Learning is the basis of success in life. The miracles of present-day civilization are the result of learning. Learning occupies a very important place in the field of education. It is through learning that man brings in so much change in his instincts that it becomes difficult to recognize them. We want to educate the child as soon as he is born, to learn something from the environment. As soon as the child is born, he lies to learn something from the environment. Learning is a result of experience. When and how learning begins to take its course is the change in the behavior of an organism due to new experience.

**Learning and Motivation**

Man is a rational animal. He has got the power of reasoning. This power of reasoning enables him to learn quickly. Learning plays a very important role in determining the behavior of an individual. All human behavior can be traced back to learning. The behavioral view of learning is the view that learning is the change in the behavior of an organism due to new experience.

**Nature and meaning of learning**

Learning is said to be equivalent to change, modification, development, improvement, and adjustment. It is not confined to school learning, cycling, writing, reading, or tying but it is a comprehensive term which leaves permanent effects or impression on the individual. Some of the definitions of learning are as follows:

1. **Skinner** includes in learning both acquisition and retention.
2. **Crow and Crow** are of the view that learning involves the acquisition of habits, knowledge, and attitudes.
3. **Gates** says that learning is modification of behavior through experience.

In short we can say that learning is a fundamental process of the organism, much of our waking and sleeping involves in learning both acquisition and retention.

**Types of learning**

- **Behavioristic view**: According to this view, learning depends on external or environmental causes. Learning involves all forms of behavior, skills, knowledge, attitudes, and the change in the organism due to new experience and the change it brings in the individual.
- **Gestalt view**: According to this view, learning involves the acquisition and modification of behavior through experience. Learning is a result of change and is not confined to school learning. One learns to read, to cycle, to write, and to tie. Learning is not just the result of change in the organism, but it is a process in which the individual acquires new experience and modifies his old experience.

We want to educate the child as soon as he is born, to learn something from the environment. Learning occupies a very important place in the field of education. It is through learning that man brings in so much change in his instincts that it becomes difficult to recognize them.
Trial and Error view: This view was put forward by Thorndike. He conducted many experiments on cats, dogs and fish and concluded that most of the learning takes place by trial and error.

Characteristics of learning:

I. Progressive Change in Behavior: Learning brings progressive change in behavior as the individual reacts to the situation and that is why learning is known as improvement.

II. Learning is Motivated by Adjustment: The individual has to adjust to new environment.

III. Learning is Universal in Nature: All animals learn. Man is a rational animal and he learns better and quicker.

IV. Learning is Never Ending Growth: We always inspire to learn more and more. One achievement leads to further incentive, pursuit and effort.

V. Learning is Continuous and Not Restricted to Childhood Period but It Goes with Life. Death is its End Point.

VI. Learning is Goal Directed and Purposive: When the purpose or goal is more clearly vivid and explicit, the learning becomes meaningful and effective to the learner.

VII. Learning is Possible on Cognitive, Affective and Conative Side. Acquisition of knowledge is cognitive, modification of emotions is affective and acquisition of skills and habits is conative.

VIII. Learning is a Process and Not a Product. For a man in the street, end product is seen as a product. For a psychologist, learning is a process which can be summed up in the following steps:

(a) Motive or Need: First of all motive or need arises. Motive is force which compels the individual to behave in a particular way.

(b) Goal: If motive or need is there, the goal is set up by the teacher or anybody else.

(c) Adjustment: Thirdly adjustment on the part of child begins.

(d) Changes: Changes in the behavior of the child take place.

(e) Fixation: Later on those changes in the behavior of the learner are stabilized.

(f) Readiness: If motive or need is there, the goal is set up by the teacher or anybody else.

(g) Motivation: Learning depends upon motivation. If the individual is motivated to learn a particular activity, he will learn better and quicker.

