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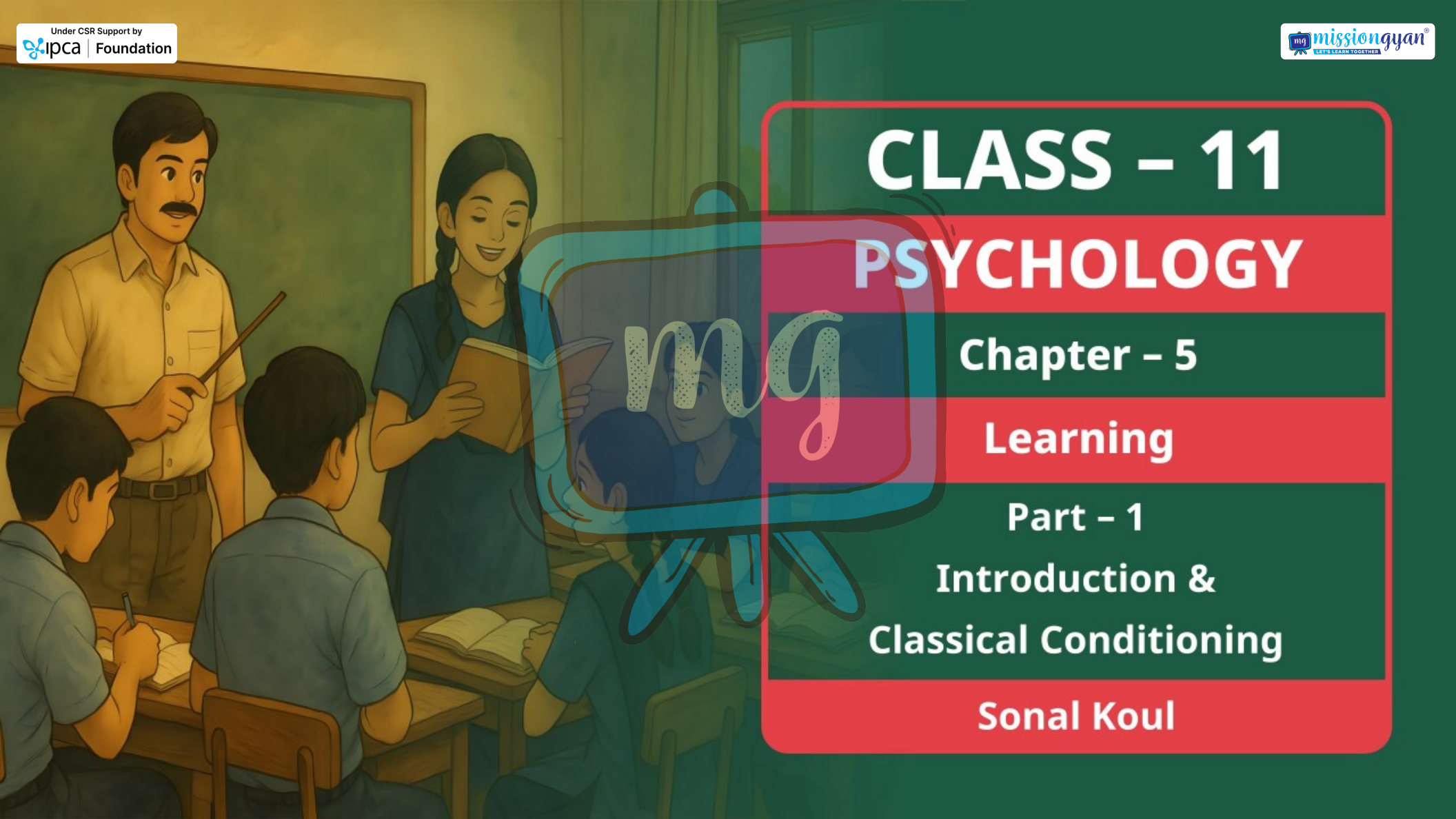

CLASS – 11

PSYCHOLOGY

Chapter – 5

Learning

Part – 1

Introduction & Classical Conditioning

Sonal Koul

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OVERVIEW

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1. Meaning of Learning
2. Classical Conditioning
3. Operant Conditioning
4. Key Learning Processes
5. Observational Learning
6. Cognitive Learning
7. Verbal Learning
8. Skill Learning
9. Factors that Facilitate Learning
10. Learning Disabilities

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LEARNING

- Learning is a relatively permanent change in behaviour or behaviour potential that occurs as a result of experience or practice.
- It is not due to maturation or temporary states (like fatigue or drugs). — HABITUATION

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Features of Learning	
Learning involves change	It results in a change in behaviour or performance.
Learning is relatively permanent	The change is long-lasting.
Learning is a result of experience or practice	It happens due to interaction with the environment.
Learning can be positive or negative	For example, learning a skill (positive) or a bad habit (negative).

