Padasalai’s Telegram Groups!

(தலைப்புக் கற்று கல்வி விளக்கங்கள் தொடர்பில் தெரிவிக்கும் இணைப்புப் பகுதியும்!)

- Padasalai's NEWS - Group
  https://t.me/joinchat/NIfCqVRBNj9hhV4wu6_NqA

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  https://t.me/padasalai_channel

- Lesson Plan - Group
  https://t.me/joinchat/NIfCqVWwo5iL-21gpzrXLw

- 12th Standard - Group
  https://t.me/Padasalai_12th

- 11th Standard - Group
  https://t.me/Padasalai_11th

- 10th Standard - Group
  https://t.me/Padasalai_10th

- 9th Standard - Group
  https://t.me/Padasalai_9th

- 6th to 8th Standard - Group
  https://t.me/Padasalai_6to8

- 1st to 5th Standard - Group
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  https://t.me/Padasalai_PGTRB

- TNPSC - Group
  https://t.me/Padasalai_TNPSC
Pre-Primary education:-

Primary education, also called elementary education, is typically the first stage of formal education, coming after preschool and before secondary education. (The first two grades of primary school, Grades 1 and 2, are often referred to as early childhood education). Primary education usually begins at age 6 or 7 and is completed by age 12 or 13.

**The education before primary education is called Pre-primary education.**

Schools:

KARAIKUDI

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➢ Montessori type of School is being run by Sindharipettai Kalyanam Hr. Sec. School in Tamilnadu at Chennai.

Objectives:-
➢ i) Children’s physical health ➢ ii) Social Welfare
➢ iii) Mental Development ➢ iv) Mental Health ➢ v) Emotional Development.
➢ In Rabindranath Tagore’s short story – “Kabulivala” a boy child of 2 ½ years namely “Mini” – focus the Mental Development of the Child.
➢ In 1940, Montessori visited India and established Montessori Schools in various towns and cities.
➢ In 1944, The Sargent Report suggested the government to establish Nursery Schools.
➢ Froebel – Founder of Kindergarten and is the father of Kindergarten.
➢ Froebel, Montessori, Rousseau are related to children Education.
➢ Also Secondary Education Commission 1952 and Kothari Commission (1964-66) suggested about the pre-primary Education.

Primary education:
➢ 5 Yrs [I to V Std]
➢ ‘3 R’s have been taught
➢ In 1919, the Indian Education Department has focused on the growth of incharge to the Indians for education.
➢ Article 45:- of the constitution of India, said that compulsory primary education up to the age of 14 yrs. shall be provided for the children within next of the 10yr period by which compulsory education shall be provided for the children upto the age of 14 yrs.
➢ Article 46:- Promoting general and economic Status of ST Children.
➢ Article 48:- Cow slaughter Prohibition Act.
➢ In Tamil Nadu the man who fought for Cow slaughter is Rajaji.
➢ According to the Directive Principle of the Constitution of India, universal compulsory free education should be provided to all.
48.5% of the total outlay on education was provided for Primary education.

Recommendations of Kothari Commission:-
1. Providing Education to all the children below 14 years.
2. Reducing wastage and stagnation in Elementary Education
   Wastage - Discountinuing the course.
   Stagnation - Retention in a single class for more than a year.
3. Starting the school with one teacher.
4. There should be a primary school within one km distance from the child’s house and a middle school within three km.

NEP [1986] [New Educational Policy]
To achieve universalization of Primary education to the children under age group of 6-14, the NEP has Some model efforts.
1. Operation Blackboard (OB) - *
2. Adjustments of School working days and holidays according to local conditions.]
3. District Institute for Education and Training [DIET] are opened in the country to raise the standard of teaching of primary school teachers.
4. NLM- [National Literary Mission] was started.

Secondary and Higher Secondary Education

(1) Wood’s Despatch:
- Government allotted Grant to swim the establishment of universities
- Established three universities at Chennai, Bombay and Calcutta in 1857.

(2) Hunter Commission – 1938:
The Secondary School Education should have the Curriculum relevant to that of higher studies. At the same time, the course should equip the student’s to get Government jobs after the completion of school.
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(3) Hartog Committee – 1929:
- In Service Training to Teacher

(4) Sargent Report – 1944:
- Many High Schools were created.

(5) Tharasandh Committee – 1948:
- After completed 12 years school Education, students are eligible to study in colleges are eligible to study in colleges.
- Common Examination may be held at the final year of High School Education.

(6) University Education Commission - 1943-49
- Under the Chairmanship of Dr. S. Radhakrishnan, this Commission formulated the aims of University Education.
- First Education Commission set up independent India.
- 180 working days
- Education should be research oriented
- Established the Intermediate Colleges
- Established the Vocational Training Institute

(7) Secondary Education:
- Heated by Dr. A.L. Mudaliar (Vice Chancellor of Madras University)
- Recommended that technical courses be started
- 4 + 3 + 3 pattern
- Schools with Hostels
- Mother Tongue – Teaching
- In-service Training to Teachers
- Diversified courses started
- Up Grading the High School as Hr.Sec. School
- Summer Vocations: 60 days
- Working day: 5 days in a week

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(8) Dr. Kothari Education Commission - 1964-66
- (i) Primary Education for 7 or 8 years
- (ii) High School Education (General or Vocational) for 3 or 2 years
- (iii) Hr. Sec. Education for 2 years General Education or 3 years vocational Education
- Equality in Education
- Fee Examation, Scholariship for students
- Three language formula
- Maximum No of Students: 40 for secondary, 50 for primary
- Age for I std. Admission: 5 years.

(9) National Education Commission – 1979
- 12 years primary and High school Education
- 3 years Bachelor degree courses

(10) New National Educational Policy – 1986 (September)
- The Report Titled as “Challenge of Education a policy Prospective”
- Vocationalisation at secondary stage
- This Report was submitted during the period of Prime Minister Rajive Gandhi
- 10 + 2 + 3 pattern
- Navodhaya Schools for Gifted Rural Children

Other suggestion of National Policy on Education (NPE):
(1) National Perspective for Education:
(a) equal opportunities to all
Chairman: Janardan Reddy, former CM of Andhra Pradesh.
- The scheme "Operation Black Board" extended up to upper primary
  schools
- 50% teachers to be women
- Free and compulsory Education to all children upto 14 years of age by

(12) National Policy of Education Review Committee (NPERC)
It is also known as Acharya Ram Murti Committee (1990)
- It reviewed the NPE, 1986.

<table>
<thead>
<tr>
<th>Year &amp; Commission</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1944</td>
<td>Sargent Report</td>
</tr>
<tr>
<td>1948</td>
<td>Tharasandh Committee</td>
</tr>
<tr>
<td>1948-49</td>
<td>University Commission</td>
</tr>
<tr>
<td></td>
<td>[Dr. Radhakrishnan’s Report]</td>
</tr>
<tr>
<td>1952-55</td>
<td>Extension of higher Secondary education into diversified courses.</td>
</tr>
<tr>
<td></td>
<td>[Multi-Purpose Schools were opened]</td>
</tr>
<tr>
<td></td>
<td>[Dr. Lakshmanaswami Mudaliar Commission] – V.C. of Madras University.</td>
</tr>
<tr>
<td>1964-66</td>
<td>Kothari Education Committee</td>
</tr>
<tr>
<td>1978</td>
<td>Adhiseshaiah Committee</td>
</tr>
<tr>
<td></td>
<td>[Vocational bias in higher Secondary Schools]</td>
</tr>
<tr>
<td>1979</td>
<td>Education Commission of India [10, +2, +3 pattern]</td>
</tr>
<tr>
<td>1986</td>
<td>NEP [National Educational policy]</td>
</tr>
<tr>
<td>1854</td>
<td>Wood’s Despatch [Magnecarte of Education]</td>
</tr>
<tr>
<td>1857</td>
<td>establishments of first three Universities at Calcutta, Bombay &amp; Madras on the model of London University.</td>
</tr>
<tr>
<td>1882</td>
<td>Hunter Commission</td>
</tr>
<tr>
<td>1901</td>
<td>The incharge of organizing high Schools were given to Schools from the Universities.</td>
</tr>
<tr>
<td>1902</td>
<td>According to University Act, it was recommended that high School Should come under the control of Universities.</td>
</tr>
</tbody>
</table>
| 1917             | Michael Sather has been appointed as a Chairman of Calcutta
CABE: * * Central Advisory Board of Education [1948]
- Many states have adopted 10, +2, +3 pattern of education in 1966-67.
- States such as Mizoram and Mehalaya have not yet implemented this policy.

