

आवणी पोथी

ALL THAT AND ONLY

WHAT IS ASKED IN
COMPETITIVE EXAMS

THIRD
REVISED
EDITION

Rpsc LECTURER (SECONDARY AND
SANSKRIT SCHOOL EDUCATION)

EDUCATION PSYCHOLOGY PEDAGOGY AND ICT

DR J.D. SINGH



ACCORDING
TO LATEST
SYLLABUS 2022

BASED ON
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आपनी पोथी

RPSC LECTURER
(SECONDARY AND
SANSKRIT SCHOOL
EDUCATION)

EDUCATION PSYCHOLOGY PEDAGOGY AND ICT



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EDUCATION PSYCHOLOGY PEDAGOGY AND ICT

INSPIRATION

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DEDICATED

to

my Teachers who trusted me as student
and

my Students who trusted me as teacher

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Education Psychology Pedagogy and ICT

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IMPORTANCE OF PSYCHOLOGY IN TEACHING-LEARNING

PSYCHOLOGY

The term 'psychology', literally means the **science of the soul. (Psyche—soul; logos—science)**. The term 'Psychology' is derived from two Greek words; Psyche means "soul or breath" and Logos means "Science/knowledge/study". Thus psychology was first defined as the 'science of soul'.

Aristotle (384-322 B.C.) is often regarded as the **father of psychology**, and his book, **De Anima (On the Soul)**, the first book on psychology.

The word Psychology was **first used by Rudolf Goeckle, in 1590**. Formerly, psychology was a part of metaphysics, and dealt with the nature, origin, and destiny of the soul. It was called rational psychology. But modern psychology is empirical, and does not deal with the problems relating to the soul. It deals with mental process apart from the soul or mental substance.

Psychology is the scientific study of the mind and behavior.

Psychology is concerned with the experience and behaviour of the individual.

Psychology includes the study of conscious and unconscious phenomena, including feelings and thoughts.

The father of behaviourism, John B. Watson (1913) defined the discipline of information of psychology as the acquisition of information useful to control of behavior.

In **1892 William James** defined psychology as the

'science of mental processes'.

Structuralism was the name given to the approach pioneered by **Wilhelm Wundt (1832-1920)**, which focused on breaking down mental processes into the most basic components.

In **1908 William McDougall & in 1911 W. B. Pillsbury** defined psychology as the 'science of behaviour'.

J.B. Watson: Psychology is the Positive Science of behaviour.

B.F. Skinner: Psychology is the science of behaviour and experience.

Crow and Crow: Psychology is the study of human behaviour and human relationship.

Kurt Koffka : Psychology is the scientific study of the behaviour of living creatures in their contact with the outer world.

R. S. Woodworth : Psychology is the scientific study of the activities of the individual in relation to his environment.

Development of Psychology

(i) Psychology is the Science of Soul

- Before 16th century, psychology was understood as the 'Science of Mind'.

Main Psychologists: Plato, Aristotle, Descartes, Spinoza etc.

(ii) Psychology is the Science of Mind

- In 1892 William James defined psychology as

the 'science of mental processes'.

- In his view, psychology may be defined in terms of conscious states.

Main Psychologists: Pomponazzi, Pestalozzi, John Locke, Emmanuel Kant, Reed etc.

(iii) Psychology is the Science of Consciousness

- In 1884 James Sully defined psychology as the science of the 'inner world' as distinguished from physical science which study the physical phenomena.
- In 1892 Wilhelm Wundt defined psychology as the science which studies the 'internal experiences'.

Main Psychologists: William James, E.B. Titchener, Wilhelm Wundt, James Sully etc.

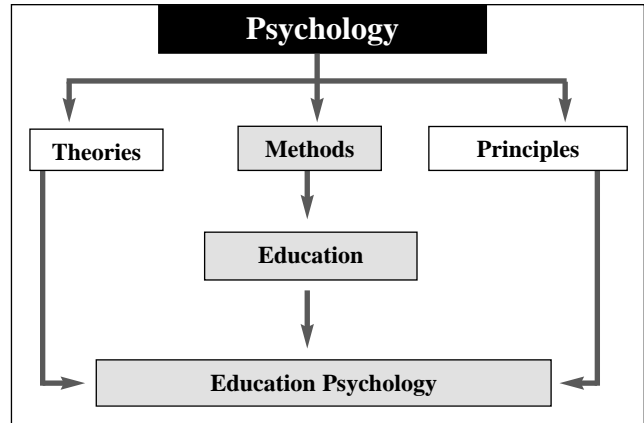
(iv) Psychology is the Science of Behavior

- In 1905 William McDougall defined psychology as the 'science of behavior'.
- In 1911 W.B. Pillsbury also defined psychology as the 'science of behavior'.
- **J. B. Watson**, however, discarded the concepts of the 'mind', 'consciousness', 'purpose' and the like from psychological use, and defined psychology as 'the science of behavior'. The term behaviour was popularized by J.B. Watson.

Main Psychologists: J.B. Watson, Thorndike, Skinner, Pavlov, McDugall, Woodworth, Pillsbury, Edwin Guthrie, Edward Tolman, Clark Hull etc.

Main Types of Psychology

1. Learning/ Behavioral psychology
2. Child psychology
3. Psychodynamic psychology
4. Humanistic psychology
5. Evolutionary psychology
6. Biological psychology
7. Abnormal Psychology
8. Clinical psychology
9. Cognitive psychology
10. Developmental psychology



Education Psychology

Educational psychology is the application of psychological findings in the field of education. Education psychology is that branch of psychology in which the findings of psychology are applied in the field of education. **Edward Lee Thorndike is known as the father of Educational Psychology.** Educational psychology is the positive science of human behaviour.

Educational psychology involves the study of how people learn, including teaching methods, instructional processes, and individual differences in learning. The goal is to understand how people learn and retain new information.

E.A. Peel: Educational Psychology is the science of education.

Charles. E. Skinner: Educational psychology deals with the behaviour of human beings in educational situations.

C.E. Skinner : Educational Psychology is that branch of psychology which deals with teaching and learning.

Walter B. Kolesnik: Educational Psychology is the application of the findings and the theories of psychology in the field of education.

Crow and Crow: Educational psychology describes and explains learning experience of an individual from birth to old age.

Stephen: Education psychology is the systematic study of the educational growth and development of a child.

Stern: Education psychology is the study of individual differences in intelligence and child development.

Trow : Educational Psychology is the study of psychological aspects in educational situations.

Judd : Educational Psychology is the science which

explains the changes that take place in the individuals as they pass through the various stages of development.

R.S. Woodworth in his book **Psychology: A Study of Mental Life (1921)** stated that : Psychology first lost its soul, then its mind and then it lost its consciousness, it still has behaviour of a kind. (p. 2)

Nature of Educational Psychology

The nature of Educational Psychology can be summarized in the following ways:

- **Educational Psychology is a science:** Science is a branch of study concerned with observation of facts and establishment of verifiable general laws. Science employs certain objective methods for the collection of data. It also aims at understanding, predicting and controlling human behaviour.
- **Educational Psychology is a natural science.:** An educational psychologist conducts his investigations, gathers his data and reaches his conclusions in exactly the same manner as physicist or the biologist.
- **Educational psychology is a social science:** Like the sociologist, anthropologist, economist or political scientist, the educational psychologist studies human beings and their sociability.
- **Educational psychology is a positive science:** Normative science like Logic or Ethics deals with facts as they ought to be. A positive science deals with facts as they are or as they operate. Educational psychology studies the

child's behaviour as it is, not, as it ought to be. So it is a positive science.

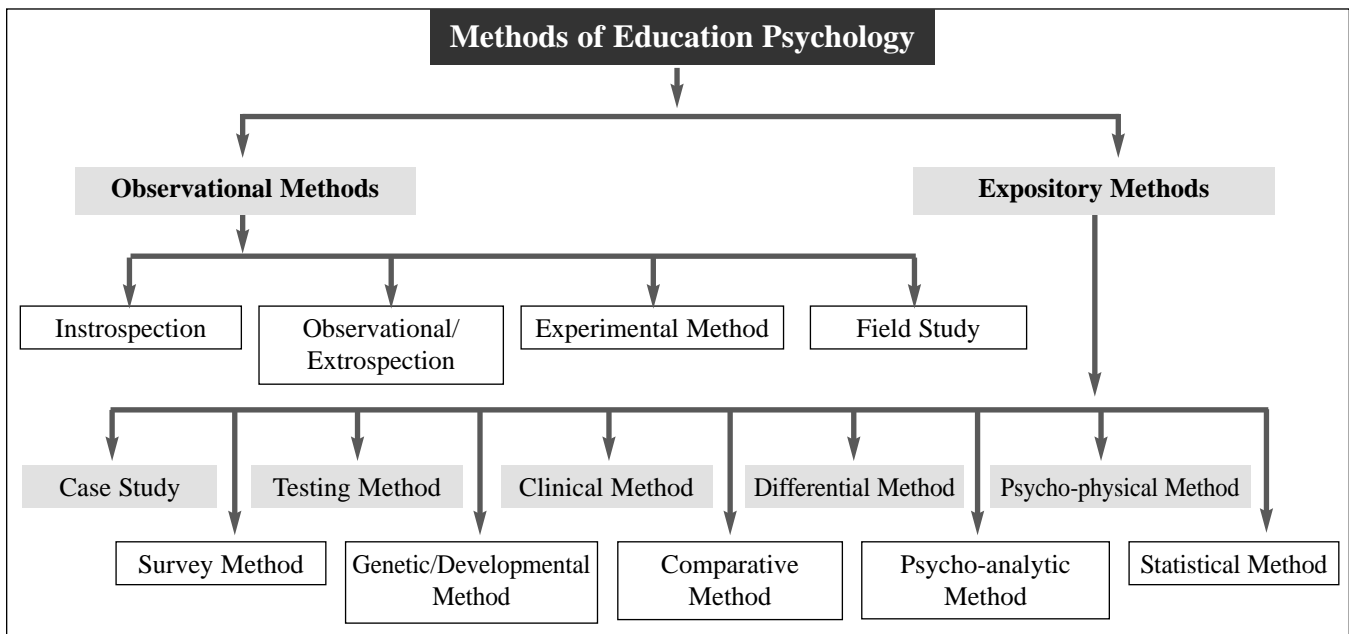
- **Educational psychology is an applied /behavioural science:** It is the application of psychological principles in the field of education. By applying the principles and techniques of psychology, it tries to study the behaviour and experiences of the pupils.
- **Educational psychology is a developing or growing science:** It is concerned with new and ever new researches. As research findings accumulate, educational psychologists get better insight into the child's nature and behaviour.
- **Laws of educational psychology are universal:** It employs scientific methods and adopts a scientific approach for studying the learner's behaviour.

Thus, educational psychology is an applied, positive, social, specific and practical science. While general science deals with behaviour of the individuals in various spheres, educational psychology studies the behaviour of the individual in educational sphere only.

Methods of Educational Psychology

Education psychology is the scientific or systematic study of the behaviour of the learner in relation to his educational environment. There are two types of methods.

- (1) **Observation methods**
 1. Introspection method
 2. Observation method



3. Scientific or experimental method
4. Field Study method

(2) **Exposition methods**

1. Case study method
2. Clinical method
3. Survey method
4. Comparative method
5. Differential method
6. Interview method
7. Psycho-analytic method
8. Testing method
9. Psycho-physical method
10. Statistical method

The first attempt to adopt a method of educational psychology began in the year 1879 by W. Wundt of Germany. Main objective of educational psychology is to help a teacher to understand his student's behaviour in the educative process. Therefore, in order to achieve the objective of educational psychology some methods are adopted to collect data to know about a learner's personality.

1. Introspection Method

This method was developed by the **structuralists in psychology** who defined psychology as the study of conscious experiences of the individual. **Wilhelm Wundt** and his student **Edward B. Titchener** are considered the exponents of this experimental technique called **introspection**. Introspection is a method of self-observation. This is the **oldest method** of educational psychology.

Introspection examines inner behaviour of an individual and an individual knows about his own feelings or thoughts in a particular situation. Introspection is the easiest of all methods of educational psychology.

2. Observation Method

J.B. Watson (1913) is considered the exponent of this experimental method. The observation method has replaced the method of introspection of self observation. It is also called 'objective observation'. Observation is one of the basic methods which mean that an individual's behaviour (i.e. a person's bodily gestures, facial expression and other bodily actions) is observed. It is accepted by psychologists that an individual's overt behaviour is the result of

his internal mental conditions. The observer makes systematic observation through recording in a natural situation.

There are two basic types of observation.

1. Natural observation and
2. Participant observation.

Merits of the observation method

- It is observation of behaviour in natural setting.
- It is objective and therefore more reliable.
- It is applicable for all age groups.
- Observation can be done through simple tools as well as sophisticated ones like camera, tape recorder, video recorder etc.
- Observation can be made in any situation of our day to day life.

3. Interview Method

In this method there is direct face to face contact between the investigator and the subject. Here the interviewer or the investigator asks questions to the subject and records the answers usually without the latter knowing it. The main objective of the interview method is to collect information about unknown fact of the subject, his inner feelings. It may be structured and unstructured.

Interview method aims at providing an opportunity to the researcher to observe the subject very closely; as a result, at times, the subject can provide new ideas to the investigator which help the latter in research work.

There are different types of interview:

1. Focused interview
2. Repeated interview
3. Clinical interview
4. Diagnostic interview
5. Research interview
6. Personal interview etc.

4. Experimental Method

The experimental method was first of all introduced by **William Wundt in 1879 at Leipzig Laboratory**. It is precise, planned, systematic, or in other words, it is observation under controlled conditions. Experiments may be conducted in a laboratory or in the classroom or anywhere else in the community. In experiments, there is always the attempt to establish certain cause and effect relationships through carefully planned and controlled observation of the subject's behaviour.

- Experimental method is most reliable, valid, pre-

cise and most objective method of psychology.

- It is the most systematic method and the conditions can be completely controlled.
- It provides objective and precise information about the problems.
- A cause-effect relationship of individual's behaviour can be established.

5. Survey Method

We use survey method to study and analyze important aspects of a pattern, a particular behaviour, and present status and quality of an existing group. Many personality characteristics of a group like interest, aptitude, attitude, habits, can be studied with the help of survey method. Survey method is used to obtain desired specific information through an extensive study involving all the members of the population or its representative sample.

