CHAPTER I

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1.1 Introduction

“One’s Handwriting is the clear index of one’s mind”

Humans, the most evolved species, have the unique attribute called intellect by virtue of which they have created the infinite ocean of knowledge. In pursuit of knowing everything around him has led to innumerable discoveries and inventions. Man has even explored the universe, found many other worlds, but the greatest of the mysteries lies inside only, i.e., our own self. It is the mystery of exploring ones’ own self and people around him, that one has the unending zeal to know ourselves and significant others. What, why, how are the big questions one asks about oneself and still feel amazed to find new answers every time. In order to gratify our curiosity, psychologists have developed various tools and techniques to assess a person on different dimensions of personality attributes such as questioning, interview, inventories, observation, etc. In these techniques, the true knowledge depends on the honesty and the will of the person. His internal and external emotions may be different. Among all these tools, there is a unique and extraordinary technique available to understand a person which shines like a silver lining on the cloud and this is about analysing handwriting of a person which is a clear index of one’s state of mind. However, handwriting may also vary to some extent but certain features of handwriting never change, such as certain strokes and curves, which are characteristics of one’s handwriting and the individual.

The use of Handwriting Analysis as an indicator of one’s personality had its origin far back in history. Over 2000 years ago, Aristotle noticed the correlation between handwriting and personality\(^1\) while the Chinese independently also made the observation that there was a connection between character and writing. However the first published reference of Handwriting Analysis dates back to 1622. Three books have been claimed to be the first books on graphology – Juan's\(^2\) *Examen de...*
ingenios para las ciencias. This was first proposed by Gille in 1991. Aldorisio's 1611 Idengraphicus nuncius and Baldi's Trattado come de una lettera Missiva si conoscano la nature e qualita dello scriviente which was unofficially published in 1622. The 1625 edition was probably the first authorized edition of Baldi's book.

In the late 1800's, Michon (1872) who was the headmaster of a school in Paris and a respected intellectual, wrote several books on the subject and coined the name of "graphology". Later, his successor, Crepieux-Jamin, classified the many features of graphology into a comprehensive system.

Meanwhile, during the 1890's in Germany, Klages a philosopher and graphologist, applied gestalt theory to graphology, advanced his theories of rhythm and "form level" and significantly broadened the scope of graphology.

Meyer (1901) in a systematic study of factors of handwriting correlating with specific characterological features of identity was conducted, e.g. artificiality, spontaneity, slant, size, simplification, elaboration, propensity towards roundedness angularity etc.

Pulver (1955) a Swiss professor, who lectured in Graphology at the University of Zurich used psychoanalysis for the first time in the interpretation of graphology. This line of investigation was also followed by Teillard who worked closely with Jung for

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3 http://www.gotessays.com/essays/3489/index.php last accessed on 01.01.2013 at 10:10pm
5 Quoted in http://www.tokenrock.com/explain-Graphoanalysis-203.html last accessed on 01.01.2013 at 10:20pm
6 Image retrieved on 12.01.2013 from http://www.theoccidentalobserver.net/authors/Klages2.jpg
7 http://www.webdesign4smallbusinesses.com/portfolio/graphicinsight/background.htm last accessed on 01.01.2013 at 10:10pm
8 http://www.webdesign4smallbusinesses.com/portfolio/graphicinsight/background.htm last accessed on 01.01.2013 at 10:10pm
20 years and applied his typological theories (extrovert and introvert etc.) to the theory of graphology. Binet (1904) the renowned psychologist who founded the present method of I.Q. Testing for intelligence was a firm supporter of handwriting analysis. He confirmed that certain character traits are reflected in handwriting.

In 1910, Bunker, a shorthand teacher, in Kansas, let his curiosity get the better of him. He wanted to know why, as a penmanship student, he had put wide spaces between his letters and long finals on his words. He began to study the graphology that began in Europe and realized that it was a “hit” or “miss” environment with major contradictions stated by various authors.

In 1915, Bunker made his unique discovery. He recognized that each of his students formed shorthand strokes in a unique manner. He suddenly and clearly realized that it was not the letter which had a trait meaning but the strokes – the shape of the formations within the letter. Graphology suggested that an ‘O’ with an open top – that is a space opening, indicated a person who would speak very openly and often. He checked and found this to be true. He thought, however, that logically, other letters with the same circle formation (a, g, d and q) should have the same meaning and after checking carefully, he found that they did.

After travelling thousands of miles, and interviewing thousands of people and examining more than half a million handwriting specimens in his lifetime, he

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9 http://www.scribd.com/doc/20938660/History-of-Handwriting last accessed on 01.01.2013 at 10:25pm
10 Image retrieved on 12.01.2013 from http://knoji.com/images/user/Alfred_Binet.jpg
11 History taken from http://www.webdesign4smallbusinesses.com/portfolio/graphicinsight/background.htm last accessed on 01.01.2013 at 10:10pm
12 http://www.torontohandwritinganalyst.com/history.html last accessed on 01.01.2013 at 10:10pm
developed the copyrighted American System of handwriting analysis – Graphoanalysis\textsuperscript{13}.

After World War I, interest in graphology continued to spread in Europe as well as the United States. In Germany during the 1920s, Klages\textsuperscript{14} founded and published his finding in Zeitschrift für Menschenkunde (Journal for the Study of Mankind). His major contribution to the field can be found in Handschrift und Charakter.

Lewinson and Zubin modified Klage's ideas, based upon their experience working for the U.S. Government, publishing their method in 1942 (Wikipedia, 2012).

In 1929, Bunker founded The American Grapho Analysis Society teaching Graphoanalysis. This organization and its system split the American graphology world in two. Students had to choose between Graphoanalysis or Holistic Graphology. Roman was the most prominent of the German refugee scholars. Her books are still considered to be foundations for contemporary American Holistic graphology. She taught at the New School for Social Research in New York, and was succeeded there by Anthony\textsuperscript{15} and Anthony\textsuperscript{16} (Wikipedia, 2012)

*Handwriting Workshops Unlimited* was organized by Cole as a series of lectures for advanced students of Graphoanalysis. These lectures featured holistic graphologists such as Lewinson and Roman.\textsuperscript{17}

As a method of personality assessment, handwriting analysis has been validated by research using both empirical and clinical procedures\textsuperscript{18}.

### 1.2 Handwriting Analysis

"Spoken words are the symbols of mental experience, and written words the symbol of spoken words. Just as all men have not the same speech sounds, so all men have not the same writing." – Aristotle\textsuperscript{1920} (350 BCE)

\textsuperscript{13} Paragraphs taken from http://www.torontohandwritinganalyst.com/history.html last accessed on 01.11.2012 at 10:11pm
\textsuperscript{14} Klages, Ludwig, *Handschrift und Charakter*, 1916
\textsuperscript{15} Anthony, Daniel S
\textsuperscript{16} Anthony, Florence
\textsuperscript{17} History taken from http://en.wikipedia.org/wiki/Graphology#cite_ref-49 last accessed on 03.12.2012 at 11:11am
\textsuperscript{18} http://sunavnasoptimumsolution.hpage.com/ last accessed on 03.12.2012 at 11:11am
Handwriting comprises of two words ‘hand’ and ‘writing’. In this, writing is a set of symbols used to express oneself and that the symbols used thereof are universal in nature and mean same to everyone. Therefore, handwriting may mean the set of universal symbols produced by hand and used to express oneself. Here a question may arise about those who have lost their hands and still write with their mouth or feet. Studies of thousands of people who have lost the use of their hands and have had to learn to write with the pen in their mouth or between their toes show that they eventually produce their own “handwriting”, the same handwriting they had when they used their hands (McNichol, 2007).

So when a graphic movement is produced (a neuro-muscular activity), in a handwriting, it is actually a “brain writing” and leaving the “brain prints” behind on the paper. Our brain prints reveal who we are and how we think, feel and behave. They are an x-ray of our mind. Moreover, like our fingerprints, they remain uniquely our own forever. No two people ever have the exact same brain prints (McNichol, 2007).

Goethe (1800) wrote “there can be no doubt that the handwriting of a person has some relation to his mind and character; that from it one may conceive at least some idea of his/her manner of being and acting, just as one must recognize not alone appearance and features, but also bearing voice, even bodily movements as being significant and congruent with the total individuality.” (Quoted by Bajaj, 2009)

Whereas Allport (1924) is of the view that, handwriting expresses the personality as personality as consistent; movement is expressive of personality; and the gestures and other expressive movements of an individual are consistent with one another.

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21 Image retrieved on 13.01.2013 from http://web.lemoyne.edu/~hevern/narpsvch/nr-theorists/theorist_photos/allport1.jpg

22 Image retrieved on 13.01.2013 from http://web.lemoyne.edu/~hevern/narpsvch/nr-theorists/theorist_photos/allport1.jpg
According to Webster’s Revised Unabridged Dictionary (1996) Handwriting is the cast or form of writing peculiar to each hand or person. (quoted by Bajaj, 2009)

Handwriting analysis is a “science of the future.” It is an act which leaves a printout. It is the film record of the writer sensibilities (Janet, 1907). But Pophal (1985) defines Handwriting as a special link between brain and hand. He explains that the fundamental nature of the brain’s various motor centres predominately impact the movement style. These motor centres are located in the brain from the brain stem up to the cortex.

Handwriting according to Good Dictionary of Education (1959) is the act of placing or inscribing character on a surface by hand with the aid of a making instrument such as pen or pencil. Differentiating from drawing, which deals with pictorial characters and writing which may include typewriting and penmanship and from chirography, emphasizes artist on skillful effects.

Further, Good (1959) writes that handwriting scale is a scheme usually in the form of a chart, containing samples of handwriting arranged in order from poor to good quality, each having an assigned values as determined by qualified judgments of experts or by objective measurement, usually accompanied by norms of quality and rate of writing.

According to Black’s law Dictionary (2009) handwriting is the chirography of a person, the cast or form of writing peculiar to a person, including the size, shape and style of letters, tricks of penmanship and whatever gives individuality to his writing, distinguishing it from that to other persons.

Hollander (2004) defines handwriting as a motor-reflex skill which requires eye-hand coordination and fine muscle control. It may be easier for some people to learn and more difficult for others. But once learned, it becomes automatic and it is at that point that the individual’s character and personality begins to superimpose in the “right way” to perform the skill. In fact, this is why we cannot analyse the handwriting of a child.

Analysis means to understand something by breaking it into parts. Therefore, Handwriting Analysis means understanding the traits of a personality as indicated by
various characteristics of handwriting. It is a part of graphology, which is the study of character and personality through the analysis of penstroke formations used in handwriting.

1.2.1 Brain Prints: Conscious vs. Unconscious

According to McNichol\(^{23}\) (2007), once one learns a system of writing, whenever one takes a pen in hand much of what one is doing comes automatically. These aspects of writing are rote, like speaking. They are a part of our handwriting which we do *unconsciously* (also called ideomotor activity).

For example, when asked if they can lean their writing to the left or right, many people would say, "I do not know. I will have to look. I have never thought about it." Most aspects of Handwriting are unconscious. We write along in our own style without really thinking about it.

Sometimes though one stops and thinks, "Hey I want to make this a fancy letter!" This would be a conscious part of handwriting. Have you ever practiced writing your signature in many different styles, to find the one you like? Do you jazz up certain letters in your writing? Do you stylize your e’s, or have funny f’s or strange capital M’s? That is all conscious stylizing.

