

UNIT - I

PROCESS OF LEARNING

1. What is Learning.

Ans. Learning is the continuous process happening through out the life of human beings. Learning is the tendency to mould behaviour based on different experiences. Learning is a process, which brings relatively. Permanent changes in the behaviour of a learner through experience or practice.

Definition of Learning : Learning has been defined in several ways.

"Learning is the acquisition of habits, knowledge and attitudes" - Crow and Crow

"Learning is every modification in behaviour to meet environmental requirements - Gardner Murphy

Learning is a change in the individual following up on the changes in the environmental - Peel, E.A.

"A relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice". - Kimble

2. Discuss the types of Learning in detail.

Ans: Learning defined as a process of bringing relatively permanent changes in the behaviour of an organism, may be classified in a number of an organism, may be classified in a number of categories depending up on the domain or specific area of the behaviour in which changes are introduced or in terms of the methods or techniques that are employed for the introduction of behavioural changes.

if we follow the former criterion, the Learning can be classified as verbal learning (Involving verbal expression, Learning of Motor Skills (such as walking, dancing etc), affective learning (learning of habits, appreciation etc) and cognitive learning (Learning of concepts, principles etc.)

LEARNING AND TEACHING

In the case of the latter criterion, we may categorize learning as trial and error learning, associate learning, insightful learning etc.

Gagne (1970) classified learning in to the following types :
 1. Classical conditioning 2. Operant conditioning 3. Chain learning 4. Verbal associate Learning 5. Multiple discrimination 6. Learning of concepts 7. Learning of principles 8. Problem solving.

Various types of learning are discussed here

1. Verbal Learning : Learning of this type help in the acquisition of verbal behaviour. The language we speak, the communication devices we use, are the result of such learning acquisition of verbal behaviour signs, symbols, pictures etc.

2. Motor Learning : The Learning of all types of Motor skills may be included in this type of Learning Motor skills can be acquired through systematic, planned Methods - Swimming, horse riding etc.

3. Concept Learning : A concept in the form of a Mental Image denotes a generalized Idea about things, persons or events.

4. Problem solving : Problem solving denotes a higher type of cognitive abilities like reasoning, thinking, observation, experimenting etc.

5. Serial Learning : Serial Learning is a Learning situation in which the Learner is presented with learning Material which exhibits some sequential or serial order.

6. Paired associate Learning : In this learning, Learning tasks are presented in such a way that they may be learned by reason of their associations.

Example : Paired words Cat - Milk Dog - animal

3. Describe the varied factors that influence Learning.

Ans. These factors are classifiable in various ways. One such classification is personal or learner factors and environmental Factors.

1. Personal Factors :

a) **Age :** In order to have effective learning physically

maturity is essential. Learning cannot take place to the maximum extent if the individual age does not suit to the learning task.

Example : Running can be taught after the legs are grown and become strong.

b) Maturity : A child learns any task. When it has attained Maturity of that specific age. Thorndike proposed the law of readiness that is maturity of the individual.

c) Motivation : According to the MC Dougall, Learning requires adequate motivation. So She/he emphasized the Importance of goals in all behaviour.

d) Needs : The learner is also motivated by conscious and unconscious needs an wants.

II. Environmental factors :

a) Home Factors : Home is the first school of the child. The home must provide social and economic security. Basic amenities are to be provided at home.

b) School factors : School is an important place in the life of any individual. School is a place of formal education and learning out comes.

c) Social Factors : Society is the second important place next to home in strengthening learning. Society providing basic amenities.

4. Explain the Learning Process ?

Ans: Learning is a process that depends on experience and leads to long term changes in behaviour potential designates the possible behaviour of an individual, not actual behaviour.

Process of Learning : Process of learning contains three aspects.

1) Motive (or) drive 2) Attractive Goal 3) Block

5. What is an attention ? Explain its types and factors.

Ans: Attention is very important for effective and purposeful learning. By attention we mean focusing all the sense organs say mind, eyes, ears etc on the learning material.

Definitions :

Attention is the process of getting an object of thought clearly before the mind. - Ross

Attention is the concentration of consciousness up on one subject rather than up on another - Dunville

Types of Attention : Various authors have classified attention in a variety of ways the classification given by ROSS (1951)

1. Non volitional (Or) Involuntary attention :

This type of attention is aroused with out the will coming into play and we attend to an object or an Idea without any conscious effort on our part.

Example : A student attempting to write some assignment automatically pays attention to related material.

The other sub-type of non-volitional attention, aroused by the sentiments is called spontaneous non-volitional attention.

2. Volitional or voluntary attention :

Attention is volitional or voluntary when it calls forth the exercise of the will. Volitional attention is further sub-divided into two categories - Implicit volitional attention and explicit volitional attention.

Factors (Or) Determinants of Attention : The two factors that affect attention are 1. External factors 2. Internal factors. These are also called objective factors and subjective factors. The external factors that affect attention are size, Intensity, change, Novelty, Movement and so on. The internal factors are needs, affection, Hobbies, Mood etc.

6. Write about sensation ?

Meaning of the word sensation :

- The term sensation means
- The operation of function of the senses; perception or awareness of stimuli through the senses
 - A mental feeling, especially a stage of exciting feeling

Definition of Sensation :

The word sensation has been defined by various Psychologists as given below.

"Sensation is first step of our knowledge"

- Woodworth

- Jalota

Characteristics : * Sensations differ in trait

* Special sensation can be distinguished

Types of sensation : There are three types of sensations a) organic sensation b) special or static sensation c) kinaesthetic or motor sensations

7. Define the term perception. Explain its principles.

Perception as interpretation of sensation. Perception is the process of organizing and interpreting sensory information to give it meaning.

Definitions : The term perception may be defined as under.

"Perception is the first event in the chain which leads from the stimulus to action"

- E.G. Boring, H.S. Lang field
Perception is the organising process by which we interpret our sensory input

- Edmund tantino and G.S. Reynolds

Determinants of perception : There are many different stimuli in the world which will catch our attention and result in perceptual organization.

Content : The content creates an expectation in our brain that influences our perception at a particular movement

Motives and needs : Personal views matters a lot in perceiving things available in the environment.

Perceptual set : Perceptual set refers to our mental expectancies and predisposition to perceive one thing and not another.

Nature of perception :

- Perception is a process
- Perception is the information extractor
- Perception involves sensation
- Perception is highly individualized.

Perceptual Organisation : The gestalt psychologists Kohler, Koffka and Wertheimer discovered principles or laws concerning the perceptual organisation.

a) The principle of figure - Ground relationship : The principle of figure ground relationship stands for the perception of a figure in relation to its back ground.

b) Principle of closure : According to this principle, while confronting an incomplete pattern one tends to complete or close the pattern or fill in sensory gaps and perceives it as a meaningful whole

c) Principle of contour : A contour is said to be a boundary between a figure and its around.

d) Principle of context : Principle of context demands a meaningful change in the setting in which a perceived stimulus appears.

c) Perception of space : Perception of space involves the problem of three dimensional perception i.e. height, width and distance.

8. Write definitions and characteristics of concept formation.

Ans: The term concept has been defined in a number of ways by different psychologists.

"A concept is a process representing a common property of objects or events - Morgan"

"A concept is a process with represents the similarities in other wise diverse objects, situations or events - Munn"

Characteristics :

- Concept is generalized idea about the things, persons or events.
- It is a mental disposition that helps in understanding the meaning of the objects
- It is the General Mental image of the objects, events experienced.

Process of concept formation : The process of concept formation has three important phases

- Perception (experience or learning)
- Abstraction
- Generalization

Situations for the development of faulty concepts

- Defective sense organs
- Defective Nervous system
- Wrong answers given by the parents or teachers
- Conservation and closed thinking.

9. Discuss in detail about memory.

Ans: Memory refers to a special ability of our mind to conserve or retain what has been previously experienced or acquired through learning and then at some later stage to enable us to make use of it by its reproduction. According to wood worth, four main elements involved in Memory are Learning, retention, recall and recognition.

Definitions of Memory :

"Memory is giant filling cabinet in the brain".

- Levin

"Memory is the capacity to retain and later retrieve information".

- Baron

"Memory is retention or storage of Information in any form"

- Guilford

Stages of memory : Memory has three stages

- 1. Encoding :** Encoding consists of placing information in memory.
- 2. Storage :** The second stage is storage when the information is retained in memory.
- 3. Retrieval :** Retrieval occurs when the information is recovered from storage.

Types of Memory : Psychologists have tried to classify memory into certain types according to their nature and purposes served.

a) Immediate memory (or) Sensory stores :

Immediate memory or sensory memory or sensory memory is that memory which helps an individual to recall something a split second after having perceived it. In such type of memory retentive time is extremely brief/generally from a fraction of a second to several seconds. Old sensory impressions disappear as they are "erased" by new information.

Immediate memory is needed when we want to remember a thing for a short time and then forget it. We enter the cinema hall, see the seat number give on our ticket. After occupying the seat, we forget the seat number. We look up a telephone number from the directory and remember it. But after making the call, we

usually forget it. In all cases of a similar nature immediate memory is needed which helps us to learn a thing immediately with speed and accuracy, remembering it for a short time and forgetting it rapidly after use.

b) Short-Term memory : This type of memory is also temporary, though not nearly as short-lived as the immediate memory. For further distinguishing it from short-term memory the things given below should also be taken into account.