This method makes use of various techniques of collecting data such as tests, questionnaire, observation, interview and use of statistics in analyzing the data. It is used to study opinions, attitudes and social facts. There are two instruments of collecting the information by the researcher in the survey method. 1. Questionnaire 2. Interview. Surveys can be long or short. They can be conducted in person, by telephone, through the mail, or over the Internet. Statistical techniques can be used to determine validity, reliability, and statistical significance.

5. The Case Study Method

The 'Case Study' method deals with the emotional and mental state of an individual. This method is applied to study special behavioural problems of an individual by specially trained teachers, psychologist and psychiatrists. Case study is in-depth study of the subject. It is the in-depth analysis of a person, group, or phenomenon.

A variety of techniques are employed including personal interviews, psychometric tests, direct observation, and archival records. Through this method total information of family background, schooling and also social conditions of the individuals is obtained; hence it can be called a cumulative record which is of great help in understanding the source of an individual's fears, anxiety, worry, or any kind of maladjustment. The main objective of this method is to help the individual adjust better with the environment and gain self confidence to attain higher levels of achievement.

6. Clinical Method

This method is primarily used to collect detailed information on the behaviour problems of maladjusted and deviant cases. The main objective of this method is to study individual case or cases of group to detect and diagnose their specific problems and to suggest therapeutic measures to rehabilitate them in their environment.

It involves the following steps;

1. Interview
2. Information gathering
3. A hypothesis formulate
4. Diagnoses are made
5. Planned a treatment programme.

Areas of Educational Psychology

Five major areas covered by educational psychology are:

- The Learner
- The Teacher
- The learning Process
- The learning Situation
- The Teaching Situation
- Evaluation of Learning Performance.

Scope of Educational Psychology

The scope of educational psychology covers several aspect as below.

- The study of human behaviour
- Learning Situation or Environment
- Growth and development of a child
- The differences of every individual
- The study of Heredity and Environment
- The nature of an individual's personality
- How learning can take place in the most efficient manner
- To what extent the environment contributes towards the development and growth of a person.

Importance of Educational Psychology

Educational Psychology has two aspects:

- (i) Theoretical (ii) Practical. The importance of educational psychology for a teacher can be divided into two aspects :
1. **Fundamental study of teaching and learning situations**
 - Curriculum development

- Guidance to the students
 - Measuring learning outcomes
 - To study mental health of students
 - Awareness of effective methods of teaching
 - To understand the individual difference of students
 - To know the classroom teaching-learning process.
2. **Application of teaching and learning principles**
- Co-curricular activities
 - Preparation of time table
 - Democratic administration
 - Use of Audio-Visual aids in teaching
 - Objectives of education in terms of behavioural changes.

The study of educational psychology is thus very useful for teachers for planning, organizing and evaluating the teaching learning activities in the class.

Utility of Educational Psychology for a Teacher

A classroom teacher wants to face the challenges of the classroom in an easy and effective way. It is possible if the teacher understands the qualities and nature of child and human psychology.

Skinner's View, "The teacher needs psychology to bridge the lives of the young and the aims of education in our democratic society."

Kuppuswamy's View, "Psychology contributes to the development of the teacher by providing him with a set of concepts and principles."

The knowledge of Educational Psychology helps the teacher in the following ways:

- (1) Understanding the child
- (2) Formulation of attainable goals
- (3) Making use of children's instincts
- (4) Providing knowledge of potentialities
- (5) Realization of the teacher's own role
- (6) Understanding individual differences
- (7) Providing knowledge of heredity and environmental forces
- (8) Providing knowledge about rewards and punishment
- (9) Providing knowledge about the laws of learning
- (10) Providing knowledge about mental abnormalities

It is Educational Psychology, which can equip the teacher with necessary skills and competence to meet the various problems of the classroom successfully. The sound knowledge of Educational Psychology is quite essential for a teacher.

Contribution of Educational Psychology

1. To understand individual differences
2. Measurement of learning out-comes
3. To understand effective teaching methods
4. Formulating curriculum for different stages
5. To understand developmental characteristics
6. Knowledge of mental health and maladjustment
7. To understand the nature of class room learning
8. To understand how people learn and retain new information
9. Helps in construction, use and application of diagnostic and achievement tests
10. Guidance for the education of exceptional children.

LEARNING

The process of learning starts right from birth and continues throughout life. **Any relatively permanent change in behaviour resulting from experience is known as learning.** Learning is said to be equivalent to change, modification, development, improvement and adjustment.

John B. Watson is one amongst the first thinkers who has proven that behavioural changes occur as a result of learning.

According to **Webster's dictionary** learning is "The act of experience of one that learns; knowledge of skill acquired by instruction or study, modification of behavioural tendency by experience."

Pavlov: Learning is habit formation resulting from conditioning.

Gates: Learning is the modification of behaviour through experience.

Crow and Crow: Learning is the acquisition of habits, knowledge and attitudes.

Hilgard: Learning is the process by which behaviour (in the broader sense) is originated or changed through practice or training.

C.E. Skinner: Learning is the process of progressive behavior adoption.

Skinner: Learning includes acquisition and retention.

Underwood: Learning is the acquisition of new responses or the enhanced execution of old ones.

Thorndike: Learning is the stamping in of the correct responses and stamping out of the incorrect responses through a process of trial and error.

Kingsley Garry: Learning is a process by which the changes in performance are brought about.

G. A. Kimble: Learning refers to a more or less permanent change in behaviour which occurs as a result of practice.

B.O. Smith : Teaching is a system of actions intended to produce learning.

Gardener Murphy : The term learning covers every modification in behaviour to meet environmental requirements.

Henry P. Smith : Learning is the acquisition of new behaviour or the strengthening or weakening of old behaviour as the result of experience.

Cronback: Learning is shown by a change in behaviour as a result of experience.

Johnson: The development of adaptive behaviour changing with changes in the demands of the environment, is a different and biologically higher type of development, which is called learning.

Munn: Learning is more or less permanent incremental modification or behaviour which results from activity, special training or observation.

Postman and Egan: Learning may be defined as a measurable change in behaviour as a result of practice and the condition that accompany practice.

Woodworth: Any activity can be called learning so far as it develops the individual (in any respect good or bad) and makes his later behaviour and experiences different from what they would otherwise have been.

Bernard: Learning is a process by which an organism that satisfying the motivation adopts or adjusts to situation in which it must modify its behaviour in order to overcome obstacles or barriers.

Thorpe: We can define learning as that process which manifest itself by adaptive changes in individual's behaviour as a result of experiences.

Nature & Characteristics of Learning

The process of learning is continuous which starts right from the time of birth of an individual and continues till the death.

- Learning is universal.
- Learning is purposeful.

- **Learning is adjustment.**
- Learning is experience.
- Learning is active process.
- Learning is a Lifelong Process.
- Learning is continuous process.
- Learning is organising Experience.
- **Learning is a process not product.**
- Learning is organisation of behaviour.
- Learning is both Individual and Social.
- **Learning is goal directed or purposive.**
- Learning is the product of Environment.
- Learning affects the conduct of the learner
- Learning is organisation of pre-experience.
- Learning is a process unique to each individual.
- **Learning is progressive change in behaviour.**
- Learning is the process of acquiring information.
- Learning is a gradual or developmental process.
- Learning is aroused by individual and social needs.

Main Factors Affecting the Learning

There are factors that facilitate learning; for example, readiness, motivation, mental set, mental health and teacher's personality. The factors which affect learning are as given below:

(1) Psychological Factors

- Interest
- Motivation
- Feelings
- Aptitude
- Mental Health
- Fear of failure
- Aspirational Level
- **Individual Differences**
- Natural Ability to learn
- Role of motivation on learning
- Readiness/ Preparedness to learn.
- Intelligence
- Attitude
- Frustration
- Ability
- Orientation
- Locus of control

(2) Physiological / Biological Factors

- Physical maturity
- Physical Health
- Proper Nutrition
- Cognitive maturity
- Academic Self-concept
- Tiredness / boringness
- Needs
- Self-concept
- Proper Sleep
- Heredity

(3) Personal and Social Factors

- A healthy peer group
- Relationship with parents
- Emotional and social factors
- Cultural Demands and Social Expectation

(4) Teaching/ Instructional Factors

- Learning Strategy
- Teacher’s Personality
- Learning Methodology
- Multi-Sensory Approach
- Interactive technologies
- Counselling and advising
- Standards and Assessment
- **Meaningfulness of material**
- Class management and control
- **Effect of previous experience**
- Teaching-Learning environment and resources
- Selection of suitable teaching-learning method.

(5) Environmental Factors

- Learner Beliefs
- Achievement
- Cultural Demands
- Social Expectations
- Family Background
- Physical conditions.

Maturity

Maturation is a natural process. It can be defined as the act of maturing. This not only refers to the physical growth that an individual comes across as he ages, but also the ability to behave, act, and react in an appropriate manner. In this sense, the concept of maturation goes beyond physical growth to embrace other aspects such as emotional and mental growth.

Maturation is an important factor which influences learning. For maturation an external stimulus is not necessary and its sequence is biologically predetermined.

As we know the changes are not classified as learning. The swimming of tadpoles and the flying of birds can be attributed to primarily to maturation. But in the case of human beings, it is not easy to decide whether the activities result from maturation of learning.

The child learns to talk only. When he reaches a certain stage or age in maturation. Again he does not learn the language just because he attains that age. The language which he learns is that which he hears.

Thus the two processes maturation and learning are closely related to each-other.

Maturation facilitates the process of learning. Learning becomes effective when appropriate maturity has been attained. Learning takes place only if the stage for that type of learning has been achieved through a process of maturation.

A teacher should know how to differentiate between maturation developments with that of changes due to learning. For example-Our typical human brain develops with age. It is a maturation process.

For example, we cannot make an infant run simply because he has not acquired the appropriate maturity. So until a certain level of maturation is acquired by the child, training (or learning) may be of no avail.

Difference Between Maturation and Learning		
S.No.	Maturation	Learning
1.	Maturation occurs through individual growth and development.	Learning comes through experience, knowledge, and practice.
2.	Maturation is a process where the individual learns to react to situations in an appropriate manner.	Learning is a process that results in a behavioral change in the individual.
3.	Maturation is through individual growth and development.	Learning is through practice and experience.
4.	Maturation does not need external stimuli.	Learning is a response to external stimuli that result in individual change.
5.	Maturation influences the process of learning.	If an individual has not achieved the necessary level of maturity, a particular learning behavior cannot be expected.

Transfer of Learning

Transfer of learning is the process of applying acquired knowledge to new situations.

Transfer of learning (Training) means the use of previously acquired knowledge and skills in new learning or problem-solving situations.

Transfer of learning occurs when people apply information, strategies, and skills they have learned to a new situation or context.

Transfer is not a discrete activity, but is rather an integral part of the learning process.

Charles H. Judd : Transfer is a form of generalization.

Peterson : Transfer is generalization for it is extension of ideas to a new field.

Guthrie & Others: Transfer may be defined as a process of extending and applying behaviour.

Sorenson: Transfer is refers to the transfer of knowledge, training and habits acquired in one situation to another situation.

Crow and Crow: The carry-over of habits of thinking, feeling, or working of knowledge or of skills, from one learning area to another usually is referred to as the transfer of training.

Hilgard & Others : The influence that learning one task, may have on the subsequent learning of another is called transfer of learning.

W.B. Kolesnik : Transfer is the application of carry over the knowledge's, skills, habits, attitudes or other responses from the situation in which they are initially acquired to some other situation.

Characteristics of the Transfer of Learning

- Transfer of learning is a purposeful process.
- Transfer can be positive or negative.
- Transfer of learning is specific not general.
- The transfer is also enhanced by motivation.
- The conception of learning is an active and dynamic process.
- The transfer is dependent upon the teaching and learning methods.
- Transfer of learning is to a considerable degree determined by intelligence.
- Identity/similarity is a main characteristic of transfer of learning.
- The transfer is enhanced by an emphasis on the principle of generalisation.
- Transferability of learning outcomes depends upon the pupil's readiness and willingness to learn.
- Teaching has less transfer value unless facts, habits, skills and attitudes are generalized and related to other situations in which they can be utilized.

Types/ Kinds of Transfer of Learning

Generally, there are two types/ kinds of transfer of learning (Main & Specific/ Subsidiary):

Main Types of Transfer of Learning (3):

1. Positive Transfer: When learning in one situation facilitates learning in another situation, it is known as positive transfer.

For example, skills in playing violin facilitate learning to play piano. Knowledge of mathematics facilitates to learn physics in a better way. Driving a scooter facilitates driving a motorbike.

2. Negative Transfer: When learning of one task makes the learning of another task harder- it is known as negative transfer. Misconception is an important type of negative transfer.

- It occurs when one kind of learning obstructs another kind.
- **Retroactive inhibition:** present learning obstructs previous learning.
- **Proactive inhibition:** previous learning obstructs present learning.

For example, speaking Telugu hindering the learning of Malayalam. Left hand drive vehicles hindering the learning of right hand drive.

It may also cause the meaning or the use of the previous language to be forgotten due to learning of the new language or vice-versa.

3. Neutral Transfer: When learning of one activity neither facilitates nor hinders the learning of another task, it is a case of neutral transfer. It is also called as **zero transfer**.

For example, bowling in cricket and skipping. knowledge of history in no way affects learning of driving a car or a scooter.

Specific/ Subsidiary Types of Transfer of Learning (4) :

There are some specific types of transfer of learning:

1. Vertical Transfer: When one lesson facilitates in understanding for another lesson in a subject is called vertical transfer. **For example**, Habits and values of the family influence the child to adopt them in his daily life. It also includes knowledge acquired during childhood applied during adulthood.

2. Horizontal Transfer: When knowledge of one subject helps in understanding the other subject is called horizontal transfer. **For example**, Cleaning room at home and cleaning the class at school. Knowledge of the history of the Vedic period helps in understanding the literature of that period.

3. **Bilateral Transfer:** The human body is divided into two laterals right and left. When the training given to one part of the body automatically transfers to another lateral/ part is called bilateral transfer. The classical experiment of mirror drawing test is an example of transfer of training from hand to another hand. **For example,** Writing with the right hand may be transferred to the left one.
4. **Unilateral Transfer:** When the learning stored in one area is required by another area with the latter not sending its responses back, it is unilateral transfer.