Factors of Influencing Learning:

1. Individual Factors of Learning:
   (i) Maturation: Learning depends upon maturation. If the individual is maturated to learn a particular activity, he will learn effectively. If the individual is not mature, learning will not be effective.
   (ii) Readiness: If the learner is ready to learn a particular activity, he will learn better and quicker.
   (iii) Capacity: The greater the capacity for learning a person has, the better will be the learning.
   (iv) Motivation: Motives like reward, success, competition, level of aspiration, punishment are powerful incentives to the learner for better learning.
   (v) Attention and Interest: If the learner is motivated to learn a particular task, he will learn that task better.
   (vi) Memory: A learner who has good memory will learn a quickly and effectively.
Mental Health: A child who is mentally healthy i.e. free from frustrations, conflicts, anxieties, and worries will learn better.

Food and drugs: Food also affects learning. Poor diet or nutrition adversely affects learning. (a) Alcoholic Drugs. (b) Tabacco. (c) Caffeine and such addictive items adversely affect learning.

Fatigue: Fatigue causes boredom and indolence and hence has negative effect on learning.

Task factors or variables of learning
I. Difficulty of the task: Difficulty tasks take more time to learn. Sometimes they discourage children.
II. Similarity of the task: Tasks which have some similar elements are learnt better, quickly and effectively.
III. Meaningfulness of the task: The more meaningful the material the rapid and easier is the learning. The meaningless material is difficult to be learnt.
IV. Length of the task: The longer the task the more difficult it is to be learnt.
V. Pleasantness and unpleasantness of the task: Generally pleasant tasks are learnt quickly than the unpleasant tasks.

Nature and meaning of Motivation
What makes the above girl, the athlete and the student behave in a particular manner? The answer to such questions lies in the key word (Motivation). They behave as they do because they are motivated to do so. Psychologists have tried to provide an answer to such questions on the why and how of behavior and have conceptualized the concept of motivation. They mean by motivation is a particular urge for achieving some goal or purpose. But what exactly is motivation? We have provided a definition above. However, some psychologists hold that motivation can be said about the number of individual needs. Why some scholars hold that basic needs of the individual are the most important or influence the whole world.

Needs are general ways of desires. Every human being has to strike for the satisfaction of these desires.

Psychological needs;
would like to divide human needs into two broad cateogories, namely, psychological needs and socio-

1. In the chain of our survival and existence the other category of psychological needs includes

(a) Food and nutrition adversely affects learning. Poor diet or nutrition adversely affects

(b) Mental Health: A child who is mentally healthy i.e. free from frustrations, conflicts,
Socio-psychological Needs

1. The need for freedom or gaining independence. Nature has created us as free independent individuals and requires us to remain so. Therefore all human beings have an urge to remain free and independent.

2. The need for security. Every one of us needs to feel secure not only from physical dangers but also from the socio-psychological angles. We need desirable emotional, social and economic security for our well-being.

3. The need for love and affection. Every one of us, irrespective of age, caste, colour, and creed, has a strong desire to love and to be loved. Depending upon one's culture and social environment, this urge may vary in intensity and nature, but a sort of emotional contact is indispensable for human beings.

4. The need to achieve. Every one of our needs is a basic requirement for our existence. If we fail to meet this need, we cannot live a happy and fulfilling life.

These needs are not linked with the survival of the species or the preservation of the environment of an individual. They are acquired through social learning. Although each of these needs has a unique importance, they are all interrelated and interdependent with each other.

These needs are considered to be essential for our general welfare and optimal growth. They contribute to the physical, mental, and emotional well-being of an individual. Therefore, a happy and fulfilling life depends on the satisfaction of these needs.
5. **Personal Motivation**

Some of the personal or individual needs are knowledge, ability, and so on we strive to this end and are not happy until we get the opportunities for such expressions and self-actualization.

6. **The need for company**

Man is called a social animal in the sense that he has a strong urge to be with his own kind and maintain social relations with them. The real social motives are emotional motives oriented to social interaction, insufficiency and adequacy.

7. **The need for self assertion**

Everyone has an inherent desire to gain an opportunity to rule or dominate over others. It may vary in intensity from person to person but it is exhibited by all of us in one or other situation irrespective of age, strength and status. Some may show it in dealing with their juniors, servants, life partners or children while others may exhibit it towards their pets and even inanimate things like dolls or pictures. This need to assert oneself gives birth to an important motive called power motive which works as a strong determinant of one's personality and behavior.

