CHAPTER – I

THE PROBLEM
INTRODUCTION

A human who is sleeping in high building with decorated all possible comfortable and luxurious apparatus, traveling in sky and on land with rapidly by vehicles was not same as he is looking now days. For reaching this wonderful point of scientific, social and economic development. He had complete many steps of success by hard working. The hunger of luxurious apparatus and curiosity of comfortable life have make knowledge thirsty to man. The changing chain and per day invention of new knowledge is called Education. All possibilities of human development are reward of educational efforts. The flash of modern world’s economical, cultural, social and scientific development is light of education. Education is invention, development, change nurture and conserver of human life.

Education is important from various point of view. Its field of activity is so wide that all activities and experiences are embraced in its sphere of work. Essentially it is a process of development of talent inherent capacities of a child to the fullest extent. It sublimates the animal basis instincts in a child to socially useful activities, habits of thinking and behaving. It inculcates in a child higher moral and social ideals together with spiritual values so that he is able to form a strong character useful to his ownful and the society of which he is an integral part. Further education meets the immediate needs of a child and also prepare him for his future life. It culturizes the child promoting social and refined patterns of behaviour. Not only this it develops all his intellectual and emotional powers, so that he is able to meet the problems of life squarely and solve them successfully. It also develops the social qualities of service, tolerance, co-operation fellow feeling inspiring the child to lay down all, even his life for the glory and prosperity of his country. Last but not the least, education infuses in the child a sprit of dynamic citizenship which eggs are in him on in the service of his nation keeping into consideration the international understanding and well being of humanity as a whole.
"Our children are the pillars of the nation and they must be cared for and protected at all costs, under suitable environment". – Pandit Jawaher Lal Nehru

The children of the world are innocent vulnerable and dependent they are also curious, active and full of hope. Their time should be full of joy and peace, a period of playing, learning and growing. Their future should be shaped in harmony and co-operation. Their lives should mature as they broaden their perspectives and gain new experiences. UNICEF – 1991.

According to UNICEF 2001 in nearly 3245 million children are under 16 year of age who are the future citizen of the nation.

The majority of children in India are underprivileged they live under low social, economic and environmental conditions. Which hamper their growth and development. Many families live at subsistence level and are plunged with illiteracy and unemployment. The problem relating to child care and development are therefore complex. In post independent India, the political ideal of democratic socialism is committed to the protection and all round development of the people belonging to weaker sections of society.

Our constitution provided a goal of compulsory and free of cost universalization of education for 6 to 14 year age children. Because with the help of education our society preserved it culture and forward vector of civilization. But after 59 years of freedom our literacy become only 64.8%. approximately 10% population of total population is improved and near about 80% population of 10% impaired population is educable.

Impaired person is accepted by society and family as an evil although this type of emotion should not be develop. Impaired person have need for encouraging by society, by which they also could be educated like normal person and they can donate their contribution to society. An impaired children should not
be same as normal children is intellectual, development, concept formation, creativity, intelligence and personality. There are many causes as different behaviour of family among, normal and impaired children social ignorance some self special problems improved children than normal children. These children can be self depend by special training and curing their problem with the help of society.

The education of the handicapped land status of impaired children in India provisions policy commissions and committee are such as –

EDUCATION OF THE HANDICAPPED

Present Situation
1. Out of 12 million disabled persons 2.6 million (1.2 LH, 0.74 million SH, 0.53 million HH and 0.12 million – VH, 10% have more than one handicap) fall in the age group 4-15 years. To this should be added 1.7 million MH children not covered in the survey of the disabled persons carried out by NSSO in 1986. The total disabled children falling in the UPE age group comes to 4.3 million.

2. Out 1.4 million children fall in the age group 0-4 years which is relevant for identification, diagnosis, assessment, early stimulation and preparation for education. The disabled needing education and vocational rehabilitation subsequently are also to be considered.

3. The National Commission on Teachers – 1st reports that “not more than 5 per cent of the blind and deaf children and, perhaps, 0.50 per cent of the mentally retarded” are estimated to be “in about 800-1000 special schools”. Most of these schools are located in the metropolitan cities and other urban centres. Rural areas where about 80 per cent of these children are located remain practically unreserved by educational facilities. Even coverage in common schools under the IED scheme is paltry 7000 children. Obviously, the coverage is negligibly small.

4. Apart from the quantitative gap in educational coverage of this group the qualitative aspect also needs improvement. Most of the institutions are run by voluntary organizations. While there are some very good institutions, many do
not have trained staff, adequate accommodation and the necessary equipment and material. Some of these institutions are like homes for destitutes rather than educational institutions.

**IMPLICATIONS OF NPE STATEMENT**

5. The NPE stipulates that wherever possible education of children with locomotor handicap and other mild handicaps will be common with that of others. The children with severe handicaps are proposed to be enrolled in special schools with hostels at district headquarters. Appropriate arrangements for pre-school preparation for the handicapped children and vocational preparation in common with others as well as in special vocational centres have also been envisaged.

6. The implication is that there will be a system for identification, diagnosis and assessment of the handicapped for placement in schools. The handicapped children will be prepared for education under the ECCE. It involves definition of the degree of handicap under different areas. For this purpose definitions formulated by the health ministry will be used. Further, the children will be prepared for education in the pre-school years under the NCCE and pre-school education.

**PROCESS FORMULATION**

7. Assuming that about 2 million disabled children will require education in special institutions and with the improvement of health services, nutrition standards, mother care and effective measures to prevent disability, the incidence of disability will fall. As a consequence, the absolute number of disabled children will not show significant increase. To cater to the needs of about 2 million severely handicapped children, 10,000 special schools with 150 to 200 children each will be needed. As education in special schools is very costly it will be ensured that only those children whose needs cannot be met in common schools are enrolled in these schools. As soon as the disabled children enrolled in special schools acquire the communication skills and study skills, they will be integrated into common schools. It is further assumed that with the improved efficiency of the common school system as a consequence of the
implementation of National Policy on Education 1986, the capacity of the common schools to cater to the needs of the disabled children will also improve.

8. The ideal scenario for education of the handicapped is universalisation of primary education along with other children by 1990 (6-11 years) and 1995 (6 to 14 years). It will however, require a war footing effort because the coverage at present is not more than 5 per cent and the process of providing educational, facilities, particularly in special schools, require large resources and is more time consuming because of the requirements of special educators and other specialists. The preparation of the specialists takes time. However, with concerted efforts LH children and children with mild handicaps can be covered within this time frame if the programmes are taken on war footing, since large number of children do enter the common school system but drop out because of lack of sensitivity in the system to their needs. It will be a contribution to the goal of UPE. The alternative scenario refers to universalisation of primary education for children with severe handicap synchronized with the goal of health for all by 2000 AD and the UPE for the LH and other mildly handicapped children to be covered by 1990 and 1995.

9. The geo-scatter of the handicapped and the fluctuations in the incidence of disability make the task of planning educational facilities very complex. The enrolment of LH and other mildly handicapped children and their retention in common schools will be increased by 25 per cent each year during the current plan through:

a) Organizing advocacy programme for administrators and teachers in the common school system;

b) Including training component on the management of this group of children in the massive in-service training programme of teachers;

c) Orientation programme for the administrators and supplementing the same through distance learning channel;
d) Development of expertise at the SCERT, DIET, Sub-divisional and Block levels for providing supervisory services to the teachers managing this group of children;

e) Development of alternative learning material, teacher’s handbook and guidance in managing these children;

f) Supply of additional equipment/adaptation for pre-vocational and vocational courses in the common schools;

g) Development of psychological services at the district level for the assessment of disability; and

h) Mobilisation of support from the health and welfare ministry wherever necessary.

It is suggested that a team of at least 3 persons at the SCERT level, 3 at DIET level and at least one each at the sub-divisional and block levels will be provided adequate training. It involves training of about 6000 education officers at the sub district. An outreach programme covering all the teachers during the remaining 3 years as a part of massive teacher training programme will be undertaken. Ministry of human resource development through its agencies like NCERT, NIEPA and regional colleges of education may undertake the task of training through the SCERTs. The NCERT should also undertake development of handbook for teachers and other education officers for the management of this group of children within the common education system. The labour ministry is to undertake addition/modification of facilities for the personnel training in it is for the handicapped. The welfare ministry and health development are to provide prosthetics and the services for the diagnosis and assessment along with the district rehabilitation centres.(DRC)

10. The following provisions including incentives are proposed:
   i) Provision of aids and appliances in the area to be covered.

   ii) Adequate provision for the payment of transportation allowance (Rs.50/- per month).
iii) Provision for capital cost for the purchase of school rickshaw in rural area to an institution which has at least 10 handicapped children.

iv) Removal of architectural barriers in school building where at least 10 handicapped children are enrolled.

v) Supply of text books and uniforms free of cost as given to scheduled caste and scheduled tribe students.

vi) Attendance incentives like other special groups like girls and ST children.

vii) Arrangements for the preparation of these children in early childhood centres for education in schools.

viii) Provision for admission of children older than the eligibility (upto 8-9 years instead of 6 years). It is essential in the transitional phase of the provision. Extended preparation from schooling also necessitates this provision.

11. The response of the state governments to the centrally sponsored scheme of integrated education for the disabled has not been very encouraging. Ministry of human resource development is to take up with the states to accelerate the pace of implementing the scheme to achieve the goal of UPE for this special group along with others.

12. The current IED scheme needs revision in view of the NPE. The Ministry of Human Resource Development may immediately appoint a committee to review the scheme and revise the same. During the interim period the present scheme should continue.

13. Provision for vocational education of these children may be made along with others in the common school with +2 stage or in the ITIS. Additional machines with modifications and safety system wherever necessary will have to be provided for this purpose.

14. The tools for the psycho-Educational assessment and diagnostic tools for identification of learning problems are conspicuously missing. For the development of educational plan effectively these need to be developed in regional languages. The group suggests that the NCERT should undertake this work on priority basis. It should not only develop such tools, but should also
encourage other organizations to translate and adapt in regional languages. It will be worthwhile to develop psycho-educational resource centre at NCERT. This should procure the available tests, identify areas in which new tests are required and promote development. The National Institutes for Handicap may also be associated with this work.

15. Documentation of innovative and successful experiments relating to educational provision for these children should be undertaken by the NCERT. NCERT should also disseminate these innovative practices to the educational institutions.

16. Education of children with motor handicaps and other mild handicaps in common schools needs to be augmented.

EDUCATION IN SPECIAL SCHOOLS

17. Special schools will be established at the district and sub-district levels. It was felt that composite special schools may be established to start with. This decision is based on the guessable of the population of disabled children, reluctance of the parents to send children to schools located at distant places, sharing of specialist staff like therapists and psychologists to support the educational efforts, utilization of vocational centres for pre-vocational and vocational courses of the children in school as well as for post education rehabilitation courses, meeting the needs of multiple handicapped children, and the economic viability criteria. It was, however, felt that in a particular district if the number of children in a particular disability becomes large enough (60-70), separate special schools for that area of handicap can be carved out at later stage. In the composite special schools the children with different handicaps will be educated in different departments/groups/classrooms.