So, writing is both conscious and unconscious, and both can be analysed. Analysing the former tells about our conscious self; analysing the latter tells about unconscious self.

As we have conscious as well as unconscious handwriting, one can say that our handwriting depends on our mood or better say state of mind or emotional state. But it is said earlier everyone has a unique handwriting, so some traits are quite particular and fixed in our personality that they do not change with the emotional state or other situational factors. Therefore, traits can be classified as fixed and unfixed.

1.2.2 Fixed traits vs. Unfixed Trait

What qualities of ourselves, and therefore what qualities of our handwriting, are fixed? And what parts of us are unfixed or temporary aspects that can change? Here is the list of some fixed and unfixed traits (McNichol, 2007):

1. Fixed traits: Many scientists believe that one is born with a given intelligence level and that, while it can be enhanced or diminished by environment, one is basically born with that innate, fixed IQ. Many psychologists also believe that one is born with innate aptitudes and with an innate temperament.

In addition, our identity is also fixed, which is why one can recognize one’s handwriting from any other. For example, if one is asked to find his/her own handwriting among hundred samples, no matter when was the sample written, no matter what the slant, size, or look of the particular sample, one can pick it out of the collection. That is because although one’s mood may change, part of one’s handwriting always stays the same, just as part of a person always remains the same.

2. Unfixed Traits: What can change? For one thing, our health or physical state of being can change. One can be sick on Tuesday but healthy on Wednesday. One can have drugs in the system on Friday and can be drug-free the next week.

The way we think, feel, and behave are also temporary states for many. One may be in a good mood or a bad mood. One can feel uptight and angry one day, mellow down the next day. These are the kinds of things that can change.

1.2.3 Graphology and Three Facets of Man

Over two thousand years ago, Aristotle spoke of dividing man into three separate aspects: the body, the mind, and the spirit. A modern way of referring to the same thing might be the physical, the mental and the emotional. (McNichol, 2007)

When one picks up a pen to write something, one is using all three of these aspects. One must hold the pen with the part of body (hand or mouth or feet). One should have intelligence to communicate in written symbols; and our emotions are always guiding everything one does. Because these three aspects come into play when one handwrites
(or write anyways) graphology contends that our handwriting would reveal a great deal about the individual characteristics in the following areas:

**Figure 1.1: What handwriting reveals about an individual?**

Let us take a closer look at each of these areas and see how this is true.

I. **What handwriting reveals about physical aspects** (McNichol, 2007)

Handwriting reveals the following physical aspects about us:

1. Our Identities
2. The state of our physical health
3. The presence of drugs, alcohol, or other foreign substances in our bodies

Numerous studies have identified specific patterns in the handwriting brought about by each of these drugs. Graphology cannot take the place of a urine test. A skilled graphologist may have little trouble in detecting the influence of stimulants or depressants, such as cocaine versus marijuana, but it is more difficult to determine combination of such drugs in the system as well as their dosage and frequency.

II. **What handwriting reveals about our mental aspects** (McNichol, 2007)

The mental aspects of handwriting reveals about intelligence and aptitudes.

a) Intelligence: Graphology reveals the degree of intelligence in humans. Here intelligence is something that is measured by standardized tests.

A. 

B. 

who has a higher IQ? higher IQ?
In the above sample the letters got smaller as B wrote, while A’s letters got bigger as he wrote. The tendency of letters to grow smaller in words, show that the writer is picking up concentration as he writes.

Another important concept in the handwriting analysis is the measurement of functional intelligence, which is different from innate intelligence. Innate intelligence is the intelligence one is born with, while functional intelligence shows how intelligently the person behaves.

A. 
B. 

In the above samples, the writing is overly angular, which means aggressiveness, and it is full of little hooks and tics at the beginning of many strokes. These tics show “temper tics”. These temper tics are caused by clutching the pen too tightly, and indicate the writer’s intense inner frustration.

b) Aptitudes: We associate aptitudes with the kind of work for which a person is best suited. When determining aptitudes, we want to know whether the person works alone or is better suited to working with a lot of people. Knowing the tendency for introversion and extroversion is one way of determining aptitudes.

A. 
B. 

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24 Figures taken from McNichol (2007)
III. **What handwriting reveals about our emotional aspects**

Handwriting also reveals the way one thinks, feels, and behaves. People put feelings into their body movements and the same feelings into their handwriting.

a) *Pride:* A person who has lots of pride will write his name and other important words very tall and highlighted.

![Signature](http://i2.squidoocdn.com/resize/squidoo_images/-/l/lens5045622_1311823277barack_obama_signature.jp)

b) *Vitality:* More the vitality of the person more will be the clarity a bear down when writing.

> This is a sample of the way I normally write. I would like to know what my handwriting tells about me.

c) *Generosity with personal time and energy:* Subconsciously, each word unit, the ego of the writer’s self. What the writer does at the end of the word as if extending a hand out in friendship. People, with their ends of the cursive words especially ending with ‘e’, are stirring personal time and energy. This does not necessarily mean that the person is generous with money however.

e e

With this one can say that graphic movements can reveal a great deal about physical, intellectual, and emotional states.

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Principles of Handwriting Analysis

Handwriting analysis is based on certain principles (McNichol, 2007) as follows:

- Individuality of Handwriting
- Conscious and unconscious expressions
- Number of samples required
- Type of handwriting samples to be analysed
- Whom to analyse

Basic Tenets

Graphology is based upon the following basic assertions (Wikipedia, 2012):

- When one writes, the ego is active but it is not always active to the same degree. Its activity waxes and wanes; being at its highest level when an effort has to be made by the writer and at its lowest level when the motion of the writing organ has gained momentum and is driven by it.

- When the action of writing is comparatively difficult, the writer uses those forms of letters which are simpler or more familiar.

- The muscular movements involved in writing are controlled by the central nervous system. The form of the resultant writing movement is modified further by the flexibly assembled coordinative structures in the hand, arm, and shoulder; which follow the principles of dynamical systems. The specific writing organ (mouth, foot, hand, crook of elbow) is irrelevant if it functions normally and is sufficiently adapted to its function.

- The neuro-physiological mechanisms which contribute to the written movement are related to conditions within the central nervous system and vary in accordance with them. The written strokes, therefore, reflect both transitory and long term changes in the central nervous system such as Parkinson's disease, or alcohol usage.

- The movements and corresponding levels of muscular tension in writing are mostly outside of conscious control and subject to the ideomotor effect. Emotion, mental state, and biomechanical factors such as muscle stiffness and elasticity are reflected in a person's handwriting.

- One must examine the handwriting or drawing movements by considering them as movements organized by the central nervous system and produced under
biomechanical and dynamical constraints. Given these considerations, graphologists proceed to evaluate the pattern, form, movement, rhythm, quality, and consistency of the graphic stroke in terms of psychological interpretations. Such interpretations vary according to the graphological theory applied by the analyst.

- Most schools of thought in graphology concur that a single graphological element can be a component of many different clusters, with each cluster having a different psychological interpretation. The significance of the cluster can be assessed accurately by tracing each component of the cluster back to their origins and adapting the meaning of the latter to the conditions of the milieu in which the form appears.

Approaches to Handwriting Analysis
There are three approaches to graphology (Wikipedia, 2012): the integrative approach, the holistic approach, and the symbolic approach.

- **Integrative graphology**: This approach holds that specific stroke structures relate to personality traits. Most systems within this approach use a cluster of stroke formations, to score a specific personality trait. Systems that fall under this umbrella are: fixed signs, trait stroke, French System and Graphoanalysis. It has been described as starting from the inside, and working to the outside.

- **Holistic graphology**: This is commonly, but incorrectly referred to as Gestalt Graphology. Gestalt graphology was a system of handwriting analysis developed circa 1915 in Germany and was related theoretically to Gestalt psychology. In this approach (Holistic Graphology) a profile is constructed on the basis of form, movement and space. It has been described as starting from the outside, and working to the inside. In this approach, individual traits, such as legibility, are not assigned specific meanings, but can take on different meanings depending on the overall context.

- **Symbolic analysis**: Major symbolism is the meaning ascribed to the stroke, as it is related to the page. Minor symbolism ascribes a meaning to the stroke, depending upon the picture that the stroke draws. For example, John Wayne’s signature shows a blackened out portion, that represents his lung cancer. In this approach, one looks for symbols seen in the handwriting. This can be either Major symbolism, or Minor Symbolism. This approach provides the theory that underlies
both Holistic Graphology, and Integrative Graphology. Max Pulver (1931, 1972, 1944, and 1949) is the best known exponent of this system.

**Systems of handwriting analysis**

Each approach to handwriting analysis has spawned several different systems (Wikipedia, 2012).

- **Integrative graphology**
- Graphoanalysis was the most influential system in the United States, between 1929 and 2000.
- **Sistema de Xandro (1949, 1954, 1955)**
- **Holistic graphology**
- **The Psychogram** (Roman (1952), Cole and Hartman (1961-1968), Anthony (1964, 1983)) is the only system to have been taught as part of an academic degree, at an accredited institution in the United States.
- **The Personal Worth Chart** was developed by Handwriting Consultants of San Diego (Sassi and Whiting, 1983) during the early eighties.
- **The psychograph** (King, 1978) was developed by King during the seventies.
- **Wittlich Character Diagram** (Wittlich, 1956, 1951)
- **Muller - Enskat Protokol Muller** (1973, 1943)
- **Girolamo Moretti** (1942, 1963, 1983)
- **Augusto Vels** (1945, 1949, 1957)

**Graphology – A Systematic Study**

While analysing handwriting one understands the characteristics of handwriting. These characteristics can be classified as to what trait they reveal about a person. With this criterion, one can understand the handwriting of an individual with following characteristics describing various traits of personality (McNichol, 2007).

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1. Overall Organization of script

2. Script formations:
   a. Direction of baseline
   b. Angle of Script or the slant
   c. Margins
   d. Spacing
   e. Size of the script
   f. Pen Pressure
   g. Zones of the script

3. Penstroke Formations:
   a. Shapes in the alphabets
   b. Use of Capitals and Script form of Capitals
   c. Formation of Identity words
   d. Analysis based on Letter Formation

Organized – The Style of the Script
Definition: Organization is the overall arrangement of a script sample. The internal organization is made up of the trait indicators and penstroke formations. The organization or lack of it in a handwriting sample is a picture of the clarity or confusion at the time of writing. A well organized script indicates that the writer is more likely to make use of his virtues and compensate for one’s faults, and is therefore more capable of fulfilling his own potential. A disorganized writer is likely to create conflicts where none exists, or to react inappropriately and sometimes even irrationally, when the choice is called for. A writer who is in control of himself has greater control over his own destiny. It means that the writer is capable of good planning and self-determination (Hollander, 2004).

1. A well organized script shows consistent usage. Here consistency is measured by comparing similar penstrokes or letter forms to each other. One looks for consistency in
   a. Letter size: The first dimension of overall organization of script in Handwriting Analysis is consistency in Letter Size. It refers to the ability of the writer to maintain the same letter throughout the script. The following example depicts
the consistency in letter size. All the small letters are of same size. Similarly the size of capital letters is also consistent.

b. Slant/angle of script: Consistency in slant refers to the ability of the writer to maintain the slant at same angle throughout the text. In the example 1, slant of handwriting is either backhanded or vertical or forward but if the angle of slant is same throughout the text, it will be said to have consistency in slant. On the other hand example 2 shows that slant is not consistent or one can say it is erratic.