Theories of Transfer of Learning

1. Mental Discipline Theory

This theory is philosophical in nature and outcome of Faculty School of Psychology, which believed that mind is composed of a number of independent faculties like memory, attention, will, imagination, reasoning and temperament.

- Learning and training is a mental process. Mind is the central position which is composed of several facilities.
- Basic in the transfer of learning is understanding of classical knowledge which includes the study of logic, grammar, science and mathematics.
- According to this theory, a particular faculty works in every situation. If a person possesses strong memory, he can use it in any situation. He will be able to remember anything. This theory has been abandoned now.

2. Theory of Identical Elements

This theory has been developed by **E.L.Thorndike**. According to him most of transfer occurs from one situation to another in which there are most similar or identical elements.

- These identical elements include procedures, concepts, actions, facts, attitudes, principles or techniques.
- He says, “By identical elements are meant mental process which have the same cell action in the brain as their physical correlate”.
- Latter **Woodworth substituted the word element by component**. The degree of transfer increases as the similarity of elements increases. For example, learning to ride moped is easy after learning to ride a bicycle.

3. Generalization Theory

This theory is developed by **Charles H. Judd**. It is just an extension of the theory of identical elements.

- Generalization consists of perceiving and understanding what is common to a number of situations.
- It works because experiences and the knowledge gained from one situation can be generalized, modified and applied to another situation in the life.
- The ability of individuals to generalize knowledge varies with the degree of their intelligence.
- The attitudes, skill and abilities are transferred only when these are systematised and related to many situations wherein these can be utilised.
- Experiences, habits, knowledge gained in one situation help us to the extent to which they can be generalized and applied to another situation.
- It puts emphasis upon the value to understand, organize, and generalize specific experiences.

Theory of identical elements and generalization of experience are known as modern theories.

4. Gestalt/ Configuration/ Transposition Theory

It is advocated by **Gestalt psychology** of learning.

- It holds that that transfer of training from one situation to another is the result of the application of certain principles of configuration.
- Transfer of learning occurs when a person is able to understand the information or idea, its meaningfulness and its application to the daily life during the time of learning or when experiencing something.
- This depends on the learners’ ability to understand the meaning of the idea or knowledge in one situation and understanding its application in other situations.
- In school, for example you learn how to prepare manure in biology, you understand that you are going to use it in your agricultural activities.

5. Apperception Theory

This theory focuses on linking knowledge, previous and new for effective transfer of learning.

- This implies that the teacher must help students to assimilate new information in their already acquired knowledge.
- It also implies that students must have ability to assimilate new information in to the existing knowledge.
- Using active learning strategies for students, will make transfer of knowledge effective.

6. Ideals Theory

It was propounded by **W.C. Bagley**.

- He believed that ideals are deeper than generalization. Hence ideals are the basis of transfer. Ideals once adopted, are applicable to all situation.
- When ideals are stressed are perused then transfer of learning can be taken place.
- Ideals like honesty, truthfulness, love etc. can be transferred in this theory.

7. Learning to Learn Theory

It was propounded by **Harlow**.

- Learning to learn means when learning starts from one method then it goes to another method.
- After practicing a series of related or similar tasks then learner learns the capacity to learn the same thing.
- It is found that whenever learner comes in contact with various learning materials then he learns efficiently and effectively.

Learning Curve

The learning curve is a visual representation of how long it takes to acquire new skills or knowledge.

A learning curve is a graphical representation of how learning takes place in a particular situation.

A learning curve is a correlation between a learner's performance on a task and the number of attempts or time required to complete the task; this can be represented as a direct proportion on a graph.

It is a graph plotting the course of learning in which X-axis (horizontal axis) represents some measures of practice, units of time, number of trails while Y-axis (vertical axis) plots a measure of proficiency or accomplishment, material retained, puzzles solved etc.

A learning curve depicts the rate of improvement in various learning situation.

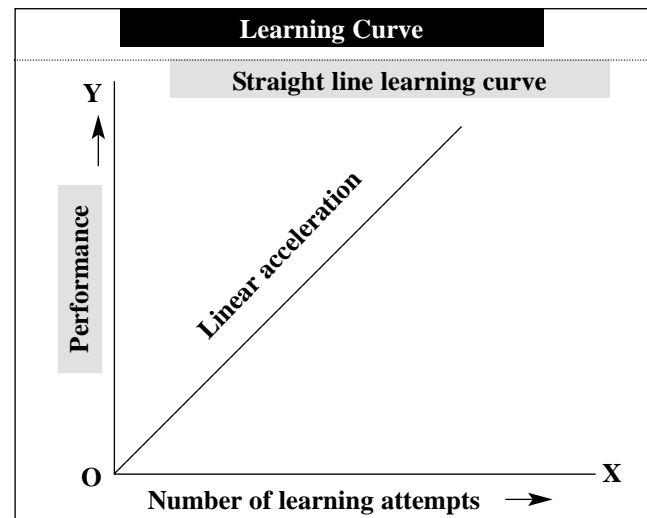
A learning curve is a plot of proxy measures for implied learning (proficiency or progression toward a limit) with experience. Learning curves are also known as experience curve, cost curves, efficiency curves and productivity curves.

The learning curve was first introduced by psychologist **Hermann Ebbinghaus in 1885** and is used as a way to measure production efficiency and to forecast costs.

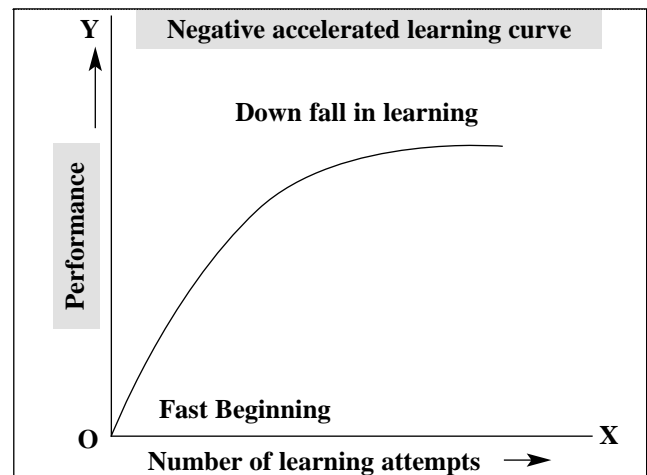
Hermann Ebbinghaus' tests involved memorizing series of nonsense syllables, and recording the success over a number of trials.

Different Types of Learning Curves

- (1) **Straight line learning curve:** Such a curve shows a constant or uniform rate of progress in learning. Performance is directly proportional to the number of practice trials. It is called an ideal curve.

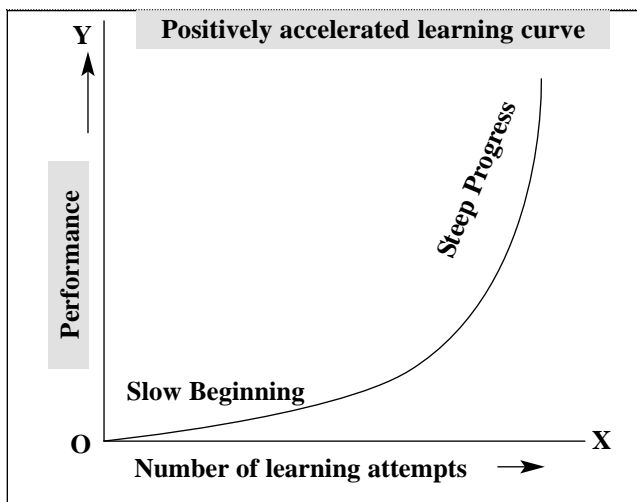


- (2) **Negative accelerated learning curve or Convex curve:** It is a negatively accelerated curve which shows rapid initial improvement in

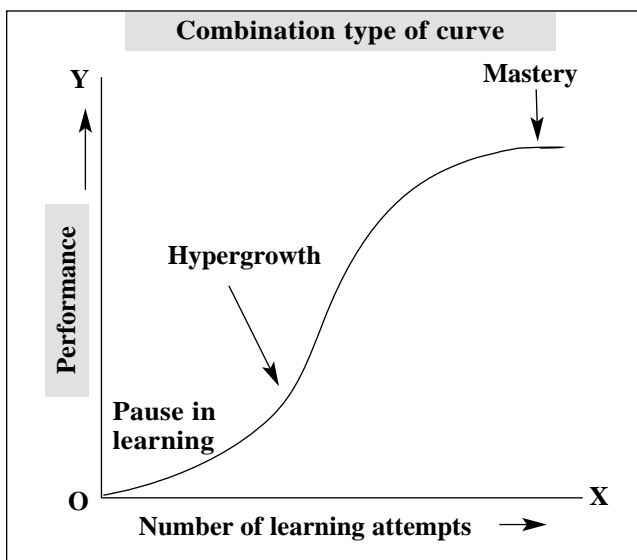


learning that shows down with time. It is called most popular curve.

- (3) **Positively accelerated learning curve or Concave curve:** It is positively accelerated curve which shows slow initial improvement in learning that increases with time ultimately learning towards the mastery over the learning material.



- (4) **Combination type of curve or Mixed curve or concave-convex curve:** It is a S - shaped learning curve forming by the combination of a concave and convex curve depending on rapid or slow initial success followed by a reverse condition in learning. It is called **Sigmoid learning curve**.



Learning Plateau

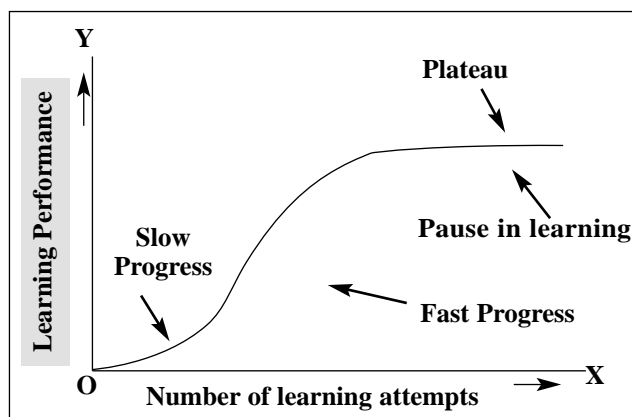
According to Woodworth and Marquis : A long flat

stretch in the learning curve, a long period of almost no improvement, picturesquely called a plateau, provided it is followed by more improvement.

A plateau in the learning curve represents a stationary stage where apparently no progress in the learning is recorded.

Causes of Learning Plateau

- Lack of attention
- Mental or physical illness
- Lack of proper motivation
- Physical as well as mental fatigue
- Poor or faulty method of teaching
- Too much difficulty and complexity of the task
- Conflict of previous learning with new learning
- Poor and unfavorable environment for learning



Elimination of Learning Plateau

- Adopting effective methods of teaching
- Providing sufficient motivation and incentive
- Arousing and maintaining interest in learning
- Arranging learning material according to the increasing level of difficulty or complexity
- Acquainting the learner with clear - cut goals or aims of the work in hand
- Minimizing the distracting factors present in the learning environment
- Suggesting the learner to discontinue for the time being when a period of no improvement is reached.

Teaching

Teaching is process which usually takes place in the class room situations.

The teaching is an occupation, work or profession of a teacher to impart knowledge to the learner.

Teaching is considered as the act of imparting instructions to the learners in the classroom situation.

Teaching is the art and science whereby a teacher conveys knowledge to students in a formal setting, employing a variety of methods.

Teaching is a social and cultural process, which is planned in order to enable an individual to learn something in his life.

In education, teaching is the concerted sharing of knowledge and experience. It is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

B.D. Smith (1961) : Teaching is a system of actions intended to induce learning.

Clark : Teaching refers to activities that are designed and performed to produce in students behavior.

Ryburn : Teaching is a relationship which keeps the child to develop all his powers.

Thomas F. Green : Teaching is the task of teacher which is performed for the development of the child.

Burton : Teaching is the stimulation, guidance, direction and encouragement of learning.

Jackson : Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students).

J.B. Hough and James K. Duncan : Teaching is an activity with three phases, a curriculum planning phase, an instructing phase, and an evaluating phase.

John Dewey : Teaching is a process of mutual exchange or relationship among the teacher, students and curriculum or society arousing the curiosity of learning in the pupil.

H.C. Morrison (1934) (Authoritarian point of view): Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the learner.

N.L. Gage (1962) (Democratic point of view): Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person.

John Brubacher(Liassez faire point of view) : Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to

overcome and from which he will learn in the course of doing so.

Traditional Concept of Teaching

Teaching is the act of imparting instructions to the learners in the classroom situation. It is traditional classroom teaching.

Modern Concept of Teaching

Teaching is to cause the pupil to learn and acquire the desired knowledge, skills, and also desirable ways of living in the society. It is a process in which learner, teacher, curriculum, and other variables are organized systematically and psychologically to attain some predetermined goals.

Education/Teaching is a Bipolar and Tripolar Process. It is a systematic process through which the child and adult acquire their knowledge, skills, experiences, attitude.

Adams in his Book '**Evolution of Education Theory**' (1912) said that Education/ Teaching is a Bipolar process in which one personality (Teacher) acts upon another (Student) to modify the development of other personality.

According to **John Dewey**, Education/Teaching is a tri-polar process. The process of teaching contains three poles namely-

1. The Teacher
2. The Child
3. Educational Environment/Society.

Levels of Teaching

The three levels of teaching are as follows:

1. **Memory level**: Thoughtless teaching
2. **Understanding level**: Thoughtful teaching
3. **Reflective level**: Most thoughtful teaching.

Types of Teaching as per Governance

We can define teaching according to the following three viewpoints.

- (a) Authoritarian teaching
- (b) Democratic teaching
- (c) Liassez faire teaching.

Types of Teaching as per management

1. Formal
2. Informal
3. Non-formal teaching

Basic requirements of Teaching

1. The teacher
2. The Learner
3. The Curriculum
4. The Environment.

Nature and Characteristics of Teaching

- Teaching facilitates learning.
- Teaching is skilled occupation.
- Teaching is a planned activity.
- **Teaching is art as well as science.**
- Teaching is face to face encounter.
- Teaching causes a change in behavior.
- **Teaching is a complete social process.**
- Teaching is formal as well as informal.
- Teaching is from memory level to reflective level.
- Teaching is a process of development and learning.
- Communication of knowledge is an essential part of teaching.
- Teaching is an interactive process between the student and the teaching sources.
- **Teaching is observable, measurable and modifiable.**
- Teaching is both conscious and an unconscious process.
- Teaching is a continuum of training, conditioning, instruction, and indoctrination.

