

For the students enrolled in July 2019 and January 2020 sessions

BPCC-131 : FOUNDATIONS OF PSYCHOLOGY

Tutor Marked Assignments

Course Code: BPCC-131

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1. Define psychology. Discuss the various schools of psychology.

Ans: It is difficult to define psychology as it has a very vast scope. As the discipline was emerging, there were long debates as what should be studied in psychology and how it should be studied. The most popular definition is that it is the science of human and animal

behavior and it includes the application of science to different problems of the beings. The most accepted definition today psychology is science of behavior and processes. Thus, are three parts definition.

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Table 1.1: Important Schools of Psychology

Schools of Psychology	Main Idea	Main Proponents
Structuralism	Identify the basic elements or 'structures' of psychological experience with the help of 'introspection'	Wilhelm Wundt, Edward B. Titchener
Functionalism	The focus is on how the mind allows the people to function in the real world	William James
Psychoanalysis	Highlights on the role of unconscious thoughts, feelings, memories and early childhood experiences in determining behavior	Sigmund Freud
Gestalt	Focus is on perception and sensation, 'the whole is greater than sum of its parts'	Max Wertheimer, Kurt Koffka, Wolfgang Kohler
Behaviorism	Focus is on observable behavior only	Ivan Pavlov, John B. Watson, B. F. Skinner
Humanistic	Self-actualization and free-will are most important features	Abraham Maslow, Carl Rogers
Cognitive	Concerned with the study of mental processes, like, perception, thinking, memory, and decision-making	Hermann Ebbinghaus, Sir Frederic Bartlett, Jean Piaget
Socio-cultural	Based on how the social situations and the cultures in which people find themselves, influence thinking and behavior	Fritz Heider, Leon Festinger, Stanley Schachter
Biological	Behavior is the result of genetic influence, hormones, and neural mechanism	Charles Darwin, E. Wilson, J.M. Harlow
Evolutionary	Concerned with evolutionary origin of behaviour	David M. Buss, D. Singh

Firstly, psychology is a science because it systematically tries to gather data by carefully observing and recording events or behaviors of humans and animals under controlled experimental conditions. Thus, measurement of behavior is as objective as possible in psychology. The knowledge that is gained collecting data with the help of experiments and other methods of observation, is then applied to solve real-life problems.

2. Explain trait theories of personality.

Ans: Trait Theories of Personality A group of theorists believed that our personality is a combination of traits that determine our behaviour. By identifying and studying them, we can predict the personality of other people. Before moving forward, one needs to understand the concept of trait-labels used to identify the characteristic way of behaving. Often traits are viewed as continuous dimension such as the trait of 'extroversion-introversion'. Individuals who are extrovert in nature tend to be friendly, out-going, talkative and often adventurous. Whereas, those who are high on introversion tend to be less friendly, reserved and less adventurous. As shown in Figure an individual may fall along any point on the continuum and his/her behaviour will be in accordance with that location.



1
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**Allport's
Theory**
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Figure 7.3: Extrovert-Introvert Spectrum

language that refer to personality and that could describe people. This psycholexical study (1936) became the empirical and conceptual base of Five-Factor Theory at a later stage. Based on their investigation (Allport reduced the listed words to 4500 trait like words), they proposed a trait theory of personality. According to their theory, three types of traits govern our personality. They named these three categories of traits as cardinal traits, central traits, and secondary traits. Allport organized these traits in a hierarchy.

Cardinal Traits: These are the dominant traits of one's personality. They stand at the top of Allport's trait hierarchy and are the master controller of one's personality. These traits may dominate personality to such an extent that the person may become known for those traits only

Central Traits: They come second in the hierarchy. According to Allport, every person possesses 5-10 central traits in varying degrees. They can easily be noticed and are responsible for shaping our personality. Traits such as intelligent, loyal, dependable, aggressive etc

Secondary Traits: These are less relevant traits of personality. These are basically situational or circumstantial traits. For instance, an aggressive child may not speak much in front of his/her teacher. These can be numerous in number and are responsible for behaviours incongruent to individual's usual behaviour.