Where the retention time is less than one second in immediate memory, the information temporarily stored up in short term memory may endure as long as thirty seconds or so, even if the material is not being rehearsed.

c) Long-term Memory : Unlike short-term memory, long-term memory has a seemingly limitless capacity to store information, undergoes little or no decay and requires little, if any, rehearsal. In addition to these characteristics, long-term memory codes information according to meaning, pattern and other characteristics. It is this memory that helps us to remember a number of things on a relatively permanent basis. Remembering our identifying data like our name, father's name, date of birth, date of marriage, etc., is the simplest example of our long-term memory. With the help of our long-term memory we can store, retain and remember at our ease at record notice most of the things in our life and can thus make things in our life quite easy.

d) Semantic Memory : Semantic memory is memory for meaning, including words, theories, facts and concepts - declarative knowledge".

e) Episodic Memory : Consists of personal events and experiences associated with one's life. Memory for information tied to a particular place and time, especially information about the events of one's own life is called episodic memory.

f) Paranormal memory : This memory is also called reincarnation memory. This is the unusual type of memory which traces aspects concerning one's previous life that can be partly or completely retrieved by the Individual.

Methods : The problem of having economy in memorizing something has persuaded many psychologists to devise various

methods of memorization. All these methods aim at pointing out the way of utilizing the available time to best advantage. Some of these methods are described below :

1. Recitation method : In this method the learner first reads the matter once or twice and then tries to recite and recall that without looking at that material. In this way, the recitation method provides continuous self-appraisal. The learner evaluates himself from time to time and notes the points which he has been unable to recal. To these points due attention can be paid and thus he is saved from unnecessarily repeating the already memorized material. Moreover, the recitation method is more stimulating than the continued re-reading of the same material. It helps in detecting errors earlier and avoid them by close attention.

2. Whole and part methods : There are two methods of memorizing a thing, for example take a poem. One is to read the poem again and again from the beginning till the end as a whole. This is called whole method of memorization. In the other method - part method, the poem is divided into parts and each part is memorized separately.

Both these methods have advantages as well as disadvantages. Which of the two would prove suitable and economical depends upon the prevailing conditions and nature of the thing to be memorized. The whole method is found better than the part method in case of memorizing a thing requiring less time, say, a short poem; while the part method proves more advantageous if the poem is a longer one. In some cases a combination of these two methods has been found most suitable. In this combined method, the learner starts initially by the whole method and tries to locate the areas of difficulty. These difficult portions are attended through the part method. After that the subject once again comes to the whole method and is able to remember it successfully.

3. Spaced method Vs. Unspaced Method : If he learns for an hour then takes rest (space) and then practices another hour, again takes rest and so on. This is called spaced learning or learning with intervals.

Advantages :

- * When the motivation is weak.
- * When there is no time limit.
- * If the student practices four hours in one sitting, without interval, It is called unspaced learning.

Advantages :

- * When motivation is strong.
- * When the material is interesting.

4. Grouping and Rhythm methods : Memorisation is considerably facilitated by rhythm and grouping.

5. Role and Intelligent Methods : Intelligent method involves deep understanding of the learning material. Learning and memorizing with out understanding is rote or unintelligent method of memorization.

10. What is forgetting ? Explain the causes of forgetting.

Ans. The psychologist Ebbinghaus is known to be the first man to do an experimental study of forgetting. The inability to retrieve previously stored information is called forgetting.

Definitions of Forgetting : Some of the definitions are as follows.

1. Munn : "Forgetting is the loss, permanent or temporary of the ability to recall or recognize something learned earlier".

2. Dreyer : "Forgetting means failure at any time to recall an experience, when attempting to do so, or to perform an action previously learned."

3. Bhatia : "Forgetting is the failure of the individual to revive in consciousness an idea or group of ideas without the help of the original stimulus."

Causes for forgetting :

- * Lack of Interest
- * Mental conflict
- * Time elapsed
- * Disuse or decay

Types of forgetting :

1. Natural forgetting : Forgetting occurs with the Lapse of time in a quite normal way without any intention of forgetting on the part of the individual.

2. Abnormal forgetting : This is also called Morbid Forgetting. An Individual Intentionally trying to forget some thing is called Abnormal Forgetting.

3. Specific forgetting : The individual forgets only one or the other specific parts of his earlier learning.

4. General forgetting : An individual suffers a total loss in his recall of some previous learning.

5. Psychological forgetting : Memory loss due to stress, anxiety, temper, Interest.

Theories of Forgetting : some of the main theories are

1. The trace decay theory : Natural forgetting can be properly explained through the theory of Trace decay which holds that we forget on account of decay of the memory traces with the lapse of time.

2. The repression theory : According to this theory, we forget the things we do not want to remember by burying them in our unconscious.

3. The Interference theory : According to this we forget things because of the Interference of other things.

Methods of minimizing Forgetting and Improving memory

1. Will to learn : There must be firm determination or strong will to learn in order to achieve success. Where there is a will there is a way. Materials read, heard or seen without the mood to concentrate are difficult to remember later on.

2. Interest and attention : Interest as well as close attention are essential for effective learning and memorization, One who has no interest in what one learns, cannot give due attention to it and consequently will not be able to learn it.

3. Adopting proper methods of memorization: There are so many economical methods of memorization but all are not suitable on all occasions for all individuals. Therefore a judicious selection should be made in choosing a particular method in a given situation.

4. To follow principle of Association : It is always

good to follow the principle of association in learning. A thing should never be learnt in a complete water-tight compartment.

5. Grouping and Rhythm : Grouping and Rhythm also facilitate learning and help in remembering. For example a telephone no. 567345234 can be easily memorized and recalled if we try to group it as 567 345 234.

11. What is called transfer of Learning ? What are the types of transfer of Learning ?

Ans : Learning is transferable. Learning of any task or skill is influenced by earlier learning or past experience. Transfer helps in optimizing Learning.

Definitions : Different Psychologists have defined transfer in different ways.

"The transfer of knowledge, training and habits acquired in one situation to another". - Sorenson

"Experience or performance in one task influences performance in some subsequent task". - Ellis H.C.

"Transfer is Generalisation, for it is the extension of Idea to a new field". - Peterson, M.J.

Types of Transfer of Learning

Horizontal Transfer of Learning : The transfer of learning from one side to another side of the body is called horizontal transfer of learning. Example : expert in ambide xterly

Vertical transfer of learning : The transfer of learning from one side to same side of the body is called vertical transfer of learning.

Other types :

Transfer is said to have the following forms

1. Positive transfer : Positive transfer occurs when what is learned in one situation proves helpful to the learner in another situation.

Example : Learning Hindu may help in learning Punjabi.

2. Negative transfer : Transfer is negative when learning in one situation hinders, interferes or weakens the learning in another situation.

Example : Difficulty in pronouncing put after learning to pronounce "but".

3. Zero transfer : When the learning or training carried out in one situation does not have any influence over learning in another situation it is called zero transfer.

Example : Playing cricket and Foot ball

Theories of Transfer of Learning :

1. Theory of Identical elements or components :

Thorndike propounded the theory of identical components. According to Thorndike the transfer positive or negative - from one situation to another is possible to the extent that there are common or identical elements in the situations. For example, in learning type writing and the piano the transfer takes place on account of the identical aspects in the two situations like the use of two hands required for pressing the keys with eye finger coordination, etc. Similarly, in the case of learning cycling and driving a car, the transfer does take place on account of the presence of common elements like steering movements, knowledge of the rule of the road, necessity of having proper visual perspective by looking ahead, etc. The presence of these common elements in the situations may bring either type of transfer - positive or negative. In case the presence of common elements help us to make an association in such a way that learning in one situation help us to make an association in such a way that learning in one situation helps the other, the transfer is positive but in case the association so formed brings interference with the new learning, the transfer is negative.

2. Theory of Generalization : Put fourth by Charles Judd advocates the transfer of generalizations in the new situations in place of identical elements as suggested by Thorndike. While explaining the transfer mechanism, this theory says that as a result of certain experiences an individual may arrive at some conclusions or generalizations in the form of general rules, law or principles like : "In touching the fire, we get burnt.", "The green or unripe fruits are sour or bitter in taste" etc. It is these generalizations, principles or rules that are put to use (through the transfer process) by the individual in the coming new situations (Judd. 1908).

3. Transposition Theory of Transfer : The transposition

theory has been propagated by Gestalt and Field of psychologists. The process of gaining or developing insight into the use of concepts and generalizations in one situation and employing it afterwards in other situations is called transposition and it is this transposition of insight which can be a base for the transfer of learning from one situation to another. Thus transfer is facilitated if there is insightful learning, perceives common factors in situations, and understands how generalizations can be used.

4. Theory of ideals : W.C. Bagley asserted that generalizations are more likely to transfer if they are regarded as ideals - of some value - as desirable. The theory of ideals emphasizes that ideals like love for wisdom, thirst for knowledge, tolerance for difference of opinions, spirit of enquiry etc are transferable from one situation to another and therefore every attempt should be made to develop desirable ideals among children.

5. Theory of Mental Discipline (Faculty theory): This is also known as formal discipline theory. This theory focuses the mind, which is composed of several faculties such as memory, attention, imagination, reasoning and judgement. These faculties are strengthened through exercise or practice. Such properly strengthened faculties function automatically in all the situations. For example, learning Mathematics and grammar gives training to the mind, which will be helpful in learning other subjects.

Education implications :

- * Positive transfer is ensured by avoiding of Negative transfer in Learning situation.
- * The teacher should train the students to use insight in learning a new task.
- * The learner is provided with multimedia and sensory aids for proper understanding and gaining of the required knowledge and skills.

12. Write the concept and definition of Motivation ?

Discuss Motivation and its types.

Ans : Motivation means the reasons behind one's action or behaviour. The term motivation Literally Means "to move or to energize or to activate".

Definitions :

Motivation refers to the internal process that can't be directly observed but that activate, guide and maintain overt behaviour

- Baron

"Motivation is an Internal State that arouses, directs and maintains behaviour"

- Wool Folk

Types of Motivation : There are various types of Motives such as physiological, Psychological, Social, Intrinsic and extrinsic

A) Intrinsic Motivation b) Extrinsic Motivation c) Primary Motives d) Secondary Motives

Role of Motivation in Learning : Motivation promotes Learning. Fostering pupils motivation towards learning is an essential feature of the teaching skills involved in establishing a positive class room climate teacher praise is a powerful motivator in the classroom.