Maxims of Teaching

The different maxims of teaching are as follows:

1. Known to Unknown
2. Simple to Complex
3. **Analysis to synthesis**
4. Empirical to Rational
5. Induction to Deduction
6. **Psychological to Logical order**
7. Actual to Representative
8. Near to Far
9. **Particular/ Specific to General**
10. Whole to Part
11. Definite to Indefinite.

Principles of Effective Teaching

1. Principle of definite goal/objective
2. **Principle of activity**
3. Principle of division
2. **Principle of child centeredness**
3. Principle of individual differences
4. Principle of planning
5. Principle of flexibility
6. Principle of variety
7. **Principle of active participation**
8. Principle of effective strategies

9. Principle of linking with real life
10. Principle of co-operation
11. **Principle of motivation or interests**
12. Principle of selection
13. Principle of revision
14. Principle of recreation
15. **Principle of utilizing past experiences**
16. Principle of correlation with other subjects
17. Principle of feedback and reinforcement
18. **Principle of knowledge and entering behaviour**
19. Principle of conducive environment and proper control.

Phases and Operations of Teaching Task

Teaching is a job of the person called teacher may involve a number of teaching acts or operations which need systematic planning and careful execution.

According to **Jackson (1966)**, teaching has proceed in some sequential and organized steps known as phases of teaching:

- (1) Pre-active Phase [Planning Phase]
- (2) Interactive Phase [Implementation Phase]
- (3) Post-active Phase [Evaluation Phase]
- (1) **Pre-active Phase:** It is the planning phase of the teaching act. A good planning makes the task of a teacher smooth, functionable and successful.

There are 2 major steps in this phase:

- i. Establishment of some kind of goals or objectives
 - ii. Discovering ways and means to achieve these objectives.
- (2) **Interactive Phase:** It is concerned with the implementation and carrying out what has been planned or decided at the planning stage.

The major activities undertaken in this phase can be grouped as:

- i. Perception
 - ii. Diagnosis
 - iii. Reaction Processes.
- i. **Perception:** Interaction process demands an appropriate perception on the part of the teacher as well as students.
 - ii. **Diagnosis:** A proper diagnosis of abilities and behaviour of both students and the teacher is very essential for the appropriate interaction.

- iii. **Reaction-Process:** Action- reaction processes play the central role in the task of classroom interaction.
- (3) **Post-active Phase:** This phase concern with the evaluation activities. It can be done in a number of ways including text and quizzes or by observing student's reaction of questions verbally or in written form, comments etc. It is related with both teaching and learning. It provides necessary feedback to teacher and student in bringing desirable improvement in their performance.

National Curriculum Framework (NCF 2005)

The National Curriculum framework 2005 (NCF-2005) is the set of guidelines for textbooks, syllabus, teaching practices, for schools in India.

The National Curriculum Framework (NCF 2005) is one of four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training (NCERT).

The latest NCF is also known as the 4th National Curriculum Framework 2005. **Prof. Yashpal was the chairman of National Steering committee on NCF 2005. Total 38 members (35 with Chairman + 3 from NCERT)** were in the committee.

The NCF 2005 document draws its policy basis from earlier government reports on education as **Learning Without Burden** and National Policy of Education 1986, Program of Action 1992 and focus group discussion. After wide ranging deliberations 21 National Focus Group Position Papers have been developed under the aegis of NCF-2005.

NCF-2005 has been translated into 22 languages and has influenced the syllabi in 17 states.

The NCF-2005 begins with a quotation from one of **Tagore's** essays - '**Civilization and Progress**' - where the poet reminds us that 'generous joy' and 'creative spirit' are essential in childhood. While the previous NCFs are based on Behaviourist Psychology, the 2005 curriculum has its basis on Constructivist theory.

Salient Features of the NCF 2005

The document is divided into **5 areas/ chapters** orderly:

1. Perspective
2. Learning and Knowledge
3. Curricular areas, School Stages and Assessment
4. School and Classroom Environment
5. Systemic Reforms.

1. Perspective of NCF

The **five Basic/Guiding Principles of NCF 2005** are as follows:

- (i) Connecting knowledge to life outside the school.
- (ii) Ensuring that learning shifts away from rote methods.
- (iii) Enriching curriculum so that it goes beyond textbooks.
- (iv) Making examinations more flexible and integrating them with classroom life.
- (v) Ensuring quality education & overall development of children.

NCF primarily focused on -

- Strengthening a national system of education in a pluralistic society.
- Reducing the curriculum load based on insights provided in '**Learning without Burden**'.
- Systemic changes in tune with curricular reforms.
- Curricular practices based on the values enshrined in the constitution, such as social justice, and equality and secularism.
- Ensuring quality education for all.
- Developing a child centered approach and to promote **universal enrollment and retention up to the age of 14**.
- Building a democratic society with respect to social context ensured that irrespective of caste, creed, religion and sex all should be provided with a standard curriculum.
- JP Naik has described equality, quality and quantity as the '**exclusive triangle**' for Indian education.

2. Learning and knowledge

- Learning should be an enjoyable act.
- The curriculum should focus on holistic development of the students to enhance physical and mental development in individuals as well as with the peer interactions.
- **Inclusive education to be given priority** and flexibility to follow a curriculum to suite the needs of every student irrespective of students having disabilities.
- **Constructive learning should to be part of the curriculum.**

3. Curricular Area, School Stages and Assessment

- (a) **Language:** Three language formula system to be followed. Medium of communication should

- be the home language.
- **The First language to be studied must be the mother tongue or the regional language.**
 - **The Second language-** In Hindi speaking States, the second language will be some other modern Indian language or English, and - In non-Hindi speaking States, the second language will be Hindi or English.
 - **The Third language-** In Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language, and - In non-Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language.
- (b) **Mathematics:** Teaching of mathematics should enhance children's ability to think and reason, to visualize and handle abstractions, to formulate and solve problems.
- (c) **Computers:** Introduction of computers in schools is to develop explanatory reasoning and other higher-order skills.
- **Promote individual learning styles.**
- (d) **Science:** Pedagogy of learning sciences should be designed to address the aims of learning science.
- (e) **Social Sciences:** Social science a subject is included in schools to assist students to explore their interests and aptitudes.
- (f) **Art Education:** The arts should comprise a subject at every stage of school education.
- (g) **Health and Physical Education:** Its purpose is to provide theoretical and practical inputs to provide an integrated and holistic understand-

ing of health, disease, accidents and physical fitness among children.

- (h) **Education for Peace:** Peace education should form a component of teacher education.
4. **School and Classroom Environment**
- **Policy of inclusion has to be part of the school** where differently abled and children from marginalized section get equal opportunities.
 - The schools should also be well equipped with libraries, laboratories and educational technology laboratories.
5. **Systemic Reforms**
- The NCF has aimed at bringing about reforms in the education system to bring about a curriculum that is learner centric, has a flexible process, provide learner autonomy.

Recommendations /Suggestions of NCF 2005

- Patterns should be linked with real life.
- Teachers should be trained in 6 months.
- Eliminate the fear of exams.
- Rewards/punishments should be barred (limited).
- Education should be according to the level of the children.
- There should be focus on Continuous and comprehensive evaluation (CCE).
- Learning should be made joyful instead of a burden to children.
- There should be no board exam for classes 5, 8, and 11.
- To enhance the English language along with the mother tongue.

IMPORTANT OBJECTIVE QUESTIONS

1. "Learning is the modification of behaviour through experience and training" stated by which psychologist?

- (1) Wood worth R.S. (2) Skinner
(3) Gates and others (4) Thorndike

Ans. (3) (RPSC Sch. Lect. 2011 Commerce;
2014 Biology & English; 2016 Chemistry)

2. Wilhelm wundt of Germany is known for:

- (1) Opening first psychological laboratory
(2) Working in the field of computers
(3) Propounding theory of social development
(4) Working on sign learning theory

Ans. (1) (RPSC Sch. Lect. 2014 Economics)

Wilhelm Maximilian Wundt (1832-1920) was a German physician, physiologist, philosopher, and professor, known today as one of the founding figures of modern psychology. He is widely regarded as the "father of experimental psychology". In 1879, Wundt founded the first formal laboratory for psychological research at the University of Leipzig (In between 1953 and 1991 the Leipzig university was called the Karl Marx University). This marked psychology as an independent field of study.

Wundt concentrated on three areas of mental functioning; thoughts, images and feelings. These are the basic areas studied today in Cognitive psychology.

3. "Educational psychology is that branch of psychology which deals with teaching and learning." It is the statement of

(1) Skinner (2) Crow and Crow
(3) Davis (4) B.N. Jha

Ans. (1) (RPSC Sch. Lect. 2014 Geography, 2016 Biology & Economics)

4. Psychology has made education:

(1) Curriculum centred
(2) Teacher centred
(3) Child centred
(4) Subject centred

Ans. (3) (RPSC Sch. Lect. 2014 Biology)

The main aim of education is to bring an all-round development in the personality and desired modification in the behaviour of the student. To achieve this aim it is important that those who are entrusted with the responsibility of helping the students are acquainted and equipped with the knowledge and skills needed for this purpose. This knowledge and skill can only be properly supplied through the study of education psychology.

5. Who said, "Psychology has a long past but a short history"?

(1) Stanley Hall (2) Skinner
(3) Ebbinghaus (4) Titchener

Ans. (3) (RPSC Sch. Lect. 2014 English)

6. The book 'principles of psychology' is authored by

(1) John Dewey (2) William James
(3) Ebbinghaus (4) Wundt

Ans. (2) (RPSC Sch. Lect. 2016 Sociology)

"The Principles of Psychology" is an 1890 book about psychology by William James, an American philosopher and psychologist who trained to be a physician before going into psychology. There are four methods from James' book: stream of consciousness (James' most famous psychological metaphor); emotion (later known as the James-Lange theory); habit (human habits are constantly formed to achieve certain results); and will (through James' personal experiences in life).

7. Where was first psychology laboratory set up?

(1) Berlin (2) Boston
(3) Frankfurt (4) Leipzig

Ans. (4) (RPSC Sch. Lect. 2016 Home Science)

The World's First Psychology Lab: Wilhelm Wundt, a German doctor and psychologist, was responsible for creating the world's first

experimental psychology lab. This lab was established in 1879 at the University of Leipzig in Germany.

The First Psychology Lab in the U.S.: In 1883, Wundt's student G. Stanley Hall created the first experimental psychology lab in the United States at John Hopkins University.

8. According to Bloom's taxonomy of educational objectives which of the following category does not come under cognitive domain?

(1) Knowledge (2) Comprehension
(3) Application (4) conceptualism

Ans. (4) (RPSC Sch. Lect. 2020 drawing & painting)

9. Which school of psychology lays, emphasis to make psychology as a pure science?

(1) Cognitive (2) Behaviourism
(3) Gestaltism (4) Constructivism

Ans. (2) (RPSC Sch. Lect. 2014 Geography)

10. "First psychology lost its soul, then it lost its mind, then it lost its consciousness, it still has behaviour of sort".

(1) James Williams (2) Crow and Crow
(3) Woodworth R.S. (4) Skinner B.F.

Ans. (3) (RPSC Sch. Lect. 2011 Commerce)

Woodworth (1948) writes, "First psychology lost its soul, then its mind, then it lost its consciousness, it still has behaviour of sort". In this way upto its final stage psychology is considered a science of behaviour.

11. Which of the following statement is incorrect?

(1) In each situation there is a scope for a student to learn.
(2) Educational psychology is a pure science as mathematics and physics.
(3) In its methods of study educational psychology is a science.
(4) Educational psychology in its scope includes all educational situation.

Ans. (3) (RPSC Sch. Lect. 2011 Physics)

An educational psychologist conducts his investigations, gathers his data and reaches his conclusions in exactly the same manner as physicist or the biologist.

12. Which of the following is not included in the three relationships in education according to Ryburn?

(1) Relation between child and teacher
(2) Relation between child and society
(3) Relation between teacher and subject
(4) Relation between subject and child

Ans. (3) (RPSC Sch. Lect. 2014 Biology)

According to Ryburn, "Teaching is a relationship which keeps the child to develop all his powers. The three relationships in education according to Ryburn are- 1. Relation between child and teacher 2. Relation between child and society 3. Relation between child and subject.

13. "Teaching any class, students need and interest also have to be born mind." Which of the following dimensions cover this aspect?

- (1) Psychological dimension
- (2) Philosophical dimension
- (3) Evaluation dimension
- (4) Methodological dimension

Ans. (1) (RPSC Sch. Lect. 2014 Home Science)

14. Educational psychology is

- (1) A normative
- (2) An applied science
- (3) Pure science
- (4) None of the above

Ans. (2) (RPSC Sch. Lect. 2014 Physics, 2016 Hindi)

Educational psychology is that branch of psychology in which the findings of psychology are applied in the field of education. It is the scientific study of human behaviour in educational setting.

15. Educational psychology is concerned with

- (1) The learner
- (2) The learning process
- (3) The learning situation
- (4) All of the above

Ans. (4) (RPSC Sch. Lect. 2014 Physics & Commerce; 2016 Home Sci. & Hindi)

16. Centre of educational psychology is:

- (1) Child
- (2) Teacher
- (3) Teaching Method
- (4) Curriculum

Ans. (1) (RPSC Sch. Lect. 2014 Geography)

Education by all is an attempt to mould and shape the behaviour of the pupil. It aims to produce desirable changes in him for the all-round development of personality.

17. Which one of the following statement is not correct with respect to teaching objective?

- (1) They are very specific
- (2) Psychology is the source of them
- (3) They can be achieved in a long period
- (4) Educational objectives can be achieved with of teaching objectives.

Ans. (3) (RPSC Sch. Lect. 2020 drawing & painting)

18. The common goal of education and psycholo-

gy is

- (1) Better education
- (2) Study of behaviour
- (3) Change in behaviour
- (4) Child development

Answer: (1) (RPSC Sch. Lect. 2014 Economics)

Educational psychology deals with behaviour of human beings in educational situation. It is concerned with the study of human behaviour or human personality, its growth, development, guidance under the social process of education.