<table>
<thead>
<tr>
<th>Example 1</th>
<th>Slant is consistent whether Backhanded or Vertical or Forward inclined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 2</td>
<td>Going in all Directions or a variable tilt</td>
</tr>
</tbody>
</table>

e. Pen Pressure: Consistency in slant refers to the ability of the writer to maintain the same pen pressure throughout the text. The example below shows the contrast where pen pressure is very heavy at some points while very light at others.
If the variation affects only one kind of formation say, slant, the writer is experiencing problem only in that area of his life. (For slant means the emotional aspect.)

2. **A well organized script avoids extremes.**
   This trait refers to the ability of the writer to avoid any kind of extremities in size, slant, pen pressure, letter formations and embellishments throughout the text. The example below shows extreme organization, which should rather be avoided.

   Rather like such a

3. **A well organized script shows simplicity of form:** Simplicity of form refers to the ability of the writer to write letter formations in a simple way without complicating and adornment throughout the text.

   Sometime is to think that

4. **A well organized script will show an overall clarity of style:** Overall clarity of style refers to the ability of the writer to write legibly without any confusion between letter formations like m and w, n and u etc. throughout the text. It also includes any kind of ambiguous formations leading to reduction in clarity of text. The example below shows overall clarity of style, although looks somewhat immature.

   This is how I write

**Direction - The Baseline of the Script**

Definition: The baseline of a sample of script is the path followed across the page by the base of individual letters, excluding descenders (g, y and p) and their connecting penstrokes. The baseline of a handwriting sample tells us whether or not the writer has adequate guidelines; if one feels competent to make decisions, and if writer feels secure in the decision one has made (Hollander, 2004).

McNichol (2007) defines baseline as the imaginary line upon which one writes on a blank piece of paper. According to her, each line of writing is a road on the way to reaching a goal. One starts on the left, which is the past, and go along the line, which
is the present, and end up on the right side of the paper at our goal, the future. Baselines reveal the following things about the writer:

1. General Moods
2. Attitudes about reaching goals
3. Attitudes towards the past, present, and future
4. Kind of mental energy one applies to life’s situations

Types of Baselines: There are different types of baselines, which have different meaning and reveal various aspects of the writer’s personality.

1. Straight baseline represents stability in outward behavior, exerts control over overt behavior, consistency in behavior, realistic, practical approach towards life.

2. Overly Straight baseline depicts an idealistic approach towards life and fear of losing.

3. True ascending baseline indicates healthy mental energy, wants to stay busy.
4. False ascending baseline indicates a quitter, who starts well but gives up in the end.

5. Convex baseline shows the tendency of the writer to quit at half way point. Such individuals never complete anything they start.

6. Partial ascension in handwriting of a person indicates an elevated or hysterical feeling about the ascended word.

7. Descending baseline indicates depression, fatalist attitude of the writer.

8. Suicidal Baseline is indicated by a sudden dip at the end of line depicts suicidal tendencies of the writer. It also indicates accident proneness and sign of unhappiness of the writer.
9. Partial descension signifies sudden sinking feeling associated with the word that suddenly fell down.

and I’ll wear my wooly dress.

10. Concave baseline indicates that the writer starts off with high enthusiasm and in the middle thinks to give up but with the end in sight pulls up till he achieves his goal.

this is an example of concave

11. Erratic baseline signifies moodiness of the writer; one may laugh and cry easily and shows temperamental behaviour.

this is an example of an erratic baseline

12. Incoherent baseline in the handwriting indicates a writer who is mentally deranged, cannot stay in line with the social framework and may be a sociopath.

in control of my life again
I would like to work
as I can be independent
and don’t have to depend
on anyone else to support

Slant/Angle of the Script – Communication Ability

Definition: Term Slant describes the way handwriting leans. Handwriting can lean to the right or to the left; it may be straight up and down, or go in all different directions (McNichol, 2007). Slant reveals the degree to which an individual expresses his real emotions and feelings to others.

The direction of the tilt (right, left, or vertical) tells the writer’s need to relate to others, or avoid them; the degree of tilt (moderate to extreme) tells the intensity of that need. It is the degree of tilt that determines the goodness or badness of the trait.
There are following four terms for different types of slants:

1. *Backhanded* or *Reclined* slant indicates Introvert, repression of feelings, negativity, fear, oriented towards past, resistance to expression of self, doubts, a reserved person

   I wonder if type could tell me.

2. *Straight up and down* or *Vertical* depicts Emotional Control, suppression of real emotions, ‘head over heart’, lives in present, indifference, diplomacy

   I find the whole thing very interesting, and

3. *Forward* or *inclined* or *rightward slant* represents Expression of real emotions, compliance, vision, future oriented, Extrovert

   I would like to know what you

4. *Going in all Directions* or *a variable tilt* depicts erratic and unpredictable behavior, frequent mood swings, emotional instability

   Sometimes I don’t know which way to turn.

One can use the following definitions to measure and interpret the slant using the following figure:
Bajaj (2009) mentioned some key words associated with various slants as

<table>
<thead>
<tr>
<th>Left</th>
<th>Vertical</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Present</td>
<td>Future</td>
</tr>
<tr>
<td>Influence of mother</td>
<td>Independent</td>
<td>Goals of father</td>
</tr>
<tr>
<td>Fear</td>
<td>Inner Strength</td>
<td>Courage</td>
</tr>
<tr>
<td>Defiance</td>
<td>Self-reliance</td>
<td>Compliance</td>
</tr>
<tr>
<td>Introversion</td>
<td>Self-control</td>
<td>Extroversion</td>
</tr>
<tr>
<td>Lack of involvement</td>
<td>Judgment</td>
<td>Comparison</td>
</tr>
<tr>
<td>Repression</td>
<td>Suppression</td>
<td>Expression</td>
</tr>
<tr>
<td>Self absorption</td>
<td>Independence</td>
<td>Drawn to others</td>
</tr>
<tr>
<td>Caution</td>
<td>Action</td>
<td>Reaction</td>
</tr>
</tbody>
</table>
Margins

Definition: Margin is the space that one leaves (or do not) on all sides of the paper. Just like the margins on this paper. To understand it better, consider a blank piece of paper represents life itself, and what one does on that blank page represents how the writer interacts with other people and with life around him/her. (McNichol, 2007)

Because one writes from left to right and as one moves across the page, the left side represents past while the right represents the future. Similarly, top represents past while bottom represents future.

Margins can be left in various ways and all have different meaning as follows:

1. Ideal margins indicate the healthy relations of the writer with past and future.

2. Margins even all around represent a person more interested in visual effects, appearance conscious, interested in beauty, symmetry, design, order, detail minded, give-up spontaneity, highly planned
3. Overly wide left margin depict that the individual is subconsciously putting a barrier between self and past or trying to flee from the past.

4. Overly wide right margin in the handwriting indicates fear of unknown that might in the future, trying to return to past and familiar.

5. Margins too wide all around depict that the writer needs to be protected, cannot make decision on his own, doesn’t make relate to his environment in a normal manner or fit into the society in average manner.

6. Left margin widening as it descends indicates rapid and spontaneous writing, hate to reach the goal, writer moves smoothly toward future without carrying his past along.
7. Left margin narrowing as it descends represents a person who starts out brave, going towards the future but eventually retreat to the past and familiar, fear and apprehensions about the future, loss of spontaneity.

8. Narrow margins on left and right sides are indicative of writer who leaves no room for others, doesn’t see things from the point of view of others, takes up all space, and doesn’t see himself in proper relation to environment.

9. Uneven left margin points to a person, who doesn’t conform to the standards of society, so doesn’t adapt or fit into the framework or structure of society.

10. No margins at all represent a person who is compulsively busy, leaves no stone unturned and must fill every waking moment of life with activity.
11. Wide upper margin indicate a person who lowers down on the page one starts, the more formal, respectful feelings towards the person to whom the individual is writing.

12. Narrow upper margin depicts an individual who feels more familiar with the person addressed

13. Wide lower margin indicates that the writer is stopping short of reaching his goals, sign of fear of the future and avoids going ahead.

14. Narrow lower margin in handwriting sample depicts that the person tries to delay the inevitable and eager to express self that one does not even want to turn the page.
15. Crushed right margin in handwriting of a person indicates that often such people have accident in the past or they are accident prone, impulsive personality.

Spacing

Definition: Spacing refers to the distances between letters, words, and lines of writing. Spacing tells how a person feels towards other people, about his social behaviour, and whether or not the writer thinks fluidly – his intelligence. Each word represents the ego of the writer. Where the person puts next word represents where one subconsciously chooses to put other people in relation to oneself.

Different Types of Spacing Patterns: Spacing between words and spacing between letters are interrelated and need to be understood in relation to each other. Following are the spacing patterns and their meanings:

1. Overly wide spacing between words appears in the handwriting of people who cannot get closer to other people, are suspicious and apprehensive of the motives and intentions of others and cannot get intimate.

   This is overly wide spaces

2. Overly wide spacing between letters depicts the person who is socially isolated, puts abnormal distance between self and others

   This is overly wide

3. Overly narrow spacing between letters indicates extremely uptight and narrow minded, tense writer.

   This is overly narrow spaces between letters.
4. Closely spaced letters with overly wide separations between words depicts uptight individual, extremely paranoid and incapable of intimacy, socially maladjusted.

5. Cramped letters and cramped spacing between words points to the writer who does not keep a proper distance between self and others, narrow minded and invades the space of others.

6. Tangling lines represent confusion, overlapping thoughts with severe confusion in the mind of the writer.

7. Uneven spacing between words and lines depicts a writer struggling to write something, may not know what to write.

8. Generally large spacing between letters words and lines points to broadmindedness, faster thoughts, open minded, generosity of spirit, openness of attitude and letting loose tendencies of the writer.
9. Line Spacing:
   o Wide-spaced lines in the script shows that writer maintains an arms
distance from others around him, does not like to be close to people
   
   These lines are widely
   spaced.

   o Closely spaced lines in the script signifies that writer needs intimacy with
people around, may lead to interfering behavior if lines are too close and
start mingling.
   
   These lines are
closely spaced.

Size of the Script
Definition: Size is how big or small the writing actually is. Script height can be
measured with a ruler. This is a two-zone measurement either with descenders or
ascenders only in lower case (but not both: i.e. f). It is measured by placing the ruler
along the script slant to get the full length.

1. Very small writing represents withdrawal, the person is writing as something to
substitute communication or trying to become invisible, cut-off from the world,
both emotionally and intellectually. It further implies risk of becoming narrow
minded, incapable of growth or change, occasionally something of a fanatic.

2. Small size writing indicates Introversion, concentration, small self image,
economy which needs to be studied in relation to other factors of extraversion,
self image etc.

3. Medium/average sized letters represent a writer who is normally social and has
average ability to concentrate.

This is medium sized writing.
4. Large sized letters signify a writer who is extrovert, confident, energetic, likes to be noticed, outspoken and open to new experiences.