Following are the basic principles of motivation that are applicable to learning.

Readiness to learn : If a student is not ready to learn, he or she may not be reliable in following instructions and therefore must be supervised and have the instructions repeated again and again.

Environment for learning : Teachers who create conducive atmosphere will promote persistent effort and favorable attitudes toward learning. Ex: Visual aids, posters, booklets etc.

Material organization : Motivation is enhanced by the way in which the Instructional material is organized.

The following are some of the important characteristics of motivation for learning

- * Motivation facilitates learning
- * Motivation creates interest among learners.
- * Motivation creates interest among learners
- * Motivation provides the energy for accomplishing a task.
- * Motivation will give or provide direction to reach the goal.

Methods of improving motivation : Motivation occupies a central place in the teaching learning process.

1. Child-centred approach : The Learning Material or

experiences should always be assigned according to the needs, interests and abilities of the child.

2. Linking the new learning with the past : Teacher to bats his present teaching up on the previous learning experiences acquired by the pupil.

3. Use of effective methods, aids and devices in teaching : The use of audio-visual aids and the service rendered by Museum, Library, visit of places etc. directly helps the teacher in motivating his students teacher should make use of the suitable methods, devices and aid - material in his teaching.

4. Rewards and punishment : Both of these are powerful incentives and try to influence the future conduct or learning of an organism favourably rewards like prizes, honours, medals etc have psychological value and develop in the students creative abilities and self confidence. Punishment as a motivating agent should be avoided as it kills initiative, Leadership resource fullness and the spirit of free thinking and adventurous living.

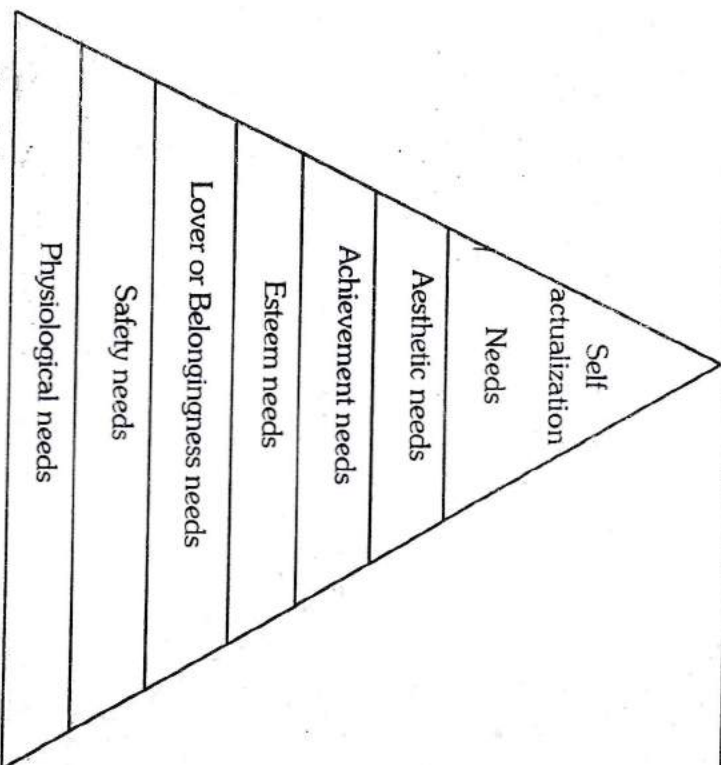
5. Praise and Reproof : Both praise and reproof are the potent incentives. They can be safely used for the achievement of desired motivation in the class room situations.

6. Competition and Co-operation : Competition indicates the desire to excel others. Teacher should try to inculcate the feeling of self improvement in the learner. The co-operation as well as competition are used in combination.

7. Development of proper attitude : Teacher should try to develop proper attitude of his students towards the desired act or learning.

13. What is the contribution of Maslow's hierarchy of needs theory in Educational process.

Ans : Maslows Hierarchy of needs : Maslow's theory is also known as self-actualisation theory. Abraham Maslow (1954) has developed a hierarchical order of needs from physiological needs to self - actualisation needs. Maslow classified the needs to start from lower order needs to higher order needs They are



Physiological needs : These are basic needs. Needs for food, water sleep etc are physiological needs.

Safety needs : These needs became dominant when physiological needs are gratified.

Example : fear, disease

Love or Belongingness needs : These needs emphasize the reganious nature of man

Esteem needs : Esteem needs mean social status, prestige, reputation, self-regard.

Achievement needs : The achievement of an individual depends up on his talents and the environment.

Aesthetic needs : Aesthetic needs mean appreciation of beauty and order of things or arrangement of things appropriately.

Self-actualisation needs : It means to fulfill one's individual nature in all its aspects.

UNIT - 2

BEHAVIORIST PERSPECTIVES OF LEARNING

1. Thorndike's theory of trial and error learning influences teaching learning process in education-discuss.

Ans: other names for this theory are connectionism and S-R Reinforcement theory. The American Psychologist Edward Lee Thorndike put forward the theory of trial and error learning after conducting the experiments with animals. According to him, Learning is a connection between stimulus and response. It is a bond between S and R. The S-R connection is through trial and error and hence this process is called trial and error learning.

Experiment: Thorndike's experiment with the hungry cat placed in the puzzle box and its trial to reach for the fish is the basis for this theory. In Thorndike's experiment, the cat was put in a box. This box was called puzzle box. A cat was kept hungry in the box. All round the box there were iron rods. There is only one door from which the cat can come out. The door can be opened by a lever. Outside the box a fish was kept in a plate. The sight of the fish and smell work as stimuli. The hungry cat was activated. It made a number of trials like biting the rods, trying to squeeze between the rods, pushing the door etc. none of the trials opened the door. By chance, the cat pressed the lever, the door was opened and cat ate the fish. This experiment is repeated several times. Whenever the cat successfully pressed the lever, the stimulus (food) was reinforced. Gradually the number of unsuccessful trials (errors) was reduced and successful attempts increased. Thorndike says that, after several trials the cat learnt the connection or bond between pressing a lever and the food.

Stages in the process as trial and error Learning:

1. **Drive:** in the present experiment it was hunger and was intensified by the sight of the food.
2. **Goal:** To get at the food by getting out of the box.
3. **Block:** The cat was confined in the box with a closed door.

4. **Random movements:** the cat persistently tried to come out of the box without knowing how.
5. **Chance success:** As a result of this striving and random movements the cat, by chance, succeeded in opening the door.
6. **Selection (of proper movement):** Gradually, the cat recognized the correct way to manipulate the latch. It selected the proper way of manipulating the latch out of its random movements.
7. **Fixation:** At last, the cat learned the proper way to open the door by eliminating all the incorrect responses and fixing only the right response. Now it was able to open the door without any error or in other words, learned the correct way of opening the door.

Thorndike's Laws of Learning:

Thorndike, on the basis of these experiments, postulated three laws of learning

1. **The Law of Readiness:** When any conduction unit is ready to conduct, for it to do so is satisfying. When any conduction unit is not in readiness to conduct, for it to conduct is annoying. When any conduction unit is in readiness to conduct, for it not to do so is annoying.

This law is inactive of the learner's state to participate in the learning process. Readiness, according to Thorndike, is preparation for action. It is essential for learning. If the child is ready to learn, he learns more quickly, effectively and with greater satisfaction than if he is not ready to learn. This shows us not to force the child to learn if he is not ready but to also not miss any opportunity of providing learning experiences if the child is prepared to learn. The right moments concerning the learning situation and the learn as state of mind should be recognized and maximum use should be made of this knowledge by the teacher. He should also make an attempt to motivate the students by stimulating their attention, interest and curiosity.

2. **Law of exercise:** This law has two sub-parts: the law of use and the law of disuse which may be stated as:

The law of use: When a modifiable connection is made between a situation and response that connection's strength is, other things being equal, increased.

The law of disuse: When a modifiable connection is not made between a situation and response, during a length of time, that connection's strength is decreased.

As will be seen, the law of use refers to the strengthening of a connection with practice and the law of disuse to the weakening of connection or forgetting when the practice is discontinued. It can be said in short, that the law of exercise as a whole emphasizes the need for repetition.

The law of effect: In the words of Thorndike:

When a modifiable connection between stimulus and response is made and is accompanied or followed by a satisfying state of affairs, that connection's strength is increased. When made and accompanied or followed by an annoying state of affairs, its strength is decreased.

In other words, learning can be said to have taken place properly when it results in satisfaction and the learner derives pleasure from it. In the situation when the child meets failure or is dissatisfied, the progress of learning is blocked. All pleasant experiences have a lasting influence and are remembered for a long time, while the unpleasant ones are soon forgotten. Therefore, the degree of its effectiveness.

This law emphasizes the role of rewards and punishment in the process of learning. Getting a reward as a result of some learning motivates and encourages the child to proceed with increased intensity and enthusiasm while punishment of any kind discourages him and creates a distaste for that learning.

Subordinate Laws of Learning:

Thorndike proposed the following subordinate Laws

- ✦ **Laws of Multiple Responses:** The law implies that when an individual is confronted with a new situation he responds in a variety of ways before arriving at the correct response.
- ✦ **Laws of Attitude:** Attitude or mental set leads to perform the task well.

- ✦ **Law of Prepotency of Elements:** The law states that the learner makes selective responses in a learning situation.

- ✦ **Law of Response by Analogy:** This law suggests that new learning situation is tackled on the basis of his past experience.

- ✦ **Law of Associative Shifting:** The responses of the learner shifts with situations. This shifting is done in respect of the basic stimulus or some related associative stimulus.

Educational Implications of Thorndike's Theory

- ✦ A right attitude towards learning should be developed in the class room for better learning
- ✦ According to Thorndike, motives play vital role in learning. So learning should be made purposeful and goal-directed.
- ✦ Law of effect uses rewards. In a class room application the teacher can use praise and encouragement that would bring learning.

