certain goals. According to **George R. Terry**, "Leadership is the activity of influencing people to strive willingly for mutual objectives". Thus leadership is a process involving two or more people in which one attempts to influence the other's behavior towards the accomplishment of some goals.

Definitions:

"Leadership is the activity of influencing people to strive willingly for mutual objectives".

            -George.R.Terry

"Leadership is the ability of a manager to induce subordinates to work with confidence and zeal."   **-Koontz and Donnel**

"Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals".

            -Keith Devis

" Leadership is the process of influencing others to work towards the attainment of specific goals".   **-Pearce and Robinson**

"Leadership is the relationship in which the leader influences others to work together willingly to attain goals desired by the leader or group".   **-Terry and Franklin**

Importance of leadership:

Leadership is an indispensable factor in managing the affairs of an organization successfully and effectively. We are more concerned about the manager as a leader. An organization howsoever good it may be can't be run effectively without effective leadership. A leader has to create a sense of confidence in the minds of the employees and develops a coordinated network within the organization, and directs people psychologically towards the accomplishment of group goals.

Importance of leadership can be understood by the following functions which a leader generally performs.

1. **Determination of goals**   - A leader performs the creative function of laying down goals and policies for the followers. He acts as a guide in interpreting the goals and policies.

2. **Develops team spirits** - Leader inculcates a sense of collectivism in the employees and forces them to work as a team. Individuals within the group may possess varied interests and multiple goals. A leader has to reconcile their conflicting goals and restore equilibrium.

3. **Inspiration to employees** - A Leader creates a strong urge in members of the group for higher performance. The personal conduct and behavior of a leader. inspires the employees.

4. **Developing a good relation** - Human relations exist between the leaders and the followers. An efficient leader can develop the skill of the subordinates and promote self confidence apart from motivation. The leader creates opportunities to show their abilities and induces the subordinates to work towards the accomplishment of goals. The leader promotes the co-operative attitude of followers and maintains better relations with them.

5. **Creates confidence** - A good leader creates confidence in his followers by directing them, giving them advice and ensuring them through good results. He provides psychological support and infuses the spirit of enthusiasm by his conduct and discussion.

6. **Spirit of co-operation** - A dynamic leader can Co-Ordinate the activities of the subordinates. A leader promotes the spirit of co-ordination among the members of the group. Leadership is essential to group action.

7. **Appropriate counselor** - Leader can render advice and can try to remove barriers, real or imaginary and instill confidence in the group. Leadership creates a co-operative and whole some attitude among members for successful work accomplishment.

8. **Representing members** - A Leader is a representative of members led by him. He makes all efforts for directing the behavior of group goals. He takes initiative in all matters of interest to the group. He also attempts to fulfill the psychological needs of subordinates.

9. **Builds morale** - By providing effective leadership morale of group members is raised very high, ensuring high productivity and stability in the organization.

10. **Initiates action** - Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually stars.

4.6 Qualities of Leadership :

A leader is one who guides and directs other people. He gives the efforts of his followers a direction and purpose by influencing their behavior. Some of the qualities that make a good leader can be summarized as follows.

1. Intelligence – A leader must have above average knowledge and intelligence.
2. Self confidence – He should have confidence in himself and strong will power.
3. Sound physique – sound physical and mental health are essential to bear the burden of leadership.
4. Maturity – He should possess a high level of emotional stability and cool temperament.
5. Empathy - He should have the ability to see things from other's point of view.
6. Decisiveness - He should have sound judgment and ability to take quick action.
7. Foresightedness and vision - He should have the capacity to look forward and anticipate the events.
8. Motivation - He should understand what motivates people.
9. Responsibility - He should be prepared to shoulder the responsibility for the consequence of any steps he takes.
10. Open mind - He should absorb and adopt new ideas according to situations.
11. Human relation - He must have the capacity to understand people and develop friendly relations with his subordinates.
12. Communication skills - He should communicate clearly, precisely and completely.
13. Decision making skills - He must understand that "Leadership is a process of Decision making".
14. Trust worthy - He must be honest and trust worthy, and should be free from bias.
15. Emotional Stability - He should analyze problems rationally and take decision without bias and should not have short temper.

