

NCERT SOLUTIONS

CLASS - 11th



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Class : 11th
Subject : Psychology
Chapter : 6
Chapter Name : Learning

Q1 What is learning? What are its distinguishing features?

Answer. Learning can be described as permanent behavioural changes occurring in an individual over a period of time, which may be due to their own experiences. People always learn things either by experiencing them or practicing them. However, the changes that occur due to maturation of an individual can not be counted as learning. The changes that occur as a result of learning should be permanent to be characterised as learning.

- 1) Learning always involves the processing of some or the other kinds of experiences.
- 2) Changes that occur due to this process are relatively permanent.
- 3) Learning should be distinguished from performance as it is a conclusive process.

Page : 129 , Block Name : Long answer

Q2 How does classical conditioning demonstrate learning by association?

Answer. The kind of learning in which an individual learns to associate learning with a certain stimulus is known as classical conditioning. It was first explained by Pavlov and his experiments with dogs. This experiment was conducted in two phases, and based on saliva secretion as a response to food. In the first phase, the dog was left inside a box, harnessed. A surgery was conducted, where, one end of a certain tube was put inside the dog's jaw and the other one inside a glass jar. The dog was left there for sometime. In the second phase, the harnessed dog was presented with food after the sounding of a bell and it was allowed to eat it. This was carried out for a couple of days, until test trial was introduced and the food was not presented at the sounding of the bell, however, it was notable that the dog still secreted saliva. Hence, the dog acquired a new response in terms of secretion of saliva, by associating food and the sound of the bell.

Unconditioned stimulus (US): This stimulus is always followed by a response.

Conditioned stimulus (CS): Also known as a neutral stimulus, because initially when this is presented, it doesn't evoke any response. Although, this stimulus develops its capacity to originate natural responses when associated with unconditioned stimuli.

Unconditioned Response (UR): The natural responses evoked by the unconditioned stimulus are unconditioned responses.

Conditioned Response (CR): When responses are evoked by presenting of the neutral conditioned stimulus, they're known as conditioned responses. This is learned.

Page : 129 , Block Name : Long answer

Q3 Define operant conditioning. Discuss the factors that influence the course of operant conditioning.

Answer. Operants were originally defined by B.F. Skinner, as the responses which were under the control of human beings and/or animals and are produced voluntarily.

Determinants of operant conditioning are:

1. Reinforcer: The probabilities of any desired response occurring is increased with the presentation of a reinforcer. A reinforcer can be of the types: positive and/or negative. The former implies that the stimuli involved would be pleasant and maybe positive. On the other hand, negative reinforcement implies that the stimuli involved would be unpleasant and can be painful as well. However, negative reinforcements lead to better and faster learning as the negative and painful consequences motivates the individual to get rid of them as soon as possible. For this, they learn to avoid it and have an escape.

Frequency of occurring reinforcements: Frequency of trials under which an organism has been reinforced and the amount of reinforcement

Quality of reinforcement: it refers to the kind of reinforcements.

Schedule of reinforcement: this is the timely manner in which reinforcements were presented during the trials.

It may be noted that any kind of reinforcement ceases to be useful or effective if there is a delay while presenting the reinforcements as the whole process becomes uncertain.

Page : 129 , Block Name : Long answer

Q4 A good role model is very important for a growing child. Discuss the kind of learning that supports it.

Answer. It's no secret that the people and environment with which a person lives have an effect on their behaviour and learning. Observational learning is when an individual acquires certain aspects of behaviour by observing many ranges of social skills. This is also known as social learning because mainly the skills that are acquired are social in nature. This concept was first introduced by Bandura as a way of showing that personality development and its characteristics are an aftermath of this learning. It was shown that although the behaviour of the model is

observed, the individual shows such behaviour depending upon if that behaviour is rewarded or punished.

Page : 129 , Block Name : Long answer

Q5 Explain the procedures for studying verbal learning.

Answer. As individuals grow up, they learn how to respond verbally to a verbal stimulus. This may include words, nonsense syllables etc. This is carried out as follows:

1. Associated learning involves preparing a list of paired associates, where the first one acts as a stimulus while the second one is the response. The former is nonsense syllables while the latter are english words.
2. Serial learning involves preparing a list of words, which can be familiar or unfamiliar or nonsense syllables. The participant is supposed to repeat the list in such a manner that they're in the same order and the declaration of one of these leads to recalling of the next word.
3. Free Recall involves presenting the participants with a list of words, each of them having a certain exposure time duration. After all of them are presented, participants are asked to recall these in any order they may fancy.