19. Which of the following is not a field of educational psychology?

- (1) Personal similarities
- (2) Evaluation
- (3) Preparation of syllabus
- (4) Learning

Ans. (1) (RPSC Sch. Lect. 2014 Economics)

20. Which of the following statement is not correct in reference to educational psychology?

- (1) As a science of soul
- (2) As a science of logic
- (3) As a science of mind
- (4) As a science of consciousness

Select the correct answer using the codes given below:

- (1) (a) and (d)
- (2) (b) and (c)
- (3) only (a)
- (4) only (b)

Ans. (4) (RPSC Sch. Lect. 2014 Home Science)

21. "Educational Psychology covers the entire ranges of behaviour and personality as related to education." This definition was given by

- (1) Skinner
- (2) Crow and Crow
- (3) Kolesnik
- (4) Thorndike

Ans. (1) (RPSC Sch. Lect. 2014 Pol. Science)

According to Skinner (1958), "Educational Psychology covers the entire range of behaviour and personality as related to education. It is the branch of psychology which deals with teaching and learning."

22. "Educational Psychology describes and explains the learning experience of an individual from birth through old age". This statement is given by

- (1) Skinner
- (2) Crow and Crow
- (3) Brown
- (4) Kuppaswamy

Ans. (2) (RPSC Sch. Lect. 2014 Pol. Science,

- 2016 History)
23. Which of the following is not an object method of studying educational psychology?
 (1) Experimental method
 (2) Clinical method
 (3) Introspective method
 (4) Observational method
Ans. (3) (RPSC Sch. Lect. 2014 Biology)
24. The main focus point of educational psychology is
 (1) The teacher as an instructor
 (2) The learner as an individual
 (3) A method of teaching as a strategy
 (4) The situation as an environment
Ans. (2) (RPSC Sch. Lect. 2011 Biology)
25. To arrange different elements of content sequentially to be taught in a class, which principle is not appropriate from below mentioned alternatives?
 (1) Known to unknown
 (2) Simple to complex
 (3) Abstract to concrete
 (4) Whole to part
Ans. (3) (RPSC Sch. Lect. 2020, Agriculture)
26. The primary task of the teacher is
 (1) To teach the prescribed curriculum
 (2) To stimulate and guide student learning
 (3) To promote habits of conformity to adults' demands and expectations.
 (4) To provide diagnostic and remedial aid when ever required.
Ans. (2) (RPSC Sch. Lect. 2020 English)
27. The schools help the people to
 (1) Assimilate culture (2) Enjoy culture
 (3) Protest against culture (4) Ignore culture
Ans. (1) (RPSC Sch. Lect. 2020 English)
28. Nature of Teaching is
 (1) Exclusively applied (2) Simple
 (3) Interdisciplinary only (4) Complex
Ans. (1) (RPSC Sch. Lect. 2020 English)
29. The main objective of educational psychology is
 (1) Improvement in teaching method
 (2) All round development of the child
 (3) Improvement in the Social status of child.
 (4) Improvement in teaching aid.
Ans. (2) (RPSC Sch. Lect. 2016 Music)
30. Which of the following is known as dependent variable with regards to teaching?
 (1) Teacher (2) student
 (3) School (4) Content and Strategy
Ans. (2) (RPSC Sch. Lect. 2020 drawing & painting)
31. 'Educational Psychology : Cognitive View' is a book of which famous psychologist?
 (1) Albert Bandura (2) David Ausubel
 (3) B.F. Skinner (4) Jean Piaget
Ans. (2) (School Lect. 2016 Philosophy & Commerce)
David Paul Ausubel was an American psychologist whose most significant contribution to the fields of educational psychology, cognitive science, and science education learning. He authored a famous book 'Educational Psychology: A Cognitive View' in 1968. His theory of teaching focuses on mastery of the learning material.
32. "Educational psychology used those researches in educational circumstances which are related to man and other living beings." This definition of Education Psychology has been given by
 (1) C.H. Judd (2) Skinner
 (3) Prof. Trow (4) Crow and Crow
Ans. (2) (RPSC Sch. Lect. 2016 English)
33. According to whom, educational psychology is the science of education?
 (1) Skinner (2) Peel
 (3) Pillsburg (4) Bruner
Ans. (2) (RPSC Sch. Lect. 2016 Mathematics; 2020 Pub. Adm.)
34. Which one of the following is most suitable to depict the nature of educational psychology?
 (1) Positive science
 (2) Normative science
 (3) Behaviour science
Select the correct answer using the code given above:
 (1) (1) and (2) (2) (2) and (3)
 (3) (1) and (3) (4) only (3)
Ans. (3) (RPSC Sch. Lect. 2011 Biology)
Normative science is a type of inquiry by which people seek to determine which goals are good, and which means toward those goals are good. Logic, Mathematics, Philosophy of science, and Ethics are all normative sciences, because they seek to provide norms and standards by which phenomena can be interpreted

and effective action can be taken.

All material sciences such as physics, chemistry, biology, mathematics are pure and abstract sciences. But social sciences like economics, politics, philosophy, history, etc., attempt to analyze human behaviour, actions, motives and desires. Human behaviour is quite unpredictable. Therefore the degree of positivity and accuracy is expected to be lower in social sciences.

35. "The subject matter of educational psychology is the nature, mental life and behaviour of the individual undergoing the processes of education." This statement is made by

(1) Douglas and Holland (2) Crow and Crow
(3) Harris W. Chester (4) Skinner

Ans. (1) (RPSC Sch. Lect. 2016 English)

36. In the field of education most important out of following is:

(1) Teacher (2) Learner
(3) Syllabus (4) Teach book

Ans. (2) (RPSC Sch. Lect. 2014 Economics)

37. Achievement of students depend upon

(1) Caste, Intelligence, motivation, self concept
(2) Self- concept, Intelligence, Interest, motivation
(3) Sex, Intelligence, Interest, Motivation
(4) Motivation, Intelligence, Body structure, Interest

Ans. (2) (RPSC Sch. Lect. 2014 Geography)

38. Which of the following statement is not correct concerning a teacher?

(1) She/he should have an understanding of the nature of her/his students
(2) Psychology helps a teacher to understand the nature of her/his students
(3) Teacher should have no concern with interest of the children
(4) Psychology gives a treasure of facts and theories to a teacher

Ans. (3) (RPSC Sch. Lect. 2014 Economics)

A teacher is the person who has the skills, tools, and information necessary to educate young people. The teacher as educator must take into account student learning styles, abilities, and personalities.

39. Which is independent variable in teaching process?

(1) Student (2) Teaching methods
(3) Teacher (4) Teaching environment

Ans. (3) (RPSC Sch. Lect. 2016 Physics)

40. An effective Teacher is one who can

(1) Control the class
(2) Give more information
(3) Motivate students to learn
(4) Correct the assignment carefully

Ans. (3) (RPSC Sch. Lect. 2016 Mathematics)

41. A good teacher

(1) Encourages learners to engage in activity
(2) Nurtures learner's curiosity
(3) Involves learners in real world situations
(4) All of the above

Ans. (4) (RPSC Sch. Lect. 2016 Sociology)

42. Which of the following is most important quality of a teacher?

(1) Punctuality
(2) Content mastery
(3) Content mastery and communication competency
(4) Sociability

Ans. (3) (RPSC Sch. Lect. 2016 History)

43. "Educational Psychology can help a particular teacher to decide for herself what she should do in her particular situations with her particular problems." This view has been expressed by

(1) Kolesnik (2) Kuppuswami
(3) Blair (4) Garrison and others

Ans. (1) (RPSC Sch. Lect. 2016 English)

44. Choose the correct alternative:

(1) As the teacher himself is competent he does not require education psychology.
(2) Law of learning develop automatically in modern teaching.
(3) Teacher is not expected to know teaching methods.
(4) A teacher efficient in the laws of learning can teach successfully.

Ans. (4) (RPSC Sch. Lect. 2016 English)

45. For a teacher it is necessary to keep in mind at the time of teaching

(1) The social atmosphere
(2) Both the subject and the students
(3) Only student
(4) Only subject

Ans. (2) (RPSC Sch. Lect. 2016 Drawing)

46. "Psychology contributes to the development of the teacher by providing him with a set of concepts and principles." Who said this?

(1) Kolesnik (2) Crow and Crow

- (3) Blair (4) Kuppuswamy
Ans. (4) (RPSC Sch. Lect. 2016 Pol. Science)

- 47. Educational psychology helps the teacher for**
 (1) Self knowledge and preparation
 (2) character development of the learner
 (3) Use of proper methods of teaching
 (4) None of the above

Ans. (3) (RPSC Sch. Lect. 2014 Commerce)

Educational psychology helps the teacher to understand the development of his pupils, the range and limits of their capacities, the processes by which they learn and their social relationships.

- 48. Basic function of education psychology for trainer is:**
 (1) To teach the tricks of teaching
 (2) Develop insight about different aspects of teaching
 (3) Develop insight about the problems, behaviour and need of students
 (4) Prepare research design on the evaluation of teaching process

Ans. (3) (RPSC Sch. Lect. 2014 Geography)

- 49. Utility of educational psychology for teacher is-**
 (1) To know about self knowledge and preparation
 (2) To know about needs of children
 (3) Both (1) and (2) are true
 (4) Both (1) and (2) are false

Ans. (3) (RPSC Sch. Lect. 2014 Pol. Science)

- 50. Knowledge of educational psychology helps a teacher**
 (1) To know individual difference of children
 (2) To select proper methods of teaching
 (3) To maintain discipline in class - room
 (4) All the above

Ans. (4) (RPSC Sch. Lect. 2014 Pol. Science)

- 51. Educational psychology helps a teacher for**
 (1) Getting knowledge of child development
 (2) Knowing child's nature and behaviour
 (3) Character development of children
 (4) All the above

Ans. (4) (RPSC Sch. Lect. 2014 Biology)

- 52. Which of the following implication of educational psychology is not helpful for a teacher?**
 (1) To understand development characteristic of teacher

- (2) To identify individual differences
 (3) To know group dynamics of class
 (4) To increase aptitude of the learner

Ans. (4) (RPSC Sch. Lect. 2011 Biology)

- 53. The knowledge of Educational psychology is important for a teacher, because**
 (1) He has to apply the principles of educational psychology to his job of teaching
 (2) He has no consideration for individual differences among learners, while teaching the class
 (3) The laws of human development has no place in teaching job
 (4) Process of learning has nothing to do with his teaching profession

Ans. (1) (RPSC Sch. Lect. 2011 Mathematics)

- 54. Knowledge of child psychology is essential for a teacher because it**
 (1) Makes teaching work easier.
 (2) Helpful in comparison and identification of students.
 (3) Helps to understand the internal thinking of students.
 (4) Introduces the behaviour of students.

Ans. (1) (RPSC Sch. Lect. 2011 English)

The knowledge of Educational Psychology helps the teacher in the following ways:

- (1) *Understanding the child*
 (2) *Understanding individual differences*
 (3) *Making use of children's instincts*
 (4) *Formulation of attainable goals*
 (5) *Providing knowledge about the laws of learning*
 (6) *Providing knowledge of potentialities of the individual child*
 (7) *Providing knowledge of heredity and environmental forces*
 (8) *Providing knowledge about rewards and punishment*
 (9) *Providing knowledge about mental abnormalities*
 (10) *Realization of the teacher's own role.*

- 55. An effective teacher includes his learners in group activities beside making learning easy. It develops**
 (1) Conflict (2) Socialization
 (3) Value conflicts (4) Anxiety

Ans. (2) (RPSC Sch. Lect. 2011 Mathematics)

The act of adapting behaviour to the norms of a culture or society is called socialization.

56. The effective school holds high expectations from teachers, students and parents for:

- (1) Learning (2) Team work
(3) Instruction (4) Questioning

Ans. (1) (RPSC Sch. Lect. 2014 English)

Correlates of Effectiveness

1. Positive home-school relations
2. Clearly Stated and focused mission
3. Climate of high expectations for success
4. Frequent monitoring of student progress
5. A safe and orderly environment for learning
6. Opportunity to learn and student time on task
7. Instructional leadership by all administrators and staff members

57. Highest effect on students' learning in the classroom is :

- (1) Class discipline
(2) Psychological climate of the class
(3) Social climate of the class
(4) Economic climate of the class

Ans. (2) (RPSC Sch. Lect. 2014 English)

Classrooms are what we make them. Teachers make the weather, and that weather is the psychological climate in the class.

58. Knowledge of individual difference in the class will help a teacher to

- (1) Evaluate the home - work
(2) Plan the teaching - learning activities.
(3) Make necessary arrangements in the class.
(4) Maintain discipline in the class.

Ans. (2) (RPSC Sch. Lect. 2011 English)

59. Educational Psychology helps the teacher

- (1) To understand developmental characteristics.
(2) To understand individual differences.
(3) To understand problems of children.
(4) All of the above

Ans. (4) (RPSC Sch. Lect. 2016 Mathematics, Pol.Sci.)

60. Learning process is impacted by

- (1) Physical environment of school
(2) Psychological environment of school
(3) Both physical and psychological environment of the school
(4) None of the above

Ans. (3) (RPSC Sch. Lect. 2016 Political Science)

61. Utility of psychology for a teacher is in the field of

- (1) Use of proper method of teaching
(2) All round development of personality of the child
(3) Solving of the problem of classroom
(4) All of the above

Ans. (4) (RPSC Sch. Lect. 2016 Biology)

62. Learner situation should be provided by teacher to learner according to

- (1) Class room climate
(2) Mental and Physical age of the students
(3) Teaching aid
(4) Books available

Ans. (2) (RPSC Sch. Lect. 2016 Drawing)

63. Teaching imparted to students can be effective if

- (1) The same lesson repeated again and again.
(2) The teaching is given according to the mental level of the students.
(3) The teaching is given according to the social level of the students.
(4) The students learn through reading of the lesson.

Ans. (2) (RPSC Sch. Lect. 2016 Drawing)

64. Arrange the following teaching learning process:

1. Relating the present knowledge with previous knowledge.
2. Evaluation
3. Formulating objectives.
4. Presentation of material.

Select one answer:

- (1) 1, 2, 3, 4 (2) 2, 1, 3, 4
(3) 4, 3, 1, 2 (4) 3, 1, 4, 2

Ans. (4) (RPSC Sch. Lect. 2016 Drawing)

65. A good method of teaching is that

- (1) Which solve the problems of the students.
(2) Which makes the subject matter clear.
(3) Which solve the questions.
(4) Which explain subject matter.

