Question no 6

Definitions of learning and memory:

Learning: According to Ruch, learning is defined as:

"process that brings a significant change in an individuals response. And it helps his in making his habits mature.

According to L.D. Crow:

"learning refers to a continuous change in character, which is produced by its response to different situations according to the needs of life.

While according to B.f. Skinner:

"Learning can be described in an observable manner -

Memory: Ryburn defines memory as:

"The power we have to store our experiences and to bring them into the field of consciousness sometimes after the experiences have occured.

Some others define memory as:

"The ability to encode, store, retain and subsequently recall information and past experiences in the human brain -

Theories of learning:

There are several major theories of learning that have been developed by Psychologists to understand how individuals acquire new knowledge and skills. Each theory provides a different perspective on the processes involved in learning. Here are some of the major theories -

Behavioral Perspective / Behaviorism

Origin It became a dominant school of thought in 1950s. It is not interested in unconscious mind since it cannot be observed in a laboratory.

Major thinkers Involved : It was based on the work of thinkers such as John B. Watson, Ivan Pavlov and B.F Skinner. Moreover it is also based on John locke philosphy that childs mind is like Tabula Rosa (blank/clean state) _ and whatever comes into mind comes from the environment.

Main theory :

Behavioral Psychology, also known as behaviourism is a theory of learning based upon the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with environment. According to behaviourism

"Behavior can be studied in systematic and observable manner with no consideration of internal mental states"

Behavioral theories :

In behaviourism, these are two major types of conditioning :

1- Classical conditioning:

It was first demonstrated by Ivan Pavlov (1927)

This is a type of learning that involves associating the previous neutral stimulus with a stimulus that naturally and automatically triggers a response. After an association is formed, the previously neutral stimulus will trigger the same response as natural stimulus

Example: The original and most famous example of classical conditioning involved the salivary conditioning of Pavlov's dogs. During his research on the physiology of dogs, Pavlov noticed that, rather than simply salivating in presence of   digestion in meat, the dog began to salivate in the presence of lab technician who normally fed them. Pavlov called these Psychic secretions. From this observation he predicted that if the a particular stimuls in the dog's surroundings were present when the dog was presented with the meat then this stomulus would become associated with food and cause salivation on its own. Pavlov used a bell to call the dogs to their food and after a few repititions, the dogs started to salivate in response to the bell.

2- Operant Conditioning:

This is type of learning that creates Rewards and Punishments to create an association b/w behavior and consequence of behavior. It deals with the modification of voluntary behavior

e.g Skinner box experiment

Criticism

It was extreme with ideas that only behavior is important

- It was limited to observable behavior and did not talk about consciousness (thoughts, feelings and emotions).
- People and animals are also able to adapt their behavior when new information is introduced even if a previous behavior pattern has been established through reinforcement

Current status : It is still considered as major perspective of psychology; its ideologies are still accepted and that's why we also say that psychology is the scientific study of behavior. It played an imp role in development of behavioral therapies (if there is undesirable maladaptive behavior then we can convert it to desirable behavior; learned → unlearned)

2. Cognitive learning theories:

The Cognitive approach to learning focuses on how attention, memory and information processing contribute to the acquisation of knowledge. One of the best-known Cognitive learning theories is Piaget's theory of Cognitive development. He described four stages of intellectual development that occur in childhood.

These four stages explain how a child learns about the world and processes information.

- Sensorimoter stage: During this period of cognitive development, children learn about the world primarily through their senses.
- Preoperational stage: This stage is marked by the emergance of language and learning through pretend play
- Concrete operations stage: During this period of cognitive development, kids began to utilize logic but still think about the world very concretely.
- Formal operations stage: At this point, kids began to use deductive reasoning and can understand abstract, hypothetical ideas.

3. Constructivist learning theories:

This approach to learning characterizes learners as active participants in the process who play a role in constructing their knowledge. They were influenced by the work of psychologist lev Vygotsky Vygotsky's sociocultural theory stressed the importance of collaboration and "social interaction in the learning process."

Two important concepts of constructivist learning theories are the more knowledgable other and the zone of proximal development.