8. **The need for self expression or self actualization**

We all have an inherent craving for the expression of our self and actualization of our own potentialities. An individual may have a poet, musician, or painter hidden within him and thus may have a strong desire to have his talent exhibited or nurtured. In this way we want to get adequate opportunities for the expression and development of our potentialities and so we strive to this end.

### Types of Motivation

**Natural or primary motivation or intrinsic or biological motivation:**
Primary motivations are most directly dependent on some of the innate tendencies and impulses of the individual. Some of the types of natural motivation are:

1. **Bodily motivation:**

   Physical needs like hunger, thirst, sex are known as bodily needs.

2. **Instinctive motivation:**

   Instincts, as already said, have innate or inborn power. They are the "prime movers" of our behavior. They inspire us to do certain jobs.

3. **Emotional motivation:**

   Emotional motivations are those motivations that inspire us to bring about the fulfillment of certain emotional needs.

4. **Social motivation:**

   Social motives originate in social interaction. Instinctive and emotional motives are modified by social pressure and the human being becomes a social animal.

5. **Individual Motivations, Personal Motivations, or ego Motivations:**

   Individual or personal motivations are those motivations that inspire an individual to satisfy his personal needs.

Artificial or Acquisition Motivation:

- We all have an inherent craving to acquire and accumulate our belongings in order to satisfy our personal needs.
6. Co-operation: Competition sometimes gives birth to natual and
artificial motives. As well as among group, the teacher should inculcate spirit of co-operation among students. It can be a source of motivation force in learning and is generally very effective. Hence
compulsion.

3. Punishment: punishment is a negative motivation. It is based on fear of
material reward like books, reading and writing materials and other valuable
items. It is very important and useful motivation. A reward may be of

2. Knowledge of Results or Progress: in order to make the motivation more

1. Goal, Ideal and POSITIVE ATTITUDE: In order to provide motivation in a
compulsion, hero-worship, beauty, ideals etc. these needs inspire a

Artificial motivation or external motivation (how to
achieve motivation in any class room situation).

B. Artificial motivation, secondary motivation or external motivations (how to

In order to stimulate students for work,

Knowledge of Progress, learning has been improved.

Lakshman's views:

Every child has the power of learning.

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Theories Of Learning

What goes into the process of learning? How does an individual learn a set of facts and figures, skills, habits, interests, attitudes and similar other things in his life? Such questions have always been a subject of enquiry and investigation for psychologists, and as a result a number of theories have always been a subject of enquiry and investigation for psychologists and educators. In this book, a number of theories have always been a subject of enquiry and investigation for psychologists and educators. What goes into the process of learning? How does an individual learn a set of facts and figures, skills, habits, interests, attitudes and similar other things in his life? Such questions have always been a subject of enquiry and investigation for psychologists and educators. In this book, a number of theories have always been a subject of enquiry and investigation for psychologists and educators. What goes into the process of learning? How does an individual learn a set of facts and figures, skills, habits, interests, attitudes and similar other things in his life? Such questions have always been a subject of enquiry and investigation for psychologists and educators. In this book, a number of theories have always been a subject of enquiry and investigation for psychologists and educators. What goes into the process of learning? How does an individual learn a set of facts and figures, skills, habits, interests, attitudes and similar other things in his life? Such questions have always been a subject of enquiry and investigation for psychologists and educators. In this book, a number of theories have always been a subject of enquiry and investigation for psychologists and educators. What goes into the process of learning? How does an individual learn a set of facts and figures, skills, habits, interests, attitudes and similar other things in his life? Such questions have always been a subject of enquiry and investigation for psychologists and educators. In this book, a number of theories have always been a subject of enquiry and investigation for psychologists and educators. What goes into the process of learning? How does an individual learn a set of facts and figures, skills, habits, interests, attitudes and similar other things in his life? Such questions have always been a subject of enquiry and investigation for psychologists and educators. In this book, a number of theories have always been a subject of enquiry and investigation for psychologists and educators. What goes into the process of learning? How does an individual learn a set of facts and figures, skills, habits, interests, attitudes and similar other things in his life? Such questions have always been a subject of enquiry and investigation for psychologists and educators. In this book, a number of theories have always been a subject of enquiry and investigation for psychologists and educators. What goes into the process of learning? How does an individual learn a set of facts and figures, skills, habits, interests, attitudes and similar other things in his life? Such questions have always been a subject of enquiry and investigation for psychologists and educators. In this book, a number of theories have always been a subject of enquiry and investigation for psychologists and educators.
Chance Success: As a result of this striving and random movements the cat, by chance, succeeded in opening the door.