Ans. (2) (RPSC Sch. Lect. 2016 Drawing)

66. Teaching becomes much more effective, when

- (1) Learning is directed and controlled by the teacher.
(2) Learners are given autonomy and control to work on their own.

- (3) Teacher plays a central role in explaining the facts.
 (4) Teacher directed methods are used in class-room.

Ans. (2) (RPSC Sch. Lect. 2016 Economics)

67. In longitudinal approach, children who are observed, are

- (1) New (2) Different
 (3) Same (4) None of the above

Ans. (3) (RPSC Sch. Lect. 2016 Mathematics)

A longitudinal study is an observational research method in which data are gathered for the same subjects repeatedly over a period of time. Longitudinal research projects can extend over years or even decades.

In a longitudinal cohort study, the same individuals are observed over the study period. Cohort studies are common in medicine, psychology and sociology, where they allow researchers to study changes over time.

68. A Child learns more if he is

- (1) Taught through lecture method
 (2) Taught through textbook
 (3) Taught through computer
 (4) Taught through activity method

Ans. (4) (RPSC Sch. Lect. 2016 Mathematics)

69. What is essential for learning?

- (1) Self-experience (2) Self-thinking
 (3) Self-activity (4) All of the above

Ans. (4) (RPSC Sch. Lect. 2016 Mathematics)

70. Which of the following statements regarding the importance of Psychology in Teaching-Learning are correct?

- a. Helps to know the learner.
 b. Helps the teacher to know himself.
 c. Helps in effective learning process.
 d. Helps in professional growth of the teacher

Select the correct answer from the codes given below:

- (1) a, c and d (2) a, b and c
 (2) b, c and d (4) a, c, b and d

Ans. (4) (RPSC Sch. Lect. 2016 Philosophy & Commerce)

71. Which of the following is not a variable of teaching?

- (1) Teacher (2) Parents
 (3) Curriculum (4) Student

Ans. (2) (RPSC Sch. Lect. 2016 Philosophy & Commerce)

72. Who says "Teaching is an intimate contact between a more mature personality and a less mature one which I designed to further the education of the latter"?

- (1) N.L. Gage (2) B.O. Smith
 (3) Clarke (4) H.C. Morrison

Ans. (4) (RPSC Sch. Lect. 2016 Physics)

73. Which is not the characteristics of learning?

- (1) Learning is the change in behaviour
 (2) The change in behaviour occurs as a function of practice or experience
 (3) There is relatively permanent change in behaviour
 (4) Momentary unstable change of behaviour due to motivational state

Ans. (4) (RPSC Sch. Lect. 2016 Physics)

74. As a team leader what is expected from the head of the institution?

- (1) Keep distance from the staff and student
 (2) Please the Board of Management
 (3) Help to fulfill the desired goal of the institution
 (4) Work as an autocrat

Ans. (3) (RPSC Sch. Lect. 2020 drawing & painting)

75. We cannot observe, we see only what proceeds performance, it means

- (1) All living is learning
 (2) Learning is adjustment
 (3) Learning is result of practice
 (4) Learning is not directly observable

Ans. (4) (RPSC Sch. Lect. 2011 Mathematics)

There is a distinction between learning and behaviour in which learning is an internal event that is not directly observable and behaviour an external event and thus directly observable. Learning can result in behaviour change, but it doesn't always have to. That is, we can learn how to do something but choose not to do it.

76. The four steps of learning process are

- (1) Activity, objective, hurdle and motivation
 (2) Motivation, hurdle, follow-up & goal.
 (3) Goal, aim, activity & follow-up
 (4) Objective, activity, evaluation & follow-up

Ans. (4) (RPSC Sch. Lect. 2016 Music)

77. Which of the following is not given importance while formulating a suitable time table?

- (1) type of school
- (2) Rules and regulations of the government
- (3) Rigidity
- (4) Relative importance and difficulty level of the subject

Ans. (3) (RPSC Sch. Lect. 2020 drawing & painting)

78. Which of the following is not a function of educational psychology?

- (1) Helping in maintaining discipline
- (2) Solving classroom problems
- (3) Helping in Evaluation & Assessment
- (4) No option is correct.

Ans. (4) (RPSC Sch. Lect. 2020 Commerce)

79. Learning is a

- (1) Stage of knowledge
- (2) Power of knowledge
- (3) Process for bringing improvement in a creature's behaviour
- (4) Motivation in a creature's behaviour

Ans. (3) (RPSC Sch. Lect. 2016 Geography)

80. Centre of teaching learning is:

- (1) Teacher
- (2) Learner
- (3) Classroom
- (4) Play ground

Ans. (2) (RPSC Sch. Lect. 2016 Geography)

81. Two main ways of Learning are:

- (1) Deductive and inductive
- (2) Negative and positive
- (3) Simulative and non simulative
- (4) Teachers and Pupils

Ans. (1) (RPSC Sch. Lect. 2016 Geography)

82. For effective teaching which of the following characteristics is not necessary?

- (1) Knowledge of subject matter
- (2) Teacher confidence
- (3) Good Knowledge of English language
- (4) Good Knowledge of classroom management and teaching method

Ans. (3) (RPSC Sch. Lect. 2016 Geography)

83. Psychology has changed the viewpoint toward child. Therefore school provides to children

- (1) More information
- (2) Useful experience
- (3) More knowledge
- (4) More teachers

Ans. (2) (RPSC Sch. Lect. 2014 Commerce)

84. Who stated the below statement?

"A nation's schools are an organ of his life whose special function is to consolidate, its strength, to maintain its historic continuity, to secure its post achievement, guarantee its future.

- (1) T.P. Nun
- (2) John Dave
- (3) G.L. Anderson
- (4) Crone Back

Ans. (1) (RPSC Sch. Lect. 2011 Commerce)

85. Which can be the roots, pertaining to discipline being faced by the schools?

- (1) The teachers who are punishing the students for their every activity.
- (2) Unnecessary disciplinary actions, put by the headmaster on the teachers.
- (3) Improper curriculum not related with aims and objectives.
- (4) Excessiveness of study.

Ans. (3) (RPSC Sch. Lect. 2011 English)

86. The best method to make a study of a school deserters is-

- (1) Case study method
- (2) Questionnaire method
- (3) Survey method
- (4) Experimental method

Ans. (1) (RPSC Sch. Lect. 2014 Pol. Science)

The case study method often involves simply observing what happens to, or reconstructing 'the case history' of a single participant or group of individuals (such as a school class or a specific social group), i.e. the idiographic approach.

87. Which one is the most challenging work of a teacher?

- (1) To make students punctual in the classroom
- (2) Evaluation of answer - scripts
- (3) To not punish students in the class
- (4) To make the teaching-learning process enjoyable.

Ans. (4) (RPSC Sch. Lect. 2020 Geography)

88. School achievement of students depends upon:

- (1) Self - concept, Intelligence, Interest, motivation
- (2) Interest, Intelligence, Motivation, Sex
- (3) Aptitude, Intelligence, Motivation, caste
- (4) Interest, Intelligence, Body structure, Motivation

Ans. (1) (RPSC Sch. Lect. 2014 Philosophy)

89. Which of the following is the basic determin-

ing factors for school effectiveness?

- (1) Curriculum (2) Teachers
(3) Management (4) All of the above

Ans. (4) (RPSC Sch. Lect. 2016 Philosophy)

90. Which of the following is not the maxims of teaching?

- (1) Known to unknown
(2) Specific to general
(3) Part to whole
(4) Simple to complex

Ans. (3) (RPSC Sch. Lect. 2016 Mathematics)

91. Which one of the following is the most important for teaching a concept?

- (1) Using advance organizer
(2) Law of exercise
(3) Law of belongingness
(4) Encouraging students for discovery

Ans. (4) (RPSC Sch. Lect. 2020 English)

92. Which of the following is not a function of educational psychology?

- (1) To know the learner
(2) To select and organise the subject- matter
(3) To suggest techniques of learning
(4) To understand person with abnormal psychology

Ans. (4) (RPSC Sch. Lect. 2020 Biology)

93. The key factors involved in an educational process includes.

- (1) Learner and Teacher
(2) Learning experiences, learning process and learning environment
(3) Both (1) and (2)
(4) None of these

Ans. (3) (RPSC Sch. Lect. 2020 Biology)

94. Which of following statement is not true?

- (1) Educational psychology does not develop comprehensive vision about education
(2) Educational psychology teaches to care about individual differences.
(3) Educational psychology introduces measurement methods to teachers.
(4) Educational psychology informs about best teaching methods.

Ans. (1) (RPSC Sch. Lect. 2020 Biology)

95. Educational psychology is important

- (1) to understand developmental characteristics
(2) to understand the nature of learning
(3) to understand individual differences
(4) All options are correct.

Ans. (4) (RPSC Sch. Lect. 2020 Biology)

96. Educational Psychology is not

- (1) an applied branch of psychology
(2) the science of education
(3) a positive science
(4) a normative science

Ans. (4) (RPSC Sch. Lect. 2020 Commerce)

97. Which of the following statement is not correct about educational psychology?

- (1) It is concerned with what and 'why' of education.
(2) It employs scientific methods to study behaviour of an individual in educational environment.
(3) It deals with Teacher, learner and teaching learning situations.
(4) It is not a perfect science.

Ans. (4) (RPSC Sch. Lect. 2020 Commerce)

98. Match List - I with List -II and select the correct answer from the codes given below:

List-I	List-II
(A) Conditioning	(a) Skill
(B) Training	(b) Belief
(C) Instruction	(c) Knowledge
(D) Indoctrination	(d) Behaviour

Codes:

	A	B	C	D
(1)	d	c	b	a
(2)	b	a	c	d
(3)	d	a	c	b
(4)	a	b	c	d

Ans. (3) (RPSC Sch. Lect. 2020 drawing & painting)

99. Which of the following is a characteristic of effective teacher ?

- (1) Check the assigned task of the students carefully
(2) Motivate the students to participate in teaching-learning process
(3) Give more information
(4) Control the class

Ans. (2) (RPSC Sch. Lect. 2020 Economics)

100. Which of the following is not a characteristics of learning?

- (1) Learning is a continuous life long process.
- (2) Learning is a universal process.
- (3) Learning helps in proper adjustment.
- (4) Learning is only acquisition of new knowledge.

Ans. (4) (RPSC Sch. Lect. 2020 Economics)

101. Which one of the following is not correct about the use of teaching learning material in the classroom ?

- (1) It enhances student's interest
- (2) Teachers can show their creativity to students
- (3) It increases the educational efficiency of students
- (4) It increases the active participation

Ans. (2) (RPSC Sch. Lect. 2020 Geography)

102. The key factors in an educational process are

- (1) The learner, the teacher, learning experiences
- (2) The learner, the teacher, learning process
- (3) The learner, learning process, learning experiences, learning situation
- (4) The learner, the teacher, learning experiences, learning process, learning situation

Ans. (4) (RPSC Sch. Lect. 2020 History)

103. Which of the following is related to cognitive domain of learning?

- (1) Feeling
- (2) Touching
- (3) Becoming angry
- (4) Imagination

Ans. (4) (RPSC Sch. Lect. 2014 Pub. Admin.)

104. Which is not appropriate regarding the Learning?

- (1) Learning is not affected by maturation
- (2) Motivation facilitates learning
- (3) Problem solving is highest level of learning
- (4) Learning is change in behaviour

Ans. (1) (RPSC Sch. Lect. 2011 Chemistry)

105. What is knowledge?

- (1) Knowledge is the result of personal interpretation of experience
- (2) Knowledge is the personal experience of a person
- (3) Knowledge outbursts the ideas and views of a person about the world
- (4) Knowledge is an experience which identifies our personality

Ans. (1) (RPSC Sch. Lect. 2014 Chemistry)

Knowledge is a human faculty resulting from

interpreted information; understanding that germinates from combination of data, information, experience, and individual interpretation. Various defined as, "Things that are held to be true in a given context and that drive us to action if there were no impediments" (Andre Boudreau). "Capacity to act" (Karl Sweiby). "The perception of the agreement or disagreement of two ideas" (John Locke).

106. Learning determines the efforts to achieve the target in Educational psychology, it belongs to the class of learning

- (1) Learning process
- (2) Characteristic of learning
- (3) Laws of learning
- (4) Theories of learning

Ans. (2) (RPSC Sch. Lect. 2011 Mathematics)

107. According to the NCF- 2005, "Learning itself is _____"

- (1) An active activity
- (2) Only mental development
- (3) An active and social activity
- (4) An active and cognitive activity

Ans. (4) (RPSC Sch. Lect. 2011 English)

According to the National Curriculum Framework 2005, the learning is active and social in nature because a passive curriculum cannot contribute to the social, physical, intellectual development of the child.

108. It combines learning and evaluation, it is a sort of self learning and self evaluation device, so learning by this is

- (1) Psychological
- (2) Educational
- (3) Social
- (4) Personal

Ans. (4) (RPSC Sch. Lect. 2011 Physics)

109. Good learning depends upon

- (1) The teacher
- (2) Active interest of the Pupil
- (3) Appropriate teaching methods and use of Teaching Aids
- (4) All of above

Ans. (4) (RPSC Sch. Lect. 2014 History)

110. New knowledge is acquired through

- (1) Memorization
- (2) Transmission of knowledge
- (3) Experience and searching new meanings
- (4) None of the above

Ans. (3) (RPSC Sch. Lect. 2014 Drawing & Physics; 2016 Home Sci. & Hindi)

111. In formula $L = f(E_f \times P_f)$, if L stand for learn-

ing, what do Ef and Pf indicate?