- More knowledagble other: Vygotsky described it as anyone with understanding or ability level higher than the learner. This can often be a teacher or adult but it can also refer to peers with more knowledge about a specific concept, task or process.
- Zone of Proximal development: Vygotsky described the zone of

Proximal development as the range of knowledge or ability that a person can display with the help of more knowledgable other, but they are not yet capable of performing independently - Gradually expanding this zone is how people can learn and improve their skills over time.

Social learning theories

Psychologist Albert Bandura suggested that much of learning takes place through observation. Children observe the actions of those around them, and then immitate their behaviour.

Bobo-doll experiment: In his well-known experiment, Bandura revealed that how easily children could be led to immitate even negative actions. Children who watched a video of an adult beating up large inflatable doll were likelier to copy those actions when given a chance.
• Bandura's studies show that antisocial models (family, neighbourhood or TV) may have antisocial effects.

Experiential learning theories:

This learning theory focuses on learning via hands-on-experience. It was introduced by psychologist David Kolb but was influenced by the work of other theorists including Jean Piaget and John Dewey

According to kolb, there are 4 stages in experiential learning -
• Just two are abstract conceptualization and concrete experience relate to how people grasp experiences - 1
• The final two is active experimentation and reflective observation refer to how people transform experinces

Analysis

Such theories are not used in isolation. Instead modern educators and psychologists draw on information from variety of theories to develop effective educational strategies and psychological interventions that help people acquire new skills and an knowledge.

for example; Behavioral approaches are no longer dominant as they once were, but they still play an important role in educational and therapeutic settings - Teachers continue to use behavioral strategies such as possitive reinforcement and token economics to help shape the learning process. All learners are different. so drawing on various approaches can improve educational outcomes.

Intelligence   (Question no 2)

The concept of ~~psychology~~ intelligence has been one of the most contentious across the history of psychology and continues to be so today Even defining intelligence can be difficult bcz your definition reflects your theory of what it means to be intelligent

' Intelligence is the ability to think, to learn from experience, to solve problems and to adapt to new situations

According to psychology and learning researchers :

David Welcher : The aggregate or global capacity of the individual to act purposefully to think rationally and to deal effectively with the environment

Linda Gottfredson : The ability to deal with cognitive complexity

Theories of Intelligence

Gardner's theory of Multiple Intelligence

Background :

Howard Gardner developed his theory of multiple intelligences as a direct challenge of what he calls the 'classical view of intelligence as a capacity for logical reasoning. Gardner was struck by the variety of different roles in different cultures— roles that depend on variety of skills and abilities yet they are equally important in successful functioning in those cultures. His observations

led him to conclude that there is not just one underlying mental capacity or g but variety of intelligences that work in combination . He first outlined his theory in his 1983 book frames of Mind . The theory of multiple intelligences where he suggested that people have different kinds of intelligence

Gardners definition of Intelligence : He defines intelligence as :

" The ability to solve problems or fashion products that are of consequence in a particular cultural setting or community"

It is these multiple intelligences that enable human beings to take o such diverse roles as physicist, farmer, shaman , and dancer .

Types of Intelligence : According to Gardner, there are ~~seven~~ distinct types of intelligence eight

(inlord Smart)

Verball skills . The ability to think in words and use language to express meaning . These individuals are typically very good at writing stories, memorizing information and reading.

Characteristics : people with linguistic verbal intelligence -

- remember written and spoken information
- Enjoy reading and writing
- Debate or give persuasive speeches
- Are able to explain things well .
- Use humor when telling stories

Potential Career choices : If a person has strong verbal linguistic choice then teacher, journalist/writer, lawyer .

logic Smart

2. Mathematical Skills : The ability to carry out mathmatical operations i.e the a understanding of objects, symbols and of actions that be performed on them and relations b/w these actions. Such individuals are good at reasoning, recognizing patterns, and logically analyzing problems. They tend to think conceptually about numbers, relationships and patterns.

Characteristics : people with logical mathematical skills
- have excellent problem solving ideas. Enjoy thinking about abstract ideas skills
- like conducting scientific experiments ; Can solve complex computation.

Career choices : scientist, mathematician, computer programmer, Engineer accountant

Visual Smart

3. Spatial skills : The ability to think three-dimensionally or the ability to perceve visual or spatial information, modify it, and re-create the visual images without referance to the original stimulus. It includes the capacity to construct images in three dimensions and to move and rotate these images. These individuals are often good with directions as well as maps, charts, videos and pictures.