These letters are large sized.

5. Very large or huge lettering is Compensation for some inner feeling of smallness and/or unimportance in the writer; one may be restless, wants to be noticed, excessive vitality and prone to hyperactive behavior.

These are very large letters.

6. Constant/same size of letters depicts consistency in behaviour of the writer.

These are constant letters.

7. Decrease in size of letters show increase in concentration of the person.

These letters decrease in size.

8. Increase in size of letters indicates increase in confidence of the individual.

Letters increase in size of letters.

Pressure of the Script

Definition: Pen pressure is the amount of physical force the writer puts on his pen as he moves it along the paper; the greater the pressure, the darker (and/or thicker) the penstrokes will be, and the greater the impression they will leave on the page.

Measuring Pressure: Pressure is measured by eye and the feel. In this part of analysis one first looks for the evenness and consistency of penstrokes. The penstrokes are even if they flow smoothly, without sporadic instances of heavier or lighter pressure. The pressure is consistent if it remains the same throughout the sample.
Meaning of various aspects of pressure:
Firm pen pressure can be felt by the indentations made by the pen. Heavy pen pressure is very dark, when read with a ballpoint pen it can leave a readable impression on the page beneath, and may even leave its mark on several pages down. An extremely heavy pressure may even tear the page on which it is written. A moderate pressure is clear and never thicker than the actual width of the pen point. Light pressure is fine-lined and often leaves no impression even on the page being written on; despite its washed out appearance, all strokes are still clear and legible. Extremely Light pressure looks faded, and some parts of strokes may be barely visible even from the front of the page.

Zones of the Script
The zones of the script explains which of life’s available experiences the writer wants to include in his life. Here one makes a clear distinction between lifestyle preferences (size) and specific needs or goals (zones). Script size indicates how much or what the writer wants. The zone usage tells what the writer wants; whether he is likely to be more intellectual (upper zone), more practical (middle zone), or more sensual (lower zone) in his approach to life. (McNichol, 2007)

Definition: There are three zones in the script. The Upper Zone includes all ascenders: the upper loops of lower case letters. The Lower Zone includes all descenders: the lower loops of lower case letters. And the Middle Zone includes everything that is left: the bottom half of the letters with ascenders; the top half of the letters with descenders, and all lower-case letters, which have neither (such as the, a, m, o, etc.), capital letters are not included in the measurement of zones. (Hollander, 2004)
General Description of the three zones: Drawing from all the three models, one can summarize the broader meaning attached to each zone. (McNichol, 2007)

- The Upper Zone, in general – the superego – is the realm of the mind. It represents thinking, fantasy, imagination, ideas, illusions, philosophy and sometimes religion. It is what we associate with the head.
- The Middle Zone, in general – the ego - is the platform between the upper and the lower zone, and it represents one’s daily life.
- The Lower Zone, in general – the id – represents the world of instincts, urges, longings and desires.

**Shapes in the Alphabets**

Definition: A penstroke formation is any shape, identifiable or not, formed on a writing surface using a writing instrument. Doodles are penstroke; so are any shapes scribbled or drawn by preliterate children. (Hollander, 2004)

The basic penstroke formations which make up handwriting are included in the cursive alphabet fall into three categories: (Hollander, 2004)

- letterform: the basic shape of the letter itself
- the necessary accessories: such as i-dots and t-bars, and
- the unnecessary accessories: penstrokes added to the basic letterform.
**Capitals in the Script and Script Forms**

Capital letters give a measure of the writer’s confidence in his ability; they tell us whether or not the writer believes in himself/herself as being good at what he/she does. The writer’s use of connectors tells us how one reasons: literally, logically, or by intuitive leaps. And script form tells us a measure of writer’s attitudes, the amount of care he takes in presenting his work to others, and therefore a measure of how much one values other people’s opinions of his thinking or behaviour. (Hollander, 2004). The shape and size of capital letters says a lot about the writer. Those who use small, narrow capital letters are modest in nature and tend to be loners. Tall and wide capital letters are a sign of extrovert people who make an impression on those around them.  

**Identity Words**

In script identity words are the indicators, which most clearly show what the writer thinks of himself/herself; how he/she wants others to see him; and how he rates himself or herself in relation to others.

*Definition:* The identity words are the pronouns and names which specially refer to the writer of the sample script. They include pronoun I, the signature and ‘me’ formations (any words which refer back to the writer, as; me, myself; my, mine etc.). Identity words refer to the self-concept of the writer and thus are measured in specific ways. (Hollander, 2004)

**Analysis Based On Letter Formation**

Hollander (2004), gives the following letter forms worth consideration:

a. Rounded Letter: Writing of this type has rounded formations. It seems as if the writer has written in comfort and at leisure. The person with such handwriting has Cooperative attitude, even temper, affability and desire to please.

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27 http://www.handwriting.net/handwriting-analysis; last retrieved on 10.01.2013 at 01:10pm
b. Block Writing: These letters are plain simple and unadorned. The writing is straight. One who wants to hide his true self writes like this.

This is Block Writing.

c. Angular Writing: This is distinguished from 'Block' and 'Round' types of writing. Writer is less concerned with what people might think than getting the job done, having their own way, tend to be impatient and less willing to put up with other people’s shortcomings.

These letters are written separately.

d. Single Letters: If the size of the letter does not change, it indicates that a person is very careful and conscious.

These letters are written separately.

e. Irregular Letters: Writing of this type is full of large and small letters. These people are rarely reliable and could be fickle.

These letters are written irregularly.

f. Small to Large Letters: Writing of this type indicates restrained behaviour. These people are eager to express themselves, work hard and want to get success through honest means.

Small to Large Letters.

g. Large to Small Letters: This shows a tactful and friendly nature. People like this make good use of their connections. They are fair in all their dealings.

Large to Small Letters.
Nagar, Savaliya & Bhensdadia (2006) referred to the following tools to understand the given handwriting characteristics and the related personality characteristics\textsuperscript{28} which we are using in taking the decision.

<table>
<thead>
<tr>
<th>Table 1.1: Style vs. Traits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Handwriting Characteristics</strong></td>
</tr>
<tr>
<td>Terminal strokes</td>
</tr>
<tr>
<td>Capital letters</td>
</tr>
<tr>
<td>Small letters</td>
</tr>
<tr>
<td>Signature</td>
</tr>
<tr>
<td>Flourishes</td>
</tr>
<tr>
<td>Style</td>
</tr>
<tr>
<td>Margins</td>
</tr>
<tr>
<td>Pressure</td>
</tr>
<tr>
<td>Line of writing</td>
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<tr>
<td>Size of writing</td>
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<tr>
<td>Slope of writing</td>
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<tr>
<td>Spacing of writing</td>
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<tr>
<td>Speed of writing</td>
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</tbody>
</table>

Letters are of two types- small letters and capital letters. Small letters reveal generosity, uncommunicativeness, foolishness, caution and talkativeness and behaviour while capital letters reveal vulgarity, vanity, humility, modesty, pride, frankness, rigidity and conventionality. Smaller capital letters indicate humanity and modesty. Here we are giving some distinctive styles that appear in various letters for example\textsuperscript{29}. Uppercase made like lowercase signifies modest or wanting to simplify, narrow upper case letters denote shyness, reserved or inhibited character, plain, simple letters signify simplicity in most of the things, sharp angles in the formation mean rigid, clever, quick and realistic attitude, fussy and ornate signify vulgarity, poor taste, concealing nature, arc stroke back to left signifies irresponsibility in behaviour, tall and narrow indicates religious or idealistic type.

\textsuperscript{28} Vijay Mohan Sharma, “Handwriting Analysis” Raja Pocket Books, Delhi
\textsuperscript{29} Kaulacharya Jagdishanand Tirth, “Hastakshar Vigyan”, Diamond Pocket Books
Table 1.2: Personality Traits: Each letter suggests the following personality traits

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>honesty, openness, talkativeness</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>formation and openness</td>
<td>D</td>
</tr>
<tr>
<td>E</td>
<td>character, openness and taste</td>
<td>F</td>
</tr>
<tr>
<td>G</td>
<td>sex and basic drives</td>
<td>H</td>
</tr>
<tr>
<td>I</td>
<td>having to do with detail importance</td>
<td>J</td>
</tr>
<tr>
<td>K</td>
<td>attitudes regarding the opposite sex</td>
<td>L</td>
</tr>
<tr>
<td>M</td>
<td>responsibility and behaviour</td>
<td>N</td>
</tr>
<tr>
<td>O</td>
<td>honesty, openness, talkativeness</td>
<td>P</td>
</tr>
<tr>
<td>Q</td>
<td>honesty, openness, sex, basic drives</td>
<td>R</td>
</tr>
<tr>
<td>S</td>
<td>General character and taste</td>
<td>T</td>
</tr>
<tr>
<td>U</td>
<td>General character and personality</td>
<td>V</td>
</tr>
<tr>
<td>W</td>
<td>General character and nature</td>
<td>X</td>
</tr>
<tr>
<td>Y</td>
<td>money and materialism</td>
<td>Z</td>
</tr>
</tbody>
</table>

**Why Is Handwriting Important?**

Like most of the routine functions one performs in their daily life, written communication is equally important. When one writes, one intends to communicate with other people in person or public. Handwriting of a person should be legible so that one is able to express oneself clearly lest illegibly written words mislead or become difficult to be read. Following points are worth consideration for anyone who writes:

a. A student should write clearly to be clearly read by examiner. All boards and universities have recognized the importance of handwriting and thus have made it mandatory for them to write legibly.

b. A doctor should write legibly so that the prescription could be read easily by anyone.

c. A teacher should write legibly so that students can read and understand easily.

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Gulab Kothari, “Likhavat aur aapka vyaktitva”, Rajasthan Patrika Prakashan
In fact anyone who writes should write legibly, because whatever one writes is meant for others to be read. If handwriting is not legible one will not be able to communicate and the very purpose of writing the text fails.

Another point that one should keep in mind is that handwriting is brain writing. It represents what a person thinks and the way he feels i.e., one's cognitive and affective aspects of personality. Handwriting is also a clear indication of the physical state of the person at the moment of writing. A person's health on all the three dimensions is reflected through handwriting. So handwriting not only reveals what one writes in content but also the secrets of one's personality as well.

1.3 Personality

The term personality is derived from the Latin word *persona*, which was the name given to the masks that actors wore and the characters they portrayed. For a layman personality means the effect which an individual leaves on other people. Various psychologists have defined personality in many different ways.

Personality as stimulus indicates the social perception of an individual in terms of one's looks, physical appearance, clothing, conversation and etiquettes. This is a very limited view of personality. Summative approach was emphasized by Prince (1929) who tried to give personality a broader base by accepting the role of both environment and heredity in constituting personality. Behaviouristic approach was given by Watson (1930) on the basis of his behavioural studies. He concluded that personality is the sum of activities that can be discovered by actual observations over a long period of time to give reliable information again presenting a narrow view of personality. Integrative approach lays emphasis on the integrative aspect of personality and its defining pattern of organization. Personality is the supreme realization of the innate idiosyncrasy of a living being. It is an act of high courage flung in the face of life, the absolute affirmation of all that constitutes the individual, the most successful adaptation to the universal condition of existence coupled with the greatest possible freedom for self-determination.” (Jung, 1934)
Warren’s Dictionary (1934) defines personality as the integrative organization of all the cognitive, affective, conative and physical characteristics of an individual as it manifests itself in a focal distinction from others. Totality view conceives personality as the general characterization or pattern of an individual’s total behaviour is his personality. Sherman (1979) having the same view defined personality as the characteristic pattern of behaviours, cognitions and emotions which may be experienced by the individual and/or manifest to others. Personality is also considered as adjustment, the characteristic pattern of behaviour.