2. McCrae and Costa's Five Factor (Big-Five) Theory McCrae and Costa believed that all human personality traits can be reduced to five factors only: Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Acronym as OCEAN or CANOE, these factors or dimensions were the results of factor analysis of Cattell's original list by McCrae and Costa (1992). These dimensions are stable across time and are cross-culturally shared. Brief descriptions of these factors are given below: Openness to experience: Such people love novelty and creativity. They have a curious mind and have an appreciation for art. They are an independent thinker and prefer to do a variety of things instead of routine activities.

Conscientiousness: People high on this factor are more goal-directed, self-disciplined, hard-working, honest and competent. They prefer planned activity instead of spontaneous behaviour.

Extraversion: Seeks external stimulation.

3 Eysenck's Trait Theory Hans Eysenck (1916-1997) was a contemporary psychologist of Cattell. Even though he was a behaviourist, he believed that our personality is largely innate and genetically based. He also used factor analysis to understand the underlying personality traits. Initially, he proposed that our personality is comprised of two major personality dimensions: Extroversion Vs. Introversion; and Neuroticism Vs. Stability. According to his theory, different combinations of these dimensions lead to the development of different personalities. Later, he added the third dimension to his model and named it as Psychoticism Vs. Socialisation.

3. Compare and contrast operant conditioning and behaviouristic approach to learning

Ans: Instrumental conditioning is also known as operant conditioning. This kind of learning involves some kind of behavior or action that is instrumental in producing reinforcement (or reward) when it operates upon the environment. Operant conditioning is based on the research findings of Edward L. Thorndike and B.F. Skinner. In this learning, the most important thing to understand is reinforcement. Reinforcement is any stimulus or event which increases the likelihood that the response will occur again. It could be a reward or a punishment. For example, when the rabbit is given a carrot after running a distance, he will run faster to eat more carrots. Here, carrot is reinforcement in the form of reward.

Operant conditioning helps in shaping a response. The reinforcement can be used to shape the behavior in a relatively shorter period of time. The learner learns the desired behavior when the chain of simple behaviors leading to the desired behavior is reinforced step by step. As each step is learned and the desired response is given, reinforcement is given. This makes the occurrence of the response more likely to occur again. This method of shaping is

known as the method of successive approximations. This method of shaping is often used to shape the behavior of children, attitude, language, beliefs, etc. For example, when a child learns to walk, each step she/he takes, is reinforced to encourage her/him to walk.

i) Fixed-ratio schedule (FR): This depends upon a particular number of responses that must be made before the reinforcement is given. For example, reinforcement is given after every fourth response or every third response. This schedule leads to a high rate of response that occurs at a relatively steady rate.

ii) Fixed-interval schedule (FI): The reinforcement is given after a fixed interval of time, irrespective of the number of responses delivered. The performance is relatively varied in this kind of a schedule. The responses become fewer after the reinforcement has been given and then it slowly increases before it is the time for the next reinforcement. This tends to produce a variable rate of response during the time interval.

iii) Variable-ratio schedule (VR): In this schedule the reinforcement is given after a varied number of responses. That is it may be given after the first response, then after three responses, then after five responses and so on. So, there is no fixed number of responses preceding the reinforcement. This kind of reinforcement schedule leads to a high and steady rate of responding.

iv) Variable-interval schedule (VI): The reinforcement is given after a varied interval of time. That is to say that it may be given after one-time interval and then after another interval and so on. This causes behaviors that resist extinction as in case of VR schedules and provide steady rates of responding.

Instrumental conditioning also known as operant conditioning was given by B. F. Skinner. This kind of learning involves some kind of behavior or action that is instrumental in producing reinforcement (or reward) when it operates upon the environment.

Assignment B

Answer the following short category questions in about 100 words each. Each question carries

5 marks. $8 \times 5 = 40$ marks

4. Correlational method

Ans: When information is collected from two variables on one sample or from two samples on one variable of interest, then correlation method is used. This method tries to understand the correlation or the relationship that exists between two sets of scores. For

example, if we want to study if tall people are more intelligent than short people? Or if we want to study are intelligent people also happier? If we are interested in finding out how an increase in one score would lead to a corresponding increase or decrease in another score. Or if there is no correlation between the two set of scores. The statistical procedure used helps us to compare how a particular score relates to its corresponding score in the given set of scores. The correlation value is measured by the correlation coefficient, r . The value of the correlation coefficient can vary from +1 to -1. The value of +1 indicates a perfect correlation. This means that the standing of one score is exactly the same as the standing of its corresponding pair score in the given set of scores.