Characteristics:
- Read and write for enjoyment ; Are good at putting puzzles together ; Interpret pictures, charts, graphs as well. ; Enjoy drawing, painting and visual arts ; Recognize patterns easily

Career : Architect, Artist, Engineer

4. Bodily Kinesthetic Skills : (Body smart)
They are The ability to use all or part of body to solve problems or fashion products ; includes control over fine and gross moter actions and the ability to manipulate external objects. They are good at body movements, performing actions and physical cont

Characteristics: are skilled at dancing and sports ; Enjoy creating things with his or her hands ; Have excellent physical co-ordination Remember by doing, rather than hearing or seeing.

C.C : dancer. actor, craftsperson, sculptor, Builder. surgeon.

Musical Intelligence: ~~people who are~~ s ability to create, communicate and understand meanings of sound along with mechanisms dedicated t pitch, rhythym and tembre made (sound quality)

Characteristics Enjoy singing and playing musical instruments ; Remember songs and melodies ; Recognize musical patterns and tones easily

C.C   Musician, composer, singer, Music teacher, conductor

(self smart)

Intrapersonal Intelligence : The ability to distinguish among ones own feelings ; intentions and motivations

- They analyze their strengths and weaknesses well ; Enjoy analyzing theories and ideas ; Have excellent self-awareness ; understand the basis for his or her own motivations and feelings

C.C = philospher. writer, theorist, scientist

(people smart)

Interpersonal : The ability to recognize and make distinctions among other People's feelings, beliefs and intentions

They understand other people, create +ve relationship with others, Resolve conflicts in group settings ; see situations from different perspectives

C.C: Psychologist, Counselor, philospher, Salesperson, politician.

Naturalistic Skills : The ability to observe Patterns in nature and understand natural and human-made systems

- interested in subjects like botany, biology, zoology
- Enjoy hiking, gardening, camping and exploring outdoors.
- dislikes learning unfamiliar topics that have no connection to nature.

Career choices : Biologist, farmer, gardner, conversationist

Sternberg's Triarchic theory of Intelligence

This theory of intelligence is developed by Robert Jeffrey Sternberg. He is an American psychologist and psychometrician. As per him, Intelligence is not only to understand the other things, infact the human is so intelligent that he can either adapt to the environment or change the environment as per his needs.

"Intelligence is the ability to adapt, shape and select environment to accomplish one's goals and those of one's society and culture.

His theory has 3 Parts or subtheories:

- **Componential Subtheory:** It considers the components of thoughts. *most developed one.*

• Metacomponents (Analytical abilities): These are responsible for planning, controlling, monitoring and evaluating thought processes during problem- solving.

e.g. Students high in analytical intelligence do well in class with lecture and objective tests - They are considered smart, get good grades, do well on traditional tests and go on to competitive colleges.

• Performance components (creative abilities) execute problem solving strategies- (To think originally)

e.g A skilled mechanic creatively devising ways to fix a car,

students high in creative intelligence might not conform to traditional

schools- They tend to give unique answers for which they might get reprimanded.

- knowledge Acquisation Components (practical abilities) They encode combine and compare information during the course of problem-solving.
- Students well in practical Intelligence do well outside the classroom walls with good social skills and common sense

2. **Experiental Subtheory:** Sternberg argues that experience play a crucial role in intelligent performance. Differences in experiences affects the ability to solve problems. The continuum of experience ranges from totally novel (never encountered before) to completely automatic (familiar through long experience). Individuals who have prior experience with a concept or task are better able to apply it - for example, someone familiar with a matematical formula will find it better or easier to use than someone encountering it for the first time.

3. **Contextual Subtheory:** It deals with the effects of Individuals culture and environment. It deals with selection, adaptation, and shaping of real-world environments.

- **Adaptation:** Individuals seek ways to fit into their environment
- **Selection:** If adaptation is not possible, individuals may choose a different environment
- **Shaping:** Individuals may attempt to modify the existing environment to better suit their needs.

for e.g An unhappy spouse may adapt to the current circumstances or select a different environment (seperation or divorce) or attempt to shape existing environment (through Councelling)

Other theories of intelligence :

- **Spearman's two factor theory :** It was proposed by Charles spearman, It suggests that intelligence is composed of two factors : 'g' (general intelligence) and 's' (specific Intelligence). 'g' represents an overall cognitive ability that influences performance on various tasks while s is task-specific intelligence

- **Catell's fluid and Crystallized intelligence :** Raymond Catell proposed a two factor theory of intelligence differentiating between fluid and crystallized intelligence. fluid intelligence involves ability to think logically and solve problems in novel situations while crystallized intelligence is related to acquired knowledge and skills.