18. In each of the districts where a special school is set up, a vocational training centre either as a part of the school of as an adjunct to it will also be developed. This institution will provide vocational training to the students from the special schools and other severely handicapped persons for job. The emphasis will be on training craftsmen for locally available jobs. The rehabilitation council should be requested to give recognition to this training programme so that the
incumbents can get job throughout the country. Wherever necessary recognition from the NCTVT and NCTE may be obtained.

19. Separate hostels will be provided for boys and girls. The capacity for the boys hostel should be 40 and that of the girls about 20. These hostels will cater to the students in the school as well as in vocational training centres.

20. In the Eighth Five Year Plan another 5000 special schools at sub-district level will be opened to bring the total number of schools to about 7500. The number of these schools will have to be increased to 10000 during the Ninth Five Year Plan.

21. Establishment of special schools should be a central scheme implemented through state either through the state machinery or through the voluntary sector. 400 special schools may be established during the Seventh Five Year Plan itself. The schools should be established first in the districts which do not have any special school. Each of these special schools may have at least 60 handicapped children of all categories as the initial cohort.

22. Assuming that each special school will require 8-10 special teachers, about 3500-4000 special teachers will be required during the current plan. Training of special teachers disability wise has to be taken up immediately if the proposed the suggested speed. This task may be undertaken by the Ministry of Human Resource Development and Ministry of welfare through UGC, NCERT, Regional Colleges of Education, National Institutes of Handicap and selected University Departments of Special Education. This task of training teachers is in addition to clearing the backlog of untrained teachers in special schools. The in-service training courses may be organized by the National Institutes through its regional centres and the Regional Colleges of Education in collaboration with SCERTs.

23. It has been observed that the voluntary agencies do not depute untrained teachers for training. The grant may be made contingent on appointing trained teachers or getting them trained within three years of appointment. The delay in this may be accompanied by proportionate reduction in the grant. The grant-in-aid may be linked to the quality of the service provided.
24. Along with training, the group also considered the steps to retain trained teachers in special education, as the task is more exacting with these children. The group felt that the special teachers and vocational teachers for the handicapped children may be given additional special pay @20 per cent of the basic pay.

25. Besides teachers, 400 psychologists and at least 2 doctors in each district needs to be specially oriented to the task of assessment and rehabilitation of the handicapped children. It is suggested that the existing cadre of counselors, wherever available, may be provided in-service training of 4-6 weeks for undertaking assessment of the handicapped children. Similarly, orientation programme for the medical staff for a period of two weeks may be undertaken. In addition other staff like physiotherapists, occupational therapists, speech therapists, will be needed. At least 400 each will be required. The Health Ministry and Welfare Ministry may develop and coordinate the programme for the training of these professionals. The efforts may be coordinated through the Rehabilitation Council of India.

26. Orientation training for the vocational teachers may be organized by the National Institutes and Regional Colleges of Education on regional basis. 3000-4000 teachers will have to be oriented during the current plan period. The orientation training will be of two weeks duration.

27. The curriculum of these schools should be modified taking into account the specific learning problems arising out of a particular handicap. For example, limitation of the blind child for science practicals and limitation of the deaf child to study more than one language needs to be adjusted in the curriculum. Caution should, however, be exercised that these children should not miss the curriculum component that they can. The National Institutes of Handicap and NCERT should develop the curriculum and make available curriculum guides and teachers handbook to special schools.

28. Flexibility in examinations is a must for severely disabled children. Evaluation guides and tools for educational assessment should be made available to these schools. NCERT which has the expertise in the technology of development of
such tools and the National Institutes which have the expertise in disability may collaborate to produce this material.

29. The use of technology in special education should receive attention. It involves modification, adjustment and adaptation of the equipment and material in the learning resource centre. The Department of Electronics, MHRD and Ministry of welfare may collaborate to produce such material for improving learning opportunity for the handicapped. For example, adaptation and add in the computers, scripted TV and Video for the deaf, etc. need to be taken up so that handicapped persons also utilize the opportunities available for other children.

30. The existing special schools will be strengthened for increasing enrolment (wherever possible) and for improving effectiveness (800-1000 schools). The group agreed to the recommendation made by the National Commission on Teachers I that grants to special schools should be given on the same basis as to regular schools with adequate provision to meet special needs of the disabled children.

31. The weakest link in education of the handicapped in special schools at present refers to the lack of supervision due to the absence of infrastructure for maintenance of standards of special education in the institutions. The Ministry of welfare and Ministry of Human Resource Development may cooperatively develop an infrastructure for developing supervisory services to the special schools. A panel of supervision may be introduced. The three members of the staff at district level who are to be oriented to education of the handicapped may be provided the knowledge and competencies for carrying out such supervision. The members of staff from the district rehabilitation centres may also be associated with this work.

32. Research in education of the handicapped in the Indian socio-cultural milieu is to be taken up immediately. The NCERT, ICSSR, UGC and the National Institutes for Handicap should promote research. One of the reasons for lack of research in this area is very little involvement of the universities and dearth of persons who can carry out and supervise research in this area. Training of
research workers, development design for funding and incentive from the national institute will have to be mobilized for promoting this work.

MONITORING AND EVALUATION

33. The data base regarding education of the handicapped is very weak. Steps will be taken for strengthening the information system, Ministry of Welfare and Ministry of Human Resource Development will monitor the progress of education of the handicapped in special schools and in common schools respectively. An integrated information system will be located in the Ministry of Human Resource Development. The data regarding the institutions for educating the handicapped will also be included in the statistical reports of the MHRD. The Ministry of Welfare will also provide information from special schools to MHRD. Further, the periodical Educational Survey carried out by the NCERT will include data on education of the handicapped also. MHRD and Ministry of Welfare will conduct evaluative studies at different points of time through the National Institutes, NCERT, NIEPA, University Departments of Education, and University Departments of special education. Qualitative studies will also be undertaken. The NCERT and National Institutes of Handicap will develop a design of evaluation incorporating quantitative as well as qualitative aspects.

Population of Disabled By Age groups and nature of Disability in 1981. Research has become an integral part not only of academic pursuits but of all the areas of human activity. Sociologists, economists, physical scientists, natural scientists and nuclear scientists all could advocate an extensive use of research for the sake of their academic advancement, while practitioners like industrial engineers, physicians, surgeons, managers and business men emphasis the great utility of research in their day to day decision making. Beside this many others desire to do research work.

1) For a degree so that they may get a job or promotion.
2) To get intellectual satisfaction.
3) To solve unresolved issues and problems.
4) To serve the society and the nation.
In this context a systematic approach to research methodology in the prime need of the hour.

**Classification of Research Method:**

Method research may be classified from many points of view.

1. The field to which applied: Social science, education philosophy etc.
2. Purpose: Description, prediction, determination of causes determination of status.
3. Place where it is conducted: In the field or in the laboratory.
4. Application: Pure research or applied research.
5. Data gathering devices employed: Tests, questionnaires rating scale etc.
6. Form of thinking: Deductive inductive etc.
7. Control of factors: Controlled and uncontrolled experiments.

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→ Historical Research Method               SURVEY STUDY i) School Survey
     → Descriptive Research Method       INTERELATIONAL STUDY ii) Work Analysis
     → Experimental Research Method    i) Individual Study iii) Record Analysis
     → Post Facto Research Method           ii) Comparative Study
     → Philosophical Research Method DEVELOPMENTAL STUDY i) Cross sectional study
                                         ii) Representative study
                                         iii) Tendency study
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**NEED OF INVESTIGATION**

Every person takes birth in family and to be makes a part of society. There are not equally developed many types of character in person by living in society as personality, consciousness. Cognitive power, special attitude, curiosity, self confidence. Intellectual constantness, clear ideas, high aspiration, need of freedom
flexibility, aesthetic ideal etc. which are commonly known as concept formation, creativity intelligence and personality.

Those institutions are responsible whose are doing efforts for developing creativity, concept formation, intelligence and personality, character and it is very important role for developing these character when child is impaired.

Any type of physical impairment which prohibited to children for normal activities, physical impairment holdness child is called impaired child.

“A man who has any type of physical fault that could be him limited for normal activities. We can call him handicapped person” – Croaw & Croaw.

Impaired children persons are classified following types –

A) Type of impaired according normal view –

1- Impaired by physical view
2- Impaired by intellectual view
3- Impaired by social causes.

B) Types impaired according to birth –

1- Hereditary impaired
2- Impaired by birth
3- Impaired after birth

**TYPES OF IMPAIRED CHILDREN**

(i) Impaired by Social View
1. Uncured
2. Un-hosts
3. Orphan
4. Beggar

(ii) Impaired by Mental View
1. Block Minded
2. Mental Retarded
3. Moral Field
4. Mind less

(iii) Impaired by Physical View
1. Physical Abnormality
   (a) Blindness (Visually Impaired)
   (b) Paralysis
   (c) Lamb ness
   (d) Dental
   (e) Rickets

2. Language Abnormality
   (a) Deaf

3. Hearing Abnormality
   (a) Domb
   (Hearing Impaired)

4. Other Faults
   (a) T.B.
   (b) Heart Disease
   (c) Nurturing Disorder
This investigation is applied on hearing impaired children, whose are related in physically impairment category, physically impaired children are mentally healthy and some time they achieved very intellectual than normal children.

FIG.1.1: CONCEPTUAL FRAMEWORK OF RESEARCH IN SPECIAL EDUCATION.

Hearing Impaired

Hearing impaired person has hearing loss in one or both ears due to impairment in the auditory mechanism. The hearing loss is a continuum ranging from mild to severe and profound loss. Deaf person on this continuum are those. Whose auditory channel fails to serve as a mean of processing speech. There are hearing impaired persons on this continuum whose auditory channel is viable at some level of amplification for processing speech hearing impairment can be contiginital or required at any stage of life.
ORIGIN OF PROBLEM.

The different types of psychological & sociological variable affected the achievement of learners. So investigator had decide to a study of these following variables: Concept formation Creativity and Personality of hearing impaired children. This type of research is called special type of research in education.

Research in special education is the means through which knowledge and methods of treatment are acquired and verified for application to person exhibiting special needs. Such research encompasses a wide range of the methodologies data collection and analysis techniques subject and issues. Although all special research contributes to the ever increasing knowledge base of the field, all are different to some extent. Research ranges from case study to single subjects and group designs each method differs from the other in terms of case of use, confidence and validity of results obtained and generality of findings, through the process of research, advances are made in what is known about disabilities and how to prevent and treat them through education and training. The importance of research methodology in validating the findings of research must be emphasized. Many hypothesis related to developmental disabilities are advanced in the form of anecdotal reporting and logical analysis. But these hypotheses are speculative and before being applied to the special education study they must be subjected to verification through research only by careful study through controlled research designs can research finding be considered useful and applied to persons other than those involved in the research study.