2. Explain the theory and education implications of pavlovian classical conditioning towards learning?

Ans: Other names for this theory are conditioned response theory. This theory was developed by a Russian Physiologist Ivan Petrovich Pavlov in 1904. Conditioning means modification of a natural response.

Classical conditioning is a process by which previously natural stimulus acquires the capacity to elicit a response through association with a stimulus that already elicits a similar or related response

- **Wade and Tavis.**

Pavlov's experiment: Pavlov conducted a number of experiments on dogs to study how the stimuli and responses are associated. By simple surgical operation, the flow of saliva from a dog's mouth was transferred to a glass tube. The hungry dog salivated when food was presented. Food was used by him to stimulate the secretion of saliva in dogs. Then, at the sight of food

plate, the dog started salivating. After that, immediately before giving food to the dog, a bell was rung. This experiment was repeated for several days. After seven days, he rang the bell only, but did not give any food to the dog. Still the dog secreted saliva in the same measure as before. Thus, the response of salivation at the mere sight of food (unconditional response) was now transferred to the sounding of the bell (conditional response). Salivation at the sound of bell is an acquired response, and this acquired response is called as conditional reflex. The process of strengthening a conditional response through reinforcement is called conditioning. The conditioned response is acquired by pairing the conditioned stimulus and unconditional stimulus repeatedly principles of classical conditioning.

The theory of classical, conditioning emphasized by Pavlov and Watson gave birth to a number of important concepts and principles in the field of learning such as:

1. Extinction: it was noted by Pavlov that if the conditioned stimulus (ringing of the bell) is presented alone a number of times without the food, the magnitude of the conditioned response of salivation begins to decrease, and so does the probability of its appearing at all. This process of gradual disappearance of the conditioned response or disconnection of the S-R association is called extinction.

2. Spontaneous recovery: It was also discovered by Pavlov that after extinction, when a conditioned response is no longer evident, the behaviour often reappears spontaneously but at a reduced intensity. This phenomenon- the reappearance of an apparently extinguished conditioned response (CR) after an interval in which the pairing of conditioned stimulus (CS) and unconditioned stimulus (US) has not been repeated- is called spontaneous recovery. The process of spontaneous recovery shows that somehow, the learning is suppressed rather than forgotten.

As time passes, the suppression may become so strong that there would, ultimately be no further possibility of spontaneous recovery.

3. Stimulus generalisation: Pavlov's dog provided conditioned response (Salivation) not at the sight of the food but to every stimulus like ringing of the bell, appearance of light, sound of the footsteps of the feeder, etc. associated with its being fed. Similarly Watson's boy Albert showed fear not only of touching a rabbit but also of the mere sight of a rabbit, a white fur coat and even Santa Claus whiskers. Responding to the stimuli in such a generalized way was termed as stimulus generalization with reference to a particular stage of learning behaviour in which an individual once conditioned to respond to a specific stimulus is made to respond in the same way in response to other stimuli of similar nature.

4. Stimulus discrimination: Stimulus discrimination is the opposite of stimulus generalization. Here, in sharp contrast to responding in a usual fashion, the subject learns to react differently in different situations. For example, the dog may be made to salivate only at the sight of the green light and not of the red or any other. Going further, the salivation might be elicited at the sight of a particular intensity or brightness of the green light but not at any other. In this way, conditioning through the mechanism of stimulus discrimination one learns to react only to a single specific stimulus out of the multiplicity of stimuli and to discriminate one from the others among a variety of stimuli present in our environment.

Educational Implications:

- ✦ Repetition and habit formation is to be strengthened in the process of learning.
- ✦ Children should be awarded immediately when they do well.
- ✦ Bad habits can be broken by deconditioning.
- 3. Compare and contrast the trial and error, classical and operant conditions theories ?

Trial and Error Theory	Classical Connection Theory	Operant Connection Theory
<ol style="list-style-type: none"> 1. Organism (student) must be motivated to learning in this theory. 2. Learning must be based on individual differences. 3. When an organism is 'ready to learn' for it to do so, a modifiable connection is made between stimulus and response. 4. This theory encourages the tasks of recall, revision, relearning and over learning. 5. This theory encourages home work and assignment. 	<ol style="list-style-type: none"> 1. Organism (student) must be motivated to learning in this theory. 2. Learning must be based on individual differences. 3. When an organism is 'ready to learn' for it to do so, a modifiable connection is made between stimulus and response. 4. This theory encourages the tasks of recall, revision, relearning and over learning. 5. This theory encourages home work and assignment. 	<ol style="list-style-type: none"> 1. In this theory, no need to motivate the organism because of organism having also natural motivated. 2. Learning must be based on individual differences. 3. The learning happens through when the modifiable connection is made between natural response and reinforcement. 4. When the response of the student, immediately given the feedback and reinforcement. 5. There is no importance of home work and assignments in this theory.

<ol style="list-style-type: none"> 6. Learning is based on interaction between teacher and the student. 7. All motor skills are developed only in this theory. 8. Trial and Error method helps to improve the hand writing of students. 	<ol style="list-style-type: none"> 6. Learning style is based on interaction between teacher and the student. 7. Conditioned group activities; such as group singing, group dancing, kolatam etc are developed in this theory.- 8. Classical connection theory helps to learn the conditioned responses based on rounds such as symbols, introduction of new words (A-Apple) etc. 	<ol style="list-style-type: none"> 6. In this theory teaching style is based on teaching mission or any technological devices. 7. Reinforcement is very important 'in this theory such as given gifts, appreciation, punishment etc'. 8. This theory leads to describe the new teaching techniques it is called as leahicv programme.

<p>Merits:</p> <ol style="list-style-type: none"> 1. It create self-learning environment. 2. It provides immediate feedback. 3. It given importance to individual difference through learning. 4. Role of student is very active in this type of learning situation. 5. There is no scope to process of self evaluation in this type of learning situation. <p>Characteristics: This is S-type theory that means first important is given to stimulus.</p>	<ol style="list-style-type: none"> 1. It create self-learning environment. 2. It doesn't provide related feedback. 3. It given importance to individual difference through learning. 4. The role of student is passive in this type of learning situation. 5. There is no scope to process of self evaluation in this type of learning situation. <p>Characteristics: This is S-type theory that means first important is given to stimulus.</p>	<ol style="list-style-type: none"> 1. It create self-learning environment. 2. It provide immediate feedback. 3. It given importance to individual difference through learning. 4. Student is actively participated in this type of learning situation. 5. It provide to opportunity to self evaluation in this type of learning situation. <p>Characteristics: This is R-type theory that means first important is given to response.</p>
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4. Discuss the skinner's operant conditioning theory with experiment and educational implications?

Ans: operant means the environment to generate its own consequences. Burrhus Frederic Skinner introduced the concept of operant conditioning in 1930. Other names for this theory are instructional conditioning (or) Reinforcement conditioning (or) Reward Learning.

Skinner's Experiment: A hungry rat is placed in a box called Skinner box. This box contains a lever and a device for delivering a pellet of food. The hungry rat moves around restlessly and by chance presses the lever. The rat gets a pellet of food. Immediately after pressing the lever. The rat eats and soon presses the lever again. The food 'reinforces' lever pressing. If the pressing no longer delivers food, the rate of lever pressing will diminish. Here behaviour and appropriate responses are important factors. If reward is withheld repeatedly, the behaviour extinguishes.

Skinner gives great importance to operate behaviour, which is more concerned with responses (R), than with stimuli (S). he calls it R-type conditioning. Skinner used R-S formula instead of S-R formula. According to R-S formula, when a desired response is emitted, a reinforcing stimulus is presented. Thus a desirable response is conditioned by constantly reinforcing it.

In short, Operant conditioning refers to increasing the probability of a response in a particular stimulus environment by following the response with 'reinforcement'.

Principles of Operant Conditioning:

* **Reinforcement:** Reinforcement influence changes in behavior. It can be both positive as well as negative. A positive reinforcement increases the likelihood of behavior. Whereas negative reinforcement decreases the likelihood of behavior. Thus the removal of the negative reinforce also increases the likelihood of behavior. Negative reinforce like punishment inhibits behavior and the presentation of a reward i.e. positive reinforce increases behavior.

* **Schedules:** Reinforcement to strengthen behavior be carried out in different patterns or schedules. Continuous reinforcement means reinforcing every correct response.

facilitate positive transfer. Fixed interval reinforcement wherein reinforcement where the number of correct responses is taken as the criteria for reinforcement. Variable Reinforcement refers to intermittent, irregular schedules.

Shaping: Step by step attempts in a planned systematic manner to make the learner elicit appropriate responses and to move in the right direction is a process called shaping. Preparing and making the organism to make the first step in learning is crucial in this technique of learning.

Educational Implications:

- ✦ The personality of a person is manipulated through operant conditioning.
- ✦ Learning subjects should be arranged in order of simple to complex.
- ✦ The direct method of teaching foreign languages based on C-R theory.
- ✦ Children learn many interests and attitudes through conditioning at home, in the school.

UNIT - 3

COGNITIVE AND HUMANIST PERSPECTIVES OF LEARNING

1. Describe learning by insight through Kohler's experiment?

Ans : Wolf Gang Kohler, a German gestalt psychologist, postulated the theory of learning by insight. This gestalt theory is based on the concept of "whole is meaningful than sum of its parts". A thing cannot be understood by study of its constituent parts but only by study of it as a totality, is the basic idea behind this theory.