Notes: From Subject centered and teacher centered education, the transition was towards “Child Centered Education”.

*** Equal Opportunity in Education: ***
- New Education Policy [NEP]- 1986 reports that “Equality of educational opportunities means to provide educational opportunities to all the Students irrespective of caste, religion, creed, residence, Sex etc.…
- According to Dr. S. Radhakrishnan “Equal opportunity in education” means providing educational opportunities to everyone to develop their innate potentialities to the maximum level”.
- Separate Schools and/or Separate Classrooms for boys and girls.
- 10, +2, +3 pattern of education is implemented.
- “Navodhaya Schools” have been started to cater to the needs of the drop out learners to join the Schools.
- Steps are taken to open primary School within 2 kms in each village.
- Opening “public Schools” and “Common Schools” and “Neighbourhood Schools”.
- Right to Education is one of the Fundamental Rights.
- Equality of Educational opportunities.
  - Kothari Commission’s view
    - Free Education
    - Free books, uniform

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(iii) Scholarship
(iv) Special attention for handicapped children
(v) Women Education
(vi) Special attention for S.C, S.T, B.C and M.B.C etc.

** Literacy Rate in India:- [2001]**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>24.9%</td>
<td>7.9%</td>
<td>16.6%</td>
</tr>
<tr>
<td>1991</td>
<td>63.86%</td>
<td>39.42%</td>
<td>52.11%</td>
</tr>
<tr>
<td>2001</td>
<td>75.85%</td>
<td>54.16%</td>
<td>65.38%</td>
</tr>
<tr>
<td>2011</td>
<td>82.14%</td>
<td>65.46%</td>
<td>74.04%</td>
</tr>
</tbody>
</table>

** Literacy Rate in Tamilnadu [2001] **

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>82.33%</td>
<td>64.55%</td>
<td>73.47%</td>
</tr>
<tr>
<td>2011</td>
<td>86.81%</td>
<td>73.86%</td>
<td>80.33%</td>
</tr>
</tbody>
</table>

** Non- Formal Education:-**

**Non- Formal Education was started in 1978, for the dropouts and to the girls and boys those who do not have regular School facilities within 5 k.m radius.**

**1948 * CABE  first started the Education for the old age and adults - CABE: Central Advisory Board of Education.**

To give functional literacy to 50 million illiterates youth within 1995 through NLM

[ National Literacy Mission]

- 1967. “ Farmer’s Training and Functional Literacy Programme” was inaugurated – 144 districts in India when “Green Revolution” in agriculture was implemented throughout in India. Maharashtra is the first state to implement the farmer's functional Literacy programme.

Also This Programme implemented in Tamilnadu - Coimbatore district - Udumelpet.

- 1967  Polyvalent Adult Education was inaugurated in Bombay. [ meant for the illiterate adult labourers working in the urban factories]
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- Adult Education has been changed into Adult literacy
- In Non-formal education those who were above 18 yrs of age should be educated.
- 1947 Adult Education
- 1949 Social Education
- First Education Minister in Free India – Abdul Kalam Azad.
- To education among illiterate adults and to develop good citizens to know the rights and duties in a democracy – Humayon Kabir.
- Each one Teach one - Dr. Labhak
- For Adult Education, the Chief Minister Rajaji supplied the books
- In Bihar, the Education Minister Saiyad Hussaine taught the Adults using the Black board in every village
- After Independence, the Adult Education becomes Social Education
- Kothari Commission and National Education Commission recommended the Social Education
- In 1972, International Education Commission recommended the Social Education
- CAPE System - "Comprehensive Access to Primary Education".

ICDS - Integrated Child Development Services (1978)
- Eradication illiteracy among the rural women and child mortality rate
- TINP - Tamilnadu Integrated Nutrition Project
  - This project was first started in Madurai District in 1980

To promote physical health and nutrition of Children between the age group of 6 months to 36 months, pregnant women and lactation mothers.

- CMNMP - Cheif Minister's Nutritious Meal Programme
  - This program implemented by late M.G.R., Chief Minister in 1982.

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Rousseau lays emphasizes more on Self-learning. 

Rousseau says Education is a preparation for life, and to lead a complete life.

CAPE System – “Comprehensive Access to Primary Education”

For the dropouts in the age group of 9-14 with the financial assistance of UNICEF.


Rural Literacy Campaign [1959]

→ Inaugurated in Maharastra to wipe off the literacies.
→ The age group [14-50 yrs]

Objectives:

To eradicate illiteracy in the population in the age group of 14-50.

NYK- Nehru Yuvak Kendras- [1973]

for the youth in India in the age group of 15-25 years, to involve themselves in manyfold developmental activities.

1975 → International Women’s Year.


MPEL [Mass Programme of Functional Literacy]

1990 → Operation Enlightment [மோதினும் கவுண்டு]


**Functional Literacy for Labourers:**

Rural Literacy Campaign [1959]

1. "Comprehensive Access to Primary Education" 
2. Inaugurated in Maharashtra to wipe off the literacies.
3. The age group [14-50 yrs]

Objectives:

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MPEL [Mass Programme of Functional Literacy]

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**Functional Literacy for Labourers:**
THE UNDERLYING PRINCIPLE:

** Rules for Quality Education**

i) Good Environment ii) Correct ratio of teachers and Students iii) Appointing quality teachers.

• In order to solve educational problems in Kerala State, Kerala Govt. had started 10, +2, +3 pattern of education in 1962-63.
• But this pattern of education came into process only in 1979 throughout the country.

THE UNDERLYING PRINCIPLE:-

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Equality and standard in education should be given to all the citizens of India irrespective of rural or urban.

Now Two-language Formula is in process.

**Delinking Degrees From Jobs:** [DDJ]

While selecting a candidate for a job or profession, taking one’s skills and trade into account without giving importance to his university degrees, is known as delinking degrees from jobs.

This idea was first pointed out by A.R. Kidwai, Chairman of Union Public Service Commission in the year 1974.


**BRAIN DRAIN:**

Experts and scholars with high degrees and expertise in the fields like engineering, medicine, science and technology go abroad or to the developed countries for jobs for self-advancement without serving for their motherland.

This is known as **BRAIN DRAIN**.

**BRAIN WASTE:**

There is no opportunity in India for many students, youth and experts to discover and develop their talent. Hence there is a brain waste in the Indian soil and this "BRAIN WASTE" leads to "BRAIN DRAIN".

**UNDER-EMPLOYMENT:**

If a person, after possessing a particular degree or qualification, serves and draws salary not suited to his educational qualification, then he is said to be in under-employment.