Apart from these approaches many psychologists have tried to combine these definitions to give a universal definition of personality. In these major attempts are those of Allport (1948), Cattell (1970) and Eysenck (1971), who improved upon previous definitions but a universal definition of personality could not be arrived at. Let us have a look how they have defined personality.

Warren & Carmichael (1930) stated that personality is the entire mental organization of a human being at any stage of his development. It embraces every phase of human character: intellect, temperament, skill, morality, and every attitude that has been built up in the course of one's life."

Allport (1948) after examination of 49 definitions concluded that personality is a dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment. Though quite comprehensive definition, it viewed personality different from individual.

Hall & Lindzey (1957) (In an acknowledged overstatement...) Personality is the essence of a human being while Guilford (1959) defines personality as a unique pattern of traits. A trait is any distinguishable, relatively enduring way in which one individual differs from another. On the other hand, Cattell (1970) defined personality as that which permits a prediction of what a person would do in a given situation.

Eysenck (1971) defined personality as the more or less stable and enduring organization of a person’s character, temperament, intellect and physique, which determines his unique adjustment to the environment. In Eysenck’s definition, character signified conative behaviour or will; physique meant bodily configuration.
and neuro-endocrine endowments, temperament stood for affective behaviour based on emotions, and intellect implied the cognitive behaviour or intelligence.

The definition given by Eysenck has very strong points in its favour. First, it tries to provide personality with a physiological base and gives a balanced consideration to the role of heredity and environment in building the personality. Secondly, it gives a complete picture of human behaviour by involving all of its aspects - conative, cognitive and affective. Thirdly, it stresses the need of integration and organization of behavioural characteristics. Finally, it aims at making personality somewhat measurable and assessable, thus giving it a scientific base. However, on the other hand, it does have some weaknesses also in that human personality cannot be supposed to necessarily possess a psychological base and it cannot be considered to be as static and fixed as advocated by this definition. It is true that personality should be evaluated on the basis of generality of the behaviour but at the same time, changes cannot be denied. The person who is an extrovert may turn into an introvert depending upon so many intervening factors.

Maddi (1976) views personality as an organized and integrated whole of definite characteristics and tendencies within the individual which make him correspond to the persons of his group, society, culture and Nation and at the same time maintain the individuality and uniqueness of his personality:

But, Pervin (1980) describes Personality in terms of response. According to him, Personality represents those characteristics of a person or of the people that generally account for consistent patterns of response to situation.

Personality according to Encyclopaedia Dictionary of Psychology (1992) is

- one’s character, the set of behavioural traits, usually associated with a given individual.
- the conscious self.
- social mask.
- the total impact that one has on other people.

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Whereas Webster’s 3rd International Dictionary (1996) is also of the si
• that Personality is the quality of the state of being personal or o:
not a thing or abstraction that work for a person, personal existen:
• that which constitutes distinctions of person; distinctive perso
identity.
• distinction or excellence of personal and social traits; magnetic j
also a person having such distinguished traits.

Collin’s English Dictionary (2000) says personality is the sum
behaviour and mental characteristics by means of which an individual
being unique. It is the distinctive character of a person that mak
attractive. But Webster’s Collegiate Dictionary (2001) defines pe
complex form of characteristics that distinguishes an individual or a
epecially the totality of an individual behaviour and emotional charac

According to the Browse Dictionary (2004) personality as behavio
pattern that characterizes the individual. (quoted by Bajaj, 2009)

Different approaches have been made to define personality but there
on a single definition of personality. One basic fact is that there is o
feature in all the above definitions and theories of personality; that p
individual’s unique pattern of traits; the pattern that distinguishes one
and account for one unique and relatively consistent ways of inte
environment. (quoted by Bajaj, 2009)

Mayer (2005) defined personality as "an individual's pattern o
processes arising from motives, feelings, thoughts, and other
psychological function. Personality is expressed through its influence:
conscious mental life, and through the individual's social behaviour"

"Personality is not an existing substantive entity to be searched for
construct to be developed and defined by the observer.” (Smith &'
contemporary definition for personality is offered by Carver and

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“Personality is a dynamic organisation, inside the person, of psychophysical systems that create a person’s characteristic patterns of behaviour, thoughts, and feelings.”

- Dynamic Organisation suggests ongoing readjustments, adaptation to experience, continual upgrading and maintaining personality which doesn’t just lie there in practice. It has a process and it’s organised.
- ‘Inside the person’ suggests internal storage of patterns, supporting the notion that personality influences behaviours etc.
- Psychophysical systems, suggests that the physical is also involved in ‘who we are’.
- Characteristic Patterns, implies that consistency/continuity which are uniquely identifying of an individual.
- Behaviour, thoughts, and feelings, indicates that personality includes a wide range of psychological experience/manifestations that personality is displayed in many ways.

Carver & Scheier (2000) suggests that the word personality “conveys a sense of consistency, internal causality, and personal distinctiveness”. This issue of “personal distinctiveness” is very important. There are certain universal characteristics of the human race and particular features of individuals. We all for example experience stress and the elevated cortisol that goes with it, and we all suffer the immune suppressive effects thereof. But each of us is unique too.

Woodworth\(^{31}\) defines personality as the quality of an individual’s total behaviour; that is, how he reacts when his activity is considered as a whole. Personality comprises an individual’s experience, his knowledge, skill, temperament, attitude, habits, character, and physical traits.

\(^{31}\) Quoted by Kumar, Arvind (Associate Professor), Department of Agricultural Economics, Extension Education & Rural Sociology College of Agriculture CSK HPKV, Palampur (HP) in his Lecture notes retrieved from http://www.hillagric.ac.in.edu.co/AgrifEco/ExtEdnSoc/Reading Material/Ext-Educational-Psychology.pdf on 03.01.2013 at 02:20pm
Personality is the sum total of ways in which individual reacts to an others. It is most often described in terms of measurable traits that a (Robbins, 2001). Personality can be defined as a dynamic and organised set of character by a person that uniquely influences his or her cognitions, m behaviours in various situations (Ryckman, 2004).

Personality is the set of psychological traits and mechanisms within the are organized and relatively enduring and that influence his or her in and adaptations to, the intrapsychic, physical, and social environments.

Personality is the stable set of characteristics and tendencies that do commonalities and differences in the psychological behaviour (though actions) of people that have continuity in time and that may or may understood in terms of the social and biological pressure of the imari alone. Although this seems to be quite a comprehensive definition, an ideal definition capable of explaining the meaning and nature personality in all its aspects calls for further extensive research.

One can know more about personality by describing its char distinguishing features.

1.3.1 Distinguishing Features and Characteristics of Personality

The results of various experimental studies and observation have identification of the following characteristics of personality. (Mangal):

1. Personality is something unique and specific.
2. Personality exhibits self-consciousness as one of its main chara

32 Quoted by Kumar, Arvind (Associate Professor), Department of Agricultural Eco Education & Rural Sociology College of Agriculture CSK HPKV, Palampur (HP) in retrieved from http://www.hi11agric.ac.in/edu/coa/AgrifcoEdxtEdulRSosch/Readin Educational-Psychology.pdf on 03.01.2013 at 02:20pm
33 Same as footnote 32
35 Personality of Adolescent Students by K Madhava and D. Bhaskara Rao, Discover House Pvt Ltd, New Delhi

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3. It includes everything about a person.
4. Personality is not just a collection of so many traits.
   Personality is an organization of psychophysical systems and characteristics and functions as a unified whole.
5. Although personality of a person remains stable to a large extent called static; it is dynamic and is continuously in the process of modification.
6. Personality is sometimes subjected to disorganization leading to severe personality disorders on account of factors like severe anxiety, stress, traumatic experiences, prolonged suffering and damage to the brain and nervous system.
7. Every personality is the product of heredity and environment.
8. Learning and acquisition of experiences contribute towards the development of personality.
9. The personality of an individual can be described as a whole.
10. Personality should not be taken as synonymous with character.
11. Personality may be distinguished from temperament which is a system of emotional disposition.
12. Personality should be viewed differently from the ego or the self.
13. Every person has one or more distinguishing feature, i.e., a trait towards some specific goals.

An individual is a unique combination of various personality attributes, heredity, environment, temperaments and emotional makeup to say the least.

According to Bajaj (2009) manifestations of the personality are the interaction between the spiritual, mental and physical dimensions of the self. Tendencies that emerge are of two kinds.

**Higher Tendencies**
Characterized as positive and good, these are ideal qualities such as love, selfless service, truthfulness, fearlessness, detachment.
These tendencies are prompted by pure, kind and loving thoughts towards a higher or ideal self.
Lower Tendencies

These are negative and evil tendencies prompted by the action of passionate thoughts and feelings. These are hypocrisy, falsehood, envy and pride. Abnormal qualities such as withdrawal from community life, obsession, delinquent and criminality also arise from the lower negative tendencies.

1.3.2 Determinants of Personality

Man is the by-product of a complex system of variables which constitute personality and shape it. There are some important determinants of personality more than other factors. Genetic factors are basic to personality development of an individual. Physiological determinants such as glands, nervous system, emotions and motivation play an important role in the development of an individual personality. There are number of psychological factors also which directly and indirectly influence the growth and development of an individual personality. Cultural factors also help to mould the personality of an individual (1978).

a. Genetic Determinants of Personality

Studies have proved that Hereditary and Environment both play an important role in the development of the personality. An individual is the byproduct of hereditary and environmental influences. Hereditary completely determine any characteristic or trait but it provides basic foundation for the development of any personality trait. Training and experiences in environment contribute to the development of traits. Hereditary influences physical equipment and level of intelligence. Recently it has also been established that diseases and temperamental characteristics are also inherited from the environment. Characterized by suppress good inheritance but good environment can substitute for bad hereditary.

Hereditary sets the limit of the maximum development of the character which cannot be crossed by providing best environments. All psychologists agree that intelligence is influenced by the type of education, occupation and rural/urban living etc. Culture and environment have an effect on the personality characteristic.
a. Social Determinants of Personality

Environment influence begins since the time of the conception of the child in the womb of the mother. Physical and geographical conditions of the environment play an important role in shaping the personality of human beings. People living in deserts, hilly areas and plains have great differences in their body built, height, mode of living, colours and habits. Social environment of home greatly influences the personality development.

i. Role of Home: Children coming from homes where good morale pattern dominated, were better adjusted, more independent and more satisfactorily related to their parents. Those coming from homes showing family discord pattern were generally poorly adjusted in their social environment. Needless to mention that good family morale is productive of desirable personality traits and occurrence of conduct problems is associated with poor family morale.

ii. Economic Factor: Economic factors also determine the development of personality. Insufficient financial resources put a restraint on their ability to fulfil the basic needs of their children which leads to typical frustrations among them.

iii. Role of School: Much of the child’s personality is already shaped in home before he goes to school. Here the teacher substitutes the parents. His behaviour plays a significant role for the child’s development. The school poses new problems to be solved, new taboos to be accepted into the superego and new models for limitation and identification all of which contribute their share in moulding the personality (Chauhan, 1978).

iv. Role of Teacher: The way the teacher carries out his role in the class will affect the emotional climate in the class-room. Autocratic atmosphere tend to create aggression and hostility. The Democratic set up leads to constructive thoughtful and co-operative behaviour (Lewin, Lippit and White 1939). The democratic approach has proved to be better than autocratic approach in developing good personality traits. It permits maximum personality development for each child, prepares him for group living and for making his own decision and gives superior training in emotional self control.