- (1) Environmental factor and parental factor
- (2) Emotional factor and personal factor
- (3) Environmental factor and personal factor
- (4) Emotional factor and parental factor

Ans. (3) (RPSC Sch. Lect. 2014 Chemistry)

112. Learning is a process of

- (1) Accumulation of facts
- (2) Meaning making through experience
- (3) Preparing for examination
- (4) Memorization

Ans. (2) (RPSC Sch. Lect. 2016 Home Science)

113. Acquisition of habit, knowledge and attitudes is called

- (1) Instruction
- (2) Teaching
- (3) Learning
- (4) Training

Ans. (3) (RPSC Sch. Lect. 2016 Commerce & Philosophy)

114. Which of the following is not a type of learning according to functions?

- (1) Imaginative learning
- (2) Cognitive learning
- (3) Learning by skills
- (4) Attitudinal learning

Ans. (1) (RPSC Sch. Lect. 2016 Philosophy)

115. Who says "learning is the modification of behaviour through experience and training"?

- (1) Crow n Crow
- (2) Kimble
- (3) Skinner
- (4) Gates and others

Ans. (4) (RPSC Sch. Lect. 2016 Chemistry)

116. Dimensions of effective learning are

- (1) Signal learning
- (2) Stimulus response learning
- (3) Chain learning
- (4) All of the above

Ans. (4) (RPSC Sch. Lect. 2016 Biology)

117. "Learning is the acquisition of habits, knowledge and attitudes." It is the statement of

- (1) Kingsley
- (2) Gates
- (3) Crow & Crow
- (4) Cronbach

Ans. (3) (RPSC Sch. Lect. 2011 Commerce; 2016 Biology)

118. The most appropriate purpose of learning is

- (1) Personality adjustment
- (2) Modification of behaviour
- (3) Social and political awareness
- (4) Preparing oneself for employment

Ans. (2) (RPSC Sch. Lect. 2016 Biology)

119. Which of the following is not product of learning?

- (1) Attitudes
- (2) Concepts
- (3) Knowledge
- (4) Maturation

Ans. (4) (RPSC Sch. Lect. 2016 Biology)

120. The concept of life learning is the outcome of

- (1) Shortage of school in the country
- (2) People's desire to learn more
- (3) Country's need for a large number of educated people
- (4) Dynamics of expansion of knowledge

Ans. (4) (RPSC Sch. Lect. 2016 History)

121. Learning is essentially the attaching of a response to a stimulus is called

- (1) Behaviourist Approach
- (2) Social Approach
- (3) Economical Approach
- (4) Ethical Approach

Ans. (1) (RPSC Sch. Lect. 2016 Geography)

122. Learning is a goal oriented activity. The factors contributing for its success are:

- (1) Environment
- (2) Strong motivation of the students
- (3) Mental set-up of the students
- (4) Above all

Ans. (4) (RPSC Sch. Lect. 2016 Geography)

123. Learning means

- (1) Bringing temporary change in behaviour
- (2) Bringing maturity in practice and teaching
- (3) Bringing expected change in behaviour through direct and indirect experience
- (4) Making few changes in behaviour for fulfillment of needs related to environment

Ans. (4) (RPSC Sch. Lect. 2016 Geography)

124. Plateau in the learning curve indicates

- (1) No fatigue
- (2) Task is simple
- (3) Working conditions are favourable
- (4) Loss of interest

Ans. (4) (RPSC Sch. Lect. 2016 English)

125. Which one is not included in steps of learning?

- (1) Motive (2) Goal
(3) Barrier (4) Organisation

Ans. (4) (RPSC Sch. Lect. 2016 English)

126. Learning does not mean only the acquisition of knowledge or skill, it is much more than that it is

- (1) Modification of behaviour.
(2) Implement in practical life.
(3) Guideline for students.
(4) Changing attitude.

Ans. (1) (RPSC Sch. Lect. 2016 Drawing)

127. Which of the following is not the characteristic principle of teaching?

- (1) Eagerness to learn
(2) Construction of knowledge
(3) Lack of sequence
(4) Verification

Ans. (3) (RPSC Sch. Lect. 2014 Sociology)

128. The process in which the presence of teacher pupil participation and their activeness is not essential, is called-

- (a) Teaching (b) Instruction
(c) Training (d) Indoctrination

Select the correct answer using the codes given below:

- (1) only (a) (2) only (b)
(3) (b) and (c) (4) (a) and (d)

Ans. (2)

129. In teaching Learning process the variable which is responsible for bringing change is called-

- (1) Teacher (2) Learner
(3) Curriculum (4) Teaching Strategies

Answer : (1) (RPSC Sch. Lect. 2014 Home Science)

In a teaching task in progress, there are three types of variables:

1. Independent variable
2. Dependent variable
3. Intervening or mediating variables

In the process of teaching, it is the student who is subjected to change and development through the efforts of the teacher and the teaching process. Therefore he acts as a dependent variable while the teacher has to play the role of independent variable. For the achievement of the goals of teaching there comes a need of desirable interaction between independent and dependent variables. This role

is played by the intervening variables. In this way the teacher plays the role of independent variables. He is responsible for the functioning of the dependent variable i.e. the student.

130. Which of the following is not a teaching behaviour?

- (1) Laissez faire teaching
(2) Autocratic teaching
(3) Remedial teaching
(4) Democratic teaching

Ans. (3) (RPSC Sch. Lect. 2014 Home Science)

Remedial Teaching is a multifaceted approach, tailoring remedial intervention plans to a child's specific needs. It makes use of one-on-one instruction, small group instruction, written work, verbal work and computer-based work. Remedial Therapy focuses on skills rather than on content. These skills include visual discrimination, perceptual organisation, laterality, sequencing, abstract reasoning, auditory processing, sound recognition, blending, segmenting, phoneme manipulation, mathematical operations, focusing and eye tracking. Help is offered to pupils who need (pedagogical/didactic) assistance.

These are often children who function at a lower than average level because of a certain learning-or behavioural problem/disorder, but it can also be offered to pupils who achieve at a higher than average level, they too can do with the extra attention and care.

131. For a teacher lesson planning is important to-

- (1) Achieve instructional objectives
(2) Maintain interest among students
(3) Keep students busy
(4) Show his own ability

Ans. (1) (RPSC Sch. Lect. 2014 Home Science)

A lesson plan is a teacher's detailed description of the course of instruction, or 'learning trajectory' for a lesson. A lesson plan is the teacher's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc.).

A well-developed lesson plan reflects the interests and needs of students. It incorporates best practices for the educational field. The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students.

132. 'Individual variation' is the part of the following specific function (indicate one specif-

ic function) in the teaching Learning process:

- (1) Diagnostic function
- (2) Prescriptive function
- (3) Evaluative function
- (4) None of the above

Ans. (1,2 & 3) (RPSC Sch. Lect. 2014 Commerce)

133. Which one statement is not correct with respect to teaching?

- (1) Teaching is interactive process
- (2) Teaching is professional activity
- (3) Teaching is purposeful activity
- (4) Teaching is psychology activity

Ans. (2) (RPSC Sch. Lect. 2014 Commerce)

134. The process in which activities are designed and performed to produce change in student behaviour is called:

- (1) Instruction
- (2) Teaching
- (3) Training
- (4) Indoctrization

Ans. (2) (RPSC Sch. Lect. 2014 Chemistry)

135. The best teaching aid from learning point of view is:

- (1) Teacher made
- (2) That given in textbook
- (3) Student made
- (4) Available in the market

Ans. (3) (RPSC Sch. Lect. 2014 Chemistry)

136. Which factor is not considered as effective class room teaching?

- (1) Lack of technology
- (2) Feedback
- (3) Teaching strategies and skills
- (4) Communication and principle of clarity

Ans. (1) (RPSC Sch. Lect. 2014 Chemistry)

There are certain direct and indirect factors that affect the learning process or teaching.

- Receptive to other's opinions
- Being fair and transparent
- Positive and open interaction with students
- Kind behavior of students and teachers
- positive and timely feedback
- An engaging personality
- A passion for the subject matter
- Teachers and Classroom supports
- Environment and other surrounding factors
- Teacher awareness, interest and accountability about the learning.

137. "Teaching is a system of actions intended to induce learning" who said it?

- (1) Crow and Crow
- (2) B.O. Smith

- (3) Cronback
- (4) Hillgard

Ans. (2) (RPSC Sch. Lect. 2014 Pub. Admin.)

138. Which of the following statement is not true about teaching?

- (1) Teaching is modifiable
- (2) Teaching is formal and informal
- (3) Teaching is science as well as an art
- (4) Teaching is instruction

Ans. (4) (RPSC Sch. Lect. 2014 Mathematics)

139. Individual attention is important in the Teaching - Learning process, because

- (1) It offers better opportunities to teachers to discipline each learner
- (2) Teacher training programmes prescribed it
- (3) Learners develop at different rates and learn differently
- (4) Learners always learn better in group

Ans. (3) (RPSC Sch. Lect. 2011 Physics)

140. Classroom teaching should be:

- (1) Intense
- (2) Interactive
- (3) Easy
- (4) One - sided

Ans. (2) (RPSC Sch. Lect. 2014 Philosophy, Drawing; 2016 Mathematics)

Interactive learning in the classroom help students prepare more successfully for the outside world than those who do not. Engaged learners who actively participate in their own education are more apt to remember more from a lesson and then transfer newly acquired skills to different situations.

Interactive learning in a classroom is to maintain a teaching style, like the Socratic Method, that encourages healthy debate between students and the teacher.

141. Dramatization affects which of the following domains?

- (a) Cognitive
- (b) Affective
- (c) Psychomotor

Select the answer from the codes given below:

- (1) only (a)
- (2) (a) and (b)
- (3) only (b)
- (4) (a), (b), and (c)

Ans. (4) (RPSC Sch. Lect. 2014 English)

The three domains of educational activities are cognitive, affective, and psychomotor. Cognitive is for mental skills (Knowledge), affective is for growth in feelings or emotional areas (Attitude), while psychomotor is for manual or physical skills (Skills).

Creative drama has the characteristics for realizing holistic learning. It involves the cognitive, affective and physical dimensions of learning processes. Participants experienced various drama processes in which they are in the center of the learning process. They assume several roles in this process and become more familiar with themselves, perceive themselves better and develop various predictions.

142. Which of the following does not belong to a teaching theory?

- (1) Nature of a person as recipient of knowledge
- (2) Nature of knowledge
- (3) Nature of process of gaining knowledge
- (4) Nature of the person bringing change in the behaviour of the person gaining knowledge

Answer: (4) (RPSC Sch. Lect. 2014 English)

A teaching theory is a proposed explanation of how we absorb, process and retain knowledge. Learning is the individual growth of the person as a result of cooperative interaction with others. A theory of teaching answers three questions: how do teachers behave, why do they behave as they perform and with what effect. It applies for all teachers, for all students and for all situations in which teaching occurs. A theory of teaching must answer the questions of the teaching for efficient learning.

143. Which is not the task of interactive phase of teaching?

- (1) Perception
- (2) Diagnosis
- (3) Selection of learning experiences
- (4) Reactive processes

Ans. (3) (RPSC Sch. Lect. 2016 Chemistry)

144. Which of the following is not the level of teaching?

- (1) Memory level teaching
- (2) Abstract level teaching
- (3) Understanding level teaching
- (4) Reflective level teaching

Ans. (2) (RPSC Sch. Lect. 2016 History)

145. The main aim of teaching is

- (1) To develop only reasoning
- (2) To develop only thinking
- (3) Both (1) and (2)
- (4) To provide information

Ans. (3) (RPSC Sch. Lect. 2016 Biology)

146. Major shift in education is from teacher centric to-

- (1) Learner centric
- (2) Parent centric
- (3) Management centric
- (4) All of the above

Ans. (1) (RPSC Sch. Lect. 2014 Drawing)

For centuries, education has been teacher-centered, that is the classrooms have been dominated by teachers. All round the world, the educationists in conformity with tradition have emphasized transferring knowledge and skills from teachers to learners. Education becomes effective when students learn through problem-solving activities, in total self-engagement, with minimum intervention by the teacher. The teacher plays the central role in a teacher-centered classroom, but the learners' role is central in a learner-centered classroom. Establishing student-centered educational system, away from the teacher-centered one, would be called a paradigm shift as it brings about fundamental changes in teaching/learning practices.

147. A teacher should

- (1) Treat errors committed by students as blunders and take serious note of each error
- (2) Measure success as the number of times students avoid making mistakes
- (3) Not to correct students when they are trying to communicate ideas
- (4) Focus more on lecturing and provide a foundation for knowledge

Ans. (3) (RPSC Sch. Lect. 2014 Mathematics)

148. We like a teacher who is :

- (1) Strict
- (2) Rigid
- (3) Considerate
- (4) Flexible

Answer: (All) (RPSC Sch. Lect. 2014 English)

A good teacher has to be strict, self-confident and show authority, but at the same time he has to be the pupils' helper and quite often even something like their friend who they can talk to if problems occur. He/she has therefore to find a balance between him representing an authority or a friend.

149. Teaching principle includes

- (1) Teacher's behaviour
- (2) Student's Behaviour
- (3) Impact of teaching
- (4) All of the above

Ans. (4) (RPSC Sch. Lect. 2016 Biology)

150. Which of the following is the characteristics of learning?

- (1) Learning is change in behaviour
- (2) Learning is a continuous life long process.
- (3) Learning is purposive and goal-directed.
- (4) All options are correct.

Ans. (4) (RPSC Sch. Lect. 2020 Biology)

151. "Any activity can be called learning so far as it develops the individual (in any respect good or bad) and makes his later behaviour and experiences different from what they would otherwise have been." It was stated by:

- (1) Woodworth (2) Kingsley
- (3) Gates (4) Gardner Murphy

Ans. (1) (RPSC Sch. Lect. 2014 Economics)

152. Which Psychologist came up with following definition?

"First psychology lost its soul, then it lost its mind, then it lost its consciousness, it still has behaviour of sort".

- (1) James Williams (2) Crow and Crow
- (3) Woodworth R.S. (4) Skinner B.F.

Ans. (3) (RPSC Sch. Lect. 2011 Commerce)

Woodworth (1948) writes, "First psychology lost its soul, then its mind, then it lost its consciousness, it still has behaviour of sort". In this way upto its final stage psychology is considered a science of behaviour.

153. "Learning is a process of development". who said this?

- (1) Woodworth (2) Thorndike
- (3) Morgan (4) Cronback

Ans. (1) (RPSC Sch. Lect. 2014 Biology & Commerce)

154. Learning outcomes means:

- (1) Change in the behaviour of the student
- (2) Change in teaching method of the teacher
- (3) Reorganization of the subject matter
- (4) none of the above

Ans. (1) (RPSC Sch. Lect. 2014 Biology)

155. The approach affecting learning related to content is:

- (1) Presentation (2) Environmental
- (3) Maturity (4) Form simple to difficult

Ans. (4) (RPSC Sch. Lect. 2014 Economics)

The focus of a content-based instruction (CBI) lesson is on the topic or subject matter. During the lesson students are focused on learning about something form simple to difficult. This could be anything that interests them from a serious science subject to their favourite pop star or even a topical news story or film. They learn about this subject using the language they are trying to learn, rather than their

native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language. This is thought to be a more natural way of developing language ability and one that corresponds more to the way we originally learn our first language.