**POPULATION:**

- India ranks 2nd position in World’s Population
- In area, India ranks 7th position in the world.
UNIT-V EDUCATIONAL PSYCHOLOGY

EDUCATIONAL PSYCHOLOGY:-

Study of Behaviour is called Psychology

Psychology is the science of behaviour

In the earlier stages, Psychology was considered as Philosophy.

Dichner —his ideas were mainly based on “Structuralism”

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Wundt → a German established the first psychology lab in Germany
“Instinct Motive” → William Mcdougall
Operant Conditioning → Sigmund Frend
“Gestalt” → the German word refers to “Configuration”, “Whole” or ‘totality’
Behaviourism → Watson, Inkiner, Bernard

Clinical Psychology came from Abnormal Psychology

Case Study: - complete observation of a person or an institution
Cross- Sectional Approach: - Observing some of the selected persons different individuals of different ages are examined at the sametime and their characteristics are compared.
Longitudinal Type → Developmental Studies

The same individual or group of individuals is studied over a period of years.

Child- centered Education

Development of Students – Piaget, Bruner, Gagne

Psychology helps to analyse the problems is general. Education deals with inductive method of learning. But Educational psychology deals with both education and Psychology.

Observation lasts only for some seconds or one or two minutes.

The Teacher acts a Guide (or) facilitator in Students self-learning

Maturity denotes the readiness of biological and Physiological activities.

Growth is Quantitative, it indicates increase, enlargement, expansion and augmentation and could be objectively observed and measured.

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Physical Development takes place in 5 stages

i) Pre-natal Stage (from conception to birth)
ii) 2 yrs – 13 yrs (Uniform development)
iii) 16 yrs - (Spontaneous Growth)
iv) Old age – (60 yrs onwards)

**GROWTH AND DEVELOPMENT:**

- Growth means the overall changes in shape, form or structure that takes place in the physical development of a man.
- Can be observed and measured.
- **DEVELOPMENT:** Development is mostly qualitative.
- For ex: Intelligence (i.e) Intellectual, moral, social, emotional, development, aptitude, interest etc…
- Development is a predictable pattern as a result of heredity and environment.
- There exists a wide range of individual differences among children with respect to their growth and development.
- Growth and development are of different natures and occur in different parts of an organism.
- Development is a continuous process. 
- But growth does not continue throughout life. After maturation is obtained and occurs in different parts of an organism.
- Development is spiral and not linear.
- Development is qualitative in nature.
- Heredity plays a major part in every developmental intelligence. Watson, Winstil, Newmen, Prem, Scodddar
- Environment plays a major role in the growth process of the individual → Scodddar, Gaston, Shirilburt, Watson
- Heredity [ human personality + Environment] = Human Development
  Heredity x environment = Human Development
- Interaction of nature and maintenance → Heredity and Environment;
- Human development is jointly determined by one’s heredity and environment.
The practical truth as Maclever and Page, put it is that every incident at each stage of our life takes place as determined by the join effect of heredity and environment.

Heredity — Heredity is defined as the totality of biologically transmitted factors that influence the Structure of the body. Heredity sometimes referred to as “Nature”.

Environment:- Environment is the external environment consists of the sum total of the Stimuli which he receives from birth to death. Environment referred to as Nature

“The learner, the learning process, the teachers, the learning Situation.

Heredity is Subjective [ Inner aspect of an individual] [ Behaviour, growth, development]

METHODS OF PSYCHOLOGY:-

1. Introspection
2. Observation
3. Anecdotal Method [ Lab]
4. Field study Methods
5. Case- study Method, Experimental method.

Importance in learning:

COGNITIVE DEVELOPMENT: * *

Power means energy. This word also denotes intelligence

Achievement denotes a particular energy or it denotes the higher level in learning.

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Thurstone Primary Mental Abilities: [PMA]

- 1. **Space Visualisation:** The ability to visualize geometric patterns in space.
- 2. **Perceptual Speed:** Quick and accurate noting of details.
- 3. **Numeric ability:** Quickness and accuracy in simple arithmetic operations.
- 4. **Verbal Comprehension:** Knowledge of meaning and relationships of words.
- 5. **Word Fluency:** Ability to think and use many isolated words at a rapid rate.
- 6. **Rote Memory:** Immediate recall of materials learned.

**ATTENTION:**
- Reasoning: Ability to see relationships described in symbols.
- Defined as the mental activity of forming a logical connection of ideas.
- It is mainly based on **Perception**.
- Attention forms the basis of **Memory**.
- Attention is a selective process.
- For a hunger man, nothing seems to impress him more than the selecting particular stimulus for perception.
- **Attention** is a filter interposed between sensory input and processing system. [Filtration methods]

**FACTORS OF ATTENTION:**

1. **Factors**

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SPAN OF ATTENTION:-

- Span of attention refers to the number of independent, distinct or separate stimuli that can be attended by an individual at a glance.
- Span of attention denotes the number of objects that can exist in the fours at a time.
- Span of attention is found out by using a simple apparatus called “Tachitoscope”.
- R.B.Cattell designed “Tachitoscope” Apparatus

DIVISION OF ATTENTION:-

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Fluctuations of Attention:

Fluctuations shifts from one object to another or one aspect of the object to another aspect, then again returning to the same attention.

Types of Attention:-

1. Voluntary or Volitional Attention
2. Involuntary or Non-Volitional Attention.

SENSATION AND PERCEPTION:

- Sensation:- are of 5 types
  - Seeing, hearing, Smelling, tasting, feeling of touch.
- Sense organs are the gateways of human knowledge.
- Sense organs are eyes, ears, nose, tongue, skin.
- “We get the information through the organs” - Murphy
- Murphy said that is Sensation is an observation objectively.

ILLUSION:- Illusions are wrong or mistaken perceptions fail to correspond with the situation as objectively.

MULLER-LYER ILLUSION:-
CONCEPT FORMATION:

Concept refers to the generalized idea which stand for all our experiences with regard to a particular object, person or event.

- Fuses common characteristics of many objects under one category and makes use of a word to stand for this unity.
- (eg) The concept ‘Red colour’ is

KINDS OF CONCEPTS:

i) Simple Concept: (eg) green, tall, moving, feather.
ii) Complex Concept
iii) Concept of object
iv) Concept of aspects (or) Relational Concept.
- Two important Stages in the formation of concepts:
  - Abstraction
  - Generalisation
- (eg) “Red colour” is used to differentiate the red colour from other particular object, person or event.
- Optical illusion
  - Illusion: A false perception, it is different from illusion in that, it has no sensory basis and it is a dream like image often mistaken for perception.
  - (eg) Stream in a desert [mirage], hearing the tapping sound of the house door.

2. Horizontal Vertical Illusion:

- When we perceive something, when there is no stimulus, it is known as “hallucination”, a false perception, it is different from illusion in that, it has no sensory basis and it is a dream like image often mistaken for perception.
  - (eg) Stream in a desert [mirage], hearing the tapping sound of the house door.
COGNITIVE DEVELOPMENT:-

- Cognitive means Imagine, Memory, Perception, Planning and Particular Stimuli comes under the Psychological activities.
- (neg:rh) propounded on Cognitive development.
- Intelligence and other types of intelligence will come under the Cognitive development.

JEAN PIAGET:

- Jean Piaget Switzerland, a Swiz Psychologist.
- According to him, the Cognitive development takes place in 4 stages.
- Cognitive development leads to intellectual development.