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Features of Learning	
Learning is universal	All human beings and animals learn.
Learning is goal-directed	Often motivated by goals.
Learning is an inferred process	It cannot be directly observed, only inferred from behaviour.

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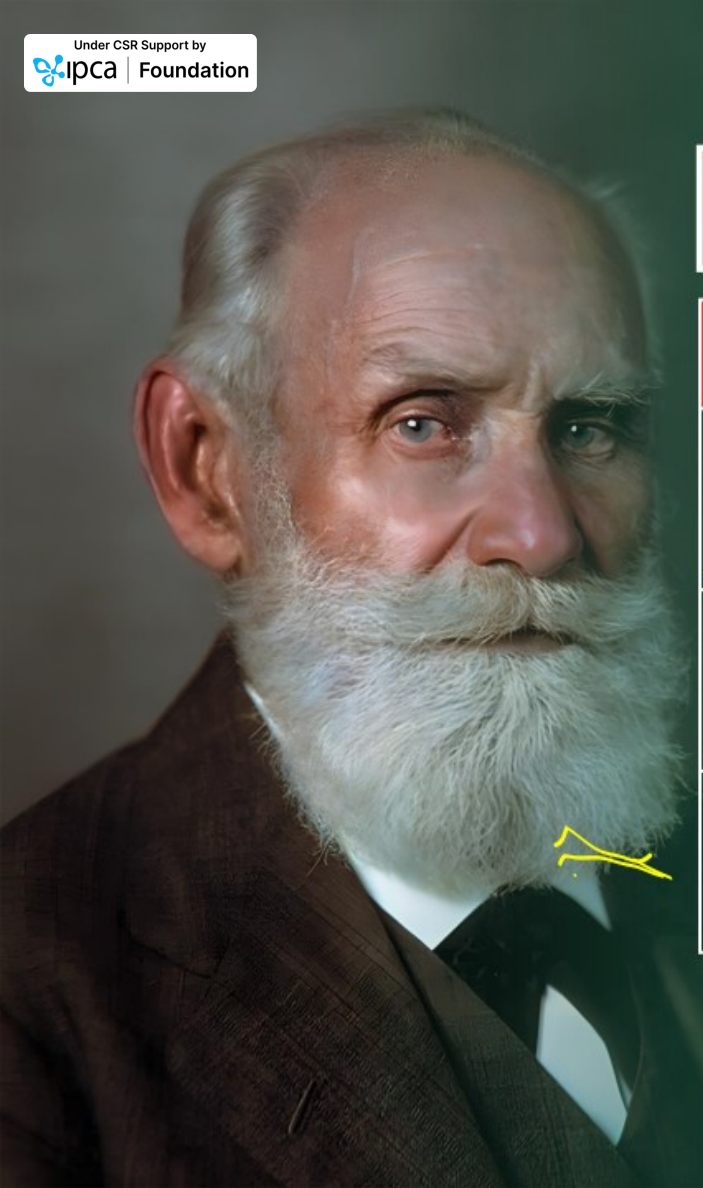

CLASSICAL CONDITIONING (BY IVAN PAVLOV)

Key Concepts	
Unconditioned Stimulus (UCS)	Naturally produces a response (Example : food)
Unconditioned Response (UCR)	Natural response to UCS (Example : salivation to food)
Neutral Stimulus (NS)	Does not produce the desired response initially (Example : bell)