Kohlers Experiment: Kohler, first of all, used this term (insight) to describe the learning of his apes. Kohler conducted many experiments on chimpanzees and brought out a book 'Mentality of apes in 1925' which was the result of his experiments, conducted during the period 1913-17.

i) In one experiment, Kohler put the chimpanzee, sultan, inside a cage and a banana was hung from the roof of the cage. A box was placed inside the cage. The chimpanzee tried to reach at the banana by jumping but could not succeed. Suddenly, he got an idea and used the box as a jumping platform by placing it just below the hanging banana.

ii) In another experiment, Kohler made this problem more difficult. Now it required two or three boxes to reach the bananas. Moreover, the placing on one box over the other required different specific arrangements.

iii) In a more complicated experiment, the banana was placed outside the cage of the chimpanzee. Two sticks, one longer than the other, were placed inside the cage. One was hollow at one end so that the other stick could be thrust into it to form a longer stick. The banana was so kept that it could not be picked up by any one of the sticks. The chimpanzee first tried these sticks one after the other but failed. Suddenly, he got a bright idea. The animal joined the two sticks together and reached the banana.

In these experiments, Kohler used many different

chimpanzees. Sultan, who was the most intelligent of Kohler's chimpanzees, could solve all the problems. Other chimpanzees could solve the problems only when they saw Sultan solving them.

Steps in Insight Learning

According to Kohler, certain steps are involved in learning which are discussed below.

1. **Identifying the problem:** The motivated learner identifies the problems involved in attaining the goal.
2. **Understanding the problem:** The learner analyses the situation and perceives the nature of the problem.
3. **Initial efforts:** Initial efforts are in the form of simple trial and error mechanism.
4. **Incubation of ideas:** It involves a period of hesitation or pause towards the problematic situation. During this period, mind keeps the task alive.
5. **Insight Development:** A flash of lightening comes in mind to solve the problematic situation.

6. **Repetition and Generalisation:** After obtaining an insightful solution for the problem, the individual applies in another situation which requires a similar type of solution. The individual generalizes that the similar problems require the same type of solution.

Education Implications.

- * The theory advocates the child centered approach to teaching-learning.
 - * The teacher should present the concept as a whole to facilitate insight learning.
 - * Learning should be purposive and goal oriented and well planned.
 - * The problem solving approach is stressed.
2. **Write about Bruner's theory of learning?**
- Ans :** J.S. Bruner, an American professor, influenced by Piaget's theory, is the exponent of the discovery learning theory. Bruner is of view that there are three modes or systems of representations.

i. **Enactive representation** - Refers to actions performed by the child.

ii. **Iconic representations** - System of thought depends on visual or sensory organization.

iii. **Symbolic representations** - development of abstract images and the use of language.

According to Bruner the guidelines for promoting discovery learning are

- + The emphasize the basic structure of new material.
- + Give as many examples as possible.
- + Help students build coding systems.
- + Application and transfer of learning from one situation to another.
- + Give a problem solving approach to students.
- + Encourage intuitive guesses.
- + In order for the technique of discovery Bruner is of opinion that

a. The teacher

- + Should provide problem situations to stimulate discovery.
- + Should reduce the complexity of a discipline to make it understandable to the learner.
- + Should be a facilitator of learning.
- + Should provide learning experience to see the structure of the subject matter.
- + Help understanding by teaching them coding systems.
- + Emphasizes transfer of skills and application to new problems.
- + Should guide discovery by asking leading questions, and giving feedback about the direction of the problem solving activities.

b. The learner should

- + Learn to see the structure (ideas, relations, patterns) and how things are related.

Be an active participant in the process of learning.

c. The classroom experience should

- + Give specific examples.

- Create ways to form generalizations.
- Use of concepts and coding systems.
- Facilitate transfer of learning.
- Facilitate intuitive thinking (guessing)

- Analytic thinking is encouraged (step wise approach)
 - Spiral curriculum. Progression of learning should go from simple to complex. Concrete to abstract, specific to general.

Discovery learning where the teacher is a facilitator.

Advantages: * Helps in effective memorization and facilitates transfer. * Helps strengthen students self-concept.
 * Provides a sense of intrinsic motivation and inner satisfaction.

Disadvantages: * Slow learners need more individual approach. * Difficult in large class rooms as interaction is needed.

3. Explain Piaget developmental theory of learning.

Ans: Jean Piaget (1896-1980), a Swiss child Psychologist, offers a rich framework for conceptualizing the development of child's thinking and cognition through development to an adult. To him cognitive development means how knowledge is acquired and developed through successive stages and at various age levels. Hence, his theory of cognition is sometimes called Genetic Epistemology. It focuses attention on the interaction between his biological inheritance and his environment for cognitive development.

Mental process In Piaget's theory, all cognition takes place due to three processes assimilation, Accommodation and Equilibration.

* **Assimilation** means the fitting of new information into previously established cognitive structures (schemas)

* **Accommodation** means the alteration of existing cognitive structures (schemas) in response to new information.

* **Equilibration** means optimal level of intellectual functioning taking place when there is a balance between assimilation and accommodation. The cognitive structure changes from one stage to another by the process of equilibration, maintaining balance between the child and his changing environment.

These three processes together facilitate Adaptation. Adaptation is an ongoing process which helps the individual internalize or store all that one comprehends. All learning adaptive as an infant learns to cry when hungry.

Educational implications.

* School curriculum should be constructed based on the cognitive abilities and maturation.

* Piaget's theory helps the teacher to understand the cognitive developmental lag of the children in class room.

4. Write about Bandura's social learning theory.

Ans: Bandura & Walter's Social learning theory (cognitive Behavioural Perspective)

Albert Bandura (b 1925) and Richard Walters came out with an innovative approach to personality in the form of their social learning theory. They advanced the view that what an individual presents to the world at large as his personality is acquired through a continuous process of structuring and restructuring of experiences gathered by means of social learning and later initiated in corresponding situation.

Albert Bandura developed a cognitive - behavioral perspective, placed considerable emphasis on the cognitive aspects of learning. Bandura stressed that human being regulate behavior by internal symbolic processes thoughts. That is we learn by internal reinforcement. According to Bandura, we prepare ourselves for difficult tasks, for example, by visualizing what the consequences would be if we did not perform them. Generally we seek other's help. We do not always require external reinforcement to alter our behavior patterns: our cognitive abilities allow us to solve many problems internally. Bandura (1974) went so far as to say that human beings have "a capacity for self direction". Bandura later developed a theory of self-efficacy, the belief that one can achieve desired goals (1986). He posted that cognitive behavioral treatments work in large part impairing self-efficacy.

The social learning theory of Bandura emphasizes the influence of a person's cognitions - their thoughts, feelings,

expectations and values - in determining personality. According to Bandura, people are able to foresee the possible outcomes of certain behaviours in a given setting without actually having to carry them out. This takes mainly through the mechanism of observational learning-viewing the actions of others and observing the consequences (1977)

Bandura places particular emphasis on the role played by 'self-efficacy', learned expectations regarding success, in determining the behaviour we display, self-efficacy underlies people's faith in their ability to carry out a behaviour, regardless of how successful they have been in the past or what barriers currently lie in their paths. The greater a person's sense of self-efficacy the more likely it is that success will take place. For instance, people with a high sense of self efficacy regarding academic accomplishments will be more likely to achieve academic success. The cognitive psychologists place emphases on the reciprocity between individuals and their environment. Not only is the environment assumed to affect personality, but people's behaviour and personalities are assumed to "feed back" and modify the environment. Which in turn affects behaviour in a web reciprocity.

In fact, Bandura has suggested that reciprocal determinism is the key to understanding behaviour. In 'reciprocal determinism', it is the interaction of environment, behaviour, and individual that ultimately causes people to behave in the ways that they do (1986). For instance, a man with aggressive needs may get into a fight at a hockey game. He may later seek out hockey games in order to fulfill his enjoyment of fighting. At the same time, the drive to be aggressive may increase because of his fighting.

5. Write about Vygotsky theory.

Ans : Lev Semyonovich Vygotsky was a Soviet Belarusian psychologist, the founder of a theory of human cultural and biosocial development commonly referred to as cultural historical psychology. In the book "Thought and the language" he explained the significance of language in the cognitive development.

Vygotsky social development theory

Vygotsky explained the role of social internal structures in

the development of social maturity. According to him, society plays a dominant role in arriving the meaning of the experiences. He opposed Piaget idea that child's maturity leads to learning and stated that learning leads to maturity.

Principle Concepts : Vygotsky explained that maturity or development is result of the influence of culture. Vygotsky state the importance of tools of intellectual adaptation. Like Piaget he too stressed the role some of the born traits in intellectual development. While Piaget concentrated on motor reflexes and sensory abilities, Vygotsky paid attention to two types of mental functions.

They are

1. Elementary mental functions.
2. Higher mental functions.

There are four components in the primary mental functions, Attention, sensation, perception and memory.

These primary functions interact with the immediate environment and develop into more meaningful and effective mental activities. They are called higher mental functions.

A child was given a jigsaw puzzle. The child struggled a lot to solve the puzzle. She was helped by her father in her effort. He encouraged her throughout. The child completed the puzzle successfully. She acquired the ability to solve the puzzle independently. This experiment shows that through participation and cooperation children learn more fast. This experiment supports Vygotsky's ideas.

In order to explain his theory on cognitive development, Vygotsky introduced two principles.

1. The more knowledgeable other (MKO)
2. The zone of proximal development (ZPD).

More knowledgeable other The more knowledgeable other (MKO) is somewhat self-explanatory; it refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept.

Although the implication is that the MKO is a teacher or an older adult, this is not necessarily the case. Many times, a child's

peers or an adult's children may be the individuals with more knowledge or experience. In fact, the MKO need not be a person at all. Some companies, to support employees in their learning process, are now using electronic performance support systems. Electronic tutors have also been used in educational settings to facilitate and guide students through the learning process. The key to MKO is that they must have (or be programmed with) more knowledge about the topic being learned than the learner does.

Zone of proximal Development The concept of the More Knowledgeable Other is integrally related to the second important principle of Vygotsky's work, the Zone of Proximal Development.

This is an important concept that relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner.

Educational Implications : Vygotsky's principle of peer interaction in the educational practices of United States of America is rich and varied. Robert Slavin's Student Team Achievement Division was designed on the lines of cooperative learning principles. Here, the children are allocated work in small groups, where, each group comprises children of varying ability, gender, and ethnic backgrounds. The teacher introduces a topic to the group and the group's task is to discuss the problem and query each other until they understand the topic.