***PIAGET’S 4 IMPORTANT STAGES OF COGNITIVE DEVELOPMENT:-

**i) SENSORY- MOTOR STAGE:-

- [0 to 2 yrs]
- Mainly based on immediate experience through the “Senses” and the major intellectual activity is the sensory interaction of the environment.
- Also called as Non-Verbal Stage.

**ii) PRE- OPERATIONAL STAGE [ VERBAL STAGE]

- 2-7 yrs
- Operations of logical thought are not yet fully developed
- Child’s thought operations are dominated by the appearance of things.
- Piaget divided this stage again into 2 divisions

  a) Pre- Conceptional Stage:-

  → 2-4 yrs
b) Intuitive Stage:

- 4-7 yrs
- thinking of Pre-operational child is characterised by
  i) ego-centrism
  ii) animism
  iii) Realism and Centring
  iv) Conserved

Operational Stages

Concrete Operational Stage

Formal Operational Stage

III Concrete Operational Stage:

- 7-12 yrs.
- The child begins to grasp concepts of time, number and weight.
- In this period, appears the beginning of the classifications of the objects by their similarities and differences.

IV Formal Operational Stage:

- 12 yrs (or) above 12 yrs [Age≥12]
- Characterised by an orderliness of thinking and mastery of logical thought. The Child is able to make hypothesis to think abstractly and to generalize by using abstract concepts.

IMAGINATION:
Imagination is a mental manipulation of concepts and ideas and as such includes all higher level of mental activity.

Imagination directed to a particular purpose. 

Memory images from the raw material for both imagination and thinking. (eg) Image of a mermaid.

Antistic thinking: (eg) Dreams

Directed thinking: The Creativity thinking which is used to solve the problem is called Directed thinking. (eg) Creative thinking

LANGUAGE: Language is a system of signs and Symbols designed by man for the purpose of communicating his ideas and thoughts to others. Language contains sound patterns called words which refer to objects, incidents, activities etc.

Watson, Vygotsky, Whorfian, Jerome Bruner, Piaget, Chomsky, have given up their thought in language.

PSYCHO-LINGUISTICS:

Watson is related to this field. Deals with the development of language in children. Psychological and communication theories such as language, speech etc form the basis of today’s new branch of study known as Psycho-Linguistics.

Linguistics is the study of language. Till 1957, the object of linguistic study was the structure of language.
According to Vygotsky man uses tools and symbols during his development.

Vygotsky’s experiment on children between 1 5½ and 6 ½

Vygotsky, the Soviet psychologist studied the process of concept formation and language development.

Osgood and Sebiyoc made familiar of the word “Psycholinguistics”

CONCEPT FORMATION:-

VYGOTSKY’S IDEAS ON CONCEPT FORMATION:-

- Vygotisky, the Soviet psychologist
- Designed 22 wooden blocks to be specially
- He considered thought and language as original
- Vygotisky’s experiment on children between 1 5½ and
- According to Vygotisky man uses tools and symbols

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**CONCEPT MAPS:**

- “Ausubel’s Theory of Advanced Organisers”
- Novak and Gowin developed the method of forming ‘Concept Maps’ is teaching. Concept map is useful explaining the general principles formed out of many related ideas and also the mutual relationship existing between the various general principles themselves.

[eg] 1. It helps to prepare a Classified Summary of the ideas learnt in a lesson.

2. It helps the teacher to prepare the lesson for his class etc..

**REASONING:**

Reasoning is highly specialized thinking which helps an individual to explore mentally the cause and effect relationship of an event or solution of a problem by adopting some well-organized Systematic Steps based on previous experiences combined with present observation.

i) **Inductive Reasoning:** the process of comparing and combining the individual data obtained so as to infer from them a more generalized rule.

ii) **Deductive Reasoning:** It is opposite to inductive reasoning. Draw logical conclusions from known statements or evidences.

- The person who laid the root of educational psychology → ROUSSEAU
- Psychology is the developing positive science of behaviour.
- Behaviour involves various methods in Psychology.
- “Psychō” means “Soul”
- “Logos” means “Research”

**HEREDITY & ENVIRONMENT:**

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(In the males their testies produces the male germ cells, the Spermatoza. While in the females, their ovaries produce the female germ cells, the Ova. The union of these germ cells results in the fertilized ovum called ‘Zygote’. Each of the germ cells contain 23 pairs of “Chromosomes”. Each chromosomes has genes ranging from 20,000 to 42,000. The genes are the carries of Heredity.

(In zygote, the 23 pairs of Chromosomes., the 23 chromosomes are contributed by the father [Man] and the remaining 23 chromosomes are contributed by the mother [Woman].

(In females, all the 23 pairs of chromosomes are alike [XX]. But in males the last pair consists of two different chromosomes [23rd] called X and Y. When the last pair becomes both X, the individual becomes a female. When this pair consists of X and Y chromosomes, the individual becomes a male.

1. F.N. Freeman Reports based on the calculation of co-efficient of correlation of intelligence Test Score.
   Co-efficient of Correlation of the intelligence test Scores of
   Identical twins : 0.90
   Fraternal twins : 0.60
   Siblings [brothers or sisters] : 0.50
   Cousins : 0.25

   Highest value for coefficient of correlation of intelligence test scores: Identical Twins.

2. Study of Family Histories: - 1. KALLIKAK FAMILY:-

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and the other normal. The family line established by the feeble-minded woman contained 480 direct descendants among whom only 48 were found to be normal; the others were criminals, drunkards, sexually perverted and mentally retarded whereas 49% among the direct descendants of the line established by the normal woman were normal.

2. b] JUKE FAMILY:- STUDY

(Dugdale studied Juke family, Juke was a corrupt fisherman. About 12 hundred descendents of the family line established by them were studied. It was found that most of the descendants were paupers and prostitutes. Only a few of them were found normal.

c) GALTON FRANCIS:-

Galton identified 977 genius and great men in a total of 800 British families and investigated about their relatives. They were found to have 537 eminent relatives. For comparison he prepared another list of 977 average men who had only 4 eminent relatives.

Experiments Performed by Environmentalists:-

Newman, Freeman and Holzinger made their experiments on 19 pair of identical twins. The identical twins who are reared together, their I.Q difference is 5.9. And the Identical twins who are reared
I.Q difference is 8.2 apart exhibit individual differences, which could be only due to the effect of the environment. Their I.Q difference is 8.2

- Heredity – “Nature”
- Environment – “Nature”
- Skodak’s family
- Investigated on foster children.
- In his research he found that in children’s intelligence and characteristics, environment plays a major role.

**PRINCIPLES OF GROWTH AND DEVELOPMENT:**

**GROWTH:**
- Growth does not continue throughout the life-span. It stops after maturation is obtained.
- Rate of growth is not uniform in all parts of the organism.
- Individual differences exist in growth among children.
- Growth is not directional * Quantitative.

**DEVELOPMENT:**
- Development is continuous in all areas of mental activity.
- Rate of development is also not uniform.
- There are individual differences.
- Differ is different aspects.
- Is Spiral and not linear
- Progressive Sequential Qualititative.

**Notes:** Theory of Evolution- Darwin [charles Darwin]

- Book - Origin of species.
- Views: Natural Selection and Influence of Environment.

**SENSE ORGANS:** Receivers

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Involuntary (eg):

1. Voluntary or Volitional Attention
   a) Implicit Volitional Attention:-
   Obtained by a single act of will.
   b) Explicit Volitional Attention:-
   Obtained by repeated act of will.