- **Stephen Ceci's bioecological theory :** It is an extension and modification of Robert Sternberg's theory of intelligence. Ceci proposes that there are multiple cognitive potentials or intelligence, rather than single underlying general intelligence. These intelligences are biologically based but are influenced by the challenges and opportunities present in an individuals environment or context.

Question no 7

Definition of Motivation and Emotion:

Motivation is defined as:

" A condition that energizes behavior and gives its direction."
It is experienced subjectively as a conscious desire- the desire for food, drink
and sex. It can refer variously to the goals individuals have, the ways
in which individuals chose their goals and the ways in which others try to
change their behavior.

According to Green (1995):

" Motivation refers to the initiation, direction, intensity and
persistence of human behavior

According to middlesmist and Hitt (1981):

" Motivation refers to the willful desire to direct one's behavior
toward goal."

Emotions

Hi Emotions are feelings that generally have both physiological
and cognitive elements and that influence behavior.

According to James-lange & William James and Carl lange-

" Emotions are simple reaction to instinctive bodily events
that occur as a response to some situation or event in the environment.

According to Aristotle:

" Emotions are all those feelings that so change men as
to affect their judgements, and that are also un attended by pain
or pleasure.

Theories of motivation

Maslow's Hierarchy of Needs

Abraham Maslow suggested that before sophisticated, higher order needs can be met, primary needs must be satisfied

- **Physiological Needs** These are biological requirements for human survival. e.g air, food, drink, shelter, clothing, warmth, sex, sleep. In an organizational setting, basic requirements are office ambience, facilities and salary.

Security Needs : Once individual physiological needs are satisfied, the needs for security and safety become salient. In an organization, job security and safer nature of the job are the two basic requirements for employees.
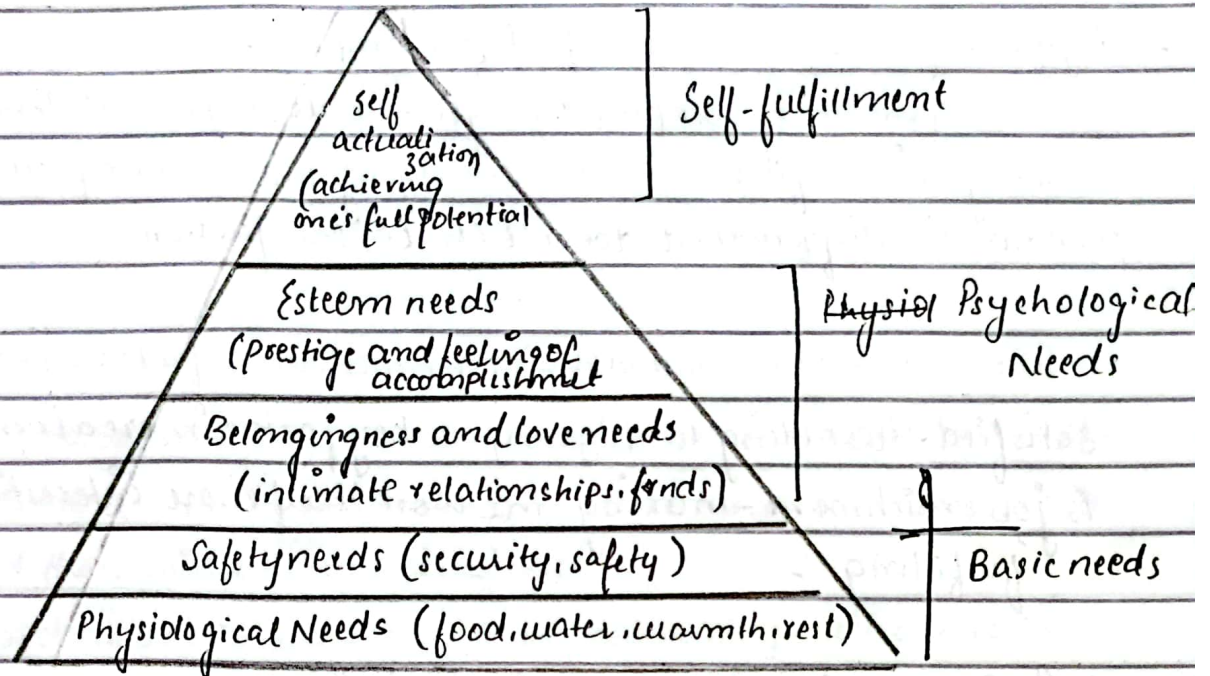
- **Love and belongingness Needs :** After first 2 needs have been fulfilled, the third level is social and involve feelings of belongingness. Deficiency at this level like neglect can impact individuals ability to form and maintain emotionally significant relationships. Without these, people are vulnerable to psychological difficulties such as lonliness, anxiety, depression