5. Apparent movement

Ans:- Apparent movement: Also called as phenomenal motion, it was first proposed by Gestalt theorist Wertheimer (1912). In this phenomenon, when stationary stimuli are presented in succession, it is perceived in a motion. Perceived motion occurs without any energy movement across the receptor surface. That is, when the eyes, head and body are static, and there is no movement of the object, motion is still perceived.

Phi-phenomenon: This effect can be seen in a string of decorative lights, when the lights are turned in sequence, they appear to move, that is the light appears to move across the distance.

Stroboscopic Effect: This effect is seen in movies. The example is a movie projector which places successive pictures of a moving scene onto a screen.

Autokinetic Effect: If a person stares or fixates on a stationary spot of light in a completely dark room, the spot will eventually appear to move or drift.

6. Learned helplessness

The phenomenon of learned helplessness was given by Martin Seligman in the late 1960s while working on classical conditioning with dogs. He noticed that those dogs who received an unavoidable electric shock for a number of times did not act to rescue themselves when they had an opportunity for it in the subsequent situations. Whereas, those dogs who received no inescapable shock, took action to save themselves from the electric shock. He termed the behaviour of the first group as learned helplessness one's learned response to not to take any appropriate action to avoid aversive stimuli. In other words, one's tendency to avoid taking any action for a successful escape from an aversive or painful situation due to the history of failed attempts. The theory of learned helplessness has also been successfully applied to understand the problem of depression in human beings.

8. Types of basic emotions

There are various kinds of emotions that we experience and express. There are different sources of these emotional feelings which are experienced for a relatively longer period of time than moods that are more transient in nature.

Happiness: When we are able to achieve something that makes us feel pleasurable and elated. It is a feeling of joy that is experienced when we are content, gratified and satisfied with our life.

Fear: Any situation that induces a feeling of terror or threat to one's wellbeing causes fear.

Sadness: Sadness is another emotion that is characterized by feelings of discontentment, grief, and unhappiness.

Anger: When we are unable to reach our goals, it causes frustration that provokes anger.

Surprise: Surprise is a very brief emotion that is generally very intense. It is a response to a stimulus that may be unexpected, may be pleasant or unpleasant and it leads to a state of startle.

Disgust: When we are faced with a situation or environment that is unhygienic or repulsive in sight or evokes a smell then it produces disgust

9. Gardener's theory of intelligence

Ans: Howard Gardener (1993b, 1999a) refuted the classic view of intelligence as a capacity for logical reasoning. He proposed that there is no one form of intelligence but a number of intelligence work together. According to him, intelligence is the "ability to solve problems or fashion products that are of consequence in a particular cultural setting or community" (1993). Initially, he proposed seven distinct types of intelligence namely,

Linguistic: People who are high on this type of intelligence have good linguistic abilities.

Musical: People high on this are knowledgeable and sensitive to music.

Logical-mathematical: This involves having the ability to think critically and on abstract problems.

Spatial: This intelligence is related to one's ability to manipulate and use visual images or mental images.

Thus suggesting, that intelligence is more than merely mathematical, verbal and analytical abilities, measured by the traditional intelligence test.

10. Projective techniques

Ans: The projective techniques are subjective in approach unlike inventory. Projective techniques help in overcoming the shortcomings of paper-pencil tests in measuring the persons' personality. Influenced by Freuds' emphasis on unconscious, projective tests probe the invisible part of personality. These techniques use a standardized set of ambiguous or open-ended stimuli, which the respondent has to interpret according to what she/he perceives in them. In this way, needs, fears and values are projected onto the stimulus when asked to describe it. They can be incomplete sentences as in Rotter's incomplete sentences blank (Rotter,1950) which is easy and simple and helps in assessing the overall adjustment of the person or giving vocational guidance.

The major limitation pf projective technique is that they are highly subjective in their approach and thus, have low validity and reliability as compared to objective methods of assessment