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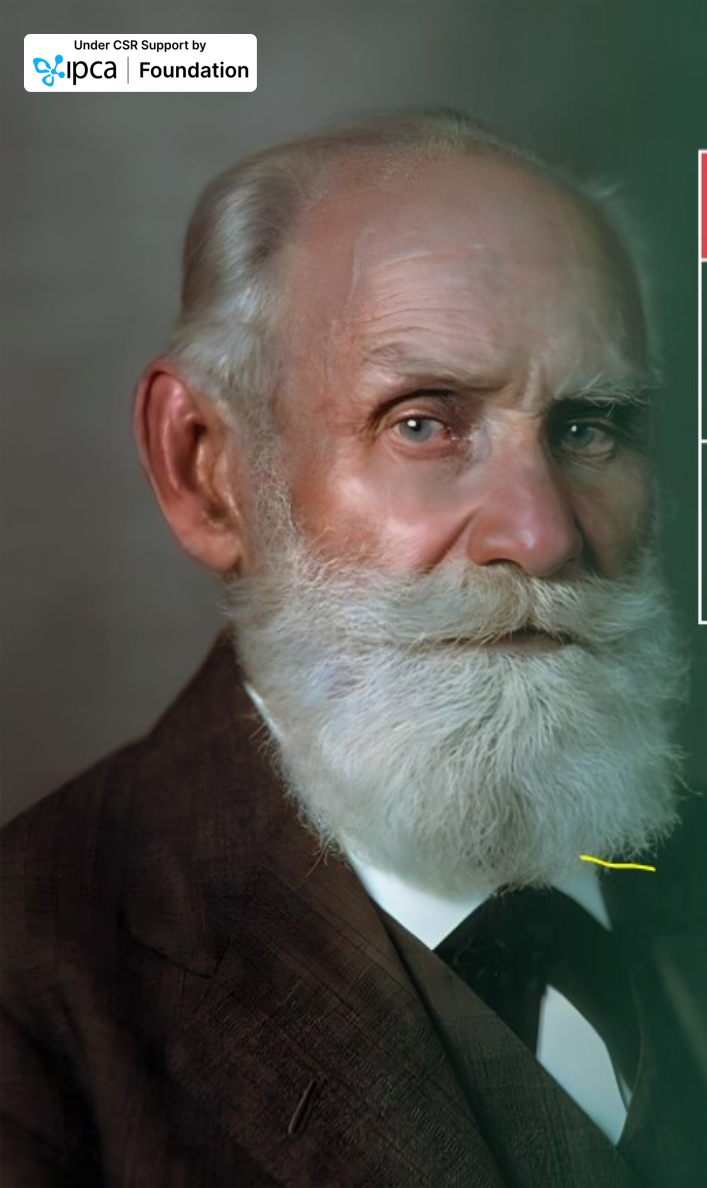

Key Concepts	
Conditioned Stimulus (CS)	NS becomes CS after pairing with UCS (e.g., bell after training)
Conditioned Response (CR)	Learned response to CS (e.g., salivation to bell)