Another important characteristics of research is that of systematically manipulating variables and observing the effects of such manipulations on other variables. Typically a researcher wants to measure accurately how the dependent variable is effected when the subject is exposed to the independent variable some examples of dependent variables in special education research are number of words read frequency of correct expressive figures made, number of problems
solved, percentage of in approve at social behaviour exhibited and frequency of interruptions. Some examples of independent variables in research are teacher praise, reputation of task, removal of child from activity, use of particular prompting strategy and administration of drugs.

A third characteristics of most research is use of an experimental method of determine the expend to which independent variables are functionally related to change is dependent variables. Researchers carefully design how and when their subjects are exposed to independent variables. Experimental designs minimize the possibilities that uncontrolled, extraneous factors play apart in changing dependent variable research that is not adequately designed to decrease the impact of extra nears factors must be viewed with caution (Cidman – 1960).

A final characteristic of research concerns analysis of findings. Typically research have used statistical methods of determine whether their results demonstrate a strong change whether the research compares pre and post intervention difference or whether the results obtained from one subjects exposed to an independent variable is compared with those of an other subjects who is not exposed, the intent of the analysis is to assess the degree of difference and make a statement as to whether such a difference could be expected by chance. Statistical method used in special education research include test, analysis of variance analysis of covariance and regression analysis. Numerous authors had addressed the role of statistics and research. Research can determine that their work has caused an observable practical change in their subjects. This determination is termed functional or clinical significance, for example assume that a researcher is testing a new method for teaching handicapped students to till time. For those subjects who learn to use a clock during this daily routing a definite functional skill has been learned regard less of whether or not a statistical test indicates statistical significance.
All research projects involve either one or more subjects. Single subject and group designed are labels that describe the primary categories used special education. The majority of published articles between 1983 and 1985 in four journals devoted exclusively to research on special needs in corporate a group experimental design, either random or matched. A variety of single subjects designs were used as well.

Typically a single subject design involve one subject being exposed to all of the experimental conditions involved in the research. One unique characteristics of such designs is that an individual is compared with his on her own performance only. The measurement of behaviour takes place before and repeated by during the intervention. This permits a comparison of an individuals performance at regular print in time such with in subject analysis (Sulzer – Azaroff Mayer, 1977) potentially yield richer in formation on the performance of individuals than the traditional experimental and control group design that stress comparing average scores of large groups of subjects. Single subject designs are particularly useful with both mildly and severely handicapped persons.

The single subjects design are withdrawal of treatment alternating treatment and multiple base line Each to relatively easy to use in a classroom has strong validity and has been proves useful is many classroom situation these designs are adoptable for the when targeting academic and social behaviour when attempting to increase or decrease a response, for when working with a single student or groups.

The with drawl of treatment evaluation technique typically involves four distinct phase. First the researcher measures the subjects performance on the target skill prior to a formal attempted changing the instructional method (baseline). In some case the base line consist of a previous intervention or teaching method other than the intervention of interest once this phase is completed. The experimenter intervenes with the independent variables(s) selected. There is frequent
measurement of subject performance usually either per lesion or daily. After the period of time during which the subjects performance stabilizes, the experiment or terminates the intervention and continues to measure the subjects behaviour during this second baseline phase. Finally the researcher rein state the instruction in and continues to measure the performance.

Special education research is usually applied research in other words. It is conducted primarily in the places where handicapped persons live, work and attend school. For example, research has been conducted in group homes sheltered work shops, resources rooms and the community. Although less rigorous than research in the experimental laboratory, special education research has the advantage of being relevant to and practical for the subjects involved, that is the issues study are usually high priority for the well being of the people involved because of their functional relevance. Through rigorously applied research programmes professional in special education can confirm observation by testing hypothesis on persons with special needs and verifying known effects with different population. In the long view, research provides a solid foundation of knowledge from which to progress and maintain the intellectual vitality of special education.

Observation phenomena is inherent in all research and particularly in special education research. Naturalistic observation is one way to collect information about subjects with this technique the research observe a person (or group of people) and makes intensive records of the subjects behaviours. The purpose is to be as description as possible to provide a post has analysis of possible mediating factors.

Research conducted in special education has increased knowledge in the field and at the same time raised new question. One important concern is the ethical conduct of the special educator while doing research. Experimenters who use humans as subjects have the responsibility of providing stringent safe guard to
protect the health and well being of their subjects. Professionals in special education must be particularly sensitive to these concerns in that developmentally, disabled subjects may not be capable of understanding the issues involved in the research and thus may not be able to give truly informed consent. But there is maximum possible for benefit with minimum possibilities of harms.

STATEMENT OF PROBLEM

The statement of a research problem often a difficult task for the researcher. Sometimes he has only a diffused and even confused idea regarding the problem before selecting and formulating a problem he must know what is meant by a research problem or a problem. A problem statement may defined as interrogative testable statement which expresses the relationship between two or more than two variables analyzing this simple definition of a problem statement, it can be said that there are three important characteristics of a problem statement.

1. A problem statement is written clearly and unambiguously, usually in question form.

2. A problem statement expresses the relationship between two or more than two variables this kind of problem which expresses the relationship between two or more variables, permits the investigator to manipulate one of these variables and to examine its effect upon the other variables.

3. A problem statement should be testable by empirical methods. In other words a problem statement should be such that it should be tested through the collection of data. A problem statement in which the stated relationship between variables cannot be tested is not a scientific problem.

So stating a suitable problem is always difficult task for researcher to solve this difficulty, it is essential that the researcher acknowledge likely sources to which he may go for formulating a suitable research problem. These sour as are as follows –
1. A careful examination of problems which are being faced by the teachers, students, guardians may throw light upon severed topic that are worth investigating.

2. Those who are looking for suitable problem should consult text books and research journals. Many research articles suggest problems for further investigation. Not only this, they also demonstrate the use of different techniques and procedure to be followed in investigating a certain problem.

3. Problem seekers may also consult research supervisors who are regarded as the most competent persons for suggesting a suitable problem.

4. Social change and educational innovations constantly bring forth new problems which are worth investigating. These new problems pave the way for new opportunities for further researches. The problem seekers may find a suitable research problem grown and of the various social changes and educational innovations.

The different sources of locating a research problem may be outlined as—

1- Programmed instruction
2- Television instruction
3- Team teaching
4- Home work policies and practices
5- Field trips
6- Extra curricular programmes
7- Students out of school activities employment, recreation cultural activity, reading and television viewing
8- Teacher’s out of school activities employment, political activity and recreation
9- Open class room
10- Multiple test books
11- Independent study programmes
12- Educational organizations
13- In service programmes
14-Sex education
15-Non-school sponserd social organisations or clubs
16-Attribution of success and failure
17-Special education
18-Comparison of the effectiveness of two teaching methods procedures
19-Factors associated with selection of teaching nursing social works as career.
20-Caste studies
21-Sow economic studies and academic achievement
22-Administrative leadership
23-Stress and achievement
24-Self image analysis
25-Vocational objectives of students
26-Philosophical studies
27-Psychological studies
28-Historical studies
29-Studies on curriculum based
30-Studies an individual/group wise

Statement of Research Problem

"STUDY OF CONCEPT FORMatin, CREATIVITY AND PERSONALITY OF HEARING IMPAIRED STUDENTS"

Important Considerations in Selecting a Problem

Before the selection of research problem is considered appropriate and before the actual investigation starts, several questions should be raised. When the questions are positively guard we can regard the problem as a good scientific problem and investigation can be started.

1. In the problem significant?
2. Can the problem be solved by the process of research?
3. Is the problem a new one?
4. Has the problem theoretical value?
5. Is the problem workable?
6. Is the problem such that pertinent data are made available?
7. Is the good data collecting instruments available?
8. A problem is good and researchable if the researcher gets answer to the above questions in the affirmative.

Objectives of the Problem
The following objectives are depend on variable for study –
1. To study the partial correlation among concept formation, creative thinking and personality of hearing impaired students.

Objective No.: 2. To find out the difference in concept formation of the various categories students.
2.1 Hearing in impaired boys and hearing impaired girls students.
2.2 Hearing impaired general and hearing impaired OBC students.
2.3 Hearing impaired general and hearing impaired SC students.
2.4 Hearing impaired OBC and hearing impaired SC students.

Objective No.: 3. To find out the difference in creative thinking of the various categories students.
3.1 Hearing impaired boys and hearing impaired girls students.
3.2 Hearing impaired general hearing impaired OBC students.
3.3 Hearing impaired general and hearing impaired se students.
3.4 Hearing impaired OBC and hearing impaired SC student.

Objective No.: 4. To find out the difference in personality of the various categories students.
4.1 Hearing impaired boy and hearing impaired girls students.
4.2 Hearing impaired general and hearing impaired OBC students.
4.3 Hearing impaired general and hearing impaired SC students.
4.4 Hearing impaired OBC and hearing impaired SC students.
HYPOTHESIS

A hypothesis is a statement temporarily accepted as true in the light of what is at the tie, known about a phenomenon, and it is employed as a basis for action in the search of new truth. The hypothesis is a assumption drawn from knowledge and theory which is used as a guide in the investigation of other facts and theories that are yet unknown.

It is a guess supposition or tentative inference as to the existence of some fact, condition or relationship relative some phenomenon which serves to explain such facts as already are known to exist in a given area of research and to guide the such for new truth.

A hypothesis states what we are looking for. A hypothesis looks forward. It is a proposition which can be put to a test to determine its validity. It may prove to be correct or incorrect. Hypothesis is a testable statement of fun between two or more variables.

A hypothesis is a tentative generalization the validity of which remain to be seen. In its most elementary stage the hypothesis may be any hunch, guess, imaginative idea which becomes the basis for further investigation. Education employs hypothesis in guiding the thinking process. When our experience tells us that a given phenomenon. We conduct that the former is connected with the latter by some sort of relationship and we form a hypothesis cancer sing this relationship.

The testing of a hypothesis is the important characteristics of the scientific method. It is a pre requisite of any successful research for it enables us to get rid of vague approached and meaning less interpretations. It establishes the relationship of concept with theory, and specifics the test to be applied especially in the context of a meaningful value judgment. The hypothesis, therefore, plays a very pivotal role in the educational research method.
According to G. A. Lundberg In hypothesis is a tentative generalization the validity of which remains to be tested. In its most elementary stage the hypothesis may be any hunch guess imaginative idea, which becomes the basis for action or investigation. Formulation of hypothesis gives the definite point to the inquiry and its help in establishing direction in which to proceed, and helps to delimit the field of enquiry by finding out the pertinent facts on which to concentrate and by determining. Which facts set aside, at least for the time being? The use of hypothesis thus prevents a blind research and indiscriminate gathering of data which may latter prove irrelevant to the problem under study.