2. Involuntary (or) Non- Volitional Attention:-
   This type of attention is aroused without the play of will.
   (eg):- Mother’s Attention towards her crying child, Sudden loud noise, bright colours, attention towards the member of the opposite sex etc..
a) Enforced Non-Volitional Attention:

The attention which is aroused by the instincts is called enforced Non-Volitional Attention.

b) Spontaneous Non-Volitional Attention:

This attention aroused by the Sentiments.

INSTINCTS: *** [BASIC DRIVES]

Instincts are innate and inborn tendencies or psychophysical dispositions.

Instincts are inborn and they are the spring of human behaviour. Most of the human behaviour is determined by Sentiments. All behaviour is purposive.

- Instinct Theory of McDougall:
  developed a list of 14 original instincts
- Reflex Action:
  (eg): Closing of an eyelid etc.

They are subjects of direct operation from Spiral cord without receiving any institution from the brain.

SUBLIMATION:

When as individual is faced with a situation is which he is unable to have his urges or impulses gratified and hence is frustrated, he might engage himself is substitute activities which may easily be referred to as Sublimation. AllPORT has developed.

• JEAN PIAGETS THEORY OF COGNITIVE DEVELOPMENT
  Cognitive development is not only a continuous process but also a series of important stages.
Piaget’s 4 Important Stages of Cognitive Development:-

1. **Sensory Motor Stage**: [0 to 2 yrs]
   - Based on immediate experience through the “Senses” and the major intellectual activity is the sensory interaction of the environment.
   - Non-Verbal [without any language], Non-Symbols.
   - Knows the existence of the object around him.

2. **Pre-Operational Stage**: [2 to yrs]
   - Images help in cognitive development
   - Vertical Stage starts
   - No Reversibility * No Conservation
   - Characterised by
     - i) Ego-Centrism [Use of words have unique meaning for the child]
     - ii) Animism [treating inanimate object as living ones]
     - iii) Realism [dreams are considered real]
     - iv) Centring [The child can concentrate on only one aspect of a thing at a time]

3. **Concrete Operational Stage**: [7 to 11 yrs]
   - A person has two basic functions 1. Organisation. 2. Adaptation
   - “Adaptation” takes place through the complementary process of “accommodation” and “assimilation”
   - Piaget calls these functions viz “Organisation” and “adaptation” as Functional Invariants (or) the intellectual structure.
4. **FORMAL OPERATIONAL STAGE:** [11 yrs to adulthood]

- Characterised by an orderliness of thinking and mastery of logical thought.
- “Reasoning”, “Hypothesis” develops
- The Child is able to make hypothesis to think abstractly and to generalize by using abstract concepts.

**** THINKING:-

Thinking is one of the important aspects of one’s cognitive behaviour [Inner Cognitive Process]

**TOOLS OR INSTRUMENTS OF THINKING:-**


**KINDS OF THINKING:-**

1. Perceptual (or) Concrete thinking
2. Conceptual (or) Abstract thinking
3. Reflective (or) Logical thinking
4. Creative Thinking

(eg):- Thinking of scientists (or) Inventory
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i) Aesthetic Imagination:
- gives us pleasure and joy is our creation and includes artistic imagination [ free but purposeful] and fantastic imagination. [ like fairy tales which no direction or pattern]

ii) Pragmatic Imagination:
- is that of the Scientist and the inventor and is geared to discover a Scientific truth or solving a practical problem is real life.
- Covers such higher cognitive activities like reasoning and problem solving.
- REPRODUCTIVE IMAGINATION
- Is mental organization of ideas, directed by external Suggestion. It is a akin to recall of remembered ideas.
- REASONING:
  FACTORS blocking Reasoning are:
  i) Poor intelligence ii) absence of Sufficient concepts iii) Wrong thought habits
  iv) limited Vocabulary v) dominant teacher behaviour vi) Prejudices
  vii) lack of awareness.

UNIT-VI [EDUCATIONAL PSYCHOLOGY]:- II

Special characteristics of adolescents and their problems:

ADOLESCENCE: [Period of Transition] from childhood to oldage
- 12 + to 18/20 yrs [Teen Age]
- The word ‘Adolescence’ comes from the Latin verb ‘adolescense’ which means “to grow”.
- Adolescence is a period of growth in all systems of the body.
- Sexual maturity, Ego, develops during this period.
- The individual is erratic, unstable and unpredictable.
- Stanley Hall — “Adolescence is a period of Storm and Stress”
- Characteristics of Adolescence:
  - Adolescence is a transition period.
  - Adolescence is a period of change.
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- Dreaded Age
- Peer group relationship
- Craving for Independence.
- Time of unrealism
- Intensification of Sex- urge
- Threshold of Adulthood.
- Adolescents Problems:-
  i) Identity Crisis  ii) Generation Gap  iii) Domination of Sexual Urge
  iv) Negative and Non-Conformist Attitude  v) Hesitation and confusion in selecting a vocation

- Interests of Adolescents:-
The interest of adolescents is mainly based on their intelligence, Sex and Environment.

Types 1. Personal interest
  2. Educational interest
  3. Vacational interest
  4. Social interest
  5. Recreational interest
  6. Religious interest
  7. Sport and Games interest

Group Behaviour of Adolescents:-

* Becoming a member in the Peer group ( same age, mass and intelligence etc.)

* By the Peer group the character like self- confidence, unselfishness and term work are developed.

* Group Behaviour:  [Type I ( Entertainment activity)
In the adolescent period, the person is motivated by the goal. The leadership quality occurs naturally. This form as his ‘Personality’.

**LEARNING:**

* results is change in Behaviour.
* learning is basic to human behaviour.
* It is measurable
* It is a change that takes place through persistent practice.
* Learning activity differs from person to person. Individual differences are there.
* Simple learning is formation and Strengthening Stimulus reinforcments.
* But is complex learning activity are the Strengthening Formations.
* Learning is not Something to be given: it is to be gained by Self experience.
* Motivation and Intelligence are:

**LEARNING CURVE:**

* The measured results of growth in learning, especially Motor Skills can be represented graphically by means of a learning curve.
* In the diagram the trial is shown by the ‘X’ axis and the number of lines is shown in the ‘Y’ axis.
* The psychologists Brain and Harter have experimented the students learning through this Learning curve.

Types:-

1. Positive Accelerated Learning Curve:-

* In the initial stage the gain is show and gradual. But they show continued improvement is learning with persistent practice.
ii) Negatively Accelerated Learning Curve:-

* In the initial Stage, the gain is Speed and fast, But in the final Stage, the gain becomes slow down as practice continues.

iii) S- Shape Learning Curve:-

a) Initial Zag:-

* In any task of learning, the rate of learning will be slow at the start due to the newness of the task.

b) Increasing Gain:- After the initial slow rate, there will be a ‘Spurt’ in learning, due to familiarity with the task.

c) Decreasing Gain:- slow process and long time duration in learning.

d) Plateau:- No progress in learning inspite of continued practice.

e) End Sprit:- Reaches peak performance or zenith.

f) Cessation of Learning:- “decline” in the performance due to ‘aging’.

* TRANSFER OF LEARNING:-

* Defined as the application or carry over of Knowledge, skills, habits, attitudes etc acquired is one situation to some other situation for which were not specifically learnt.

* Transfer of Learning into 3 types i) Positive Transfer ii) Negative Transfer iii) zero Transfer

i) Positive Transfer:-

When a task previously learned helps in learning a new task, then the transfer is said to be positive.

(eg) Learning of cycle riding helps in learning a bike riding.
ii) **Negative Transfer:**

When a task learned earlier hinders with a task to be learnt, the transfer is said to be negative.