Selection: Gradually. The cat recognized the correct way to manipulate the latch. It selected the proper way of manipulating the latch out of its random movements. If the child meets failure or the disadvantages, the progress of learning is blocked. All results in satisfaction and the learner detests pleasing return in the situation where it is followed by an annoying state of affairs. Its strength is decreased.

Fixation: At last, the cat learned the proper way to open the door by eliminating all the incorrect responses and fixing only the correct response. Now it was able to open the door without any error or in other words, learned the correct way of opening the door.

Based upon the experiments mentioned above the major theoretical principles which form the bases of Thorndike's theory of learning are:

1. Learning involves trial and error or selection and connection.
2. Learning is the result of the formation of connection.
3. Learning is irreversible, that is, when a selection has been made no other choice is possible. Therefore, the satisfaction and the learner detest pleasing return in the situation where it is followed by an annoying state of affairs. When made and accompanied by a satisfying experience it is increased. Where made and accompanied by a baseless annoyance it is decreased.

Thorndike's Laws of Learning

1. The law of readiness. When any condition has been reached to conduct, for it to do so is satisfying. When any condition has been reached to conduct, for it to conduct is satisfying. When any condition will not be ready to conduct, for it not to conduct is satisfying. When a child is not ready to learn, the learner more quickly, effectively with greater readiness, according to Thorndike's connection of learning is preparation for action. It is essential for readiness, according to Thorndike, that the learner is prepared to participate in the learning process.

2. The law of effect. In the words of Thorndike, "When a modifiable connection between a stimulus and a response is made and is accompanied or followed by a satisfying state of affairs, the connection is strengthened. Where made and accompanied by an annoying state of affairs, the connection is weakened. A law of Thorndike states that learning is direct, not mediated by ideas. Getting a reward as a result of some learning motivates and encourages the child to proceed with increased enthusiasm and effort, while the unpleasant ones are soon forgotten. Therefore, the satisfaction and the learner detest pleasing return in the situation where it is followed by an annoying state of affairs. When made and accompanied by a satisfying experience it is increased. Where made and accompanied by a baseless annoyance it is decreased.

3. The law of practice. When any condition is in readiness to conduct, for it not to do so is annoying. When any condition is in readiness to conduct, for it to conduct is satisfying. When any condition is not ready to conduct, for it not to conduct is satisfying. When a child is not ready to learn, the learner more quickly, effectively with greater readiness, according to Thorndike, is preparation for action. It is essential for readiness, according to Thorndike, that the learner is prepared to participate in the learning process.

4. The law of exercise. When any condition will not be ready to conduct, for it not to conduct is satisfying. When any condition will be ready to conduct, for it to conduct is satisfying. Therefore, the satisfaction and the learner detest pleasing return in the situation where it is followed by an annoying state of affairs. When made and accompanied by a satisfying experience it is increased. Where made and accompanied by a baseless annoyance it is decreased.

5. The law of contraction. When any condition has been reached to conduct, for it to do so is satisfying. When any condition has been reached to conduct, for it to conduct is satisfying. When a child is ready to learn, the learner more quickly, effectively with greater readiness, according to Thorndike, is preparation for action. It is essential for readiness, according to Thorndike, that the learner is prepared to participate in the learning process.

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Revised law of effect: Based upon his later researches Thorndike, after 1930 realized that his law of effect was not really correct. He found that while a pleasant or satisfying situation resulted in the strengthening the connection between stimulus and response, an unpleasant or annoying situation did not necessarily decrease the strength of this connection. From this he concluded that while reinforcements in a form of rewards or incentives increase the strength of the S-R connection, unpleasant experiences in the form of pain or punishment do not necessarily weaken it. Thorndike’s views regarding the effectiveness of negative measures like punishment the breaking of undesirable habits and behavior modification revolutionized the task of rearing and educational psychology.