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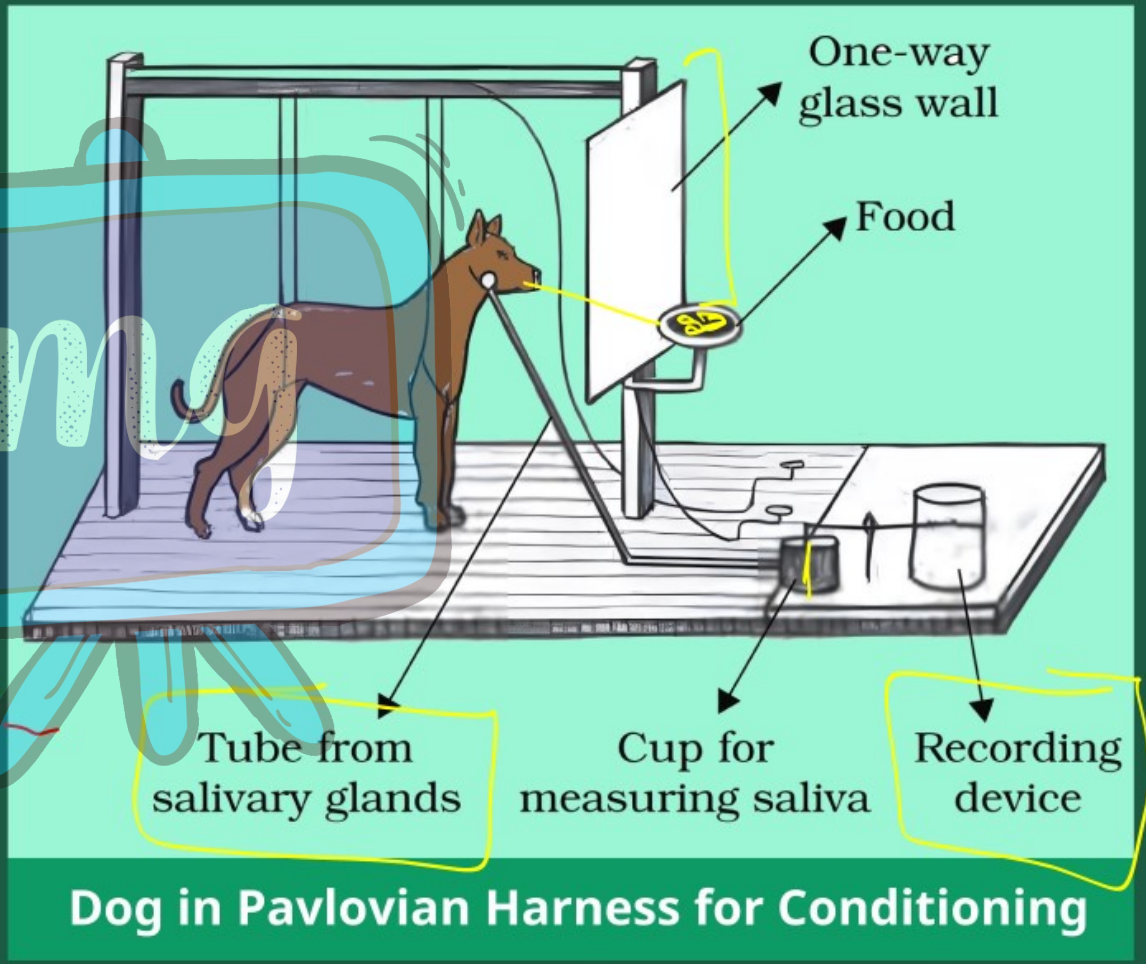

Dog in Pavlovian Harness for Conditioning

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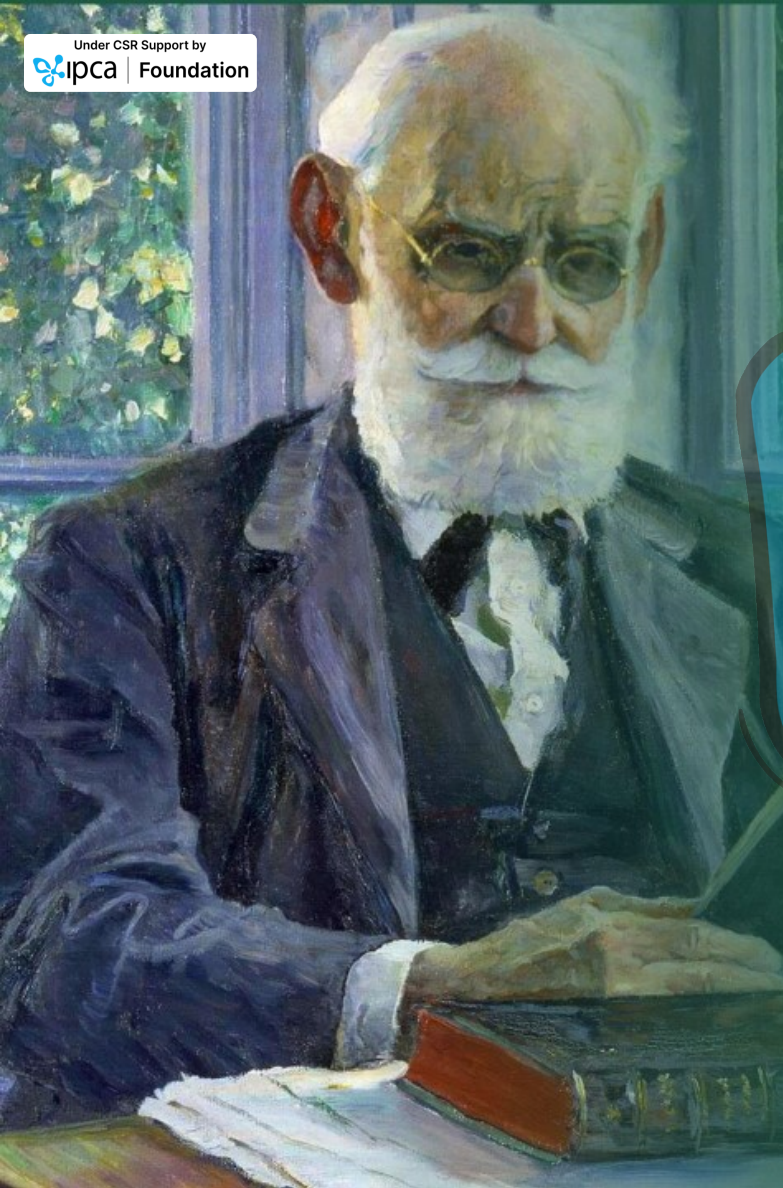