1- **Esteem Needs:** Fourth level in Maslow's Hierarchy.
   (i) Esteem for oneself (dignity, achievement, mastery)
   (ii) the desire for reputation and respect from others. (e.g Status, Prestige)

In an organizational environment factors such as status, recognition and sense of responsibility can work to fulfill these needs.

5- **Self-Actualization Needs :** A state of self fulfillment in which people realize their highest potential in their unique way.

2- # Herzberg's Hygiene and motivation factors (two factors theory)

Fredrick Herzberg proposed another popular motivation theory in the late 1950s - After studying many cases - He suggested employee satisfaction or dissatisfaction depends on two main factors.
- hygiene factors
- motivation factors -

Hygiene factors: The extrinsic factors that create job dissatisfaction are known as hygiene or maintenance factors. Their absence can make unhappy or dissatisfied. Thus improving them wouldn't necessarily lead to long term motivation

Examples, Company Policy achievement, working conditions, pay interpersonal relationship

- **Motivational factors:** The second group of factors is intrinsic in nature that results in job satisfaction. They focus on higher level needs such as recognition, achievement, growth opportunities and responsibilities. Although absence of these factors doesn't lead to dissatisfaction but they play a crucial role in satisfying employees.

- Hygiene factors must be satisfied for example, employees need to feel that they are being well paid enough in order to prevent them from being dissatisfied. However satisfying the hygiene factors only prevents dissatisfaction, it doesn't create satisfaction.

- In order to motivate Individuals, the motivation factor needs to be satisfied. According to Herzberg - a key factor in creating motivation is job enrichment - making the work itself more interesting and fulfilling.

3- McClelland Motivational Needs theory

He argues that there are 3 needs that are found in all employees. Everyone displays all 3 needs but one of the 3 needs is often dominant affecting individuals attitudes and behavior -

- Need for achievement
- Need for power (n-ach')   (99) →targeted goal when he achieves become motivated
- Need for affliation.

(— Book)

4- Vroom - Expectancy theory

It works on the assumption that people will choose to maximize pleasure and minimize pain. This means that people will behave in a way that results in the best outcome or reward.

The theory is dependent on the idea that more an employee values the outcome, the more motivated they will be to achieve it - the more effort they put into succeed, the more certain they are of getting satisfying reward.

We can be motivated to work if we believe that:

"There is a possitive correlation b/w the efforts we make and the performance that is the result of our efforts".

Vroom also argued that there are two or three specific factors that determine the strength of individual's motivation.

1- **Valence:** Valance is how much the outcome is valued, if at all. The more an employee values a certain reward, the more satisfied they will be with their efforts.

→ A reward doesn't have to be a grand gesture. it just have to be meaningful to the employee - whether thats a bonus, extra time off or simply a bit of recognition

2- **Expectancy:** If an employee puts in the effort, they expect a certain result. If they donot get that result, they willnot be motivated to make the effort again and so willnot be satisfied with the outcome

3- **Instrumentality:** your employee might make the effort and get the expected result but if they donot believe that the result is instrumental, they will not be motivated. like if they learn new skills for a desire promoted to certain position but they are not rewarded with the position they want.

3 - **Adam's Equity theory of Motivation:**

Adam's Equity Theory is named for John Stacey Adams,

a workplace and behavioral psychologist, who developed his job motivation theory.