(eg) Learning the mother tongue hinders the learning of English.

iii) **Zero Transfer:** When a task learned already neither helps nor hinders new learning the transfer is said to be zero.

(eg) Learning of Bharatanatiyam neither helps nor hinders in learning car driving.

- **THEORIES OF TRANSFER:**
- a) **Theory of Formal discipline or Mental discipline**
- A massive training or practice in memorization should sharpen one’s memory faculty and should help to memorize other materials more efficiently and economically than before.
- b) **Theory of identical Elements:**
- This theory was advanced by Wordsworth, Thorndike.
- c) **Theory of Generalisation:** Proof Judd insisted on this theory.
- **Gestalt Theory of Transposition:** Gestalt insisted on this theory.
- **Bagley’s Theory of Ideals:** W.C. Bagley formulated this theory.
- **Factors in Learning:**
  i) Motivation  
  ii) Distributed Practice  
  iii) Transfer of Learning  
  iv) Intelligence  
  v) Reward and Punishment  
  vi) Feedback

- **Types of Learning:** 4 types are there
- **Classical Conditioning Theory:**
- **I.P. Pavlov,** a Russian Psychologist propounded this theory, in 1904.
* It is also known as Respondent Conditioning.
* A process in which a neutral stimulus which is not associated with any specific natural response, on pairing with a natural Stimulus, acquires all the Characteristics of natural Stimulus. [natural stimulus- natural response]
* Natural stimulus (or) unconditioned stimulus.
* Conducted experiments on “DOG”

STAGE 1 : [Before Conditioning]

Meat ----> Salivation [UCR]

UCS [natural Stimulus]

Ringing of the bell [CS] --------> No specific or unique response

STAGE 2 : [Process of Conditioning]

Bell Sound + Meat--------> Salivation [CR]

[CS] [UCS]

STAGE 3 : [After Conditioning]

Bell Sound [CS] ---------> CR[ Salivation]

UCS, UCR--------> Unconditional Stimulus, Unconditional Response

CS--------->Conditioned Stimulus (ie) artificial

CR---------> Conditioned response

* Classical conditioning also called as “Stimulus Substitution”
* Conditioning means making a connection between an unnatural Stimulus and a natural response.
Conditioning appears to be an important means of learning among human beings too, particularly in childhood. Classical conditioning is used in language learning [Linguistics] by associating words with pictures or meanings. Classical conditioning has some laws of Conditioning such as Acquisition, Extinction, Spontaneous recovery, Generalisation, discrimination, higher order conditioning Reinforcement. Mainly based on Process (or) Law of continuity called Types Conditioning

2. OPERANT CONDITIONING:-

* developed by B.J.Skinner in 1930.
* Essence of learning is response modification through selective reinforcement.
* Operant conditioning is capable of eliciting a unique response from an organism without Stimulus.
* Also known as “instrumental conditioning”
* Used Animals: “Pigeon”, “Rat”, “Cat”
* Mainly based on Law of Effect
* called Type – R Conditioning.
* Operant behaviour is external.
* Basic Truth: Strengthening, Destruction, Generalisation, Discrimination.
* Individualisation of Instruction: Programmed instruction, teaching machines, computer assisted instruction, etc., have their basis in Skinner’s theory.

3. Insight Learning:-

* formulated this learning Kohler.
* Students think of the problem in terms of the whole situation, not parts of it.
* “Gestalt” – “Whole” -holism.
* Used Animal in his experiment.
* The insight learning is the cognitive process of understanding and relating with the objects, facts and problems.
* Learning is mainly due to Cognitive process.
* Steps Involved:- 4 Stages
a) Preparation
b) Incubation
c) Aha moment
   d) Evaluation.

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4. Trial and Error Learning:-

* E.L. Thorndike has explained this theory in his “Law of Effect”.
* “Law of Effect”---- basic principle of learning, according to Thorndike.
* According to this method, as the number of trials increases, the number of wrong responses made is reduced and ultimate the correct response is fixed. The number of trials helps in elimination of wrong responses and fixing up of the correct response.
* Enunciated 3 laws of learning
  1. Law of Readiness
  2. Law of Effect
  3. Law of Exercise

  * Used Animals in his experiment:- Rat, Cat
  * Thorndike’s laws of learning:-

1. Law of Effect:-

   If a bond is made between a Stimulus and a response and if it results in Satisfaction and happiness, that bond is Strengthened and if it results in dissatisfaction or arrogance, the bond is weaken [ Stampout].

   * Effect means judicious use of praise, encouragement & Prizes.
2. Law of Exercise:-

   * The central idea of this law is ‘ Practice makes a man perfect’. [Repetition]* also known as “Law of frequency”
3. Law of Readiness:-

   * To learn a particular activity or action, an individual should be physically and mentally prepared or he should have the necessary “mental set” to do the act.
   * In this motivation, interest and aptitude plays a major past.
   * Learning by Imitation:-
   * Bandura, a psychiatrist associated this learning.
   * Learning can be induced by observing some other individual to perform a learn activity and imitating it by attempting to do the same.
   (eg):- Growth in language of the children, Parrot Speeches etc..

* 4 Types----- calmness, friendliness, co-operativeness or aggressiveness and aloofness
FORGETTING:-
* When we are not able to remember a lesson learnt or an event experienced, we say it is due to forgetting.
* “learning” and “forgetting” are closely related to one another.
* “Remembering” and “Forgetting” are the two sides of the same coin.
* Nature of forgetting:
  1. Theory of Decay or Disuse:-
    * forgetting occurs because of facting away or decay of memory traces in the brain created by learning, with the passage of time, during which the material learnt was never put into use.
  2. Theory of Interference:-
    * It is possible that is not the time itself, but what happens between learning and recall that may cause forgetting.

Two Types
1. Pro-active Inhibition:-
* material learnt earlier may interfere with the recall of material learnt later.
* Underwood and Ausubel conducted experiments on pro-active inhibition.

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LEARNING CURVE [OR] CONVEX CURVE

MOTIVATED LEARNING:-

* We often find that incidents which cause unhappiness are more quickly forgotten than those which cause happiness.
* Sigmund Freud emphasized that we forget what we want to forget. He called it as repression.
* Our inability to recall the learned material, when we need it most is called forgetting.

Notes:-

* Classification of Memory:-
Memory can also be classified in terms of duration of the retention period

i) Short Term Memory [ STM] It lasts for 15 to 30 Seconds

ii) long Term Memory [ LTM]

* The Techniques of promoting better ‘memory’:-
As suggested by Mandler and Herbart, teachers should plan the instruction such that information is provided in organized manner.

[j.e. Grouping them in Suitable clusters and categories]

* Learning through concept maps is an attempt under this principle of organization.

Signs of Good Memory:-


LEARNING CURVE [OR] CONVEX CURVE:-

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i) Negatively accelerated Learning curve (or) Convex Curve learning:-
* Learning is fast and rapid in the beginning and gradually slows down as practice continues.

ii) Zero accelerated Learning Curve:-
* Learning is represented by a straight line which means that the rate of improvement is the same for successive trials.

iii) Positively accelerated learning curve (or) Concave Curve learning:-
* The rate of improvement in learning is slow at the beginning and gradually increases with increase in practice.

iv) Concave- Convex Curve (or) S-Curve:-
Spurts – UPS and downs in learning

v) Plateau [flat Portion]
* The Skill remains approximately the same through a number of practices. These flat portions represent the lack of improvement of skill with the increase of practice.