Page : 129 , Block Name : Long answer

Q6 What is a skill? What are the stages through which skill learning develops?

Answer. The ability to form certain complicated tasks with utmost efficiency is known as ability. Skill learning develops and goes through three stages, according to Fitts.

Cognitive Phase: In this the learner has to understand and memorise how a certain task is to be performed.

Associative Phase: Different sensory stimuli are associated with different responses and practicing these, decreases errors and the time taken to perform them.

Autonomous Phase: the amount of attention required to perform a particular task, decreases, so does the inference by external factors, with time.

Page : 129 , Block Name : Short answer

Q7 How can you distinguish between generalisation and discrimination?

Answer. Pavlov proved generalisation to be true by noticing that conditioned stimulus and conditioned responses form a bond by conditioning. This meant that any stimuli which are similar to conditioned stimuli are bound to produce the same response and this is known as generalisation. For example, if anyone is conditioned to get food and hence, secrete saliva, after the sounding of a particular bell, the sounding of another kind of bell, like, a phone ring can produce a similar response.

Discrimination involves making different specific responses to different stimuli, this may also include making no responses to some particular stimuli. For example, if a child is conditioned to be afraid of black cars, no signs of fear would be shown when the child is encountered with a white car.

Page : 129 , Block Name : Long answer

Q8 How does transfer of learning takes place?

Answer. The human brain also works by transferring skills that we learn in one situation to others. For example: learning to use water colours may give rise to certain skills involved with learning to make oil paintings. However, if the learner has benefitted with that particular skill in the past, only then, transfer occurs. Referring to the effects of prior learning to new learning, negative transfer is made when the new learning is related. Zero transfer is when the prior learning has no effects on the new one.

Page : 130 , Block Name : Short answer

Q9 Why is motivation a prerequisite for learning?

Answer. Motivation is a must for learning. It's a mental as well as a physiological state which rigorously energises an individual to do a certain task at hand.

Motivation has two main sources:

Intrinsic motivation: one learns things faster and with efficiency when its the topic of their personal interest, or would help them achieve a certain goal.

Extrinsic motivation: any person has the ability to attain their chosen knowledge and skills and get the job done.

Page : 129 , Block Name : Short answer

Q10 What does the notion of preparedness for learning mean?

Answer. Any organism is able to associate some particular combinations of stimuli, responses and reinforcements, better than others. This maybe their preparedness acting. This notion of preparedness implies that there are genetic restrains on organisms' abilities to acquire or to learn. Different species have different response abilities, it all depends on their genetic blueprint, or they are prepared for in terms of the capacity of acquiring stimuli through senses and responding to the same..

Page : 130 , Block Name : Short answer

Q11 Explain the different forms of cognitive learning.

Answer. In cognitive learning, changes take place in terms of what the learner knows. This can be noticed in insight and latent learning.

- 1) A sudden perception about the relationship of a learner, their goals to be achieved and the obstacles that intervene is associated with insight learning. Insight learning is a type of cognitive learning.
- 2) Latent learning occurs without the use of reinforcements and changes are observed in the way information is processed. Therefore, it is a type of cognitive learning as well.

Page : 130 , Block Name : Short answer

Q12 How can we identify students with learning disabilities?

Answer. Learning disabilities can be a heterogeneous group of disorders. The sources can be genetic but there are ways to identify people with disabilities.

1. Children with such disabilities are very different from their age mates, when it comes to learning. They have great difficulties in reading, writing, speaking out loud and may also have listening problems, without the presence of any auditory defects.
2. Such children are easily distracted. Sometimes this grows into attention deficit hyperactive disorder, in this, the children are described to be driven by "motor" and have a hard time concentrating for long.
3. Such children tend to get lost and poorly adjust to new surroundings and situations. They lack the time sense, are confused in working with directions and misjudge right and left.
4. They have a lack of balance and very poorly formed motor skills and coordination is broken
5. Oral instructions to do things or to follow directions is their weak point.
6. Such children fail to understand other people's body language and misjudge it.

Page : 130 , Block Name : Long answer

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