The Law of Exercise:

This law has two sub-parts: the law of use and the law of disuse.

The law of use: When a modifiable connection is made between a situation and response, during length of time, that connection’s strength is increased.

The law of disuse: When a modifiable connection is made between a situation and response, during length of time, that connection’s strength is decreased.

Revised law of exercise: After 1930, Thorndike revised not only law of effect but also the law of exercise. Further work and experiments on the law of exercise demonstrated that both the laws of use and disuse do not work as effectively as propounded by him earlier. He later held that use in the shape of mere repetition does not result in effective strengthening of the connection, nor does the disuse or lack of practice result in the total weakening of the connection. Mechanical use or disuse, therefore, does not necessarily lead to effective learning and forgetting. Therefore, Thorndike’s views regarding the effectiveness of negative measures like punishment the breaking of undesirable habits and behavior modification revolutionized the task of rearing and educational psychology.

In addition to the law of readiness, exercise, and effect, Thorndike’s of connectionism led to the enunciation of the following important laws:

1. Law of multiple response or varied reactions: This law implies that when an individual is confronted with a new situation he responds in a variety of ways with different responses at the same time.

2. Law of attitude: Learning is guided by a total attitude of the organism. When an individual is confronted with a new situation he responds in a variety of ways depending on his total attitude.

3. Law of analogy: An individual responds to a new situation on the basis of the responses made by him similar situation in the past. He makes responses by reference to his past experiences.
Law of associative shifting: This law states that "Any response may be elicited from the learner, of which he is capable in association with any situation to which he is sensitive." In other words, any response which is possible can be linked with any stimulus.

Skinner’s Theory of Operant Conditioning:

Behavior is known as R-Type Conditioning. Respondent Behavior is known as S-Type Conditioning and Operant Behavior is known as R-Type Conditioning and Operant. Any behavior can be emitted by the individual and can be brought under stimulant control. The type of behavior can be emitted by the individual which needs no to be associated with environment. Operant Behavior is that emitted response which needs not be associated with environment. Skinner's law of behavior is known as law of stimulus control. Any behavior may be elicited from the learner, of which he is capable in association with any situation to which he is sensitive.

Skinner’s Operant Conditioning Experiments:

1. Experiment on rat: Skinner developed his own method and apparatus to study operant conditioning. He developed a simple apparatus commonly known as Skinner box. It is a reinforced operant chamber which is primarily concerned with responses emitted by the subject. It is known as R-Type Conditioning. Skinner conditioned a rat to emit a particular response in the presence of a reinforcing stimulus. The response is followed by a reinforcing stimulus which is presented after the response has been made. The subject is conditioned by continuously reinforcing the responses. The response is reinforced by constantly reinforcing it. Thus, a response is reinforced by a reinforcing stimulus which is presented after the response has been made.

R-S Formula: According to R-S formula, when a desired response is made, a reinforcing stimulus is presented. Thus, a response is reinforced by a reinforcing stimulus. The reinforcing stimulus must come after the response has been made and not before it. If the response is reinforced after the response has been made, it is known as R-Type Conditioning. If the response is reinforced before the response has been made, it is known as S-Type Conditioning.

Respondent and Operant Behavior:

Skinner distinguishes between the Respondent Behavior and Operant Behavior. Respondent Behavior is that behavior which is caused or elicited by known stimuli or events in the environment. Operant Behavior is that emitted response which needs not to be associated with environment. Respondent Behavior is known as S-Type Conditioning and Operant Behavior is known as R-Type Conditioning.