4.7 Leadership Styles :

Democratic – Autocratic – Leisuzefare:

The Success of an organization depends upon the leadership style followed by its leaders. That is leadership style is defined as manner in which the leader supervises and directs the members of the team. Different leadership styles exists among leaders in different situations. The style is the outcome of leader's personality philosophy experience and value system. This is the practical aspect of the leadership behavior.

Leadership style describes how a leader has relationship with his group. Some of the leadership styles are discussed below.

(1) Democratic Style :

It is also called as participative style. The authority is decentralized. Thus the subordinates are permitted to take part in the decision making. The decisions are taken whole heartedly. The leader has consultations with the subordinates before taking a decision. The subordinates know the goals of the group. Therefore, they offer good ideas during discussions.

Generally most of leaders follow this style. The democratic leader makes decisions by consulting his team.

Benefits of Democratic Style:

1. Subordinates are aware of the goals of the group.
2. Members get opportunity to show their talent.
3. Members show more interest in working for the group.
4. There is an increase in job satisfaction and Co-Operation of employees.
5. This style reduces absenteeism and labor turnover.
6. Subordinates are motivated to work hard.

Drawbacks of democratic style

1. Making a decision and its implementation require more time.
2. Subordinate can easily dominate the leader.
3. Workers may not always willing to offer suggestions.

(2) Autocratic style :

In this style, the leaders have full power or authority to take a decision. The leaders create a work situation under which the employees obey the instructions of the leader, and the leaders have full responsibility. The members of the group are nor aware of the organization goals. At the same time, the employees feel insecure and are afraid of the authority of the leader. The reason is that such leaders have the desire to wield loving for more powers.

Autocratic leader is completely opposite to democratic leader. Autocratic leadership is based on the principle of power. Such a leader wants to concentrate all the powers with him self.

Benefits of autocratic style

1. Subordinate need not take any decision.
2. Quick decision is possible.
3. It Provides strong motivation to employees
4. Less competent employees can perform their job effectively.

Drawbacks of autocratic style

1. Employees dislike the style
2. Employees have no opportunity for development
3. Workers feel frustrated and dissatisfied, therefore the productivity is affected.

(3) Laissez faire (Free Rein) Style

The leaders have no authority and responsibility under this style. The subordinates themselves take decisions for which they get authority. This style is employee centered. Subordinates are free to establish their own goals and chartout the course of action. They train themselves and are self motivated.

The leaders acts as a liaison officer between the employees and the outside world.

He brings the information which is needed to the employees. The information is utilised by the employees to do their job. The laissez-faire is usually appropriate when leaders

lead, a team of highly motivated and skilled people, who have produced excellent work in the past. Once a leader has established, that his team is confident, capable and motivated It is often best to step back and let them get on with the task.

Benefits of Laissez-faire style

1. The talent of the workers is properly unitlized.
2. Workers get opportunity to develop their talent.
3. There is job satisfaction and high morale among employees.

Drawbacks of Laissez-faire style

1. The contribution of the leader is nothing
2. The leader does not care to motivate the subordinates.
3. The leader does not support the subordinates.

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Project Report:

A detailed study of Group styles together with characteristics of a Group. Submission of report by referring to the articles appeared in news papers, journals and internet.

Exercise Questions

I Answer the following in a sentence each

1. Define group.
2. Define group dynamics
3. What is leadership ?
4. Who is called as a leader?
5. How the word 'Dynamics' has been derived?
6. What is leadership style ?
7. What is democratic style of leadership?
8. What is autocratic style of leadership?
9. What is Laissez-faire style of leadership?
10. Who established research centre for the study of group dynamics ?
11. What is meant by Primary group?
12. What is meant by Secondary group?
13. Define in group?
14. What is meant by out group.

II Answer the following questions in 2-3 sentences each

1. Write any two characteristics of group
2. What is social group? Give an example.
3. What are primary groups? give an example.
4. What are secondary groups? give an example.