“The only difference between gathering data without hypothesis and gathering them with one is that in the later can be deliberately recognize limitations of our field of investigation so as to permit a greater concentration of attention on the particular aspects which past experience leads us to believe are significant for our purpose.”

The formulation of hypothesis is very crucial and the success or the familiars of a research study depends upon how best it has been formulated by the researcher. We may conclude by saying that it is hard to conceive modern education in all its rigorous and disciplined fertility without the guiding power of hypothesis.

Importance of Hypothesis – The importance of hypothesis can be more specifically stated as under –

1. Hypothesis provides direction to research it defines what is relevant and what is irrelevant. Thus it prevents the review of irrelevant literature and the collection of data, but also ensures the collection of the data necessary to answer the question posed in the statement in the problem.

2. Hypothesis sensitizes the investigator to certain respect of situations which are relevant from the stand point of the problem in hand. It spells the
difference between precision and haphazardness, between fruit full and fruit less research.

3. Hypothesis is a guide to the thinking process and the process of discovery. It is the investigator’s eye a sort of guiding light in the world of darkness.

4. It focuses research without hypothesis research would be like a random and aim less wondering.

5. It prevents blind research prevent indiscriminate gathering of data which may later turn out to be irrelevant.

6. It sensitizes the individual to facts and condition that might otherwise be overlooked.

7. It places clear and specific goals. These clear and specific goals provide the investigator with a basis for selecting samples and research procedure to meet these goals.

8. Hypothesis serves the function of linking together related facts and information and organizing them into one comprehensive whole.

9. Hypothesis enables the investigator to understand with greater clarity his problem and its ramifications as well as the data which beat an it. It further enables a researcher to clarify the procedure and methods to be used in solving his problem and to rule out methods which are in capable of providing the necessary data.

10. Hypothesis serves as a framework for drawing conclusions. It makes possible the interpretation of data in the light attentive proposition or provisional guess. It provides the outline for setting conclusions in meaningful way.
FORMULATION OF HYPOTHESIS

Research Problem → Humanetic Thinking

Appraisement of Hypothesis ← Formulation of Hypothesis

Investigation of Causes Related to Hypothesis → Study → Analysis of Causes

True → Standard Hypothesis
False → Unstandard Hypothesis

CLASSIFICATION OF HYPOTHESIS

HYPOTHESIS

Non-Experimental Hypothesis → Experimental Hypothesis

→ Simple level hypothesis
→ Complex level hypothesis
→ Refined levels hypothesis

→ Existential hypothesis
→ Statistical hypothesis
  a) Null hypothesis
  b) Experimental hypothesis

Positive hypothesis → Negative hypothesis

Conceptual hypothesis → Universal hypothesis
Hypothesis of the Problem

The following hypothesis will be test to achieve the above mentioned objective. The directional hypothesis are structured for all three variables viz.

1. Concept formation
2. Creativity
3. Personality

H.No.1: There is no significant partial correlation among concept formation, creative thinking and personality of hearing impaired students.

H.No.2: The students of the following groups do not differ significantly on concept formation.

2.1 Hearing impaired Boys and hearing impaired Girls students.
2.2 Hearing impaired General and hearing impaired OBC students.
2.3 Hearing impaired General and hearing impaired SC students.
2.4 Hearing impaired OBC and hearing impaired SC students.

H.No.3: The students of the following groups do not differ significantly on creative thinking.

3.1 Hearing impaired Boys and hearing impaired Girls students.
3.2 Hearing impaired General and hearing impaired OBC students.
3.3 Hearing impaired General and hearing impaired SC students.
3.4 Hearing impaired OBC and hearing impaired SC students.

H.No.4: The students of the following groups do not differ with regard to various personality.

4.1 Hearing impaired Boys and hearing impaired Girls students.
4.2 Hearing impaired General and hearing impaired OBC students.
4.3 Hearing impaired General and hearing impaired SC students.
4.4 Hearing impaired OBC and hearing impaired SC students.
SAMPLING

Sampling is simply the process of learning about population on the basis of a sample drawn from it under this sampling a small group of the universe is taken as the representative of the whole mass and the results are drawn. It is a method to make social investigation practicable and easy. “A statistical sample is a miniature picture or cross-section of the entire group or aggregator from which the sample is taken” (P.V. young) A sample is a reflection of the universe and bears all the characteristics of the universe.

A population is an group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that groups all public school teachers, all male secondary school teachers, all elementary school teachers may be populations.

A simple in a small proportion of a population selected for observation and analysis. By observing the characteristics of sample one can make certain references about the characteristics of the population from which it drawn.

Objective of sampling

The primary objective of the sample survey is to obtain accurate and reliable information about the universe with minimum of cost time and energy and to set out of limits of accuracy of such estimates.

The census type of enquiry requires a great deal of time money and energy. Perhaps, Government is the only institution which can get complete enumeration carried out. In a census enquiry information is made available for each individual item of the universe. This is neither possible nor required in a sample enquiry. But when the universe is a small one it is no use resorting to a sample method. For example if the expenditure habits of too students living in a college hostel to be studied then preface census method may be resorted to but if 500 student living in
a university hostel are to be studied then perhaps the simple method may be more
convenient and inexpensive, sample method is less costly because it involves a
fraction of the total population but a sample should not contain almost all the
items, because then the very purpose of sample is defeated. Also the sample
should not contain too few items to be representative of the whole arrive at the
size of sample.

Types of Sampling
A) Probability sampling method
i) Simple random sampling
ii) Stratified random sampling
   a) Proportionate stratified random sampling.
   b) Disproportionate stratified random sampling.
iii) Area or cluster sampling/Multistage sampling

B) Non-probability sampling method
i) Qoata sampling
ii) Accidental sampling
iii) Judgemental purposive sampling
iv) Systematic sampling
v) Snowball sampling
vi) Saturation sampling
vii) Dense sampling

Area or cluster sampling

The area or cluster sample is a variation of the simple random sample that
is particularly appropriate when the population of interest is infinite, when list of a
members of population does not exist or when the geographic distribution of the
individuals is widely scattered. A simple example would be if we wanted to
students in 100 homerooms in secondary schools in a large school districts we
could first randomly select to shorts from all of the secondary schools in the
districts. Then from a list of home rooms in the 10 schools we could randomly select 100. In this research the investigator select the institutional students following institute are selected at different cities.

1. U. P. Institute of hearing handicapped - Gorge Town, Allahabd.
2. Jyoti Badhir Vidyalaya – Bithoor Kala, Kanpur
3. Googe Bahron Ka School – Rambagh, Kanpur
4. Nav-Vaani Mook Badhir School, Koirajpur, Harauhan, Varanasi
5. Goonge Bahron Ka School, Laxmi Gate, Jhansi

Total – 200 students

Age group – 12 to 18 years.

Collection of Data

The collection of data for present study was spread over mainly into following five phases.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Phase</td>
<td>20.01.05 – 25.01.05</td>
<td>Allahabad</td>
</tr>
<tr>
<td>2nd Phase</td>
<td>26.01.05 – 27.01.05</td>
<td>Kanpur</td>
</tr>
<tr>
<td>3rd Phase</td>
<td>26.01.05 – 26.01.05</td>
<td>Kanpur</td>
</tr>
<tr>
<td>4th Phase</td>
<td>12.08.05 – 14.08.05</td>
<td>Varanasi</td>
</tr>
<tr>
<td>5th Phase</td>
<td>15.03.05 – 18.03.05</td>
<td>Jhansi</td>
</tr>
</tbody>
</table>

Tools Used

Suitable tools pave the way for successful accomplishment of the objectives of a study and the collection of pertinent data. The selection of tools for a particular study depends upon various considerations such as the objectives of the study, the amount of time at the disposal of the researcher, availability of suitable tools for data. Collection personal competence of the researcher, techniques of scoring and interpretation and the like. Taking these factors into consideration the following tools were selected by the researcher –

1. Test of concept formation ability – Prepared by Prof. S. K. Pal, Prof. K.J. Misra and Kajal Dev.
2. Verbal test of general creativity – Prof. K. S. Misra
3. Test of personality – H. S. P. Q. (Jr-Sr.)

Prepared by S. D. Kapoor, S. S. Srivastava, G. N. P. Srivastava

1. Test of concept formation

Test of concept formation originally prepared by S. K. Pal and K. S. Misra was revised by the Kajal Deb by including five items in the second set and changing the situation in the third set.

This test consist of three tests which have been designed to measure class inclusion, grouping and hierarchical classification abilities, first test presents sixteen figures and has ten questions. While answering this questions students try to find out figures that can be included in one or two groups. The question provide the basic for classifying figures. First seven question provide only one basis for classification while the last three provide opportunity for considering about intersection of classes. These questions are –

1) How many figures are circular?
2) How many figures are triangular?
3) How many figures are quadrangular?
4) How many figures are black in the middle?
5) How many figures are white in the middle?
6) How many figures have lines?
7) How many figures have outer cover?
8) Circular figure are more or figures which are black in the middle are more.
9) Figures which are white in the middle are more or triangular figures are more.
10) Quadrangular figures are more or figures with lines are more?

The second set has been designed to measure granting or classification ability. It also has a practice items. Each item present four figures are similar and
one is different from others. The subjects are asked to identify the figure which is different from others.

The test has been designed to measure hierarchical classification ability it has a practice item that illustrates a two level hierarchy. In the test item the alphabets have been presented in four different categories. Some are circled some are not, some are thin and some are thick. The students are asked to classify two types of English and Hindi alphabets at two levels. Then students are asked to think and write two group labels at the nest level for each super ordinate category they are also asked to give the serial numbers of the alphabets which belong to each group.

2. Verbal test of general creativity

‘Verbal test of general creativity’ originally prepared and standard by Prof. K. S. Misra by including four tests in which there are totally eight problematic circumstances. During sowing these problem the subjects adopt many chance to solve these problems originally any questions have no any appropriate answer.

The concept of creativity arises in myths that try to explain the origin of life. The Judeo Christian tradition is typical in the respect the Bible starts with an account of how the supreme being created a world from choose and crowned his efforts with the shaping of human being. Until quite recently, creativity was assumed to be a device prerogative. Artists or poets did not have original ideas but were inspired by the voice of a muse. Until the renaissance, when an artist or thinker came up with some thing new it was attributed to the rediscovery of ancient knowledge rather than to an individuals unique contribution.

It is often said that in the European tradition the first individual to be recognized as creative was Michelangelo by the renaissance human agency began to be seen as having a certain freedom and independence and thus the possibility of an individual making some thing new through his or her own powers become
conceivable, but it was still restricted to the highest levels of human accomplishment. Ever since, the concept of creativity has expanded to cover more and more ground. As the romantic world view provided the west. Every a young poet or painter to on the mantle of creativity. In the late twentieth century, the finger painting of toddlers or variations as a cooking recipe are said to be creative if the deposit in some respect from conventional standard.