This theory states:

Possitive outcomes and high level of motivation can be expected only when employees beicieve their treatment to be fair.

Adam's theory says that individuals want a fair relationship b/w Inputs and outputs.

Inputs - They typically include effort, loyalty, hardwork, skill, Personal sacrifice, Determination, Enthusiasm

Output : They include salary benefits such as recogntion, praise job security, sense of growth etc.

"Adam Equity theory calls for a fair balance b/w employee's input and output"

If they feel that there inputs are greater than outputs. They are de-motiva their effort is reduced and in extreme cases becomes disruptive. When they are in balance, employees are happy

Theory X and Theory Y

In 1960, McGregor formulated theory X and theory Y suggesting two aspects of human behavior at work or 2 different views of employees -

Assumptions of theory X

An average employee intrinsically doesn't like work and tries to escape it whenever possible - So he must be persuaded, compelled, or warned with punishment to achieve organizational goals - A close supervision is required on part of managers = The managers adopt a more dictatorial style.

Employees dislike responsibilities. They resist change and need formal direction -

Assumptions of theory Y

Employees can percieve their job as relaxing and normal. They excercise their physical and mental efforts inherently in their jobs - They may not require any threat, extra control - they can use self direction and self control if they are dedicated and sincere to achieve organizational objectives.

- An average employee can learn to admit and recognize responsibility - Infact, he can even learn to obtain responsibility.

- If the job is rewarding and satisfying, it will result in employee's loyalty and commitment to organization. They have skills which should be recognized

Question no 4

Psychology is the systematic study of mind, life and soul. Different Psychologists have contributed to the defimition of Psychology.

According to Alport:

"psychology is the study of mind and behavior in humans and non-humans. It includes the study of conscious and unconscious phenomena including feelings and thoughts

According to Wihelm Wundths

"psychology is the science which learns the internal experiences

According to Ruch:

"It is the science of human and animal behavior.

Psychology split apart from philosphy bcz philosphy was based on common sense and philosphers believed that mind cannot be studied through experiments. In 1870, they Realized that mind and behavior should be studied through scientific method and psychology emerged as a discipline.

SCHOOL OF THOUGHT

When psychology as a subject emerged. different philosphers /and psychologists though that what would be the subject matter of psychology or What criteria it will study. Some argue that it will study mind in this aspect. Some said it in other way- In this way, different

school of thought emerge - ~ psych group of psychologists having similar view points clumped together and formed one school of thought (similar approaches to study mind and behavior) -

Structuralism

It is widely regarded as the first school of thought in Psychology

Origin:

It originated in late 19th century. It traces its origin to the works of Wilhelm Wundt, a German psychologist who is often considered father of experimental psychology. He established the first psychology laboratory in Leipzig Germany. His approach known as Structuralism aimed to analyze and understand basic elements of consciousness.

Founder:
Wilhelm Wundt is often considered as the founder of structuralism, despite the fact that it was his student Edward B Tichner who first coined the term to describe this school of thought

Major theory:
It focused on breaking down mental processes into the most basic components. Also, it analyzed the adult mind (the total sum of experience from birth to present) in terms of simple definable① components and how these components ② fit together to form more complex experiences, and how they ③ corelate to physical events.

It focused on 3 things:
- individual elements of consciousness
- How they are organized into more complex experiences

(iii) How these mental phenomena correlate with physical events.

Key Concepts :

Tichner argued that only Observable events constituted science and that any speculation regarding unobservable events has no place in society. In his book, "Systematic psychology", he argued :

"It is true, nevertheless, that observation is the single and proprietary method of science and that experiment regarded as scientific method, is nothing else than observation safeguarded and assisted."

Mind and Consciousness Tichner believed that the goal of psychology was to study mind and consciousness. He defined consciousness as the sum total of mental experience at any given moment, and the mind as the accumulated experience of a lifetime.

Method used : Introspection technique was used to analyze the inner processes of human mind. It is also known as experimental self observations and thoughts, emotions were analyzed carefully and objectivity as possible- He writes in his book "An outline of psychology".