* In one stage, in learning where there seems to be no growth or improvement. It is a Stationary Stage [No Progress in learning].
Learning Theories:–

I. Stimulus – Response Associationist Type of theories:–
   a) change in behaviour    b) Skinner’s Operant Conditioning   c) Pavlov’s classical conditioning


II. Gestalt field (or) field Cognition type of Theories:–

* Insight and understanding is the process of learning.

* a) Gestalt theory
   b) Indight Learning- W.Kohler other Chief Exponents- Max- Werheimer, Kurt and Lewin.

* Laws of Learning:– [E.L. Thorndike]:–
   1) Law of Readiness:– To learn a particular activity or action, an individual should be physically and
      mentally prepared or he should have the necessary “mental set” to do the act.

2. Law of Exercise:–

* Also known as “Law of Frequency”
* Consists of 2 Sub-parts
   a) Law of use:– Connection’s strength is increased – practice is continued.

   b) Law of Disuse:– Connection’s Strength is decreased – Practice is discontinued.

3. Law of Effect:–

Effect means rewards and punishments. Punishments should be avoided as much as possible. Roll of
honour, prizes and badges must be taken into consideration.

* Learning by Conditioning:– (or) Conditional Response Theory
   The conditioning theory of learning put forward by Watson and Parlov.

* Operant Conditioning:– Instrumental Conditioning [Skinner]
   Operant:- Organism doing something.

   (eg) Raising its head, pushing a lever, walking about etc..
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* Reinforce (or) Reinforcement
* Reinforce is the Stimulus
1) Positive Reinforcement:
   Increase in the likelihood of a particular behaviour.
(eg) food, water, Sexual contact etc..

2. Negative Reinforcement:
Electric shock, a loud noise

* Transfer of learning (or) Training:
  i) Positive Transfer ii) Negative Transfer iii) Zero Transfer.

Zero Transfer:
If the learning of one task makes no difference at all ever to the learning of a subsequent task, there is said to be zero transfer. (ie) the tasks are independent of each other.

* THEORIES OF TRANSFER:
  a) Theory of Formal discipline or mental discipline:
  To verify the truth of this doctrine, William James conducted an experiment in 1890, using himself as the subject.

6. Theory of ideals:
Bagley’s Theory of ideals.

* Memory (or) Remembering and Recall:
* Types of Memory:
  1. Immediate Memory: It is necessary that we want to remember a thing for a short and then forget it.
  2. Permanent Memory: Under permanent memory, it is possible to remember a thing permanently.
  3. Rote Memory: The things are learnt without understanding their meaning.

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1. Passive (or) Natural Forgetting

On seeing a person who has come from the village, we will go to the past memory of the place, farm, house and neighbours etc where we lived.

The memory span are found out by an apparants called memory drum.

2. Active or Morbid Forgetting

* Kinds of Forgetting:-
1. Passive (or) Natural Forgetting
2. Active or Morbid Forgetting

**EBBINGHANS EXPERIMENT AND CURVE OF FORGETTING:**

* Forgetting increases with lapse of time, or in other words retention diminishes with time.
* In the beginning the loss of forgetting occurs at rapid rate, according to Ebbinghaus experiment. If the period or time lasts for a long time, the rate of forgetting will be low.

**Time Elapsed**

20 min
1day
2days
6 days
31 days

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1. Passive (or) Natural Forgetting:-

The kind of forgetting in which there is no attention of forgetting on the part of the individual. In this kind of forgetting one has to make any deliberate efforts. In a Quite normal way, with the lapse of time one gradually forgets.

2. Active (or) Morbid Forgetting:-

It is also known as abnormal forgetting. In this forgetting one deliberately tries to forget something.

According to British Bretin, Active forgetting has been developed from “Repression”. The painful experience and bitter memories are deliberately pushed into the unconscious layer of the mind and are left there for forgetting.

/ Repression is a Active Forgetting.

UNIT – VII

EDUCATIONAL PSYCHOLOGY

✓ MOTIVATION:
  o The term “Motive” in its root Latin means “to move” or “to impel”
  o Without motivation one cannot learn. Motivation is the basic to learning
  o Kelley, Anderson, McDougall, Gates, Crow have defined motivation in various ways.
  o MOTIVATORS: MOTIVES
    Motives may be physiological or psychological act from within the organism.
  o CLASSIFICATION OF MOTIVES: (2 types)
    1. Primary Motives:
    2. Secondary Motives:

✓ Fundamental Needs (or) Physiological needs for survival
  (eg): Hunger, thirst, sleep, sex, escape from pain etc

✓ Also known as “Biogenic Motives”
✓ Universal and internal

2. Secondary Motives:

Called as Psychological and Sociogenic Motives

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Intrinsic and extrinsic Motives

Morgan’s Physiological Theory

Maslow’s Theory of Hierarchical Needs

Hull – Drive’s – Reduction Theory

Murray’s Need Theory

Maslow describes how motives develops stage by stage from purely physiological drives to complex social purposes.

1. Physiological Needs: Basic Physiological Needs (or) desires --- need for food, water, shelter, sex etc. These are called most basic and fundamental human needs.

2. Safety Needs: Need for protection from bodily harm, security from threat etc…. for example insurance against pain (keeping a bank balance, investing in IC etc….)

3. Love and Belongingness Needs: Need for affection, warmth, acceptance, approval, affiliation etc….


5. Achievement Needs:

Classified as need for knowledge and the need for understanding

Needs for understanding implies knowledge of relationships, process, the integration of knowledge into broad structure etc…..

Aesthetic Needs:

Concerned with appreciation of order and beauty
NOTE:

First 4 needs (1, 2, 3, 4) are called Videogenic needs or primary needs which are essential for survival.

The next three needs (5, 6, 7) are called Psychogenic needs. This need is within the organism and will aspire higher order needs.

Ascending order has been arranged. The organism will aspire for a higher order needs only when the lower order needs get fulfilled.

Roles of Rewards

Rewards and punishments influence the future conduct or learning of an individual

Roll of honour, praxes, badges

Punishment – Negative motive

These two should be hurdled properly

Reward and punishment which one will prove more effective

LEVEL OF ASPIRATION

“The level of future performance in a familiar task which an individual, knowing his level of post performance in the task, explicitly undertakes to reach” \( \rightarrow \) Level of aspiration

The idea of “level of aspiration” was first propounded by “Tempo” in 1931.

William Baulker, F. Hopper, Bank, Golt Widely generalized level of aspiration.

Affecting Factors

Derives pleasure in beauty, nature etc….

Tagore, Wordsworth etc are the best examples for this.

Self – Actualization Needs:

Need for self-fulfillment, self-expression, fulfillment of potentialities working out one’s own mental personality Highest need.
According to him, intelligence is of school learning.

Binet – Intelligence is best displayed by general information and knowledge and is independent of aspiration, aiming at excellence in all undertaken activity.

In 1926, Binet and Throndev made a significant contribution to the development of the concept of achievement motivation.

In English it is called as “Need for Achievement” (N-Ach)

If a person has high achievement motivation, he maintains High level of aspiration.

GOAL AS A MOTIVATIONAL FACTOR:

1. Theory of Horm – Father – McDougall.
2. Aim theory (or) Motive theory – Father – McClelland.

In McClelland’s Book – “The Achieving Society”

Achievement motive is a type of social motivation and appears to be a widely generalizes level of aspiration, aiming at excellence in all undertaken activity.

Atkinson – made a significant contribution to the development of the concept of achievement motivation.