Other social factors which influence the development of personality are language, social role, self concept, identification and interpersonal relations.
b. Cultural Determinants of Personality

Personality of an individual is gradually shaped by the culture. Tyler (1989), a famous anthropologist, defined culture as that complex whole which includes knowledge, beliefs, moral law, customs and many other capabilities and habits acquired by man as a member of society.

In the course of development, society stabilizes certain patterns of behaviour which are followed by the members of a society. Common characteristics develop in the members of a cultural group on three principles as

1. Early experiences which the child gets in a culture.
2. Child rearing practices are culturally patterned so that children in a society are subjected to similar early experiences.
3. Similar experiences lead to similar personality configuration.

Culture influences the personality development of an individual in the following ways.

1. Internalization of values, ideas, beliefs and customs through the process of learning.
2. Institutionalization by building of various religious prayers, book and cultural programmes.

1.3.3 Categorization of Personality

Personality is unique. No two individuals even the identical twins have alike personality. Personality is the product of its own functioning. What we do today, depends on our own accumulated experiences of the past. The experiences are accumulated day after day and shape our personality by continuous interaction with the external environment.

The personality of an individual is typed by the dominance of one of them in the body. The four types are as follow:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Humour</th>
<th>Personality type</th>
<th>Temperamental Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Blood</td>
<td>Sanguine</td>
<td>Active, Hopeful.</td>
</tr>
<tr>
<td>2.</td>
<td>Yellow bile</td>
<td>Choleric</td>
<td>Irritable, quick to anger.</td>
</tr>
<tr>
<td>3.</td>
<td>Phlegm</td>
<td>Phlegmatic</td>
<td>Calm temper, sluggish.</td>
</tr>
<tr>
<td>4.</td>
<td>Black bile</td>
<td>Melancholic</td>
<td>Depressed, slow, pessimistic.</td>
</tr>
</tbody>
</table>
According to Sheldon (1942) classification of personality is based on body build and temperament which are as follow:

**Table 1.4: Sheldon’s Classification of Personality**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Personality Types</th>
<th>Somatic Type</th>
<th>Personality Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Endomorphic</td>
<td>Fat, soft and round.</td>
<td>Relaxed and sociable.</td>
</tr>
<tr>
<td>2</td>
<td>Mesomorphic</td>
<td>Strong and musculature.</td>
<td>Energetic and courageous.</td>
</tr>
<tr>
<td>3</td>
<td>Ectomorphic</td>
<td>Thin, long and fragile.</td>
<td>Brainy, artistic and introvert.</td>
</tr>
</tbody>
</table>

Kretschmer (1925) classified all human beings into certain biological types and allotted following personality characteristics:

**Table 1.5: Kretschmer’s Classification of Personality**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Personality Types</th>
<th>Somatic Type</th>
<th>Personality Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pyknic</td>
<td>Fat bodies</td>
<td>Sociable, jolly, easy-going and good natured.</td>
</tr>
<tr>
<td>2</td>
<td>Athletic</td>
<td>Balanced body</td>
<td>Energetic, optimistic and adjustable.</td>
</tr>
<tr>
<td>3</td>
<td>Leptosomatic</td>
<td>Lean and thin</td>
<td>Unsociable, reserved, shy, sensitive and pessimistic.</td>
</tr>
</tbody>
</table>

Jung (1940) has proposed another important typology which is shown as below:

**Table 1.6: Jung’s Classifications of Personality Types**

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Personality Types</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introvert</td>
<td>These are the people who prefer to be alone, tend to avoid others, withdraw themselves in face of emotional conflicts and are shy.</td>
</tr>
<tr>
<td>2</td>
<td>Extrovert</td>
<td>These are the people who are social, outgoing, drawn to occupations and react to stress by trying to lose themselves among people and social activity.</td>
</tr>
</tbody>
</table>

Eysenck (1960) proposed that personality could be reduced into three broad dimensions. These are biologically and genetically based. Each dimension subsumes a number of specific traits. These dimensions are:
1) Introversion vs. Extraversion 2) Normality vs. Neuroticism 3) Psychoticism vs. Sociability.

The first two dimensions mentioned above may be taken as being a part of normal personality. Their relationship may be shown as under:

![Figure 1.2: Eysenck's Personality Relationship](image)

Figure 1.2: Eysenck's Personality Relationship

Eysenck (1971) further states the two dimension of personality that is Introversion vs. Extraversion and Neuroticism vs. emotional stability. Usually the two dimensions are independent of each other, that is neurotic can be an extrovert or introvert and a normal (or emotionally stable) person can be either introvert or extrovert. Intelligence is another independent characteristic of a person. An intelligent person may be emotionally stable or neurotic and also extraverted or introverted. Two major dimensions of personality revealed with four Greek categories as follows:
Eysenck described that an introverted is a quiet, retiring sort of person. He is introspective, fond of books rather than mixing with people; is reserved and reticent except with intimate friends. He tends to plan ahead, looks before he leaps. He does not like excitement, takes matter of everyday life with proper seriousness and a well ordered mode of life. He keeps his feeling under close control, seldom behaves in an aggressive manner and does not lose his temper easily. He is reliable somewhat pessimistic and place a great value of ethical standards.

An extrovert is sociable. He likes parties, has many friends need to have people to talk to and does not like reading or studying by himself. He creates for excitement, acts on the spur of the moment and generally likes changes. He is carefree easy going optimistic likes to laugh and be merry. He prefers to keep moving and doing things.
leads, to be aggressive and loses his temper quickly. His feelings are not kept under tight control and he is not always a reliable person.

Thus, we see that different approaches have been made to define personality but there is no agreement on single typology, though there is diversity in views but even then all psychologists agree on certain common basic characteristics. One basic fact is that personality is unique. No two individuals, not even the identical twins have alike personality. The second basic fact regarding personality is that it is the product of its own functioning. The third common characters of most of them are that they stress the need to understand the meaning of individual differences.

Personality and handwriting is what makes an individual unique and quite distinctive. It is only through the study of both that relevant differences among individuals can be made clear.

Even the scholars like Shakespeare and Walter Scott believe that personality is reflected in style of writing. The core tenet is that every stroke of handwriting has a meaning which can be understood that only within the context of the other strokes present in the handwriting. Basic traits are the meanings that are ascribed to individual stroke structures. These scores are derived from the frequency and intensity of the stroke structure. Evaluated traits are the meanings ascribed to distress the individual stroke structures. This indicates how the traits are made to manifest in the personality.

Everything can be judged on the basis of handwriting. Here listed below handwriting characteristics in relation to personality characteristics they express.
Table 1.7: Handwriting Characteristics in relation to Personality Characteristics
(Bajaj, 2009)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Handwriting Characteristics</th>
<th>Personality Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Spacing of writing</td>
<td>State of mind</td>
</tr>
<tr>
<td>2.</td>
<td>Speed of writing</td>
<td>Amount of energy</td>
</tr>
<tr>
<td>3.</td>
<td>Slope of writing</td>
<td>Degree of affection</td>
</tr>
<tr>
<td>4.</td>
<td>Size of writing</td>
<td>Concentrative power</td>
</tr>
<tr>
<td>5.</td>
<td>Line of writing</td>
<td>State of disposition</td>
</tr>
<tr>
<td>6.</td>
<td>Terminal strokes</td>
<td>Degree of generosity</td>
</tr>
<tr>
<td>7.</td>
<td>Capital letters</td>
<td>Personal tastes</td>
</tr>
<tr>
<td>8.</td>
<td>Small letters</td>
<td>Mental development</td>
</tr>
<tr>
<td>9.</td>
<td>Signature</td>
<td>Individuality</td>
</tr>
<tr>
<td>10.</td>
<td>Flourishes</td>
<td>Superficialities</td>
</tr>
<tr>
<td>11.</td>
<td>Style</td>
<td>Sharpness of mind</td>
</tr>
<tr>
<td>12.</td>
<td>Margins</td>
<td>Sense of proportion</td>
</tr>
<tr>
<td>13.</td>
<td>Pressure</td>
<td>Emotional state</td>
</tr>
</tbody>
</table>

Thus, handwriting characteristics are the communication vehicle which communicates personality characteristics. It is a reliable form of expressive behaviour which is highly consistent and does not change much in a lifetime. It is the richest in information about personality of an individual found till nowadays.

1.3.4 Handwriting Analysis and Personality

As discussed in the previous sections, handwriting reveals various aspects of personality like attitudes, thinking patterns, aptitudes, fears and defences to name a few. Handwriting analysis is a tool to assess the characteristics of an individual on various dimensions, most important being personality. While dealing with so many people around, one comes across all sort of persons, humble, courteous, cooperative, arrogant, secretive, liars, shrewd to name a few. A way of knowing them beforehand, whenever possible, is to study their handwriting. Look for the tendencies of being temperamental or aggressive. Here, it is imperative to mention here that handwriting can not only be used to understand an individual but it can also be used to improve the personality through corrective measures by changing certain strokes and formations. We can also change the degree of presence of a trait in a person by modifying certain
formations and its continuous practice thereof. This field is known as Graphocybernetics and is frequently used in many countries of the world to develop the personality.

Handwriting analysis thus becomes an important tool for a teacher to get familiarized with the students in a better way and thus deal with their problems at an early stage in an effective manner to reduce the probability of psychological problems at later stage. A careful assessment of handwriting as a tool makes him/her a better teacher, a guide and a counsellor. A teacher coming across the students’ handwriting everyday can make a better assessment of their personality. The teacher can notice even minor changes in the handwriting of students and their behaviour. With his/her initiative a teacher can further probe the problem and management can be done by modification in handwriting.

1.4 Self-Concept

Every person has three selves – as one actually is, as perceived by oneself and as perceived by other people. The first one, i.e., the actual self can be assessed by using personality inventories while the image of self perceived by the individual is called self-concept and is assessed through rating scales or checklist in the specified dimensions of the particular test. Self-concept determines how one assesses oneself. This generates confidence or lack of it as the case may be. It further affects ones performance in all tasks.

For a teacher it becomes all the more important to have high/good conception about oneself. A teacher with low self-concept would underestimate himself/herself and thus will not be able to perform his/her duties properly. Low self esteem and complexes become the hindrances for the teacher. The teacher will not be able to impart quality education will fail to form a rapport with students or, develop virtues in them and thus perform his/her duties efficiently. Self-concept is an important aspect of our affective development which must be taken care of. For this, one needs to understand how eminent scholars view self-concept in the following definitions.
According to Fleming and Courtney (1984) self-concept or self identity refers to the global understanding a sentient being has of him or herself. It presupposes but can be distinguished from self-consciousness, which is simply an awareness of one's self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept.