6. **Explain Rogers Humanist perspectives learning.**

Ans : CARL ROGERS' THEORY OF EXPERIMENTAL LEARNING

The theory of experiential learning has been propounded by Carl Ransom Rogers, an American psychologist. It has its origin in his views about psychotherapy and humanistic approach to psychology. It was primarily employed to explain the learning mechanism of adult learners and then was applied to adolescent and school going learners also.

In his search for the basic nature of learning, Rogers tried to distinguish two types of learning - cognitive and experiential. He termed cognitive learning as meaningless in itself unless it is

subjected to some use. Such learning is knowledge based and thus may include the learning of vocabulary, multiplication table, mathematical formulae, historical events and geographical facts. The experiential learning, on the other hand, is quite vital to one's progress and welfare. It is associated with the application of the acquired knowledge such as learning about engines in order to repair a car, learning psychological principles and methods in order to help the children get rid of bad habits. Thus experiential learning is learner-centered. That is to say, it cares for the needs, and wants of the learner. Carl Rogers has tried to enumerate these qualities of experiential learning in the following way:

1. Experiential learning is characterized by personal involvement of the learner.
2. It is self-initiated. The learner willingly takes initiative to engage in such type of learning.
3. It is characterized by self-evaluation. The learner himself is interested in evaluating the results and outcomes of such learning by applying it to the realization of learning objectives, i.e. he wants to test his knowledge of repairing an electrical gadget by actually doing the repair.
4. It leaves a pervasive effect on a learner. Whatever is learned through this method can be made into use when and where he needs.

Rogers, as humanist, believes in the strength and potentialities of human beings. According to him, all human beings have a natural inclination for learning and a desire to grow and progress. The role of the teacher and the parents is thus to help their children in their inherent desire for personal change and growth. Teacher as well as the parents have to care for and facilitate such learning which helps the children to grow and develop according to their requirements. The attempts of the teachers and the parents in realising the objectives of experiential learning may, thus include the following provisions:

1. Arranging a favorable and positive climate for learning.
2. Helping the learner or learners to have clear-cut objectives and purpose of his/her learning.

3. Organising the learning resources and making them available to the learners.
4. Balancing intellectual and emotional components of learning.
5. Sharing feelings and thoughts with learners in a democratic way.

Thus, the primary responsibility of a teacher lies well in his sincerity as a helper, a guide and a facilitator in the ongoing teaching-learning process. He is not there to provide more information or demonstrate his skills in any area of information or fact-finding. Through many tools and materials and his own characteristic ways, a teacher, while following the doctrine of experiential learning, has to play the role of a learning facilitator. For realizing this objective, as Rogers points out, a learner must at least take care of the basic conditions that facilitate learning. According to him, learning is well facilitated when:

1. threat to the self of the learner is minimum;
2. learning resources and climate are in favour of the learner;
3. the learner participates completely in the learning process and has control over its nature and direction;
4. it is primarily based on direct confrontation with practical, social, personal or research areas.
5. self-evaluation is the principal method of assessing progress or success; and
6. the learner realizes the importance of learning and develops an openness as well as willingness to learn.

Thus, experiential learning is, in fact, a learner-centered enterprise. Here the learner is the key figure in the ongoing teaching-learning process. The role of a teacher is to facilitate such learning. The primary responsibility of learning and change in the behaviour of the learner for his personal and social development lies with him. However, he is to be properly helped, guided and kept on the proper track by the teacher as and when the need of doing so arises. The main thing is to help the learner realize the importance and significance of the learning task. If we can make him see the profit or gain of the learning task, we can

very well realize the objectives of learning. Therefore, according to Rogers, learning must be linked with motives, goals and ideals of the learner. Accordingly, for a learner who is interested in becoming rich in learning, pertaining to, say, such topics as economics, investment, financing, banking etc., the concept of learning may be of great importance. Decidedly he will take more genuine interest in the learning to topics and subjects which are helpful in realising his motives and ambitions, as compared to other students of his class who have significantly less interest in money matters.

Summing up, it can be easily concluded that Carl Rogers, through his theory of experiential learning, advocates a humanistic and learner-centred approach to be adopted in class rooms by the teachers, with the sole purposes of making the learning process more humane and suitable to the needs and interest of the learners.

UNIT - 4

TEACHING PROCESS

1. Write the concept of teaching? Explain the teaching as a profession, teaching as an art and science and teacher as a professional?

Meaning of Teaching

E.O.Smith defines teaching as a system of actions involving an agent, an end in view, and a situation including two sets of factors: those over which the agent has no control (class size, size of classroom, physical characteristics of student's etc) and those that he can modify (ways of asking questions about instruction and structuring of information or ideas gained). Thus Smith considers teaching to be a tripolar purpose involving.

- i) an agent - the source, human or material that tries to produce learning
- ii) a goal or target that is to be achieved through the process of teaching and
- iii) The intervening variable consisting of learning or teaching situation or environment (human or material conditions and instructional methods)

Admiral Amidon defines teaching as an interactive process, primarily classroom talk, which takes place between a teacher and student and occurs during certain definable activities.

Clark in his definition tried to broaden the very scope of teaching by terming it as a set of all those organized activities that might result in bringing some change in the behaviour of the student or learner.

Green in his definition tried to delimit the boundary and scope of teaching by terming it as a profession or occupation in which the task of the teacher is to perform for the development of the child.

Teaching as a profession: Teaching as a profession places varied demands on its practitioners- teachers, like exceptional qualities, skills and sincere devotion to human progress teaching stresses the involvement of intellectual competence, the

ability to perform the required skills in order to liberate humanity from ignorance. The advancements in the field of education have given a stature and dignity to the profession.

Teaching as an art and science: Teaching is an art as well as a science. The art of teaching brings into play the teacher's in born talents. It also calls for a human touch. The science of teaching brings into play all that the teacher has acquired during his training. This requires the display of teaching skill, methods and techniques and procedures required for introduction, development and evaluation of lessons.

Teacher as a professional: The profession of the teaching is very highly respectable position. From in India ancient time the profession of teaching had lot of eminent. Professional is one who has (i) a specialized knowledge base (technical culture), (ii) commitment to meeting client needs (service ethic), (iii) strong collective identity-professional commitment (professional commitment), (iv) collegial as against bureaucratic control over practice and professional standards (professional autonomy).

2. Write the distinction between instruction, training and teaching?

Ans : Instructions, training and methods of teaching.

Conditioning, training, instruction is the theory of the teaching constructed that all kinds of teaching methods. Some time we use these teaching methods in several ways of contexts. **Teaching is changing the purpose behaviour of the students. The changes had two kinds:-**

1. When students have to do the work or they have to attack the situation. How they have to behave themselves. All these matters know through the teaching method.

2. The teaching method all helped to growth of knowledge, and growth of might principle to value of the students.

Between these the first one is coming from conditioning and through the training and the second one is training through the teaching or the theory. The first one helps to alter the behavior. The second:- growth of wisdom and knowledge faiths help to growth values. For the teaching and these various for the words to show the concern like this.

It is used for the current method of teaching relevant of the above picture shows activities in position how & imposition of general- according rules and regulation former of animal, virtue showing of reaction them to learn through the conditioning. In teaching the training is a great in position. It has to change and help the behavior for growing of skillfulness.

Ex. In circus for the animals particularly to give training. Which kind of change they got through the change of training & through teaching of change. Through the change of teaching it had high right values.

Teaching is used giving instructions and growing of wisdom it grow grasping and understanding.

Though what is different between instruction and teaching giving of instructions to the students may be or not may be. The teacher had direct concern with them.

Ex. Giving the instructions for the students through the equipment and through the paper. But teaching accept teacher here the teacher was main event. But the happening the situation of action directly with students.

It best how the instruction the students to the way of anxiety for the way of spastic no emotion.

Through that kind of teaching it teacher trying to convert the behavior students. If you want to say in the way of Macro in instruction in the point of the Teaching.

Indoctrination: It heard in teaching is the good way of great positive in the students of instructions, beliefness to help concerted through the indoctrination. It has also with intellectual in a great and high position. In all kinds of activities. It changed the behaviour of student even stronger. Above four kinds of the various words very near to the teaching. Among those have on count difference, there to know the all kind of teaching or clear the meaning conformed.

3. Explain the phases of teaching ?

Ans : The complex task of teaching makes it imperative on the part of the teacher to plan and execute it. The steps or stages are known as phases of teaching.

Planning : It is the phase of teaching associated with activities before the actual act of teaching takes place i.e., in short it is the planning phase of teaching. The objectives in this phase are :

- i) **Fixation of goals :** In this step the teacher formulates goals, aims and objectives. The teacher writes the objectives in specific terms in behavioural terms related to entry and terminal behaviours.
- ii) **Decision making** about the subject matter.
- iii) **Arranging/sequencing** the elements of content chosen for presentation.
- iv) **Sequencing** the teaching strategies.

Execution :

In the preactive phase, activities are those that the teacher undertakes before entering the classroom. In the interactive phase teacher undertakes activities inside the classroom. The teacher provides students verbal stimulations of various kinds, makes explanations, asks questions, listens to students' responses and provides guidance. The activities in this phase are :

- i) **Sizing up of the class.** The teacher makes a mental picture of the class, the students by observation and face reading.
- ii) **Diagnosis of the learners.** The teacher by testing the previous knowledge assesses the abilities of learners, their academic background and interests and attitudes.
- iii) **Reactive Processes - Action - Reaction processes** play the central role in the task of classroom interaction. For this purpose, the teacher has to take right decisions with regard to the selection and use of the proper stimuli, schedule of enforcement and feedback devices and development of suitable strategies suiting to the needs of the student, teaching environment and teaching objectives.

Thus in this phase of teaching an appropriate verbal and non-verbal interaction between the teacher and students is established by arranging suitable teaching-learning activities and an equally suitable and controlled classroom environment.