"......Within the sphere of Psychology, introspection is final and only court of appeal, that psychological evidence cannot be other than introspective evidence

Criticism . Method Introspection was used and it is not scientific

EASE

- because it is not necessary it can unlock the elements of human mind
- It was concerned with <u>internal behavior</u> which is not directly observable and cannot be accurately measured.
- William James wrote :

  "Structuralism had plenty of school, but no thought" (James, 1904)

Contribution in domain of psychology It is imp bcz it was first school of thought. It influenced experimental psychology.
- It is the first school of thought which tried to simplify complex mental process by breaking down into its basic components.

Current status. It disappeared at the end of 19th century with emergence of new school of thoughts.

2. Functionalism

Origin : It was formed as a reaction to structuralism and was heavily influenced by the work of William James and evolutionary theory of Charles Darwin. It arose in late 19th century in U.S.

Founder: William James is considered to be a founder of functionalism. Although, he wouldnot consider himself as a functionalist, nor did he truly liked the way science divided itself into schools.

Major thinkers Involved : William James, John Dewey, Harvey Carr, John Angell.

Main theory : functionalism focused on functions of mind and

adaptations and what role the mental processes play. They focused on the purpose of consciousness and behavior

Rather than understanding the underlying Processes, functionalists focused on function of mind and how it allows people to respond and adapt to the environment. They were not interested in knowing the composition of mind — (structuralism) due to 2 viewpoints that mind is fluid; not stable bcz alot of thoughts come into our mind So, its not - They are in ongoing stream so hard to seperate them. It is difficult to sep erate them in emotions, feeling sensations - They all are clumped together.

William James was greatly influenced by charles Darwin Who talked about How in order to survive in environment. an individual continue to protect and deal with changing situations. This also gives an idea about how human beings do and what they do-How mental processes enable them to perform those activities - So William James said we should focus on this rather than composition.

Method used: They were not in favour of introspection method but they didnot discard it completely. They were involved more in experimental method

Contribution in the field of Psychology and Current status -
Just like structuralism, it doesnot exist as a major perspective in psychology. But, it has contributed alot in the field of psychology - Its ideology have played a role in major perspective

of Psychology for e.g industrial and organizational psychology and educacational psychology - It also led to development of evolutionary psychology.

Contemporary Approaches of Psychology / Modern School of thought / modern perspective

Biological Perspective:

Origin: It gained prominence in late 19th to early 20th century, with advancements in neuroscience and understanding the role of brain in behavior.

Main theory: They focus on our brain, nervous system, neuro transmitters and harmones to explain our behavior.

<u>for example;</u> biological approach to depression tries to understand this disorder in terms of abnormal changes in levels of neuro transmitters (chemicals produced in brain that make communication between nerve cells possible)

- The study of face recognition with patients having brain damage indicates that particular regions of the brain are specialized for brain recognition.

The biological perspective has also assisted in the study of memory. It emphasizes the importance of certain brain structures such as hippocampus which is involved in consolidating memories. Childhood amnesia may be partly due to immature hippocampus. that may be fully developed not until a year or two after birth.

Current Status . It is dominant and influential approach in modern Psychology . It have contributed in various subfields such as clinical psychology , cognitive neuroscience, and psychopharmacology .

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Major thinkers Involved : It was based on the work of thinkers such as John B. Watson, Ivan Pavlov and B.F Skinner . Moreover it is also based on John locke philosphy that childs mind is like Tabula Rosa (blank / clean state) - and whatever comes into mind comes from the environment .

Main theory :

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Behavioral theories .

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Example: The original and most famous example of classical conditioning involved the salivary conditioning of Pavlov's dogs. During his research on the physiology of dogs, Pavlov noticed that, rather than simply salivating in presence of digestion in meat, the dog began to salivate in the presence of lab technician who normally fed them. Pavlov called these Psychic secretions. From this observation he predicted that if a particular stimuls in the dog's surroundings were present when the dog was presented with the meat then this stimulus would become associated with food and cause salivation on its own. Pavlov used a bell to call the dogs to their food and after a few repititions, the dogs started to salivate in response to the bell.

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Psychodynamic / Psychoanalytical Approach

Origin : It was founded in early 1890s by an Austrian Neurologist Sigmund Freud. Freud along with his colleagues was treating the patients of nervous disorder. He than observed that no physical cause was coming came out of these nervous disorders. Freud than came with this perspective that the cause is not physical but mind - There he came up with notion psychoanalysis - He coined this term in 1896.