156. A child starts learning:

- (1) When she/he is admitted to a school
- (2) When she/he starts taking.
- (3) When she/he moves out of his home
- (4) Since his birth

Ans. (4) (RPSC Sch. Lect. 2014 Biology)

Children are born ready to learn. Children are naturally curious beings who are motivated to make sense of the world around them. The brain is the only organ that is not fully formed at birth. During the first 3 years, trillions of connections between brain cells are being made. A child's relationships and experiences during the early years greatly influence how his brain grows.

157. Learning takes place

- (1) In the school
- (2) Outside the school
- (3) Both within and outside the school
- (4) Only in the classroom

Ans. (3) (RPSC Sch. Lect. 2014 Drawing)

158. Which of the following is not a product of learning?

- (1) Knowledge (2) Concept
- (3) Attitude (4) Maturation

Ans. (4) (RPSC Sch. Lect. 2014 Drawing)

159. One of the environment factors affecting Learning is:

- (1) Social surrounding (2) Fatigue
- (3) Mental status (4) None of these

Ans. (1) (RPSC Sch. Lect. 2014 Biology)

The influence of environment begins since the time of the conception of the child in the womb of the mother. Foetus in the womb is influenced by mother's mental, physical and emotional conditions.

The external environment starts from the time of birth of the child. The external environment refers to the surroundings (Natural and Social surroundings) which prevail in home, school and locality.

At these places the child interacts with other members of the family, teachers' classmates or peers, neighbours and media (Print & Print media).

160. Which of the following is not correct about learning?

- (1) Learning is doing something new
- (2) Learning is organisation of experiences
- (3) Learning may be without any purpose
- (4) Failure in learning are failures in understanding

Ans. (3) (RPSC Sch. Lect. 2014 Biology)

161. Which of the following is not a stagnation in effective learning?

- (1) Lack of motivation
- (2) Not relating to life
- (3) Learning situation
- (4) None of these

Ans. (3) (RPSC Sch. Lect. 2014 Biology)

162. Which one of the following is a part of learning process

- (1) Objective
- (2) Motivation
- (3) Re-enforcement
- (4) Pressure

Ans. (2) (RPSC Sch. Lect. 2014 Pol. Science)

Motivation determines the specific goals toward which learners strive. Thus, it affects the choices students make—for instance, whether to enroll in physics or studio art, whether to spend an evening completing a challenging homework assignment or playing videogames with friends.

163. The Achievement of Learning is

- (1) Attitude
- (2) Knowledge
- (3) Skill
- (4) All of above

Ans. (4) (RPSC Sch. Lect. 2014 Physics)

164. New knowledge is acquired through

- (1) Memorization
- (2) Transmission of knowledge
- (3) Experience and searching new meanings
- (4) None of the above

Ans. (3) (RPSC Sch. Lect. 2014 Physics)

165. Which of the following steps of learning process is out of order (place)?

- (1) Motivation
- (2) Obstacle
- (3) Response
- (4) Goal

Ans. (2) (RPSC Sch. Lect. 2014 Mathematics)

166. Which one of the following statement indicate the correct nature of the learning?

- (1) Learning is a process
- (2) Learning is a product
- (3) Learning is sometime product and sometimes process
- (4) Learning is both process and product

Ans. (1) (RPSC Sch. Lect. 2011 Biology)

Learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent.

167. Which of the following factor does not affect learning?

- (1) Learner
- (2) Learner Experience
- (3) Human and materialistic resources
- (4) Aimlessness

Ans. (4) (RPSC Sch. Lect. 2011 Commerce)

168. Learning is not possible without

- (1) Motivation
- (2) Teacher
- (3) Text - book
- (4) Guidance

Ans. (1) (RPSC Sch. Lect. 2011 Mathematics)

169. Which of the following is not a type of transfer of learning?

- (1) Positive transfer
- (2) Negative transfer
- (3) Distant transfer
- (4) Zero transfer

Ans. (3) (RPSC Sch. Lect. 2016 Geography)

170. A teacher always helps her learner link the knowledge they have derived in one subject area with the knowledge from other subject areas, this helps to promote

- (1) Learner autonomy
- (2) Reinforcement
- (3) Individual differences
- (4) Correlation and transfer of knowledge

Ans. (4) (RPSC Sch. Lect. 2011 Physics)

Transfer of knowledge refers to learning in one context and applying it to another, i.e. the capacity to apply acquired knowledge and skills to new situations. There are three kinds of transfer: from prior knowledge to learning, from learning to new learning, and from learning to application.

Transfer of knowledge is very much related to the problem of knowledge integration, knowledge application and knowledge use in the real world. As such it usually is a component of general instructional design models, e.g. Merrill's first principles of instruction.

171. Last step of cognitive aspect is

- (1) Comprehension/Understanding
- (2) Analysis
- (3) Synthesis
- (4) Evaluation

Ans. (4) (RPSC Sch. Lect. 2016 Biology)

172. Which of the following learning objective is not classified in the 'cognitive domain' ?

- (1) Generalization
- (2) Translation
- (3) Application
- (4) Pictorial depiction

Ans. (2) (RPSC Sch. Lect. 2011 Chemistry)

173. Which one of the following statement is not

correct?

- (1) Learning is adjustment
- (2) Learning is universal
- (3) Learning is always observable
- (4) Learning result in change of behaviour

Ans. (3) (RPSC Sch. Lect. 2014 Pub. Admin.)

174. The factor which does not affect Learning is

- (1) Motivation
- (2) Learning method
- (3) Month of the year
- (4) Nature of subject matter

Ans. (3) (RPSC Sch. Lect. 2014 Commerce)

Factors might affect learning:

- Motivation
- Attention Spans
- Learning method
- Intellectual Ability
- Prior Knowledge
- Nature of subject matter
- Readiness and will power
- Level of aspiration and achievement
- General health condition of the learner etc.

175. Positive facilitation of present learning through past learning, for example addition helps multiplication. This type of transfer of learning is called:

- | | |
|--------------|----------------|
| (1) Vertical | (2) Sequential |
| (3) Lateral | (4) Bilateral |

Ans. (2) (HTET, PGT 2019)

176. The democratic organization of school influence learning, this factor of learning is related to:

- (1) Methodological aspect
- (2) Social aspect
- (3) Physiological aspect
- (4) Psychological aspect

Ans. (2) (HTET, PGT 2019)

177. Which of the following type of learning style is used when students approach the learning material in a way that helps them understand the meaning of the materials?

- | | |
|---------------------|---------------------|
| (1) Practical style | (2) Impulsive style |
| (3) Surface style | (4) Deep style |

Ans. (4) (HTET, PGT 2019)

178. Which of the following is a theory of transfer of learning?

- (1) Identical element theory
- (2) Theory of conditioning

(3) Group factor theory

(4) Multifactor theory

Ans. (1) (RPSC Sch. Lect. 2020 Chemistry)

The theory given by Thorndike suggests that transfer of learning depends upon the presence of identical elements in the original and new learning situations; i.e., transfer is always specific, never general. In later versions of the theory, the concept of "belongingness" was introduced; connections are more readily established if the person perceives that stimuli or responses go together (c.f. Gestalt principles). Another concept introduced was "polarity" which specifies that connections occur more easily in the direction in which they were originally formed than the opposite. Thorndike also introduced the "spread of effect" idea, i.e., rewards affect not only the connection that produced them but temporally adjacent connections as well.

179. Who stated that 'Psychology is the positive science of conduct of living creatures'?

- (1) Sir William McDougall
- (2) Sir Francis Galton
- (3) Max Wertheimer
- (4) William James

Ans. (1) (HTET, PGT 2021)

180. 'Knowledge is constructed by transforming, organising and reorganising previous knowledge.' This best explains the idea of which of the following?

- | | |
|------------|--------------|
| (1) Piaget | (2) Vygotsky |
| (3) Freud | (4) Bandura |

Ans. (1) (HTET, PGT 2021)

181. Which of the following is not the type of positive transfer of learning?

- | | |
|-------------------------|-------------------------|
| (1) Lateral transfer | (2) Sequential transfer |
| (3) Horizontal transfer | (4) Zero transfer |

Ans. (4) (HTET, PGT 2021)

182. Which of the following is not the type of 'Psycho physical method' of study of educational psychology?

- (1) the method of minimal changes or method off limits
- (2) method of constant stimuli
- (3) the method of average or mean error
- (4) modifying the individual attitude

Ans. (4) (HTET, PGT 2021)

183. An English teacher taught their students that

plural of cat is cats, plural of house is houses, plural of pen is pens, in this manner student by mistake made plural of mouse as mouses. This is the example of which type of transfer of learning?

- (1) Positive transfer (2) Negative transfer
(3) Zero transfer (4) Vertical transfer

Ans. (2) (HTET, PGT 2021)

184. Educational psychology helps a teacher to

- (1) Know the learner
(2) Arrange learning situation
(3) Solve classroom problems
(4) All options are correct.

Ans. (4) (RPSC Sch. Lect. Sanskrit Deptt. 2018 History)

185. The nature of educational psychology

- (1) Normative Science (2) Physical Science
(3) Positive Science (4) Natural Science

Ans. (3) (RPSC Sch. Lect. Sanskrit Deptt. 2018 English)

186. Which of the following content is not included in the psychology of teaching-learning?

- (1) Nature of learning process
(2) Nature of education system
(3) Motivation and transfer of learning
(4) Nature and characteristics of learner

Ans. (2) (RPSC Sch. Lect. Sanskrit Deptt. 2018 English)

187. The most important focal area in education that concern educational psychologists and teachers pointed is

- (1) The learning situation
(2) The learning process
(3) The learning environment
(4) The learner

Ans. (4) (RPSC Sch. Lect. Sanskrit Deptt. 2018 English)

188. Which of the following is not included in importance of educational psychology for teachers?

- (1) Selecting and organizing the content matter
(2) Knowledge of total covert behaviour
(3) Knowledge of effect of heredity and environment
(4) Knowledge of problems of classroom learning

Ans. (2) (RPSC Sch. Lect. Sanskrit Deptt. 2018 English)

189. Which of these factors negatively affect learning?

- (1) Lack of Maturation
(2) Informational Feedback
(3) Meaningfulness of the content
(4) Appropriate communication ability of teachers

Ans. (1) (RPSC Sch. Lect. Sanskrit Deptt. 2020 Economics)

190. Which one of the following is not a general principle of teaching-learning?

- (1) Principle of correlation with real life.
(2) Principle of differences.
(3) Principle of past experiences
(4) Principle of inactiveness.

Ans. (4) (RPSC Sch. Lect. Sanskrit Deptt. 2018 Pol. Science)

191. Which of the following Psychologist is not known as Experimentalist Psychologists?

- (1) Ernst Weber (2) Wilhelm Wundt
(3) William James (4) Gustav Fechner

Ans. (3) (RPSC Sch. Lect. Sanskrit Deptt. 2020 Maths)

192. Which of the following is not the prescribed level of teaching?

- (1) Memory level (2) Understanding level
(3) Reflective level (4) Affective level

Ans. (4) (RPSC Sch. Lect. Sanskrit Deptt. 2020 Maths)

193. Which of the statement is wrong in context of characteristics of Good Teaching?

- (1) Good Teaching is both diagnostic and remedial
(2) Good Teaching is Autocratic
(3) Good Teaching is Co-operative
(4) Good Teaching is organization of learning

Ans. (2) (RPSC Sch. Lect. Sanskrit Deptt. 2020 Maths)

194. Which of the following Maxims of Teaching is based on Gestalt Psychology?

- (1) From known to unknown
(2) From concrete to abstract
(3) From particular to general
(4) From whole to part

Ans. (4) (RPSC Sch. Lect. Sanskrit Deptt. 2020 Maths)

195. Which of the following statements is incorrect?

- (1) Learning leads to change in behaviour.
(2) Learning has its own pace.
(3) Motivation affects learning.
(4) Learning is change in behavior by maturity.

Ans. (4) (RPSC Sch. Lect. Sanskrit Deptt. 2018 Pol. Science)

196. "Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person." This definition of teaching is given by whom?

- (1) B.O. Smith (2) Clarke
(3) Morrison (4) N.L. Gage

Ans. (4) (RPSC Sch. Lect. Sanskrit Deptt. 2018 Pol. Science)

वह सब और सिर्फ वही

जो प्रतियोगी परीक्षाओं में पूछा जाता है।

आपणी पोथी

शिक्षक भर्ती की प्रतियोगी परीक्षाओं के लिए आपणी पोथी की नई पेशकश



- ⇒ अध्यापक पात्रता परीक्षा व भर्ती परीक्षा हेतु (लेवल-I व II)
- ⇒ द्वितीय श्रेणी अध्यापक परीक्षा हेतु

गागर में सागर

- ⇒ मौजूदा परीक्षा व परीक्षार्थियों की जरूरत के मुताबिक सटीक सामग्री
- ⇒ मुश्किल तथ्यों की शॉर्टकट विधियां
- ⇒ रेखाचित्र और सारिणी की मदद से सहज और सरल प्रस्तुति
- ⇒ सही, ताजा और प्रामाणिक जानकारी

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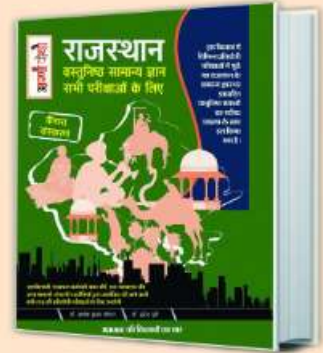
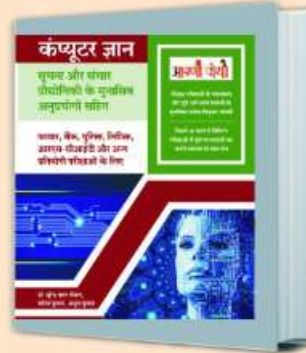
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