Reflection

The third phase of the teaching act concerns with the evaluation activities. The teacher asks verbal or written form questions, to measure the achievement of the students. The activities are :

- i) Defining the exact dimensions of the changes caused by teaching. The teacher compares the actual behaviour changes that have resulted with the expected behavioural changes. The teacher defines the criterion behaviour.
- ii) Selecting appropriate testing devices and techniques. The teacher selects testing devices that are both reliable and valid to evaluate the cognitive and non-cognitive aspects of the students. Depending on the need the teacher uses either criterion tests or performance tests.

- iii) Changing the strategies in terms of evidences gathered. Based on the feed back received from the test results the teacher can identify the lacunae / drawbacks or the highlights of his teaching. Based on the evaluation, if necessary modifications are planned for the next teaching - learning activity.

It begins even before the teacher enters the classroom and continues even after he leaves the classroom after completion of teaching. For effective teaching the teacher should plan and execute activities under all the three phases.

4. Discuss the role of teacher in teaching. Learning process ?

Ans : In teaching learning process teacher plays prominent role as role model, Colearner and in some other roles.

Teacher as a Model : Teacher should be role model to students. A teacher should follow good practices and should inspire students.

Much of what students learn from their greatest teachers is not detailed on a syllabus. Teachers who help us grow as people are responsible for imparting some of life's most important lessons. During their initial school years, students encounter, perhaps for the first time, other children of the same age and begin to form some of their first friendships. As a teacher, you will show your

students how to become independent and form their own relationships, you will carefully guide them and intervene when necessary. School is as much a place of social learning as academic learning, and this is true, not only in our early years of education, but all the way through college. Though a teacher's influence on the social sphere of school lessens as students mature, those early lessons still have an effect on how they will interact with other in the future.

Teacher as facilitator : As a facilitator teacher makes learning process simple. facilitator mingles with students and establishes good relationship between students.

Negotiator : A teacher will make discussions with head master, students and other teachers. He maintains harmony with all these people and takes acceptable decisions.

Co-Learner : We as teacher need to move away from the traditional "stand and deliver" teaching model to that of the "guide on the side" teaching model. We need to start thinking of ourselves as co-learners rather than teachers. One study claims that "Effective teachers of digital - age learners will be challenged to move away from models of teaching and learning as isolated endeavours. As they model work and learning that reflects inventive thinking and creativity, teacher must become comfortable as co-learners with their students and with colleagues around the world.

Reflective Practitioner : Teacher will accept the facts. Teacher will improve creativity and invokes thought provoking.

Class room researcher : Teacher will do experiments and come to conclusion in order to improve the students.

Teacher are subjective insiders involved in classroom instruction as they go about their daily routines of instructing students, grading papers, taking attendance, evaluating their performance as well as looking at the curriculum. Traditional educational researchers who develop questions and design studies around those questions and conduct research within the schools are considered objective outside observers of classroom interaction. But when teachers become teacher-researchers, the "traditional descriptions of both teachers and researchers change.

Teacher - researchers raise questions about what they think and observe about their teaching and their students learning. They collect student work in order to evaluate performance, but they also see student work as data to analyze in order to examine the teaching and learning that produced it"

5. Explain the functions of a teacher in class room, school and community.

Ans: Functions a teacher in class room

Function in Class room : Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many others roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

Teaching Knowledge : The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many way including lectures, small group activities and hands on learning activities.

Creating Classroom Environment Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behaviour in their classrooms. This behaviour is primarily a reflection of the teacher's actions and the environment she sets.

Role Modeling Teachers typically do not think of themselves as roles models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers

are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

Mentoring Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When student's behaviours change or physical signs of abuse are noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble.

Educating is just one of the many things you will have to do in your role as teacher. This lesson will detail several of the key roles teachers play in classrooms and schools.

Functions in School Teachers duties and functions are unlimited in number.

1. Planning : He has to go about his work after careful and through planning. He plans his own work according to the time table and other engagements.

2. Teaching : He is primarily meant for teaching. In order to discharge this function credibly, he must possess thorough knowledge and mastery of his subject, study and adopt the effective methods and techniques, select learning materials, and ensure discipline in his class. He must be very successful in motivating the students. Under no circumstances he should shrink and bypass this responsibility. He should work with determination to cause resultant learning in the students as a consequence of his teaching. He should try to secure the interest & participation of the students in the process of teaching. His duty in respect of correction of their written work and home work is a part of teaching process.

3. Organisation : He has to look to the organization of syllabus, classification of pupils, construction of time-table and assignment of duties to colleagues and students. With the headmaster at the help of affairs in organisation, he has to extent cooperation in organising and maintaining the school plant, up-

keep and beautification of the school campus, maintenance of equipment, and paying attention to the cleanliness and sanitation of the neighbourhood. The organisation of library service for the pupils may also demand some of his attention. He must conduct himself as a competent organiser of various school activities and should not consider that his job ends with teaching.

4. Keeping Records : He has to keep a number of records pertaining to the students, such as detailed record of the students entrusted to him in his tutorial group, attendance records of his class, progress record of the students, and record of the collection of fees. He may also be entrusted with the duty of keeping the records of the furniture, laboratory equipment, and other stock and stores.

5. Evaluation : He has to carry out frequent evaluation of the progress of the students also. This is a part of his teaching duties and it helps immensely in his process of teaching. It gives an opportunity to discover the students deficiencies, difficulties and possibilities. Teaching can proceed in the light of achievements from individual to individual. The house tests have to be conducted quarterly, the answer sheets have to be scored by him, marks are tabulated and results are prepared for later reference. In some cases the internal assessment on the basis of these house tests has to be forwarded to the examining authorities also. In order to play this role efficiently, it is his duty to acquaint himself with the short-comings of the existing system of evaluation and think other alternatives which are to some extent free from these short comings.

6. Maintaining Relations : He should not think that he can work better in aloofness and isolation. His role in maintaining healthy relations with all coming into his contact is definitely very important. The school exists for its human stuff. The teacher's teaching activities will be adversely affected if he does not enjoy healthy relations with other members of the school population. He must develop and improve his faculties in respect of human relations also. This aspect of his functions can be ignored by him only at a very heavy cost.

7. Guidance : The students need his guidance in a number of matters and situations. They have to select their subjects and

consult the teachers for their future courses of education and vocation. They suffer from a number of emotional and adjustment problems. In special cases like that of delinquent, backward, weak, and brilliant students, he has to pay individual attention and give guidance in accordance with their respective requirements. In short, it is an important duty of the teacher to give educational, vocational and personal guidance to the needy students.

8. Supervision : He has to supervise the work of the students, and ensure regularity in attendance, regularity and accuracy in class room work as well as home work and efficiency in the practical work in the laboratory. In the classes, he supervises their progress and behaviour; in the playground, he supervises their games; in the hostel, he supervises their conduct and discipline; in the library he supervises their self study; in the laboratory he supervises their actual performance of practical and in the campus as a whole he supervises their general behaviour and discipline.

9. Miscellaneous Duties : Some of his other duties can be enlisted as under :

- i) Professional growth
- ii) Membership and active participation in professional organisations.
- iv) Follow up of the students even after they have left the school.
- v) Maintaining and upholding the dignity of his noble profession.
- vi) Leadership role in the community.
- vii) Social service in the neighbourhood.
- viii) Healthy cooperation with the superiors.
- ix) Participation in state level and national programmes in the interest of education.

Functions of a teacher Incommunity : The teacher has to act as a binding force between the school and the community. The gap, if any between the two has to be plugged by systematic and sustained efforts. After taking over of the responsibility of education by the state, the community thinks that it has no responsibility towards the school. This is an absolutely wrong

tendency. Similarly the teachers find it safe to remain aloof from the community. They are afraid of unnecessary interference in their day to day work by the community if it is brought closer to the school. Both have forgotten about the role of school as a community centre and the role of the community towards the uplift of the school. At many places, resourceful teachers have been able to improve the material equipment and other facilities of the schools with the cooperation of the community.

There are a number of things which the teachers should do for the community such as i) arranging relevant shows, exhibitions, etc. (ii) organising sports and tournaments for the adults (iii) social service under special circumstances requiring cleanliness, health care, sanitation, etc. (iv) social service at the time of fairs, festivals, etc. (v) running an entertainment programme for the adults and (vi) inviting experts from outside to speak to the students and adults on relevant topics.

UNIT - 5

LEARNING ENVIRONMENT AND LEARNING ENGAGEMENT

1. What is the meaning of learning environment and learning engagement?

Ans : Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations - a room with rows of desks and a chalkboard, for example.

The term also encompasses the culture of a school or class - its presiding ethos and characteristics, including how individuals interact with and treat one another - as well as the ways in which teachers may organize an educational setting to facilitate learning - e.g., by conducting classes in relevant natural ecosystems, grouping desks in specific ways, decorating the walls with learning materials, or utilizing audio, visual and digital technologies. And because the qualities and characteristics of a learning environment are determined by a wide variety of factors, school policies, governance structures and other features may also be considered elements of a "learning environment."

Educators may also argue that learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal materials would likely be considered more conducive to learning than drab spaces without windows or decoration, as would schools with fewer incidences of misbehavior, disorder, bullying and illegal activity. How adults interact with students and how students interact with one another may also be considered aspects of a learning environment, and phrases such as "positive learning environment" or "negative learning environment" are commonly used in reference to the social and emotional dimensions of a school or class.

In higher education engagement has become a catch-all term most commonly used to describe a compendium of behaviours characterizing students (Krause, 2005). It has even been suggested that student engagement could be used as an indicator of institutional teaching quality (Kuh, 2001). Furthermore it has been said that at a certain level of analysis, engagement is taken to provide a singularly sufficient means of determining whether students are engaging with their study and university learning community in ways likely to promote high-quality learning. (Krause & Coates, 2008). However, measuring engagement and its link to learning is challenging (Bulger, Mayer, Almeroth & Blau, 2008).