The self-concept is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. For example, the statement "I am lazy" is a self-assessment that contributes to the self-concept. In contrast, the statement "I am tired" would not normally be considered part of someone's self-concept, since being tired is a temporary state. Nevertheless, a person's self-concept may change with time, possibly going through turbulent periods of identity crisis and reassessment.

According to Markus and Nurius (1986), the self-concept is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future behaviour and they also provide an evaluative and interpretive context for the current view of self.

Good (1959) defined self-concept as that phenomenal field which the individual has differentiated as relatively stable and definite parts or characteristics of himself.

While Sartain et. al. (1958) are of the view that self is all the beliefs, ideas, attitudes and feelings whether conscious or unconscious, which an individual has concerning himself. The self, in other words, is the individual as known to be and felt about by the individual.

Williams (1950) viewed man's self as the sum total of all that he can call his, not only his body and his psychic powers, but his clothes and his house, his wife and children, his ancestors and friends, his reputation and works, his lands and horses and yacht and bank account.
Jourard (1963) stated that the self-concept comprises of all the beliefs the individual holds concerning what kind of a person he is, i.e., conclusions concerning his modal or typical reaction patterns to typical life situations.

Dörner (2006) stated that in contrast to the discouraging comments on the lack of agreement in current self-concept research, the degree of overlap between various self-concept definitions is considerable. Although, there is little overlap between the various meanings of the term ‘self’, a greater consensus exists with regard to the meaning of the ‘self-concept’, at least when it comes to a rough definition. For example, Shavelson (1976) defined the self-concept as a person’s self-perceptions that are formed through experiences with the interpretations of his environment (Shavelson, Hubner, and Stanton, 1976). In a similar way, Rosenberg referred to the self-concept as the ‘totality of the individual’s thoughts and feelings with reference to himself as an object’ (Rosenberg (1979/1986). This comes close to Epstein’s (1973) definition of self-concept as ‘a theory that the individual has unwittingly constricted about himself as an experiencing, functioning individual’. Fillip and Klauer refer to the self-concept as ‘that part of our knowledge system,’ in which ‘information related to the self is generated, processed, encoded and stored’ (Fillip and Klauer, 1986). Markus and Wurf (1987) described the self-concept as consisting of multiple representations that vary in (1) their centrality or importance; (2) whether they reflect actual or potential achievements; (3) their temporal orientation – that is past, present, or future; and (4) their positivity or negativity. They further emphasised that the self-concept has both components that are relatively stable and those that are more malleable and contextually based. To summarise, persons have a relatively stable picture of who they are, and what they like, how they would react to certain events, how they appear to others, and so forth.

More recently, Baumeister gave a definition of the self-concept as ‘the totality of inferences that a person has made about himself/herself’ referring to ‘one’s personality traits and schemas’ but also to one’s ‘social roles and relationships’ (Baumeister, 1997). Likewise, Bergner and Holmes (2000) summarised current definitions of self-concept as an ‘organised informational summary of perceived facts about oneself, including such things as one’s trait, values, social roles, interests, physical characteristics and personal history’
Young36 (2009) referred to Sheila Kurtz as writing in her book “Rewrite Your Life”. “Self confidence ultimately is self-knowledge or your own personal power.”

Young (2009) further explains that in handwriting analysis, self confidence is identified from the way one writes his/her lower case “t”s, where one places the crossbar, and also in the size of one’s personal pronoun “I.”

If one has self respect and know that he/she is worthwhile, gifted, unique individual, this self esteem will give him/her the backing one needs (confidence) to go out in the world and express oneself, take calculated risks, be visible and in general “be all that one can be.”

The person who just aims close for home and takes few risks puts their t-bar down low on the t-stem. The t-bar may be in level with the tops of the other lower case letters, or it may be below them. This writer will make goals like anyone else, but they will only be aiming for safe targets. They do not have a belief system which allows them to aim with any confidence at more ambitious achievements.

One’s belief is one’s reality. What one believes is what is true for him/her. As Ford said “Whether you believe you can, or you believe you can’t, you are right.” (Quoted by Young, 2009)

So the person with the low t-bars, the low goals, only aims for the bottom rung of the ladder, and will only take the next step once they have proved to themselves that they have achieved that first step.

Some people will argue this and claim they have very high goals, and quote to you all the wonderful things they intend to do. But if their t-bars are low, no matter how much they may say they are ambitious, they don’t really believe in their ability to achieve these lofty goals.

**Notes:**

The person who puts their goals about halfway up the t-stem has practical goals. They can realistically analyse what is possible, and will aim for that. This shows more self esteem which in turn gives them more confidence. It shows that whatever this writer thinks most people with his or her background/ experience/ abilities can do, so can he or she do the same.

This shows more self respect and self esteem than the low t-bars.

But the one with the real confidence, the self esteem that will allow them to take calculated risks, the confidence to just go for it, is the writer who places the t-bar of the lower case “t” on the very top of the t-stem, but still touching it.

It takes esteem in your own abilities, confidence to launch out and just go for it. This writer has it.

People who place t-bars above the top of the t-stem, floating in outer space: that is exactly where one’s goals are – in the clouds. They have to become attached to reality (attached to the t-stem) before they have much chance of being realized. Of course there is nothing wrong with having a few dreams, just don’t let your whole life be tied up in them.

Confidence also shows in one’s capital letters, both capitals in general and in the personal pronoun “I.”

Both should be more than twice the size of the lower case letters to show confidence.

It is particularly significant if the size of the capitals on a signature are different from other capitals, as this, obviously, is very intimately related to the writer.

However, overblown, or huge capitals indicate an over extended ego, which in turn may make the writer think he or she is much more talented, intelligent, capable than she/he really is. When in combination with extremely high “t” and “d” stems, more than 3 times the height of the lower case letters, the indication of vanity the expectations of the writer become unrealistic and the ego they project is usually unpleasant to those around them.
These are the main traits for confidence self esteem as shown in handwriting as quoted by Young (2009).

Saul (2008) described the term self-concept is a general term used to refer to how someone thinks about or perceives themselves. The self concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself.

Baumeister (1999) provides the following self concept definition: "the individual's belief about himself or herself, including the person's attributes and who and what the self is". Self Concept is an important term for both social psychology and humanism.

Lewis (1990) suggests that development of a concept of self has two aspects:

1. The Existential Self
This is the most basic part of the self-scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self" (Bee 1992, quoted by Lewis 1990).

The child realizes that they exist as a separate entity from others and that they continue to exist over time and space. According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

2. The Categorical Self
Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or her self as an object which can be experienced and which has properties. The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied are age ("I am 3") and gender ("I am a girl").

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In early childhood, the categories children apply to themselves are very concrete (e.g. hair colour, height and favourite things). Later, self-description also begins to include reference to internal psychological traits, comparative evaluations and to how others see them.

Rogers\(^{39}\) (1959) believes that the self concept has three different components (quoted by Young, 2009):
- The view you have of yourself (Self image)
- How much value you place on yourself (Self esteem or self-worth)
- What you wish you were really like (Ideal self)

Webmd Dictionary (2006) defines self-concept as an individual's sense of self, including self-definition in the various social roles one enacts, including assessment of one's own status with respect to a single trait or to many human dimensions, using societal or personal norms as criteria.

Merriam Webster Medical Dictionary (2008) defines Self-concept as the mental image one has of oneself.

The American Heritage Medical Dictionary (2007) quoted that an individual's assessment of his or her status on a single trait or on many human dimensions using societal or personal norms as criteria.

Your Dictionary (2008) defined self-concept as one's conception of oneself and one's own identity, abilities, worth, etc.

Rogers and Maslow\(^{40}\) were the pioneers who paved the way for the idea of self-concept. According to Rogers, everyone strives to become more like an "ideal self". The closer one is to their ideal self, the happier one will be. Rogers also claimed that one factor in a person's happiness is unconditional positive regard (UPR) from others (Kass, 1994). UPR often occurs in close or familial relationships, and involves a consistent level of affection regardless of the recipient’s actions. Rogers explained UPR as neither approving nor disapproving of someone based on their behaviours or


characteristics but rather accepting them without judgement (Rogers, 1992). Evidence of UPR in self-concept research is apparent in studies by Benner and Mistry (2007) and Tiedemann (2000). Research has indicated that adolescents whose mothers and teachers had high expectations from them for their future educational attainment experienced more academic success than those whose adult influences had lower expectations (Benner and Mistry, 2007). Adults’ high expectations for children are also reported as being important buffers from the negative effects of other parties’ low expectations by developing feelings of positive regard in adolescents (Benner and Mistry, 2007). In research about parent stereotypes, the correlation between parents’ beliefs about their early elementary age children’s’ mathematical abilities and the children’s actual abilities increased as children aged (Tiedemann, 2000). This demonstrates the strong relationship between adults’ beliefs and about children and children’s beliefs about themselves, indicating the importance of developing unconditional positive regard for students so they can develop it themselves. The importance of self-concept for success of students in their future life is quite evident from the above citations. So, how can we ignore the self-concept of teachers who groom them? Teachers should also have high self-concept, so that they can give unconditional positive regard to students so that they can also develop themselves and become healthy individuals.

1.4.1 Handwriting, Personality and Self-Concept

Handwriting gives a clear indication of one’s personality. Formation of the identity words in one’s handwriting represents how the person thinks of oneself – is the person confident and assured of himself, considers himself/herself low or high in relation to environment and people around him/her, How he projects himself in society. Similar is the meaning of self-concept, so self-concept of a person is reflected by the way he writes identity words and signatures, which is a clear indication of the close relationship between handwriting and self-concept. Thus, self-concept needs to be empirically studied in relation with handwriting of a person.

The relevance of this relationship becomes manifold for a teacher when he/she is shaping the personality of so many students, developing a positive self-concept in each one and above all observes their handwriting everyday and is the best person to come across a slightest change in their writing. Any indication of low self-esteem can
be traced by teacher just at a glance. This is highly beneficial to deal with them effectively at an early stage and prevent any adverse outcomes.

A person with a good self-concept can deal with various situations of life more effectively. Therefore it becomes imperative to develop positive self-concept among students so that they can become successful individuals in the future. In this process, teacher plays a pivotal role in developing self-concept through unconditional positive regard and accepting the unique nature of every child. This is possible only when the teacher appreciates the importance of positive self-concept for others and himself/herself. Thus, in the present study the researcher intends to study the handwriting and the self-concept of prospective secondary school teachers.

‘Self’ and ‘Personality’ are very popular concepts and frequently used by everybody in day-to-day life. In psychological theorisation, self is used to refer the existential part of life including ‘I’ and ‘Me’ and personality stands for the enduring characteristics of a person which determine his/her behaviour (Misra, 2000). Handwriting analysis as a tool depicts both personality and self-concept of an individual as discussed above. Handwriting analysis is not only a tool of assessment but also a tool for corrective measures. A teacher can know much about the student from his/her handwriting analysis and deal with him effectively without even hurting his/her feelings.

