DEFINITION OF CHARACTER ‘PERSONALITY’ EDUCATION AND ITS RELATION TO ‘EDUCATIONAL PSYCHOLOGY’.

Let us define at the onset the two words ‘character’ and ‘personality’ of an individual. The dictionary meaning of the word character means mental or moral nature of an individual; which we term as ‘reputation’ of an individual. Whereas ‘personality’ means individuality or specific qualities of an individual which go to make that person.

Character building and personality development go hand in hand with education. In ancient times education was interpreted in the sense of imparting information to the students. Pertainings-to John Locke’s statement—"the child’s mind is like a blank plate on which anything can be inscribed." The duty of the teacher was recognised to be filling the child’s mind with information and to this end, the teachers were engaged in imparting some facts to the students who were expected to learn them by role model. Failure leading to punishment. This concept flourished till the middle ages.

One question one is usually faced with is—"how much education you have received?" meaning, how many exams you have passed? Here too, education is interpreted as if it were no more than information. So the commonly understood meaning, a standard meaning of education means that a person in question has spent a definite number of years in education, has succeeded in certain examination and has received some definite academic degrees.
BUT THIS VIEW IS ERRONEOUS AS IT IS NOT MERELY THE QUANTUM OF INFORMATION, OR THE EXAMINATIONS PASSED OR THE DEGREES GAINED IN ACADEMIC PERSUITS, BUT IT MEANS THE COMPLETE PROCESS OF DEVELOPMENT OF AN INDIVIDUAL. FOLLOWING DEFINITIONS CONTRIBUTE TO A CLEAR UNDERSTANDING OF THE SENSE IN WHICH EDUCATION IS NOW UNDERSTOOD.

1. PAINTER'S DEFINITION: "THE AIM OF EDUCATION IS COMPLETE HUMAN DEVELOPMENT" ANY EDUCATION THAT TENDS TO EDUCATE AND TRAIN ONLY SOME PARTICULAR ASPECTS OF THE INDIVIDUAL'S TOTAL MAKE UP, BE IT THE PHYSICAL, MENTAL THINKING, EMOTIONAL AND SENTIMENTAL ASPECTS, IS NOT REAL EDUCATION, IT IS ONLY ONE SIDED EDUCATION. REAL EDUCATION AIMS AT THE DEVELOPMENT OF THE COMPLETE INDIVIDUAL, COMPLETE IN EVERY ASPECT.

2. PESTALOZZI'S OPINION: "THE MAIN OBJECT OF EDUCATION IS NOT TO TEACH BUT TO DEVELOP" ACCORDINGLY THE REAL OBJECT OF THE TEACHER IS NOT TO TEACH OR IMPART SOMETHING TO THE CHILD BUT TO EFFECT HIS COMPLETE DEVELOPMENT.

3. FROEBEL'S VIEW: "THE TASK OF EDUCATION IS TO ASSIST NATURAL DEVELOPMENT TOWARDS ITS DESTINED END" EDUCATION IMPLIES THE DEVELOPMENT OF THE INNATE FACULTIES RATHER THAN THE FOISTING OF SOMETHING EXTERNAL UPON THE CHILD.

4. KANT'S THEORY - "EDUCATION IS THE DEVELOPMENT IN THE INDIVIDUAL OF ALL THE PERFECTION OF WHICH HE IS CAPABLE".
PESTALOZZI WRITES, "EDUCATION MEANS A NATURAL, PROGRESSIVE AND SYSTEMATIC DEVELOPMENT OF ALL POWER'S. IN THE PROCESS OF EDUCATION THE CHILD RESEMBLES A PLANT AND THE TEACHER, THE GARDENER WHOSE DUTY IS TO CREATE CONDITIONS IN WHICH THIS PLANT CAN GROW TO THE FULLNESS OF ITS CAPABILITIES, BUT THE REAL DEVELOPMENT OF THE PLANT DEPENDS UPON THE POWER INHERENT IN ITS SEED. ITS ABSENCE AT THE SOURCE WILL MAKE THE WORK OF THE GARDENER FUTILE, BUT THE SEED IN ADDITION TO ITS INHERENT POWER, NEEDS CONDITIONS FAVOURABLE TO ITS GROWTH AND DEVELOPMENT. ONCE SUCH CONDITIONS HAVE TRANSPRIRED THE GARDENER HAS NO MORE TO DO THAN TO LET THE PLANT GROW AND DEVELOP OF ITS OWN ACCORD. SIMILARLY THE TEACHER HAS TO PROVIDE SUITABLE CONDITIONS AND ATMOSPHERE TO THE STUDENTS. ONCE THE PROPER ATMOSPHERE AND CORRECT TECHNIQUES OF TEACHING IS ARRIVED AT, THE TEACHER HAS ONLY TO ORGANISE AND SUPERVISE. "EDUCATION IS A PROCESS OF DEVELOPMENT".