This is especially true when the term engagement is often used in a broad terms to describe a range of behaviours that learners exhibit. An investigation into what engagement is, and what factors influence engagement, is required before metrics for its measurement can be determined.

Stovall (2003) suggests that engagement is defined by a combination of a student's time on task and their willingness to participate in activities. Others say that engagement is the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes (Krause & Coates, 2008).

A basic tenet of the research into engagement is that student's activity and involvement in their learning tasks is related to their academic activities, formative communication with academic staff, involvement in enriching educational experiences, and feeling legitimated and supported by university learning communities" (Coates, 2007)

2. Explain the theory of Goleman's Emotional development theory.

Ans: Daniel Goleman a 'journalist and Harvard University professor popularised Emotional Intelligence term in his book.

"Emotional Intelligence : According to Goleman "Emotional Intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for Managing emotions well in ourselves and in our relationships.

The following steps describe the five components of emotional Intelligence at work as developed by Goleman.

The Five components of Emotional Intelligence :

1. **Self - awareness:** The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Self awareness depend on one's ability to monitor one's emotion state and to correctly identify and name one's emotions.
2. **Self-regulation:** The ability to control or redirect disruptive impulses and moods. Halls Marks include trust worthness and Integrity; comfort with and ambiguity.
3. **Internal Motivation :** A passion to work for Internal reasons that go beyond money and status which are external rewards rewards - such as Inner Vision of what is important in life.
4. **Empathy :** The ability to understand the emotional make of other people. A skill in treating people according to their emotional reactions.
5. **Social skills :** Proficiency in Managing relationships and building net works and an ability to find common ground and build rapport.
3. **Write a short Notes of the following**
 - a) **Reciprocal teaching** b) **Assisted performance**
 - c) **Supervised discussion as strategies to enhance Motivation and learning.**

Ans: **Reciprocal teaching :** Reciprocal teaching strategy is defined as a strategy that directly teaches learners to use meta-cognitive thinking while constructing meaning from a text. In fact, it is a method of reading comprehension as an interactive one, in which readers interact with the text as their prior experience is activated and improves their motivation and interest. It is a strategy that makes dialogue between students within themselves or students with their teacher. Once the instructor has modeled the process, student take on the role of instructor and teach one the process, students take on the role of instructor and teach one another using reciprocal teaching strategy. This instructional strategy allows an instructor to model and give the learners enough practice to construct the meaning of text through sub-sections of

reciprocal teaching strategy (making prediction, generating questioning, clarifying and summarizing). Furthermore, this activity is used before, during and after reading. The instructor can use this strategy as a whole class, guided reading to improve a deeper understanding of text (Stricklin), Hacker and Tenen(s) stated "reciprocal teaching."

b) Supervised Discussion Dreaming process of student before teacher is as supervised discussion! Student can resolve his doubts by teacher during this process.

This process is useful to the students whose parents are not educated. Teachers will identify the students who are not performing up to the mark and help for their development.

c) Assisted performance: Improving knowledge of students is the main goal of assisted performance. Teacher should make sure that what ever assisted performance skill that he possesses must explain to the students clearly. Teacher should know teaching methodologies along with assisted performance. Must give suggestions to the students to improve their learning.

4) Creating positive and productive environment for learning - creation of emotionally safe learning environment to increase learning -explain

Ans : The following are some ways to keep the hustle and flow going in your classroom and to help create a positive learning environment.

1. Address students by name : Our names are our identity and we should use them as much as possible. Learn your students names, and the correct pronunciation immediately !

2. Use "Please" and "think you" . We take these words for granted but we need to keep in mind how important giving respect in order to earn respect. Put these words to daily use on tests, homework, worksheets, presentations, etc. Saying "thank you: for an answer show you hear them and appreciate them, even if the answer is wrong.

3. Listen : Student create our attention and focus. We should be extremely careful that in listening we are NOT physically turning away, sighing, frowning, rolling our eyes, talking to

someone else, or looking away. We show people they matter by our body language, whether we meant it or not. Body language can create a division in the classroom.

4. Don't allow bullying/teasing/put downs. Students need to know that they are entering a safe environment. They need to be comfortable and know they fit in before they can learn and take risks in their learning. This needs to be implemented from the very beginning. No bullying from students or from teachers ! We are responsible for what we allow in the classroom. For every put down, require two put ups (that person now has to say two nice things.) The put ups don't mean anything; what matters is your consistency in protecting life and creating a level playing field for everyone.

5. Make Eye Contact : Making quick eye contact is important in creating a culture of trust. Students matter. They aren't lifeless objects just sitting in our room (although they may look like it) and we should we treat them as the valuable people they are recognize them.

Positive, productive learning environments are key to students academic, emotional and social in school. Unfortunately, positive learning environments don't just happen on their own- they must be created. There are many components that go into making a positive learning environment for students. For starters, positive learning environments should offer a climate of safety, where risk-taking is encouraged, there is open authentic conversation, trust and respect are fostered, and positive interaction is the norm.

The best time to start developing a positive learning environment in your classroom is during the first days, weeks, and months of the school year-but it's never too late to get started. Below, we'll explore positive action strategy, and several simple, tips, that teachers, educators, and even parents, can use for creating a positive, productive learning environment for students. By implementing these strategies, you'll be able to combine the need for positive learning environments that foster improved academic performance, with the ability to promote students' social and emotional wellbeing and progress inside and outside the classroom.

Step 1 - Make learning relevant

The more relevant a topic or subject is to students own success and happiness, the more engaged they'll become in the learning process.

Step 2 - Develop a Code of Conduct

If students don't have a clear and agreed upon understanding of positive and negative behaviours, it's difficult to create a positive learning environment in the classroom and at school.

Step 3 - Employ a Positive Actions Curriculum

While it would be nice if all students shared the same understanding of positive behaviours, they don't. Children come from diverse family, culture and socioeconomic backgrounds. All these influences, and other, shape students perspective of what's appropriate, and what is not. It's important that students are taught positive behaviours in a consistent and systematic way at school and in the classroom. Developing a positive action curriculum is one of the most effective ways to teach and instill in students positive behaviors. Positive action curriculum.

Step 4 - Help Students Develop Intrinsic Motivation

Feeling good about themselves is an intrinsic motivator to students-especially elementary age students-and positive actions help children feel good about themselves. So, how do you help students consistently engage in positive actions? First actions are always preceded by thoughts. Second actions and behaviors are typically consistent with thoughts. Third, feelings, children experience about themselves are based in large part by their actions. Helping students learn that by changing a negative thought to a positive they can produce positive actions, and that positive actions will help them feel good about themselves is a powerful intrinsic motivator.

Simple Tips and strategies for Building Positive Learning Environments

The positive Action strategy we introduced above is one of the few character education programs recognized by the U.S. Department of Education's. What Works Clearinghouse to produce positive results in students' academic performance and

behavior. But it isn't the only strategy. Below is an additional list of simple strategies and tips from teachers, educators, and even parents, that have proven useful and effective for creating a positive, productive learning environment at school and in the classroom.

Relationships first, school second. Don't jump straight into school work the first day of school. Break the ice and help get students out of their comfort zone at the onset by playing some interactive games and holding some team building exercises. This helps students get to know each other on a personal level and experience the 'human' side of their teacher.

Share same stories from the summer. Before you transition into the school year have the students share some of the fun things they, or their families did over the summer. Also, take a moment to share with your students what you did over the summer. This helps the students get to know each other and their teacher, and helps you build rapport with your students.

Get to know each student. At the beginning of the new year, or term, ask parents to write a "in a million words or less" letter describing their child. Once you have received letters from all the parents, take some time to read each letter and learn about the unique character, desires, needs and talents of each child. Reading these letters at least once, if not regularly, will help you see each child in a different light, suggestions for keeping your classroom a safe, open, and inviting place to learn.

1. Community Build All Year Long: Routinely include strategies and activities in your lessons, such as Save the Last Word for Me, that allow students to express their thoughts and ideas, build relationships, and practice collaboration. This will help grow and maintain a feeling of emotional safety in your classroom.

2. Post student Work: When displays of essays, poems, projects, and exams dominate the walls, there is student ownership of the room. When they look around and see their own writing and thinking, they certainly experience a higher level of comfort than if they see store-bought posters. That said, if informational posters are needed, ask your students to create them.

3. Have Non-Negotiables : Along with classroom rules and procedures, students must know non-negotiables right out of the gate. My biggest non-negotiable? Name calling. This resulted in an immediate consequence (a call to the dean and removal from the classroom that day). Tackle name calling head on or else kids won't feel safe to be themselves, let alone learn.

4. Admit when you don't know : Students appreciate when we show our humanity. Saying "I'm not really sure. Does anyone else know or might they like to look that up for us?" is powerful stuff.

5. Read with your students : The message this sends : I like to read. I don't just tell you this and grade you on how much you read, I read side-by-side with you. You see my facial expressions as I struggle to understand something difficult and you see when I feel emotion at a sad or funny part. I am a reader, too.

6. Remain Calm at All times : Once a teacher loses it with a class or student, it takes a long time to rebuild that feeling of safety and trust within those four walls. Step right outside the door and take a few breaths. It's worth it.

5. Explain the role of culture in Teaching Learning Process.

Ans : Some of the aspects of education influenced by the culture.

1. **Culture and aims of Education :** Culture of a society is determinant of aims of education.
2. **Culture and Curriculum :** Culture is the guiding star to the theory, practice, activities and programmes of education.
3. **Culture and methods of teaching :** Changing cultural patterns exert its influence over methods of teaching.
4. **Culture and discipline :** The prevailing culture of a society influences the discipline.
5. **Culture and school :** School is the agent of promoting, enhancing, moulding, reforming and developing the cultural patterns of the society.

CLASSROOM MANAGEMENT LEADERSHIP AND ACTION RESEARCH