1.5 Mental Health
Mental health is a state of cognitive and affective well-being of an individual, which enables him/her to perform his/her routine functions fairly well and tolerate the normal stresses of life. A teacher who does not fulfil these conditions is not likely to work efficiently and become effective teacher. Such a person, a teacher in particular, may not have very high self-concept. Emotional problems may retard the normal working in classroom and school. So, a teacher should be mentally fit. Only mentally healthy teacher will be able to groom his/her students well and teach them effectively. For better understanding let us review the following definitions of mental health from different sources.

According to Stevenson (1956) Positive mental Health is based on the recognition that all persons have potentialities or talents, sometimes very modest and sometimes great
that might either be allowed to languish or, at the other extreme, may be developed to their fullest. It is these abilities cultivated to a higher level that constitute positive mental health according to the results in a higher level of performance and satisfaction. One might say that positive mental health means more robust, broader and more productive living.

Schreiber (1951) is of the view that healthy living or mental health means that an individual has found a reasonable measure of peace with himself and with his environment. It means that an individual is able to pursue reasonable purposeful goals; may use his capacities and talents fruitfully; experience a sense of security, of belongingness, of being respected; has knowledge that he is liked or loved and wanted; has a sense of self-respect, of self-reliance and achievement; and in addition, has learned to respect others, to accept others, to love others, to live fairly and in peace with others.

Sorenson (1940) refers mental health to emotional balance and a well balanced and adjusted person is said to be in good mental health. He is comparatively free from the symptoms of maladjustment. Mental Health is preserved by experiencing a considerable amount of success, by being in a friendly and sympathetic atmosphere, by not being overprotected, by developing efficiency through good habits and by having a well-balanced program of work and rest.

Jahoda (1958) was able to conclude that any definition of mental health would need to include the following six characteristics:
2. The achievement of self-realization by becoming what one has the potential to become.
3. Integration of personality, including a purpose and meaning in life, tolerance for stress and ability to recover from setbacks.
4. A realistic perception of the world around him.
5. Self-autonomy, the ability to be a part of society and still maintain individuality.
6. Ability to take life as it comes and master it.
Sound mental health is best understood as a point of view and this includes:

1. Self-respect and respect for others.
2. Understanding and tolerance of one’s limitations and the limitation
3. Understanding of the fact that all behaviour is caused.
4. Understanding the drive for self-actualization.

According to Wallin (1935) “A mentally healthy person is the
‘wholesome’ balanced personality, free from inconsistencies, emotions and conflicts.”

Shaffer and Shoben (1979) have given the following criteria of a sound
1. Adequate feeling of personal worth
2. Adequate understanding of others
3. Adequate emotional maturity
4. Adequate orientation and goals
5. Adequate creativity

It is within this framework that an individual’s behaviour is judged

While Hadfield (1960) has pointed out that mental health is the full
functioning of the whole personality. There are three requirements of
full expression, harmonization and direction to a common end our nat
potentialities.

1. Full expression is necessary, as these potentialities are the “n
personality and helps in our biological adaptation in life. These are
strong will and character.
2. Harmonization is also necessary as each of these potentialities h
and functions to perform, and these often have conflict within o
harmonization and coordination of all these tendencies is therefor
peace and health of mind.
3. The common end is also necessary since these potentialitites
tendencies, they can be harmonized and unified only by being o
common end or aim.
Education is a very powerful tool for the social, political and economic development of a country. The success of the education process to a great extent depends on the character, ability and personality of the teacher who is the corner stone of the arch of the education. According to Rao and Parthasarthy (1992) it is the teacher who needs to understand the meaning of students’ behaviour and methods of helping them to have healthy relationship among the students as well as with the teachers. When the teacher is endowed with mental health skills, in addition to the teaching capabilities, he/she would be able to do justice to the growing needs and problems of students in the school setting. The teacher can help the students to get committed to the cause of learning and to overcome unhealthy temptations.

Srivastava and Jagdish (1983) are of the view that mental health consists of six dimensions:

1. Positive self-evaluation
2. Realistic Perceptions
3. Integration of Personality
4. Autonomy
5. Group oriented attitudes and
6. Environmental competence

as contributing to the specific component namely mental health.

1. In positive self-evaluation one should have self-confidence, self-acceptance, self-identity, feeling of worthwhileness, realization of one’s potentialities etc.
2. Realistic perception includes being free from need distortion, absence of excessive fantasy – a broad outlook of the world.
3. Integration of personality includes balance of psychic forces, ability to understand and to share other people’s emotions, ability to concentrate at work/task and interest in variety of activities.
4. Autonomy includes stable set of standards for one’s actions, self-control in one’s actions, dependence for one’s own development upon own potentialities rather than on others etc.
5. Group oriented attitudes ability to get along with others, ability to find recreation, feeling that one is safe in contact with one’s grouped members.
6. Environmental competence is the efficiency in meeting situational requirements, ability to work and play, ability to carry out responsibilities and capacity for adjustment.

Despite several works in this field from ancient times, the concept of mental health has always been debatable. While definitions of mental health differ in one way or the other, the fundamental aspects are in close agreement, in spite of variations in the wordings.

In the larger Indian context, “Mental Health is the other name of quality of life”... (Wig, 1979) and positive mental health is not the mere absence of mental illness but something different. (Nagraja, 1983).

The foregoing definitions give some idea of the underlying concept of mental health. Here it is not a static condition rather it involves a continuous adjustment with oneself and forth going situations. Rumke (1954) has added the dimension of value system to the concept of individual mental health. O’Doherty (1956) has stressed integration of personality, judgement freed from distortions due to emotional pressure and consciousness freed from obsessions with self. Among other things he writes mental health demands good intra-personal and inter-personal relations with others and with the God.

In the view of Lulla (1981) teacher can maintain the climate for healthy interaction if he/she is mentally healthy and the school maintains and promotes the mental health of teachers through proper environment and healthy management of school affairs. It is the teacher with sufficient degree of mental health who can maintain the twin requisites of teaching-learning situations viz., (a) healthy interactions in the classroom and (b) healthy participation by students in lesson. A mentally healthy teacher creates healthy teaching learning situations.

Kumar (1991) writes that mental health is an indicator, which shows a person’s ability to meet social, emotional, physical and psychological demands. However, when the individual finds himself/herself trapped in a situation and lacks matching coping strategies to deal with the stress effectively, mental strain develops.

According to Catherine (1992) “A mentally healthy individual is the one who is free from anxiety and disabling symptoms. If he can establish relationships with others,
cope well with life’s demands then his physical, mental, social and emotional well-being can be said to be complete.”

Singh (1992) states that for teachers, mental health is a necessary professional requirement. They are professionally bound not only to be mentally healthy but also do their utmost for the betterment of mental health of their pupils. It is universally recognized that “only a well adjusted teacher can efficiently discharge his responsibilities towards his students”. In fact, good mental health is essential for ever increasing professional growth of a teacher. A teacher with bad mental health not only tends to incapacitate himself for the performance of his multifarious duties in the school but also creates difficulties and problems for his students. He generates in them unnecessary tensions and also weakens their achievement motivation. In order to prevent maladjustment among his pupils, a teacher should himself be free from depression, attitude of suspicion and insecurity and such other overt and covert behaviour traits.

Rao and Parathasarthy (1987) wrote about mental health professionals, “By virtue of their training and conviction, they have a tremendous potential for healthy collaboration and progressive action with the educational institutions.” By virtue of the complexity of behaviour which is an indicator of mental health, it can be defined that mental health is not a single unified variable but rather a conglomeration of a number of variables. (Pareek & Rao, 1971)

WHO (2007) defines mental health as “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”.

Broadly, mental health describes either a level of cognitive or emotional well-being or an absence of a mental disorder. From perspectives of the discipline of positive psychology or holism mental health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. Mental health is an expression of emotions and signifies a successful adaptation to a range of demands.41

A state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life.42

Mental health, as defined by the Surgeon General's Report43 on Mental Health, "refers to the successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and cope up with adversity." On the other end of the continuum is mental illness, a term that refers to all mental disorders.

The state of mind of a person affects the emotional reactions and behaviour in different situations. If handwriting and mental health have a relationship many problems of students, especially adolescents can be identified and remedies can be provided for their proper overall development.

Thus on the basis of above mentioned definitions of mental health it can be said that the term mental health has been used in different ways by psychologists, psychiatrists and others and is influenced by multiplicity of factors like intelligence, personality, educational level, academic achievement, cultural level and physical health. The World Book Encyclopaedia (1994) writes that physical health and mental health are closely connected. Mental health plays an important role in both the ways, the people behave and the way they feel. Emotionally healthy individuals accept themselves as they are – with all their weaknesses as well as their strengths. They remain in contact with reality and they are able to deal with stress and frustration. They also act independently of outside influences and show genuine concern for other people.

It can be concluded by saying that there is nothing known as perfect mental health. At the most, one can talk of optimum mental health, but that too in the light of individual differences. Mental health is a dynamic concept. Mental health symbolizes the personality of an individual. In education, it is considered as one of the most reliable and valid index of the measurement of the all round growth and development. The educational system in India is miserably failing to work for the development of a mentally healthy personality. The mental health of the Nation is dependent on the

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42 http://www.answers.com/topic/mental-health?ixzz1Z8weLV7Q
43 http://health.howstuffworks.com/mental-health/mental-disorders/what-is-mental-health.htm as retrieved on September 27, 2011
quality of the wholeness or soundness of each of its individual members. As an attribute of human personality, and equally as social value, mental health is to be worked for, guarded and maintained through a purposeful living (Batra, 2005).

1.5.1 Handwriting, Personality, Self-Concept and Mental Health

Handwriting of an individual also reveals the mental health of a person to a great extent. One’s emotional stability, fears, defences, anxieties and other subconscious desires can be implicitly unveiled by thoroughly studying handwriting of a person. Handwriting can help a teacher to diagnose any problem pertaining to mental health from the handwriting which the teacher is familiar with and comes across everyday. Thus, handwriting is a medium which can be effectively, economically and easily used to understand various psychological attributes which contribute towards mental health of a person and deal with the problems thereof, if any.

As discussed in the previous sections, handwriting depicts personality, self-concept as well as mental health of the individual. An individual with good personality, having high self-concept and good mental health can lead happy life. In other words, mentally healthy person is expected to have appropriate self-concept and a balanced personality. Handwriting analysis as an assessment tool can help in maintaining the balance of the above three.

Handwriting analysis can be appropriately used in educational set up by a teacher to deal effectively with students and provide guidance and counselling the students to make them better, healthier, and effective members of society. A teacher through initiative and effort lead the student to a better future in his/her role a guide, philosopher.

1.6 Operational Definitions of the Terms Used

For this particular research, following operational definitions of the variables studied was used for all practical purposes:

1. **Handwriting:** Handwriting analysis score were what Handwriting Analysis Scale measured.

2. **Personality:** Personality was what Eysenck’s personality questionnaire (revised) depicted in terms of introversion/extraversion, neuroticism, and psychoticism of the individual.
3. **Self-Concept**: Self-Concept of the individual was what Deo’s Self-Concept word list measured.

4. **Mental Health**: Mental Health meant the scores obtained by the prospective secondary school teachers on mental health inventory developed by Srivastava and Jagdish (1983).

1.7 **Layout of the Thesis**

The thesis would be arranged in six chapters, bibliography followed by appendices in the following sequence of matter:

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Appendix II Eysenck Personality Questionnaire
Appendix III Self-Concept Word List
Appendix IV Mental Health Inventory