

**Chapter- 5 | Learning****Worksheet-2****Multiple Choice Questions**

1. **In operant conditioning, reinforcement is provided:**  
(a) Before the response (b) After the response  
(c) Irrespective of response (d) Randomly
2. **Latent learning is:**  
(a) Reinforced learning (b) Always observable  
(c) Not immediately expressed in behaviour (d) Learning under pressure
3. **Which psychologist is most closely associated with insight learning?**  
(a) Thorndike (b) Kohler  
(c) Bandura (d) Pavlov
4. **Who introduced the concept of classical conditioning?**  
(a) Skinner (b) Watson  
(c) Pavlov (d) Tolman
5. **Trial and error learning was proposed by:**  
(a) Pavlov (b) Thorndike  
(c) Skinner (d) Bandura
6. **What is learning in psychology?**  
(a) Temporary change due to fatigue  
(b) Any relatively permanent B change in behaviour produced by experience  
(c) Change due to use of drugs  
(d) Change only due to biological maturation
7. **In operant conditioning, the response is:**  
(a) Reflexive and involuntary (b) Under control of Unconditioned stimulus  
(c) Voluntary and emitted by organism (d) Always punished
8. **Which of the following is an example of negative reinforcement?**  
(a) Giving chocolate for homework  
(b) Giving medal for winning  
(c) Removing loud noise when desired behaviour occurs  
(d) Scolding for wrong answer
9. **What is paired-associates learning?**  
(a) Learning serial order of items  
(b) Learning responses to single stimuli

(c) Learning stimulus-response pairs like foreign language equivalents

(d) Learning motor skills

10. Who first investigated classical conditioning?

(a) B.F. Skinner

(b) Kohler

(c) Pavlov

(d) Tolman

### Fill in the blanks :

11. Reinforcement increases the \_\_\_\_\_ of a response.

12. Learning that takes place through observation and imitation is called \_\_\_\_\_ learning.

### True / False

13. In classical conditioning, the learner's behaviour is voluntary.

14. In insight learning, a solution appears suddenly after a period of trial-and-error.

### Very Short Type Questions

15. What is meant by generalisation in classical conditioning?

16. Define latent learning.

### Short Type Questions

17. What are the main features of observational learning?

18. What is the difference between reinforcement and punishment?

### Essay Type Questions

19. Define operant conditioning. Describe the basic mechanism with a suitable example.

20. Differentiate between classical and operant conditioning.

### HOTS

21. **Assertion (A):** Latent learning may not appear until there is motivation.

**Reason (R):** It lies hidden until a situation demands its expression.

a) Both A and R are true and R is the correct explanation

b) Both A and R are true but R is not the correct explanation

c) A is true, R is false

d) A is false, R is true

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## Chapter- 5 | Learning

Worksheet-2  
Answer & Solution

1. (b) In operant conditioning, reinforcement is given after the behaviour to strengthen it.
2. (c) Latent learning is not shown until there is motivation.
3. (b) Wolfgang Kohler demonstrated insight learning using chimpanzees and problem-solving.
4. (c) Ivan Pavlov introduced classical conditioning through his salivation experiments with dogs.
5. (b) He proposed trial and error learning through puzzle box experiments with cats.
6. (b) Learning is defined as any relatively permanent change in behaviour or behavioural potential produced by experience or practice.
7. (c) In operant conditioning, responses are voluntary behaviours emitted by the organism to operate on the environment.
8. (c) Negative reinforcement involves removal of unpleasant stimuli to increase a behaviour.
9. (c) Paired-associates learning involves learning stimulus-response pairs such as vocabulary equivalents.
10. (c) Ivan Pavlov first investigated classical conditioning through his experiments on dogs and salivation.
11. probability
12. observational
13. False  
In classical conditioning, behaviour is involuntary (reflexive).
14. True  
Insight learning involves a sudden realization of the solution after prior attempts.
15. Generalisation refers to a situation in which a stimulus similar to the conditioned stimulus also elicits the conditioned response.
16. Latent learning is learning that occurs but is not immediately shown in behaviour until there is motivation to demonstrate it.
17. It occurs by observing a model's behaviour.
  - **Key processes:** attention, retention, reproduction, and motivation.
  - It does not require direct reinforcement.
  - Common in children through imitation (e.g., Bandura's Bobo doll experiment).
18. Observational learning includes:
  - **Reinforcement:** Increases the probability of behaviour (e.g., praise, rewards).
  - **Punishment:** Decreases the probability of behaviour (e.g., scolding, removal of privilege).

**19.** Operant conditioning is a form of learning introduced by B.F. Skinner in which behaviour is modified by its consequences. It involves:

- Reinforcement: Increases the likelihood of behaviour
- Punishment: Decreases the likelihood
- Shaping: Gradually guiding responses toward a desired behaviour through reinforcement

**Example:**

If a child gets a chocolate for cleaning their room (positive reinforcement), they are more likely to repeat it.

The behaviour (cleaning) is followed by a pleasant outcome (chocolate), reinforcing it.

**20. Aspect:**

- Nature of behavior
- Introduced by Learning mechanism
- Role of reinforcement

**Classical Conditioning:**

- Involuntary/reflexive
- Ivan Pavlov
- Association between stimuli
- Occurs after association
- Dog salivates to bell

**Operant Conditioning**

- Voluntary
- B.F. Skinner
- Consequence-based learning
- Directly used to strengthen or weaken behavior

- Rat presses lever for food

While classical conditioning links stimuli, operant conditioning links behaviour and consequences.

**21. (a)** Latent learning remains hidden and appears when there's a reason to demonstrate it.

**(d)** Reinforcement increases behaviour; punishment decreases it. They are opposites, not equivalents.

**(a)** Observational learning does not require active performance at the time of learning; Bandura's work supports this.

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