Pavlov's Experiment Summary

1. Before Conditioning

- Food (UCS) → Salivation (UCR)
- Bell (NS) → No salivation

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2. During Conditioning

Bell (NS)	+	Food (UCS)	→	Salivation (UCR)

LEARN

3. After Conditioning

Bell (CS) → Salivation (CR)

ACQUIRE

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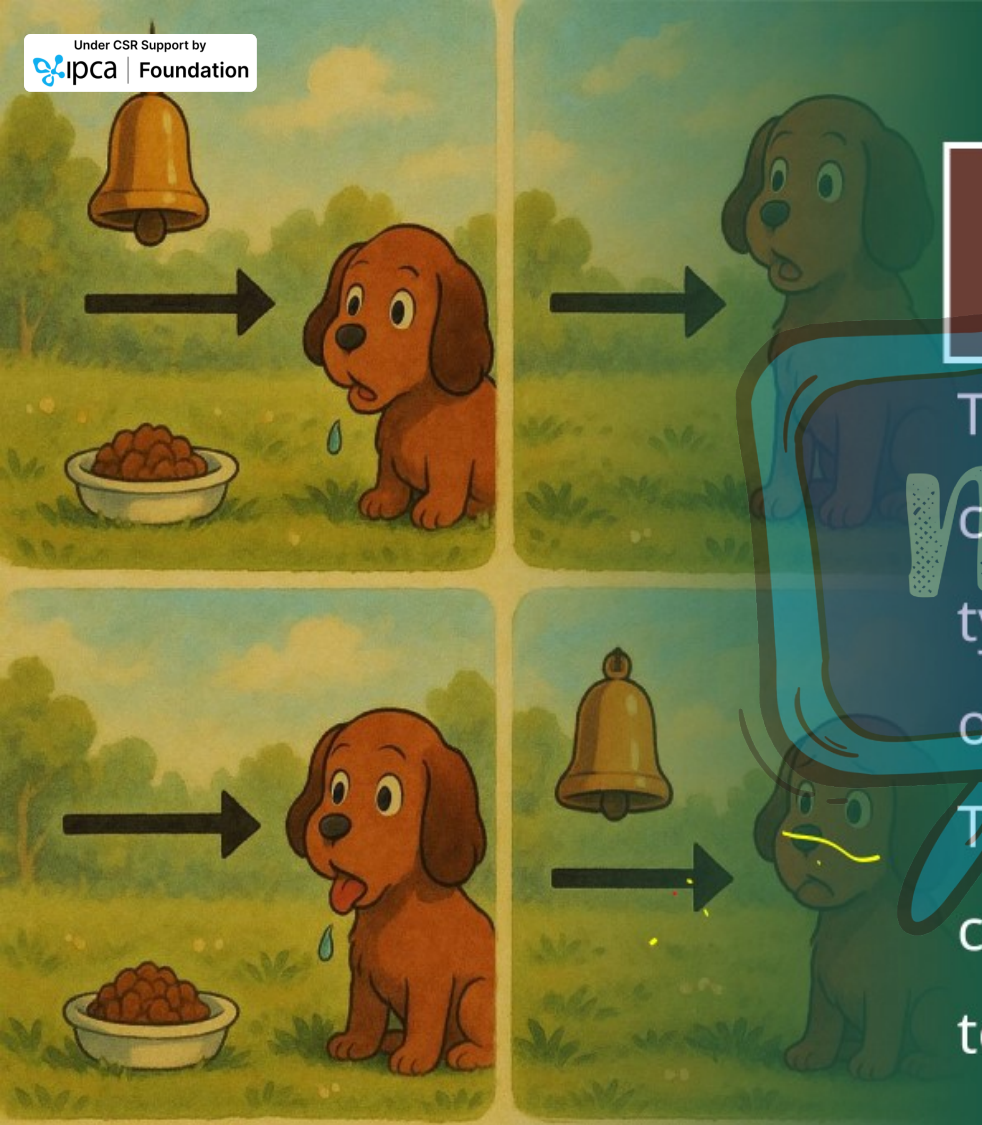
TYPES OF CONDITIONING PROCEDURES

The procedures used in classical conditioning can be classified into four types based on when the CS and US occur.