Like many other concepts in education, there is hardly any definition of creativity which could be accepted by investigators in the field. Related to intelligence, a great deal of research has been completed yet it has not led to any universally accepted definition creativity is relatively a new areas of research and has not been explored as thoroughly as intelligence and personality. The definition of creativity which was used as the basic of these tests (verbal test of general creativity) is as below.

Creativity is a multidimensional (verbal and non-verbal) attribute differentially distributed among people and includes chiefly the factors of seeing problems, fluency, flexibility and originality, inquisitiveness and persistence. The measurement of creativity poses complex problems. According to Guilford (1950) the difficulties are mainly related to –

a) Establishing the practical criterion.

b) Frequent fluctuations in creative performance.

c) Type of items and their contents.

d) Complexity and subjectivity involved in the scoring problems.

Getzels and Jackson (1962) and Cropley (1966) also pointed out the difficulties such as –

a) Security the creative subjects.

b) Obtaining the co-operation of especially, the younger children.

c) Evaluating young children’s responses.
In spite of various complications involved in the measurement of creating efforts have been made to measure it by employing different type of media and methods of investigation depending upon specific situations.

The verbal test of general creativity are developed for the purpose of measuring creativity in school children in all four tests, namely –

- Consequences test (CT)
- Unusual uses test (UUT)
- Persistency improvement test (PIT)
- If you be as to test (IYBTT) (inquisitiveness test)

i) **Consequences test** – It is a verbal, and an individual and group administered list. The pattern of the test is based on the fact of Guile Ford et. al. (1952) and Torrance (1962). The test measures the dimension of fluency flexibility and originality (creativity score is the same of the score of fluency and originality). The consequences test includes two items namely if all plants of this country destroy. It boys taking interest in all fact of the maximum time limit for the test is kept only three minutes each events and total. Six minutes for each test instruction to this effect are specifically mentioned in the instruction booklet.

ii) **Unusual uses test** – It is a verbal and an individual and group administered test. This designed on the lines of the Brick uses test by Guilford et. al. (1952) and Torrance (1962). The unusual uses tests. This test includes the names of things which could be used for numerous purposes. It includes only those items which have proximity with the psychological and physical environment of the subjects. The test of unusual uses includes two items namely – (i) Cello tape (ii) Blank re-fil

iii) **Persistency improvement test** – It is a non-verbal and as individually administered test. The rationale for including the dimension of persistency in creativity was firstly based on the comments made by Eysenck (1947) about the significance of persistency for the effective use of a persons ability and secondly.
On the plea of fernold (1912) that “The success of failure of an individual depends largely on the ability to endure and continue to strive for the sake of achievement inspite of fatigue and discouragement”.

The present test aims al measuring persistency with the help of a performance test. A difficult situation is setup for the subjects with the help of a puzzle set.

If you be as to test (Inquisitiveness test) – It is a verbal and an individual and group administered test. In order to provide an unfamiliar and novel situation, the test includes a relatively less familiar object providing sound and movement as the test content, a metronome. In order to provide a situation for greater inquisitiveness a play card bearing two condition if you to be make a chalk/chack. “If you to be sikka (Coin)”.

A subject is expected to imagine and write as many questions should be naturally exclusive to an other in contents and meaning. The test thus presents the test thus presents the non-verbal stimuli but the response are to be accepted in writing in any of the languages – English or Hindi.

The test of creativity measure divergent thinking (Guilford – 1967) divergent thinking refers to that aspects of the mental process where the individual expands to many correct solutions of problems on the basis of a small amount of information. In this way divergent thinking is different from convergent thinking where are seeks to synchronize or reduce several pieces of information to one correct answer. Convergent thinking is mostly measured by the general mental ability test or intelligence test. Consistent with the above view tests of creativity require the examine to give the correct and appropriate response to the given situations.
The test is administered individually and orally for children below the tenth grade. One the basis of this test, Three scores are given to each examinee.

a) Fluency indicates total number of acceptable responses.

b) Flexibility indicates the number of categories in the manual used by the examinee.

c) Originality indicates the number of responses not found in the test of frequently responses. No norms are available and therefore, examinee’s total score is evaluated against a set of common criteria for creative achievement.

3) Test of personality – Test of personality (Jr. Sr. High School personality questionnaire) the Jr. Sr. High school personality questionnaire (or HSPQ) is new aid for teachers, guidance specialists, general clinical and research use. It is prepared by S. D. Kapoor, S. S. Srivastava and G. N. P. Srivastava. The HSPQ is a standardized test that can be given with in a class period to single individuals or in groups to yield a general assessment of personality development. The HSPQ measure fourteen distinct dimensions or traits of personality which have been found by psychologists to come near to covering the total personality. By working with the fourteen scores of the psychologist can obtain predictions of school achievement of vocational fitness, of danger of delinquency of likely hood of leadership qualities, of need for clinical help in avoiding neurotic conditions etc. The reading level of the test is adopted ages – 12 to 18 yrs. and the score can be done rapidly by a stencil key.

There are two major components to the field of personality psychology, which involves the systematic study of individual differences is characteristics patterns of thinking feeling and behaving. Each component in emphasized to a greater or lesser extent by various personality psychologists. The first involves an emphasis on defining and understanding individual differences on sociability or irritability. The second involves an emphasis on ways in which the various parts of the person are organized. What is called a “holistic or organismic” emphasis. Through the combination of these points of emphasis personality psychologists
seek to understand both principles of functioning that are common to all people and also that which makes parsons unique in their characteristics pattern of functioning.

In the past personality psychology was dominated by grand theories often derived from the clinical setting currently. Three major theoretical perspectives – psychoanalytic, trait and socio-cognitive are influential. Each of these perspectives is associated with distractive concepts and points of research emphasis. The psycho-analysis perspective is associated with an emphasis on unconscious processes, the interplay among motives and the effects of early experiences on personality development. The trait perspective is associated with an emphasis as basic structural units, temperament, and cross-situational consistencies in behaviour. The social cognitive perspective is associated with an emphasis on cognitive processes, expectations and beliefs and situational domain specificity of personality functioning.

The term “personality” refers to the total functions of an individual who interacts with his environment such definition automatically includes all traits as the main themes of the personality. The purpose of the measurement of personality is to describe a person in terms of tracts. Trait is nothing but the observed by inferred from the consistent behavior of an individual. The most generate was to traits are what the person does. How he does it and how well he does it. Hunnally (1979:354) has opined that personality measurement aims at studying the following types of traits.

i) Social traits
ii) Motives
iii) Personal conceptions
iv) Adjustment

**Social traits** – Social traits are those traits, which determine how person intract with other persons in society. Example of typical social traits are friendliness honesty, dominance, responsibility, shyness etc. thus, within social traits are included traits related to temperament and character.
**Motives** – Motives here include the non-biological drives such as need to earn money and prestige, need to earn money and prestige, need for the academic achievement, need for affiliation, aggression, etc. these non-biological needs are often said to constitute what is known as personality dynamics.

**Personal conceptions** – Under the trait of personal conceptions are included those methods which determine people's attitude toward self and others, a person values, interest etc.

**Adjustment** – Adjustment includes traits like the freedom from emotional worries or instability and other disruptive behaviour. Adjustment is the opposite of adjustment and includes pathological traits like hallucinations, hysteria, imaginary illness, psychoses etc.

One general characteristic of the four types of traits in that they are corrected with each other, that is they are not independent for example, a social trait, say dominance, a likely to influence motives, personal conceptions and adjustment, like wise an individuals mothers in likely to influence his interaction with others in society (that is social traits) his personal conception and his adjustment too. If an individual in highly prejudiced against a particular caste (are example of personal conception) his social interaction, motives and adjustment, all would be similarly effected. Like wise a person has a satisfaction general adjustment, his social traits, motives and personal conception would be in congruence with social norms. On the other hand if an individual is maladjusted, he would have extreme social traits eccentric motives and personal conceptions.

Personality measurement aims at measuring the above for broad categories of general traits. For the measurement of social social traits. Mothers and adjustment more or less a similar set of principles is found but to measure personal conception which include attitude, interest and values, a different set of principles is necessary.
Table – 1.1: BRIEF DESCRIPTION OF THE FOURTEEN HSPQ PERSONALITY FACTORS

<table>
<thead>
<tr>
<th>Low sten score Subscription (1-3)</th>
<th>alphabetic designation of Factor</th>
<th>High sten score description (8-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A boy or girl with low score is</td>
<td>Factor</td>
<td>a boy or girl with high score is:</td>
</tr>
<tr>
<td>Reserved, detached, critical</td>
<td>A</td>
<td>Warmhearted, outgoing,</td>
</tr>
<tr>
<td>aloof, stiff</td>
<td></td>
<td>easygoing, participating</td>
</tr>
<tr>
<td>less intelligent, concrete</td>
<td>B</td>
<td>Wore intelligent, abstract,</td>
</tr>
<tr>
<td>thinking of lower scholastic</td>
<td></td>
<td>thinking, bright of higher</td>
</tr>
<tr>
<td>mental capacity</td>
<td></td>
<td>scholastic mental capacity</td>
</tr>
<tr>
<td>Affected by feelings, Emotionally</td>
<td>C</td>
<td>Emotionally stable, Mature,</td>
</tr>
<tr>
<td>less stable, easily upset, changeable, of lower</td>
<td></td>
<td>Faces Reality, Calm of higher</td>
</tr>
<tr>
<td>Ego</td>
<td></td>
<td>ego strength</td>
</tr>
<tr>
<td>Undemonstrative, deliverate,</td>
<td>D</td>
<td>Excitable, impatient,</td>
</tr>
<tr>
<td>inactive, stodgy, phlegmatic</td>
<td></td>
<td>demanding, overactive,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unrestrained</td>
</tr>
<tr>
<td>Obedient, mild, easily led,</td>
<td>E</td>
<td>Assertive, competitive,</td>
</tr>
<tr>
<td>accommodating, submissive</td>
<td></td>
<td>aggressive, stubborn, dominant</td>
</tr>
<tr>
<td>Sober, taciturn, serious</td>
<td>F</td>
<td>Enthusiastic, heedless, happy-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>go-lucky</td>
</tr>
<tr>
<td>Disregards rules, expedient,</td>
<td>G</td>
<td>Conscientious, persistent,</td>
</tr>
<tr>
<td>has weaker superego, strength</td>
<td></td>
<td>moralistic, staid, has stronger</td>
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<tr>
<td></td>
<td></td>
<td>superego strength</td>
</tr>
<tr>
<td>Shy, Timid, Threat-sensitive</td>
<td>H</td>
<td>Adventurous, “Thick-skinned”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>socially bold</td>
</tr>
<tr>
<td>Tough minded, rejects illusions</td>
<td>I</td>
<td>Tender-minded, Sensitive,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>clinging, over-protected</td>
</tr>
<tr>
<td>Zestful, likes groups action</td>
<td>J</td>
<td>Circumspect individualism,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>reflective, internally restrained</td>
</tr>
<tr>
<td>Self assured, placid, secure,</td>
<td>O</td>
<td>Apprehensive, self-reproaching,</td>
</tr>
<tr>
<td>complacent, untroubled</td>
<td></td>
<td>insecure, worrying, guilt prone</td>
</tr>
<tr>
<td>Sociably group-dependent A</td>
<td>Q_2</td>
<td>Self-sufficient, prefers own</td>
</tr>
<tr>
<td>‘Joiner’ and sound follower</td>
<td></td>
<td>decisions, resourceful</td>
</tr>
<tr>
<td>Uncontrolled, lax, follows own</td>
<td>Q_3</td>
<td>Controlled, socially-precise,</td>
</tr>
<tr>
<td>urges, careless, of social rules,</td>
<td></td>
<td>self-disciplined, compulsive,</td>
</tr>
<tr>
<td>low integration</td>
<td></td>
<td>has high self-concept control</td>
</tr>
<tr>
<td>Relaxed, tranquil, unfrustrated,</td>
<td>Q_4</td>
<td>Tense, Driven, overwrought,</td>
</tr>
<tr>
<td>composed</td>
<td></td>
<td>frustrated, fretful</td>
</tr>
</tbody>
</table>
Type of personality