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GOAL AS A MOTIVATIONAL FACTOR:

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**THEORIES OF INTELLIGENCE**:

1. UNITARY THEORY OR MONARCHIC THEORY:
   - Binet, Terman supported this view
   - According to this theory, if one has a fund of intelligence, he can utilize it to any area of his life.

2. SPEARMAN’S TWO-FACTOR THEORY:
   - Spearman proposed his two-factor theory of intelligence in 1904.
   - Intelligence consists of two factors namely 1. General factor (G)   2. Specific factor (S)
   - General factor stands for general trend of energy
   - Specific factor for specific to situations.

3. GROUP FACTOR THEORY **(L. THURSTONE)**
   - This theory was given by Thurston
   - Intelligence does not consists of two factors, but it consists of a number of factors called primary mental abilities.
     1. Verbal Comprehension (V)   2. Word Fluency (W)   3. Number (N)
     4. Space (S)   5. Memory (M)   6. Perceptual (P)
     7. Reasoning (R)

4. GULFORD’S INTELLIGENCE THEORY:
   - Known as structure of Intel lect Theory or Model (S.I. Model)
   - Structure of ability is represented by J.P. Guilford in 1966
   - Psychology laboratory at the University of South California
   - Suggests that mind is composed of 3 major dimensions
     a) Process of operation   b) Material or content   c) Product.
   - 5 types of operations
     a) Cognition (C)   b) Memory (M)   c) Divergent thinking (D)
     d) Convergent thinking (C)   e) Evaluation (E).
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- 4 types of contents
  a) Figural (F)
  b) Symbolic (S)
  c) Semantic (S)
  d) Behavioral (B).

- 6 types of products
  Units (U), Classes (C), Relations (R), Systems (S),
  Transformations (T) and Implications (I).

/ Maximum number of factors can be 6 x 5 x 4 = 120.
But now no. of factors = 180 (6 x 5 x 6)

5. MULTI-FACTOR THEORY (E.L. THORNDIKE)*

- Thorndike proposed this theory
- 4 attributes of intelligence
  a) Level
  b) Range
  c) Area
  d) Speed.

- Thorndike brought Anarchic Theory intelligence.

6. HIERARCHIAL THEORY: (Burt-Vernon)

- Cyril Burt and Vernon compare human intelligence to a growing tree
- 5 levels of hierarchical model
  a) Core of the Standardized Level
  b) Stanford
  c) Known as the Test of General Ability
  d) Estimated to develop Binet-Simon intelligence test.
  e) Intelligence Quotient (I.Q)
  f) To measure intelligence “Griffiths” scale is the best method –
  g) I.Q scale is always the
  h) Intelligence Quotient:
  i) Mental Age
  j) Chronological Age

- This ratio is introduced by Terman
- I.Q is developed by Albert Binet
- W. Stern introduced the word Intelligence Quotient (I.Q)
- Mental Age was introduced by Binet
- Mental Age – Mental maturity of a person corresponding to his level of performance
- We cannot directly measure M.A (Mental Age). This can be easily measured only Basal Age.
- Basal Age is that age, all the test items meant for which are solved by the child successfully

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NOTE: Mental Age = Basal Age + appropriate age.

Intelligence Quotient Constancy: ***

At the age of 21 or 22 (or) whose age are 16 and above – the psychologists believe that growth of intelligence stops at 16 after reaching maturity.

The raw score for each test is transformed into standard score with a mean of 10 and standard deviation of 3.

Reasons for the decrease in I.Q: a) frustration  b) Conflicts  c) Mental illness  d) Wounding in brain

Stanford – Binet Scale & Wechsler – Bellevue Scale” are individual tests of intelligence.

Stranford – Binet Scale is perhaps the most representative. On this scale, the I.Q distribution are as follows.

<table>
<thead>
<tr>
<th>I.Q</th>
<th>Classification</th>
<th>Percentage in Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>140 – 169</td>
<td>Above Genius</td>
<td>14%</td>
</tr>
<tr>
<td>120 – 139</td>
<td>Gifted</td>
<td>14%</td>
</tr>
<tr>
<td>110 – 119</td>
<td>Average</td>
<td>60%</td>
</tr>
<tr>
<td>90 – 109</td>
<td>Above Average</td>
<td>14%</td>
</tr>
<tr>
<td>80 – 89</td>
<td>Back Reader</td>
<td>5%</td>
</tr>
<tr>
<td>70 – 79</td>
<td>Below Average</td>
<td>5%</td>
</tr>
<tr>
<td>50 – 69</td>
<td>Mentally retinaed</td>
<td>1%</td>
</tr>
<tr>
<td>25 – 49</td>
<td>Foliot</td>
<td></td>
</tr>
<tr>
<td>0 – 24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

100%

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**NOTE:**  
Feeble Minded or defective – I.Q < 70  
Differently baled - 1%

- **Uses of Intelligence Tests:**  
- Helps in classifying students and useful in selecting individuals for different jobs.
- **CREATIVITY:**  
- Creativity is the capacity of the individual to discover or produce new ideas.
- It has been observed that highly creative persons are usually found to possess intelligence to a high degree, but it is not essential for an intelligent person to be creative.
- During Infancy, Creativity plays a major part than intelligence.
- Divergent thinking forms the basis of creativity.
- Divergent thinking searches for many possible responses for a given stimulus.

- **EXTROVERT – DIVERGENT THINKING**  
- Convergent thinking forms the basis of Intelligence.
- Convergent thinking is stimulus bound and is limited to the data given.
- Introvert – Convergent thinking.  
- Jung only separated in personality as Introvert and Extrovert.
- **Identification of Creativity**:

  - Creativity is an attribute that leads to solving problem in new ways.  
  - Gestel, Jackson evaluated the characteristics of the Creativity children.  
  - Stages in creative process:
    - Graham Wallas and Patrick – indicated 4 stages of Creativity:
      - a) Preparation  
      - b) Incubation  
      - c) Illumination  
      - d) Verification

**NOTE:**

1. Project Method  
2. Induction Method  
3. Heuristic Method

- **Project Method** & **Heuristic Method** develops Creativity.

***PERSONALITY***:

- Personality is the organized sum total of physical, emotional, social, mental, moral etc…. traits of a human being.

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The word “Personality” has been derived from the Latin word ‘persona’ which means the dress or the mask worn by the actors while playing their role on the stage.

- Personality is self-consciousness
- It is the product of heredity and environment
- It is assessable and unique
- It is integrated and functions as a whole.

**Factors influencing Personality Development:**

**Personality Factors**

**Biological Factors**
1. Physique
2. Chenique (endocrine glands)
3. Nervous system

**Sociological Factors**
1. Home
2. School
3. Language

**Psychological Factors**
1. Intelligence
2. Motivation
3. Emotion
4. Attitude
5. Interest
6. Sentiment

**Assessment of Personality:**

**Non-Scientific Methods**
- Old Method
- Other Methods

**Scientific Methods to measure personality:**

i) Observation Method

ii) Case – Study - a research carried out by teachers.

**Case Study:**

* P.V. Young, Good & Halt made an observation on case – study

**Types of case studies**

i) Case studies of individuals

ii) Case study of institutions
vi) Questionnaires.
v) Generosity Error
iv) Generosity Error
iii) Interview Method
ii) Faulting Logic Error
i) Halo effect

3. Rating Scales:
   Inaccuracies due to the ambiguity of the rating scale
   i) Halo effect
   ii) Faulting Logic Error
   iii) Interview Method
   iv) Generosity Error
   v) Generosity Error
   vi) Questionnaires.
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WITH ANSWERS

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- REVISION
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