The first three are known as forward conditioning, while the last is referred to as backward conditioning.



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1. Simultaneous Conditioning : CS and US occur at the same time. FOOD+BELL
2. Delayed Conditioning : CS is presented before the US, with some overlap. This method is the most effective for developing a CR.
3. Trace Conditioning : CS is shown before the US, but there is a break in between.

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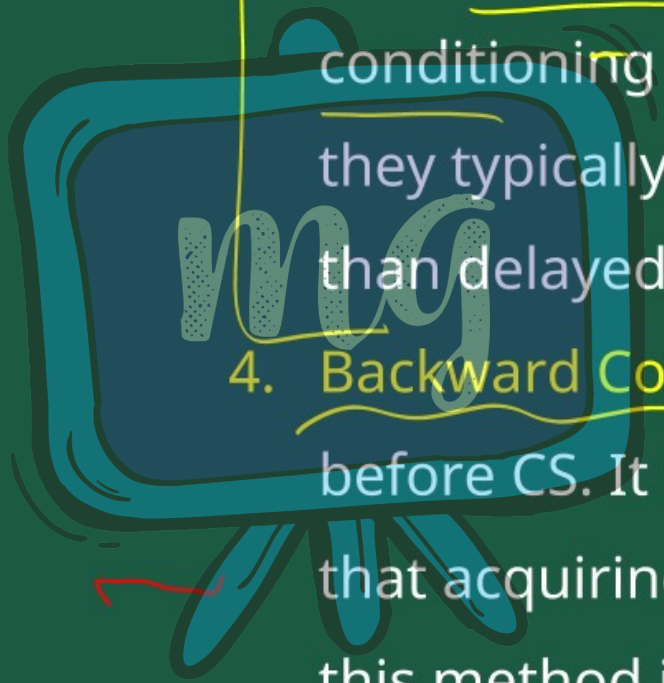

Both simultaneous and trace conditioning can lead to a CR, but they typically require more trials than delayed conditioning.

4. Backward Conditioning : US appears before CS. It is important to note that acquiring a response through this method is quite rare.

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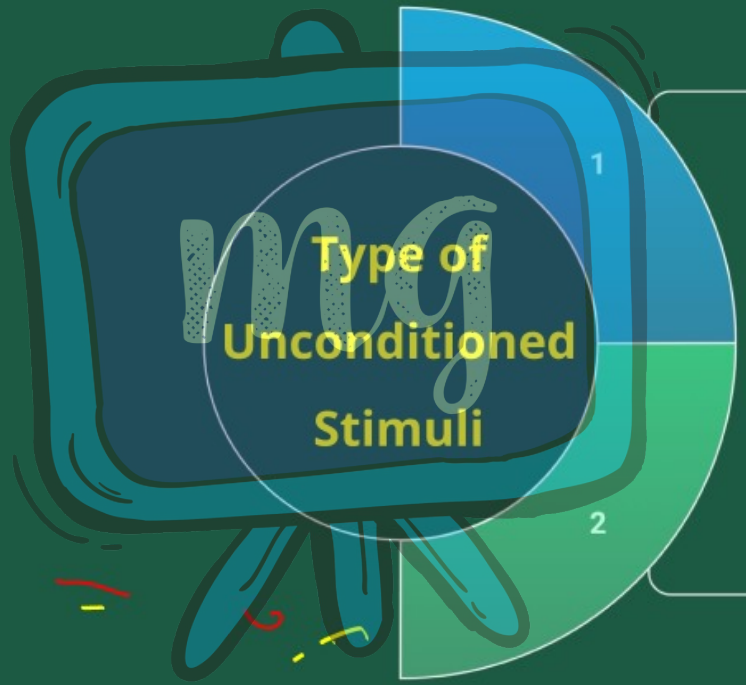

