



Question 9. Why is motivation a prerequisite for learning?

Answer: Motivation is considered a pre-requisite and acts as a main facilitator of learning.

1. It is a mental as well as a physiological state, which arouses an organism to act for fulfilling the current need.
2. Motivation energises an organism to act rigorously for attaining some goal, and such sets persist until the goal is attained and the need is satisfied.
e.g.: The more motivated you are the more hard work you do for learning.
3. Motivation for learning arises from two sources:
 - Intrinsic motivation: One may learn many things because he/she enjoys them or it provides the means for attaining some other goal.
 - Extrinsic motivation: Throughout the session one learn to acquire knowledge and skill, which may help to get a good job later.

Question 10. What does the notion of preparedness for learning mean?

Answer: Preparedness is a reference to the fact that organisms are better able to associate certain combination of stimuli, responses and reinforces than others.

- If an animal eats and is then ill, it may develop an aversion to the flavor of the food, but not to visual or auditory stimuli that works present at the same time.
- The members of different species are very different from one another in their capacities and response abilities.
- The kinds of S-S or S-R learning an organism can easily acquire depends on the associative mechanism it is genetically endowed with or prepared for.
- A particular kind of associative learning is easy for apes or human beings but may be extremely difficult for another species.
- It implies that learning very much dependent on those association for which one is genetically prepared at the same time on his/her psychological preparedness to learn a particular task.

Question 11. Explain the different forms of cognitive learning.

Answer: Insight learning is a form of cognitive learning.

- Insight is defined as sudden perception of relationship between the learner, the goal and intervening obstacles.
- Insight occurs when the learner suddenly sees the relations between two valuables. Many experiments have been performed on insight learning. One Of the simplest of these experiments requires the chimpanzee to reach food with a stick when it cannot be reached by hand and when nothing else other than a stick is a available in the room. Latent learning is another form of cognitive learning.

The word latent means 'hidden' and thus latent learning is learning

that occurs but is not evident in behaviour until later, when conditions for its appearance are favourable.

- Latent learning is said to occur without reinforcement of particular responses and seems to involve changes in the ways information is processed.
- Thus latent learning is an example of cognitive learning.

Experimental evidence:

- Rats in an experimental group-the latent learning group were first given plenty of experience in a maze. After they thoroughly experienced the maze, reinforced maze learning under instrumental conditioning began ie. They were rewarded for their successful effort.
- The rats in a control group are not being given experience with the maze. The control group animals were put in a box that is unlike the maze.
- When reinforcement for maze learning starts, the experimental group did better than the rats in the control group.
- The latent learning group rats learned the maze faster and with fewer errors than did the control animals.
- It proves that the latent learning showed up in their performance.

Question 12. How can we identify students with learning disabilities?

Answer: Learning disability refers to a heterogeneous group of disorders manifested in terms of difficulty in the acquisition of learning, reading, writing, speaking, reasoning, and mathematical activities.

- The sources of such disorders are inherent in the child.

We can identify students with learning disabilities from many symptoms. These symptoms are following:

1. Difficulties in writing letters, words, and phrases, reading out text, and speaking, appear quite frequently, quite often they have listening problems, although they may not have auditory defects. Such children are very different from others in developing learning strategies and plans.
2. Learning disabled children have disorders of attention. They get easily distracted and cannot sustain attention on one point for long. Some times it leads to hyperactivity ie they are always moving, doing different things and trying to manipulate things without any purpose.
3. Poor space orientation and inadequate sense of time are common symptoms. Such children do not get easily oriented to new surroundings and get lost. They lack a sense of time and are late or sometimes too early in their routine work. They also show confusion in direction and misjudge right, left, and down.
4. Learning-disabled children have poor motor-coordination and poor manual dexterity. This is evident in their lack of balance. They show Inability to sharpen pencil, handle doorknobs, difficulty in learning to ride a bicycle, etc.
5. These children fail to understand and follow oral directions for doing things.
6. They misjudge relationships as to which classmates are friendly and which ones are indifferent. They fail to learn and understand body language.
7. Learning-disabled children usually show perceptual disorders. These include visual, auditory, tectual and kinesthetic, misperception etc. They fail to differentiate a call-bell from

the ring of the telephone. It is not they do not have sensory acuity. They simply fail to use it in performance.

8. Fairly large number of learning-disabled children have dyslexia. They quite often fail to copy letter and words, e.g.: they fail to distinguish between b and d, p and q, p and l, was and saw, unclear and nuclear etc., they fail to organize verbal material.

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