1. Constitutional View Point
   - Aesthetic
   - Athletic
   - Picnic
   - Introvert

2. Social View Point
   - Extrovert
   - Ami-vert
   - Theoretical

3. Values View Point
   - Economic
   - Religious
   - Political
   - Social
   - Aesthetic
   - Saatvik

4. Indian View Point
   - Rajasi
   - Tamsi

Methods of personality measurement

1. Subjective Methods
   - Observation
   - Interview
   - Case theory
   - Rating scale

2. Objective Methods
   - Inventory or questionnaire
   - Situation test
   - Association technique

3. Projective Methods
   - Construction technique
   - Completion technique
   - Ordering technique
   - Expression technique
CONCEPT FORMATION AMONG IMPAIRED CHILDREN

Concept: “When a symbol stands for a class of objects or events with common properties. We say that it refers to a concept”.

- Hilgard & Atkinson

Concept is the process of discriminating the common features and relations in the world of events, things and persons.

- Hammerton

Concept is the basically unit of all type of learning. A man learns different new concepts in infancy to adult hood and used concepts in new circumstances. The concept of a plant may be different for botany teacher & children. There are often confusion between the ideas of concept and language. It is not an un common approach to define a concept as some thing about an idea expressed in words of our language’ however it is clear that animals as well as humans have concepts. A dog does not react to an unfamiliar cat each time. It sees one as if it were a unique object. Rather, it behaves to word the cat. The dog then must have some concepts of cats.

The relationship between a concept and language is a culturally contextual and problematical one how ever Gagne (1970) for example – There are two types of concepts – I **concrete** such as ‘dog’ which are based on direct empirical experience – II **abstract** such as ‘Democracy’ or ‘Moral character’ which can not exist without language. Concept is main step in achieving knowledge and concept formation is second step of sensation and perception.

**Concept formation**

The process of concept formation borrowed from the Piagetian nation of equilibrium. Festinger (1957) stated that if an organism has two cognitions that are perceived as being dissonant with one another, there is a tendency to attempt a modification of the cognitive structure to reduce the dissonance. This process he states creates new concepts for example if a child calls all animals doggie but
notices others call some of those cat the child will be in the time modify his or her notion of what characteristics identify members of the class of dogs.

In a sense the development of spontaneous concept is an upward process, the development of scientific one and a down ward one. Concept learned through an upward process start with a number of concrete examples, with the leaner developing a general notion of the essence of “dogginess” concepts learned through a down ward process tend to start with definitions with the learner gradually determining which specific instances are examples of the general notion.

**Impaired Children**

Any type of disability in human body which generate stagnation to man for normal activity that called impaired ness.

Type of impaired children –

1. Mentally impaired/Mentally retarded children
2. Orthopedically disabled/Impaired children
3. Hearing impaired children
4. Visually impaired children
5. Language handicapped children

**Hearing impaired**

Hearing impaired persons have hearing loss in one or both ears due to impairment in the auditory mechanism. The hearing loss is a continuous ranging from mild to severe and profound loss. Deaf person on this continuum are those whose auditory channel fails to serve as a means of processing speech. There are hearing impaired persons on this continuum whose auditory channel is viable at some level of amplification for processing speech. The term deaf mute carried the notion of a processing speech. The term deaf mute carried the notion of a double infirmity, until it was realized that the absence of speech in those born deaf was not related to a deficiency of the vocal organs and was only the consequence of the lack of hearing. Deaf now is used alone mostly since a majority of deaf persons
have no other infirmity aside from possibly an oral language deficiency. The adopted definition of deaf by UNESCO experts. Committee (1985) – To be considered as deaf those children whose spontaneous speech and language development have been very much retarded or is completely absent due to their severe hearing impairment or a hearing impairment combined with a lack of training or technical amplification.

**Concept formation by communication in hearing impaired**

1. **Visually** – Hearing impaired children can see any concrete examples and can develop a general notion of the essence of “table” or “chair” concept learned through an upward process start with a number of concrete objects.

2. **Sign language** – Sign language are using for hearing impaired children as –
   (a) Sign language/English
   (b) American sign language
   (c) Finger spelling

   These sign language are different from each other. These languages are standardized by sign language specialist for using in school and in general talking and in television.

3. **Lip reading** – By lip-reading teacher instruct the children for reading spelling & words on the basis of lips – Dynamics. In this method of communication children learn the concepts of vowel and consonants by lip sound, teeth sound, nasal sound & palatue sound.

4. **Cued Speech** – Cued speech means giving a sign by hand near mouth with lip-reading. These cued speeches be longs to used language. For effective lip reading and cued speech to be used short types sentences in slowly and clear talking. By cued speech children learn the concepts of abstract things and can discriminate the different types of language.
5. **Tactile Method** – By tactile method children learn the concepts of hard or soft, cold or hot, smooth or rough, heavy or light and also can understand the used language/words.

6. **Movement Method** – By acting the different motion of child by body teachers can teach any types of concept.

**Definition**

**Mild Decrease in Hearing**

According to WHO “A hearing threshold level of 26-40 decibels or the ability to hear and repeat words spoken in a normal voice at a distance of one metro. Such as person usual has some difficulty with hearing but can hear normal levels of conversion”.

**Moderate decrease in hearing**

According to WHO “A hearing threshold level of 41-60 decibels (ISO) or the ability to hear and repeat words using a raised voice at a distance of one metre”.

**Severe Decrease in Hearing**

According to WHO “A hearing threshold level of 61-80 decibels (ISO) or the ability to hear some words when shouted into the ear”.

**Profound Decrease in Hearing**

According to WHO “A hearing threshold level of 81 disables (ISO) or greater or inability to understand even a shouted voice”.

Hearing impairment causes problems in communication. Hearing impaired child needs to spend considerable time an learning speech and language some countries have developed finger spelling systems which make it easier for the learning impaired child to understand what some an is saying. Gestures are also used all the method used together are called total communication.
The main problem in the education of hearing impaired child arises from the child inability to communication effectively. This can be overcome partly, by powerful modern hearing aids. The classroom can be fitted with a loop inductance system which will allow better freedom to the hearing impaired child in the classroom.

Classification of hearing impairment for educational proposes

For practical purposes 'A hearing impaired person is educationally and socially deaf. When he cannot understand conversation and speech in most situation and on the set of a hearing loss is pre-lingual or early in life'. Deafness has a degree some children are stone deaf who just can not hear any thing while others can have a varying degree of ability to hear sounds. Fortunately most of the hearing impaired children come under the second category i.e. by have some residual hearing which can be made use of through hearing aid and through special training to teach them language and speech.

The chronology/age of on set of deafness is of great importance for education deafness from birth or before language and speech patterns are established create many difficulties in the acquisition of linguistic communication skills. These hearing impaired persons are referred to as pre-lingual deaf. They can develop language only with very special training methods and consistent use of suitable hearing aids, and to unless this is done, they should not be placed directly into regular schools. Their speech is greatly disadvantaged compared to persons post-lingual deaf at one year or later other factor being equal, the earlier the on set, the greater the handicap.

Although nearly every hearing & impaired person has some residual hearing which with amplification, can be of some use not every person wearing a hearing aid can understand what are saying hearing aids amplify background noise as well as voice and unlike glasses, they don't have completely corrective power.
Yet another type of classification can be relevant for educational and audio-
logical purposes that is the degree of hearing loss like mild, moderate, severe and
profound.

25-50 db – mild hearing loss
51-70 db – moderate hearing loss
71-90 db – severe hearing loss
91-above – profound hearing loss

Children with mild and moderate learning loss will be able to manage in
regular schools with some help like use of appropriate learning aid and seating
arrangement in front in class.

The process of integrating to cultural systems involves greater cognitive
and social flexibility that eventuates in a unique synthesis of both. Ethenic and
non-ethenic culture as well as separateness of both, cultures. Achieving the new
synthesis is a complex process fraught with many obstacles and conflicts.

Werner (1947) believes in common developmental principles. The
similarity between cognitive process of primitive people and immature children is
the focal point. Werner provides a wealth of evidence from across the different
regions of the world to support of his theory of mental development. Both the
primitive people and immature children show diffused in differentiated thinking,
animism, magical thinking concretism. In contrast, civilized people and nature
children show articulation, organized abstract thinking even this approach stages
are not totally excluded. The development is regarded as a progress is an orderly
and specifiable fashion from a state of relative generality to a stage of increasing
differentiation the agreement concerning the pattern of cognitive development, as
mentioned have made a deep impact on research studies especially cheating with
cultural factors involved.
Piaget (1963) and his co-workers have formulated what is considered to be the most systematic and comprehensive theory of cognitive growth based on naturalistic and scientific observational studies central to this theory is the convincing empirical evidence to establish “stage dependent invariant order of development” it is presumed that there is an active process where perceptual experience (categories) represents the general manner in which they are related as a result of interaction between the children and the external world in the beginning these representation are in the form of simple structures and gradually get transformed through assimilation and accommodation, and to more complex structures. This is a process of an order or sequence of stages. This admitted, though is variant this order or sequence may be accelerated or slow down due to social and cultural influences, but the sequence itself remains unalterable. As can be seen, this theory is a biologically oriented and deals with the development as coming to terms with environment in terms of the ability to cope with it. The sequence of cognitive development is known as follows.