Major thinkers Involved : Anna Freud, Otto rank and Neo freudians such as Erik Erikson. Alfred Adler and Karen Horny

Main theory :

Psychoanalysis is a emphasized the influence of unconscious mind on behavior

According to freud; unconscious mind is a reservoir of repressed

unwanting urges and desires

Moreover, Freud also stressed upon that early childhood experiences has a huge impact on an individual's personality and his personality is formed in the first 6 years of life
. problem starts when those unconscious thoughts try to come in conscious mind . He then gave levels of mind

(i) **Conscious mind :** The conscious mind is home to everything that is inside of our awareness . This is the aspect of our mental processing that we can think and talk about in a rational way

Preconscious : latent parts of the brain that are not readily available to the conscious mind , although not currently in use

Unconscious mind :
A reservoir of repressed, unwanting urges desires thoughts and memories outside our conscious awareness and from where most of the problems generate -

Elements of mind . He also talked about 3 elements of mind that led to complex human behavior.

. **Id :** It is unconscious part of personality and is directed towards satisfying basics need such as hunger, thirst . It operates on pleasure principle .

Ego - It is that component of personality charged with dealing with reality. It prevents it works to achieve a balance between id,

and superego.

Superego : It is part of our personality that deals with all the ideals and values that we internalize from our parents and culture.

Method used : dream analysis and free association

(express krsakte freely)

Current Status : Recieved criticism

It, lacks scientific approach. Also, the concepts are vague (forexample, unconscious mind concepts

Third, these or findings are based upon clinical approach (freud as studied nervous disorders. So he faced criticism - how can you generalize the findin of that particular group suffering on entire normal population)

— despite of all criticism, it is still considered popular - Its techniques are still applied. It played an imp role in development of talk therapy as an approach treating mental illness.

Humanism / Humanistic School of thought

Origin: Humanism came about in the 1960s in reaction to psycho ana and behaviorism. It rejected the concept of both school of thoughts. This school of thought argued that behaviorism is over concerned with scientific study and analysis of actions of people. Secondly in psychoanalysis, behavior is governed by unconscious mind. So this deterministic approach of psychoanalysis is wrong. This means that here is no scope of human in future to shape and nurture its behavior. That's why its called both schools as pessimistic and dehumaniz They have left no choice for an individual. that he can also shape it byself.

Major thinkers : Abraham Maslow and Carl Rogers are central figures in the humanistic movement. Maslow developed the hierarchy of needs, while Rogers introduced client centered therapy.

Main theory :

It focuses on the study of whole person and uniqueness of each individual. Individuals have their own free will, goals, aspirations and other possitive motives. They are said to perceive the world according to their own experiences.

It focused on the concept of free will. It can shape his own choices, and may shape the behavior. Moreover, it also talked about self-actualization

So, to conclude, human being is in continous phase of exploration. he find ways for better things, self growth- ttall and attains self-actualizatio through the process of self-growth.

Cognitive School of thought

Origin: It developed in 1950s and 1960s in response to behaviorism

Major theorists / contributers : Ulric Neisser and Jean Piaget are Influential figures in the development of Cognitive Psychology

Main theory : It focuses on mental processes such as perception, memory Problem solving, and decision making. It emphasizes the role of internal mental structures and processes in shaping behavior. It assumes that:

(i) Only by studying mental processes we can understand what

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organisms do

(2) We can study mental processes in an objective fashion by focusing on specific behaviors. but interpreting them in terms of underlying mental processes.

Example: Childhood amnesia in which we cannot remember events from the first few years of life because of the major developmental change in the way we organize our experience in memory. Such changes may be particularly pronounced at about age 3, when our language abilities increase immensly, and language offers us a new way of organizing our memories.

Contribution It have contributed in domain of therapy. Also it has pinpointed the ways to measure human intellectual abilities develop new stragies to combat memory problems etc.

Current Status: It is widely applied in clinical settings, educational interventions and various fields that involve understanding and optimizing human cognitive abilities. It has also informed advancement in AI and human-computer interaction

Evolutionary Approach:

Origin: It emerged in the late 1980s with history of charles Darwin who said that humans have social instincts that evolved by natural selection

Founder: David boss

Main theory It Posits that human psychological traits and behavior

have evolved over time through the process of natural selection. It seeks to explain how certain cognitive functions mechanisms and behaviors have adaptive functions.