Appetitive

PLEASANT

UNPLEASANT

Aversive

LESS TRIALS

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LEARNING OUTCOMES

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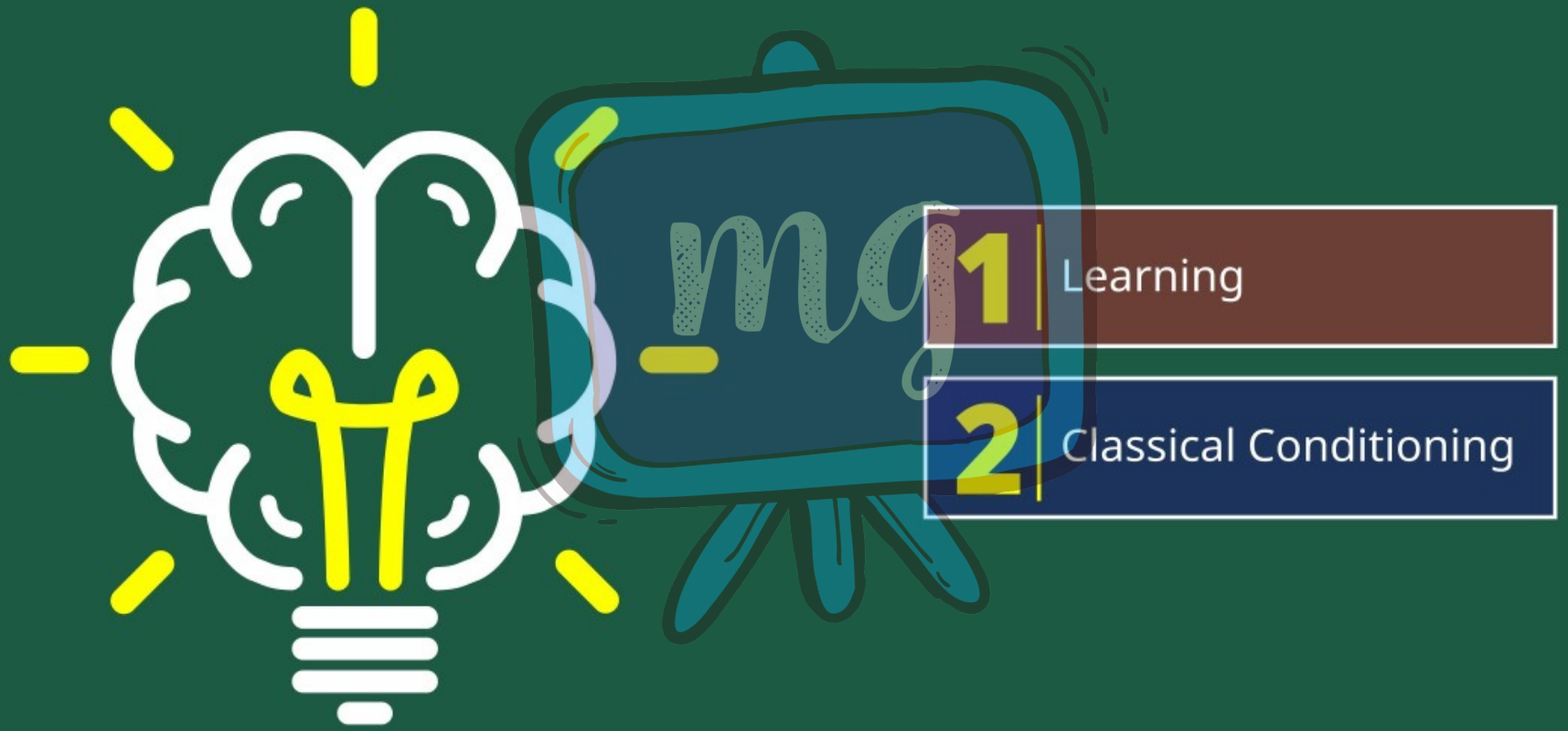

1. Learning
2. Classical Conditioning

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ASSESSMENT

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1 Who is considered the founder of classical conditioning?

A B.F. Skinner

B Ivan Pavlov

C John Watson

D Albert Bandur

2 A previously neutral stimulus that, after being associated with an unconditioned stimulus, triggers a conditioned response is called:

A Unconditioned stimulus

B Conditioned response

C Conditioned stimulus

D Neutral response

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ASSESSMENT

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3 Learning is temporary change in behaviour.

A True

B False

B