1. Sensory motor stage – birth to two or three years.
   i) Stage of reflex activities birth to 30 days.
   ii) Stage of primary circular reactions – 1 to 4 months
   iii) Stage of secondary circular reactions – 4 to 8 months
   iv) Stage of co-ordination of secondary schemata 8 to 12 months
   v) Stage of tertiary circular reactions 12 to 18 months
   vi) Stage of the invention of new means through mental combination – 18 to 24 months.

2. Preoperational stage
   i) Pre conceptual period (a) animism (b) egocentrism – 2 to 4 years.
   ii) Intuitive period – 4 to 7 years.

3. Stage of concrete operation – 7 to 12 years
   Conservation, relations, classification, liquid, length, weight, related problem

4. Stage of formal operation – 12 to adult load.
Piaget conceptualizes different levels of cognitive development interims of differences is the quantitative nature of cognitive process and emergence of new ones, even though a new stage emerges at certain points in cognitive growth there is a continuity in the sequence of changes with certain unique structural characteristics at each stage.

Brunner (1966) approaches the studies in cognitive growth is a slightly different manner from Piaget. Brunner speaks of progress through quantitatively different stages, he distinguished three main levels of processing information.

a) Inactive stage – the child aquires the capacity to more around grasps etc. which help the child in understanding space at the stage.

b) Iconic stage – The child understands the worlds in-terms of percepts and images of a concrete kind flow ever the child is unable to relate this to one an other.

c) Symbolic – Symbolic is amore general and abstract concept of the world in terms of words number and ideas.

Compare Werner (1961) The young child does not clearly differentiate him self from his environment but as he grows he becomes aware of the boundaries of his body and personality and gains a sense of separate identify. This process of psychological differentiation is reflected in his cognitive and perceptual styles.

Jensen (1973) speaks of two types of abilities namely associated ability and cognitive ability which are independent in so for as they under line genetic aspects. The former, measures the breadth aspect of ability while the latter describes the attitude aspects of the ability, in terms of the function. Information and vocabulary are related to the breadth. Problem solving and reasoning are related to the attitude which is affected by environment and training is the breadth aspect of the ability. One of the most significant aspects of this approach is the relationship between socio cultural aspects and intelligence.
The cognitive correlates of creativity have been found to be divergent thinking abilities and some other abilities from convergent cognition and evolution categories. The more significant among than are those of transformation. Implications and systems of product parameters. Similarly, other such abilities are involved in problem solving.

Creativity may be thought of as a quality or talent leading to a result which is knowledge and useful. The process involves interplay among a person, a task and social environment. Creation springs from innermost recess of human vision. It has been recognized as a previous source of emergence, development and survival of mans culture through ages.

Creativity has been viewed as a normally distributed trait an aptitude trait an intra psychic process, and as a style of life. It has been described as related to or one that can be equated with productivity positive mental health and originality.

Gowan’s (1967) sees creativity in terms of complete character integration or lack of barriers between the conscious mind and its preconscious areas.

Piaget (1967) analysis of cognitive change is his belief that development depends upon a continuous interaction between organism and environment an induction which involves, on one hand, environment forces (people objects, events) acting upon the child and on the other hand, the child acting selectively upon the environment. Piaget thinks human being is immersed right from birth is a social environment which effect him just as the physical environment.

Society even more in a sense than physical environment, changes the very structure of the individual be cause it not only compels him to recognize the facts. But provides him with a ready made system of sign and it imposes on him an infinite series of obligations. If is there form quite evident that social life may effect creativity as it affects intelligence through.
• Three media of language (sign)
• Content of interaction (values)
• Rules imposed on thought (collective logical & pre logical)

**Importance of the present study**

Creativity is the ultimate answer to man's problems, innovation of need ideas and things and ultimately the civilization of life. The value and worth of this potential is unlimited. The future of our nation depends upon the creative talents of the future citizens of society. Therefore creativity has become a chief psychosocial motive of the twenty one century. Creativity is a kind of psychic wonder.

Creativity is a unique gift of nature a highly valued human quality which has been known for a long time to have it's influence on scientific, technological and artistic spheres of human activities. The rapidly changing demands and challenges existing is the world today have almost necessarily been accompanied by creative expression and contributions from talented persons. When we look critically at the present day educational practices one of the lacunae is a lack of importance given to creativity. Singh (1977) Watsa (1979) and Suman gala (1987) reported that the Indian educational system is failing to develop children's talent abilities and intelligence and therefore, also failing to prepare them for rational and creative living. This being so, it is necessary to generate research data on creativity and performance when excellence is given the highest premium.

The performance and attainment of a child in the present education system depends very much upon perceptual growth and efficient cognitive styles cognitive style is a psychological construct which contains elements of perceptual styles, personality, intelligence and social behaviour cognition styles have been linked to many areas of problem solving, academic achievement and socio emotional behaviour to understand how cognitive styles influence academic achievements well carried out research is needed.
Singer and Rummo (1973) suggested that creativity may be related to the "possession of a free wheeling cognitive style" Duffy (1978) found cognitive style to be a good predictor of creativity. At a more general level Kogan (1973) noticed that the similarity of processes under lying both creativity and cognitive style has encouraged research in this area.

It is presument that progress in varied dimensions like economic growth, technological development and psychological well being of person becomes possible through the creative talents and appropriate cognitive style.

Through every one have creative ability to some extent and tend to use one or the other cognitive styles, some one may be more fortunate to realize his own potentialities are greater measure. It is perhaps true the most of the impaired children in India who are in a way disadvantaged may not seem to get fair opportunities to foster better growth is contract to their counter parts who are better sliced in the society. As a result the cognitive development of these disadvantaged children particularly creativity and cognitive styles may not reach optional level.

Creativity

The standard definition of creativity is becoming sensitive to or aware of problems deficiencies gaps in knowledge, missing elements, disharmonies and soon, bringing together available information, difining the difficulty or identifying the missing elements searching for solutions, making guesses or formulating hypothesis and modifying and restating them. Perfecting then and finally communicating the results.

"Creativity is the capacity of persons to produce compositions products or ideas of any sort which are essentially new or novel and previously unknown to the product. It can be imaginative activities or thought synthesis it may involve the forming of new patterns and combination of informations derived fast experiences.
It must be purposeful or goal directed, not idle fantasy it may take the form of an artistic literacy or scientific production”. (Dreidohl journal of clinical technology 1956 p 22).

“Creativity has been defined as the capacity to innovate to invent, to place elements is a way is which they have never been placed such that their value or beauty is enhanced”. Haimowitz & Haimontz. Human Development 1973.

Creativity usually refers to the production of any idea, action or object that is new and valued. By extension a creative person is one who stands out from the norm by producing such ideas, actions or objects. Such a simple definition however raises a member of important questions for instance how new does the product have to be? Do the most novel drawings is a kinder garden class qualify or only those work that change the history of arts. Further more, how valuable does the product have to be and whose evaluation counts? Is it enough for the person to feel that the product is novel and valuable or does one need the approbation of experts before a claim to creativity can be accepted? These are not just academic questions because unless a definition is a great upon entirely different phenomena can be included under her term.

Components of creativity

The concept of imagination, fantasy, fluency, flexibility, originality, elaboration, curiosity and giftedness have been studied in children and in many cases have been equated with creativity.

i) Imagination – Imagination is a chief mental process by which experiences reorganized is a new shape means it is mental manipulation. “The process of recombining memories of past experiences and previously formed” images into novel constructions is called imagination. Reber the penguin dictionary of psychology 1985, P-345.
Andrew (1930) has defined imagination as "the process by which items of experience are combined to form new products."

**Types of imagination**

- Reproductive imagination
- Constructive Imagination

Imagination → Reproductive imagination

- Productive imagination
- Creative Imagination

Imagination ← Productive imagination

**According to James Drever. Types of imagination**

- Reproductive imagination
- Receptive Imagination

Imagination ← Productive imagination

- Creative Imagination

The diagram further divides into:

- Pragmatic imagination
- Aesthetic imagination

  - Theoretical imagination  Practical imagination

  - Artistic Fantastic imagination imagination

**ii) Fantasy** – The terms ‘Imagination’ and ‘fantasy’ have been used interchangeably Griffiths (1945) singer (1961) equate fantasy with day dreams and imaginative play and the resulting image there by produced. The term “Imagination” is more often used to describe the process rather than the products.

**iii) Fluency** – Scores obtained by an individual a certain test of creativity and analysed in terms of frequency of occurrence as its product generated per unit time is known as ‘fluency’ scores. It means the frequency with which relevant and un repeated ideas come to ones mind after a question is put.
iv) **Flexibility** – Flexibility is represented in terms of varieties or kinds (how many kinds) of Ideas/products produced per unit time. Flexibility is measured in terms of 'spontaneous' flexibility and adoptive flexibility. 'Spontaneous' flexibility refers to moment any generation of a variety of responses per unit time is response to a single stimulus which could be classified and categorized into different kind and classes in accordance with their inherent properties the level of creative thinking of an individual is judged by the extent of his spontaneous flexibility scores. Spontaneous flexibility is indicated by the verity of responses, kind of ideas and classes of products created by an individual at a point of time in response to a stimulus presented to him. Adoptive flexibility on the contrary is flexibility in adaptation and is indicated by the nature and kind of conditions of adjustment or adaptation of a variety of norms and values of life. An individual adoptive flexibility is thus, evaluated by the degree of diversity in conditions of life. By the level of adjustment to critical condition and complex situations and by the adoptive mechanism and strategies to adverse but new, novel unusual and uncommon conditions of life and work. The greater span of adjustability and adoptability in the most diverse and critical conditions prevailing in a variety of environment, the greater level of adaptation and the higher adoptive flexibility that the individual displays. At last we can say that flexibility represented by persons ability to produce ideas which differ in approval a thought trend.

Flexibility is the ability to adjust your emotions, thoughts and behaviour to changing situations and conditions. This complaints of emotional intelligence applies to your over all ability to adept to a familiar unpredictable and dynamic circumstances, flexible people a agile synergistics and capable of reacting to change their minds when evidence suggests that they are taken. They are generally open to and tolerant of different ideas, orientations, ways and practices. Their capacity to shift thoughts and behaviours is not arbitrary or whimsical but rather in concert with shifting feed back they are getting from their environment. Individuals who lacks this capacity tend to be rigid and obstinate. They adopt
poorly to new situations and have little capacity to take advantage of new opportunities.

v) Originality – Originality has been conceptualized as the creation of original responses which are perceived and accepted not only as new and novel but uncommon and unusual ideas and product different from others. The originality in the original product lies in the fact that the product has not been created earlier in any form at any place by any body and has been discovered and created for the first time.

Such a concept of originality invites our attention to the probing question as to what extent the original response should be an original one a novel idea be a novel one. The extent of novelty and originality has been interpreted in terms of its social acceptability and utility at a point of time, place and social condition, thus the originality and novelty of a product have its relevance from the points of view of its newness in form, shape, size, colour, design, application configuration, etc.