ALL THE ABOVE DEFINITIONS INDICATE THAT A PROCESS OF DEVELOPMENT ITSELF IS EDUCATION, AND THOUGH THE ABILITY TO LEARN DEPENDS UPON THE DEVELOPMENT, YET THE DEVELOPMENT ALONE DOES NOT IMPLY LEARNING. HEARING IMPLIES MATURATION OF MIND AND BODY AS A RESULT OF WHICH THE CHILD ACQUIRES THE FOLLOWING QUALITIES:

(i) SOME KNOWLEDGE OF THE ENVIRONMENT IN WHICH IT IS PLACED.
(ii) ADEQUATE MOTOR CONTROL TO FULFILL HIS INDIVIDUAL NEEDS.
(iii) NORMAL LINGUISTIC CAPABILITY TO CARRY ON CONVERSATION.
(iv) KNOWLEDGE OF INDIVIDUAL AND GROUP RELATIONSHIP.
THESE QUALITIES THE CHILD STARTS DEVELOPING AT HOME AND
THE TEACHER CONTINUES THE DEVELOPMENT FURTHER WHEN THE CHILD IS IN
HIS HANDS. IN FACT, THE PROCESS OF DEVELOPMENT NEVER CEASES
THROUGHOUT THE LIFE. ONE KEEPS ON GETTING EDUCATION THROUGH THE
NORMAL AND INFORMAL AGENCIES OF EDUCATION. ACCORDINGLY, THE
EDUCATION IN ITS LIBERAL SENSE CONTINUES THROUGHOUT THE LIFE OF
EVERY INDIVIDUAL. WHEN A TEACHER TEACHES HE ALSO LEARNS
CONSIDERABLY FORM THE STUDENTS. THUS THE PERSONALITY OF BOTH THE
TEACHER AND THE TAUGHT GOES ON ENRICHING BY THE NEW EXPERIENCES.
"EDUCATION IS BOTH PROCESS AND RESULT"

THE WORD 'EDUCATION' INVOLVES A CONCEPT OF A PROCESS
THAT NEVER CEASES. SO FROM THE PSYCHOLOGICAL POINT OF VIEW IT IS
BOTH A PROCESS AND A RESULT OF A PROCESS. IN ITS FORM AS A
PROCESS, IT INCLUDES ALL THOSE ACTIVITIES THAT HELPS AN INDIVIDUAL
TO LEAD A SOCIAL LIFE, TO COMMUNICATE SOCIAL TRADITIONS, LAWS,
RELIGIOUS BELIEFS, LANGUAGE AND SOCIAL INSTITUTIONS FROM ONE
GENERATION TO THE OTHER GENERATION. IT ENCOURAGES AN INDIVIDUAL TO
THINK, CONSIDER, EVALUATE AND EVENTUALLY ACT. IN THIS WAY "THE
NEEDS OF THE INDIVIDUAL AND THE SOCIETY ARE FULFILLED AND THEIR
WELFARE ACHIEVED"

HENCE "EDUCATION IS AN INDIVIDUAL LIVING AND
SOCIALISING PROCESS THAT FURTHERS PERSONAL ADVANCEMENT AS WELL AS
SOCIAL LIVING." THE RESULT OF EDUCATION COMPREHENDS ALL THOSE
RESULTS THAT ARE THE OUTCOME OF TEACHING. THE AIMS OF EDUCATION
CHANGE WHEN INDIVIDUAL ABILITIES, AMBITIONS AND CULTURAL NEEDS
UNDERGO CHANGE. IN THE SAME WAY THE RESULTS OF EDUCATION VARY IN
DIFFERENT CULTURAL GROUPS. BUT WHATEVER THE AIM AND OBJECT OF,
Education always helps to improve the capability of the individual and the group.

"Educational psychology, from its term is apparently one that relates to education, or to put it in other words, it is a science concerned with behaviour pertaining to education. It is also the scientific study of human behaviour in conditions or circumstances that take their particular form or colour from education. It is the science that applies the principles of psychology concerned with human behaviour and experience to circumstances predominantly educational. In words of Skinner, "educational psychology utilises those findings that deal specifically with experiences and behaviour of human beings in educational situations" apparently the educational psychology is intimately concerned with human personality.

Education is the process of mental development hence educational psychology is concerned with the development of mental process along with the various social processes. Judd the famous educational psychologist says "educational psychology may be defined as the science which describes and explains the changes that take place in individuals as they pass through various stages of development from birth to maturity."

Educational psychology being more than an academic pursuit besides studying the process of development puts forward suggestions for its acceleration also. The process of development is dependant upon and grounded in two factors maturity and
LEARNING. HENCE EDUCATIONAL PSYCHOLOGY IS CONCERNED WITH THE STUDY OF BOTH THE FACTORS. AS CROW AND CROW EXPRESS ES IT "EDUCATIONAL PSYCHOLOGY DESCRIBES AND EXPLAINS THE LEARNING EXPERIENCES OF AN INDIVIDUAL FROM BIRTH THROUGH OLD AGE." IN THIS WAY, EDUCATIONAL PSYCHOLOGY IS THE PSYCHOLOGY OF LEARNING, TOWARDS WHICH THE EDUCATION AT PSYCHOLOGISTS HAVE CONTRIBUTED BY MAKING INTENSIVE STUDIES OF THE FACTORS OF CONDITIONS DETERMINANTS OF LEARNING.

BRIEFLY EDUCATIONAL PSYCHOLOGY MAKES A PSYCHOLOGICAL STUDY OF HUMAN DEVELOPMENT, MATURITY AND LEARNING, AND APPLIES THE SCIENTIFIC CONCLUSIONS OF THIS STUDY TO ACTUAL TEACHING CONDITIONS IN ORDER TO ATTAIN THE ENDS OF EDUCATION. THE MODERN EDUCATIONAL PSYCHOLOGIST IS A SPECIALIST IN HIS OWN RIGHT AND IS DEEPLY ENGROSSED IN RESEARCHES INTO BEHAVIOUR SIGNIFICANTLY COLOURED BY EDUCATION.