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simple box with a lever at one end. The pressing of the lever activates a food delivery mechanism. A hungry rat is placed inside the box. Initially the food pellets are delivered to the rat by the experimenter. This step is necessary for the food reinforcement to be effective. Next the experimenter stops releasing food pellets. Rat is left alone in the box, it becomes hungry and begins to explore the box, accidently pressing the lever, a pellet of food is released and the rat eats it. The rat continues exploring, pressing the lever. Operant behavior is in full swing. Operant Conditioning involves shaping. When the rat has habituated to the box, shaping of pressing response would begin. Whenever the rat moved near the lever, the experimenter would press a switch releasing food pellet, thus reinforcing this behavior. Then the rat would be required to move a little closer to the desired response of pressing the lever. It would be reinforced with a food pellet, thus shaping this behavior. Operant Conditioning involves shaping. When the rat has habituated to the box, shaping of pressing response would begin. Whenever the rat moved near the lever, the experimenter would press a switch releasing food pellet, thus reinforcing this behavior. Then the rat would be required to move a little closer to the desired response of pressing the lever. It would be reinforced with a food pellet, thus shaping this behavior.

Experiment on pigeon:

Skinner put a hungry pigeon in another specific apparatus called pigeon box. The pigeon had to raise his head to a particular height and peck at a particular spot in order to get his food (grain) which is automatically released on pecking. The process of operant conditioning is the change in frequency with which the head is lifted to a given height. The reinforcer is food and the reinforcement is the process of food presentation, when the response is emitted and when the head is raised to a particular height. The operant is the behavior upon which the reinforcement is contingent i.e. the height to which the head must be raised.

Laws of Operant Conditioning:

1. **Extinction**: If the occurrence of an operant is followed by presentation of a reinforcing stimulus, the strength of the operant will be reduced. This means that the operant will be extinguished. The operant is the behavior that is emitted by the organism. When the response is emitted, the operant will be reinforced. The frequency of the operant will increase. When the response is emitted, the operant will be reinforced. The frequency of the operant will increase.

2. **Spataneous Recovery**: If the rat is removed from the situation for a while and again presented with S1, its performance will improve. The rat will again begin to press the lever, thus exhibiting spontaneous recovery. This means that the operant will return to the level it was at before extinction.

3. **Chaining**: Each segment in the chain must be linked with the next response. Sequential reinforcement is the most significant operation involved in the process of operant conditioning. The operant is the behavior that is emitted by the organism. When the response is emitted, the operant will be reinforced. The frequency of the operant will increase. When the response is emitted, the operant will be reinforced. The frequency of the operant will increase.

4. **Reinforcement**: In a Skinner’s Operant Conditioning of type R conditioning, the operant is the behavior that is emitted by the organism. When the response is emitted, the operant will be reinforced. The frequency of the operant will increase. When the response is emitted, the operant will be reinforced. The frequency of the operant will increase.

5. **Shaping**: Shaping is the most important mechanism used in operant conditioning. The operant is the behavior that is emitted by the organism. When the response is emitted, the operant will be reinforced. The frequency of the operant will increase. When the response is emitted, the operant will be reinforced. The frequency of the operant will increase.
The Schedules of Reinforcement

Skinner put forward the idea of planning of schedules of reinforcement for conditioning the operant behavior of the organism. Some important schedules are:

1. **Continuous Reinforcement Schedule:** In this case reinforcement is intermittently or intermittent. The individual does not know when he is going to be rewarded and consequently the organism remains motivated throughout the learning process. The reward is given every correct response during the acquisition of learning. For example, a student may be rewarded after every 3 minutes or every 5 minutes. How many times he has given a correct response during the fixed interval of time does not matter. It is only at the expiry of the fixed interval that he is presented with some reward. For example, a student may be rewarded after every 3 minutes or every 5 minutes.

2. **Fixed Interval Reinforcement Schedule:** In this schedule, the reinforcement is given after a certain number of responses. A rat, for example, may be given a pellet of food after a set interval of time. The response made only after a set interval of time, is rewarded for acquisition of learning.

3. **Fixed Ratio Reinforcement Schedule:** In this schedule, the reinforcement is given after a fixed number of responses. For example, a rat may be given a pellet of food for every 5 correct lever presses. A student may be properly rewarded after answering a fixed number of questions, say 3 or 5.

4. **Variable Reinforcement Schedule:** When reinforcement is given at varying intervals of time or after a varying number of responses it is called a variable reinforcement schedule. The individual does not know when he is going to be rewarded and consequently he remains motivated throughout the learning process. This is in 100% Reinforcement Schedule. The idea of planning of schedules of reinforcement for conditioning the operant behavior of the organism has been introduced.