Identification of original responses depends upon the nature and kind of the social order, transforming the ‘uncommonness’ in responses to commonness and vice-versa. A taboed word in a particular society will receive more of uncommon responses in comparison to a society where it is frequently used. Uncommonness in responses therefore in deeply rooted in socio cultural system of the land, and is relevant to that extent. Further an object or idea may be have a contemporary social order, rediscovery after its being obsolete with the lapse of time may provide, newness and novelty in its form and function structure and design, construct and configuration there by revitalizing and reinnovative. Its acceptability and applicability usage and relevance through a process of rediscovery and redefinition in the format, format and function of a new product or novel idea. According to Guilford (1962) “originality define as the production of unusual for fetched, remote or clever responses among member of a certain population that is culturally homogeneous”.

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vi) **Elaboration** – Elaboration involves micro-analysis of the total responses in response to a single stimulus and evaluates the relative roles in the formation of global configuration of the response system that includes not only primary, but also secondary and tertiary responses. It accounts for detailed, as well as pinpointed description of the ideas and products under evaluation. The psychological processes involved in the estimation of elaboration score takes into consideration both the horizontal as well as vertical thinking. The micro-analysis of elaboration in creative thinking represents penetration, expansion, sharpness and enrichment of ideas in the building up process of creativity and assigns due weight age to various categories of responses, the total weight so obtained by the individual is said to be the elaboration score means we can say that elaboration is indicated by a persons ability to add pertinent details (more ideas) to the minimum and primary response to the stimulus figure.

vii) **Curiosity** – In terms of exploratory behaviour and use four measure of curiosity. Peer and teachers rating, object curiosity, preference form unknown toy and preference for a story ending devoting the satisfaction of curiosity.

viii) **Giftedness** – Terman (1959) original study of giftedness in children was primarily based on IQ measures but his 25 year and 35 follow up studies revealed that on the basis of childhood IQS about 20 percent of the men did not attain the level of achievement he had predicted. After examining their family and childhood environment he concluded that personality factors are extremely important determinants achievement.

Until recently only the child with a high IQ was considered gifted but a distinction is now made between such aspect of giftedness as intelligence, musical and artistic ability, creative writing and even social leadership.

Among all these components, primary once are fluency, flexibility, originality and elaboration and those appear to operate creative thinking of children.
Creativity in Education

In system of education, willingness on the parts of pupils to earn, determination of the teacher to teach and anxiety on the part of the society to equip instructions well and squarely look after the needs on the pupil and teachers are the essential foundation of good education and sources of excellence. The need for excellence in the achieving and active democratic society is rather more than ever it was before, if democracy has to safe guard it self against the abuses of metamorphosis of the inert, indifferent, unenlightened, self centered mass man. The democracy can function well and deliver proper good if meritocracy becomes the way of life specially in an under developed country like India. Though it may appear paradoxical that democracy proclaims equality, while true education makes provisions for in equality of the individuality of the talent and the genius but this does not should well even in democracy.

India claims to have aimed at a child centered education but democratic philosophy of the nation aspires to have extended it to a life long education. However in reality the Macauley orientation of examination oriented educational system even now exist in India, and can be said to be the only end to Indian education. This examination and evaluation centered Indian educational system has a dominated effect on rote memorization with the ultimate goal of a high achiever, or over achiever, in academic life alone, consequently the development of creative potentiality of an individual becomes only secondary objects. Though democracy does not deny the enrichment and extension of creative talent by making provision for optimum growth and development in accordance with one’s own ability and aptitude taste and talent, however emphasis on mass education in accordance with the spirt of democracy which has been defined as for the people, of the people and by the people the educational environment in educational institutions hardly emphasize the goal directed educations for the optimization of creative talent in the nation. Further the existing social system in India which is characterized as conversional and conforming provide significant social block as the development of creative talent. Thus it is not only the educational system of
the country, but also the Indian social system that presents a diluted environmental conditions and clinical in which creative talents in the nation can not optimally grow and develop. The ethology available in country is favourable for the promotion and expansion of conformity behaviour and conventional socio-educational system and not for creative talent directly and optimally.

**Personality**

"Personality is term used for the integrated and dynamic organization of the physical moral, mental and social qualities of the individual. It manifests to other people in the give and take of social life” – Drever James

"Personality is an integrated pattern of traits”. Guilford.

"In the name of good physical development mass schooling must give may to a consideration of individual needs”. – Crow & Crow

"A mans personality is the total picture of his organized behaviour specially, as it can be characterized by his follow man in a consistent way”. – Guilford

"Personality is the individual’s characteristics reactions to social and the quality of his adaptation to the social features of his environment”. – Floyd H. Allport – 1924

"Personality is defined as those habits and habit systems of social importance that are stable and resistant to change”. – Guthrie – 1944

"Personality is the dynamic organization with in the individual of those psychophysical system that determine his unique adjustment to his environment”. – G. W. Allport 1937

"Personality may be defined as the most characteristic integration of an individuals, structures, modes of behaviour, interest attitudes, capacities, abilities and aptitudes”. – M. N. Munn – 1953

"Personality is the relatively stable organization of a persons motivational disposition arising from the interaction between biological drives and social and physical environment”. – H. J. Eysenck
"Personality represents those structural and dynamic properties of an individual or individuals as they reflect themselves in characteristics responses to situations". – Pervin – 1971

"An integrated personality is one in which the several traits interests and desires are combined in an effective harmonious unity". Words worth

"Personality is the organization of an individuals distinguishing characteristics attitudes or habits, it includes the individuals unique ways of thinking behaving or otherwise experiencing the environment". – Benjamin, Hopkins, Nation – 1987

The configuration of characteristics and behaviour that comprises an individuals unique adjustment to life, including major traits, interests, drives, values, self concept, abilities and emotional patterns personality is generally viewed as complex dynamic integration of totality shaped by many forces, heredity and constitutional tendencies. Physical maturation, early training, identification with significant individuals and groups culturally conditioned values and roles and critical experiences and relationships.

Personality is shaped by in born potential as modified by experiences common to culture such as the various roles the individual is called upon to play and by the unique experience that affect him as an individual.

There are two major components in the field of personality psychology, which involve the systematic study of individual difference in characteristic patterns of thinking, feeling and behaving each component is emphasized to a greater or lesser extent by various personality psychologist. The first involves an emphasis an defining and understanding individual differences in sociability irritability. The second involves an emphasis on ways in which the various parts of the person are organized. What is called a holistic or “organismic” emphasis, personality psychologist seek to understand both principle of functioning that are common to all people and also that what makes persons unique in their characteristics pattern of functioning.
In the past personality psychology was dominated by grand theories often derived from the clinical setting. Currently three major theoretical perspectives psychoanalytic, trait and social. Cognitive are influential. Each of these perspectives is associated with distinctive concepts and points of research emphasis on unconscious processes, the interplay among motives and the effects of early experience on personality development. The trait perspective is associated with an emphasis on basic structural units temperament and cross situational consistencies in behaviour. The social cognitive perspective is associated with an emphasis on cognitive processes expectancies and believe and situation at domain specificity of personality functioning.

The experimental approach in personality psychology emphasized the development of general laws of psychological functioning that apply to all individuals. During 1940 and 1950 many personality psychologist with in the experimental tradition applied principles of stimulus responses (S.R.) learning theory to the formulation of principles of personality functioning currently social cognitive theory, which emphasized cognitive processed and the contextualization or domain specificity of behaviour, represented by the works of Albert Bandura and Walter Mischel as well as more generally information processing approaches to personality are expressive of this research tradition. Research with in this tradition often bridges the field of personality with the field of cognitive psychology and social psychology.

**Components of Personality**

(i) Traits (ii) Motives (iii) Cognitions

Traits – Trait theory developed has a measure approach to personality theory during the 1940 and 1950 mainly through the efforts of Raymond B. Cattel and Hans. J. Eysnek, both of whom used factor analysis of questionnaires data as well as other data to determine the basic dimension of personality criticism of the trait new and associated methods of personality assessment become crystallized in Walter Mischel’s book personality and assessment leading to what was called the
person situation controversy subsequent research notably the work of Seymour Epstein focused on dispositional regularities that could be observed if behaviour was aggregated over situations. Thus although recognizing the importance of situational influences trait psychologists suggest that there is sufficient evidence of individual consistency of functioning across situations to speak in terms of basic dimensions of personality along which individuals differ.

Basic dimensions of personality known as the five factor model or five dimensions model. The five dimensions are viewed as the major individual difference variables. Neuroticism Extraversion, openness to experience agreeableness and consciousness validating vidence in support of the model cones from data indicating a genetic contribution to the traits data reflecting agreement between self rating and ratings by peers and partners cross cultural agreement concerning the basic dimensions evidence of considerable stability of trait scores once individuals reach adult hood and the predictive utility of trait measures in occupational settings. Relationship have been found between trait measures and measures of motivation.

ii) Motive – The motive concept is used to explain what activates and directs behaviour, the way of human behaviour. Four theories of motivation have dominated the field drive or tension reduction theories centive theories, cognitive theories and growth or self actualization theories of motivation. Early motivation research in personality was influenced by the drive theory. Tension reduction views of Freud and Hullion S. R. theory. In his classic work explorations in personality. Henry Murray emphasized the concept of need. Which he used in the same sense that others used the concept of drive in what stands as a monumental affort in the field. David Mclelland and his colleagues developed a fantasy measure of one of Murray’s needs the need for achievement and related variation in this need both to individual performance in situations of moderate risk and to periods of societal economic rise and decline. Subsequent attention was given by his students. David winter and Dan Mcadams, to the power and intimacy motives.
Here to fantasy measures were used to assess individual differentiation the relevant motives. Individuals high on power motivation have been found to seek leadership roles and offices to be assertive and controlling in interaction with other and to have problems in love relationships. Individuals high on intimacy motivation have been found to spend more “we” and “us” references that is characteristics of those scoring low on intimacy motivation. An important element of his research is the demonstration that fantasy and self report measures of motivation result in different scores and have different relationships with other variables of interest.

iii) Cognition – The persons behaviour is organized around the purpose of desire end points or goals. The goal concepts involves cognition both in terms of a mental representation of an end point toward which behaviour is directed and in terms of representations of plans or path for attaining the goal and it is affect that gives the goal motivational component from the stand point of goals personality is defined by the natures of the persons goal system, inducting the relation among goals and the plans for achieving them. Research has focused on individual differences in goal and the effects of goals on information processing and health. Cognitive process have been demonstrated to be associated with positive affects and movement away from them to be associated with negative affect and individual with specific obtainable integrated goals have been found to have better emotional and physical health them individuals without goals, with vague or unattainable goals or with goals that conflict with each another.