**Q1: - Explain what is meant by Classical Conditioning? Give examples.**

**Classical Conditioning:** - classical condition is the process by which stimulus occurring naturally paired with a stimulus in the environment and as a result the environment stimulus eventually elicits the same response as the natural stimulus.

**For example: -** the tones of your smartphone if you are in public area and heard the same tone. This will be certainly ring true for you.

**There are three stages of classical conditioning.**

**1: Before conditioning:**

In this stage the unconditioned stimulus (UCS) and conditioned stimulus (CS) have no relationship. The UCS come in the environment and naturally elicits a UCR.

**2: During Conditioning:**

During the second stage, the UCS and NS are combined driving the beforehand nonpartisan improvement to turn into a CS. The CS happens not long previously or simultaneously as the UCS and in the process the CS becomes related with UCS and, by expansion, the UCR. By and large, the UCS and CS must be matched a few times so as to strengthen the relationship between the two boosts. Be that as it may, there are times when this isn't vital.

**3: After conditioning:**

When the UCS and CS have been related, the CS will trigger a reaction without the need to give the UCS it. The CS presently inspires the CR. The individual has figured out how to connect a particular reaction with a formerly nonpartisan upgrade. Consequently, the person who got nauseous may find that later on fruit juice (CS) causes them to feel sick (CR), in spite of the way that the fruit juice truly had nothing to do with the individual becoming ill on the vessel.

**Q2: What is the difference between sensation and perception? Explain the Perceptual Process.**

Sensation: Detecting stimuli from the body or environment.

Perception: Organizing sensations into meaningful patterns.

**Perceptual process:**

Perceptual selection: perceptual selection is driven by internal and external factors.

**Internal factors include:**

* Personality – Personality attributes impact how an individual chooses observations. For example, reliable individuals will in general choose subtleties and outside improvements undeniably.
* Motivation– People will choose recognitions as per what they need at the time. They will support choices that they think will assist them with their present needs, and be bound to overlook what is superfluous to their necessities.
* Experience – The examples of events or affiliations one has learned in the past influence current observations. The individual will choose recognitions such that fits with what they found previously

**External factors include:**

Size – A bigger size makes it more probable an article will be chosen.

Force – Greater power, in splendor, for instance, likewise increments perceptual choice.

Difference – When an observation stands unmistakably out against a foundation, there is a more noteworthy probability of choice.

Movement – A moving discernment is bound to be chosen.

Redundancy – Repetition increments perceptual determination.

Oddity and commonality – Both of these expansion choice. At the point when a recognition is new, it hangs out in an individual's encounter. At the point when it is natural, it is probably going to be chosen due to this commonality.

**Cognitive Biases:**

The region of mental capacity that manages rationale, rather than full of feeling capacities which manage feeling.

**Interpretation:**

Although selecting and organizing incoming stimuli happens very quickly, and sometimes without much conscious thought, interpretation can be a much more deliberate and conscious step in the perception process.

**Q3: What are the Stages of Memory? Elaborate your answer by giving details of each stage.**

**MEMORY: -** a complex process that allow us to learn and recall huge amount of information.

**Three stages of processes of memory**

**Encoding: -** the initial learning of information.

**Storage: -** it can retaining the information in memory so that it can be used at a later time.

**Retrieval: -** Retrieval is the process where they have the ability to access the information when you need it.

**Three stage of memory**

**Sensory memory: -** sensory memory is the process where a person see the object very briefly before it disappears. The sensory memory still retained the object for a short time in the memory.

**Short term memory:** - the short term memory will store the information for a very short period of time.

**Long term memory: -** memory store that can hold information over lengthy periods of time.

**Chunking: - the** process where we can remember a hug information in a small coding.

**Automatic encoding: -** automatic processing is the unconscious encoding of information. For example: what did you eat for the diner today.

**Effortful Encoding: -** effortful processing is requires attention and conscious effort. For example: repeating you’re roll number in your head until you can write down it.

**Implicit memory**: - in the implicit memory where we can use uses there past experience for the remembering things without thinking about them.

**Explicit Memory**: -when you are trying to remember something like you’re trying to remember the datasheet of the exam such like this.

**Episodic memory: -** Episodic memory is a person’s unique memory of a specific event. E.g. first time you travel with friends for the hiking.

**Semantic memory: -** consists of general facts and knowledge. E.g. knowing that football is a sport.

**Procedural memory: -** procedural memory is a type of long-term memory its involve how to perform different actions and skills in memory.

**Semantic network: -** relations between concepts in a network. It is a coordinated or undirected diagram comprising of vertices, which speak to ideas, and edges, which speak to semantic relations between ideas, planning or associating semantic fields.

**Q4: Describe different types of reinforcement schedules with examples.**

**Continuous Reinforcement:**

In continuous reinforcement schedules, reinforcement is given each and every time after the ideal conduct. Because of the conduct fortified without fail, the affiliation is anything but difficult to make and learning happens rapidly.

For example:

A continuous reinforcement schedule is often used in animal training. The trainer rewards a dog to teach it new tricks. When the dog does a new trick correctly, its behavior is reinforced every time by a treat (positive reinforcement).

**Partial reinforcement schedule:**

In the partial reinforcement schedule the response is reinforced only part of the time. This may also be referred to as an intermittent reinforcement schedule. The advantage here with a partial reinforcement schedule is it's more resistant to extinction. The disadvantage is that learned behaviors take longer to be acquired.

Think of the earlier example in which you were training a dog to shake and. While you initially used continuous reinforcement, reinforcing the behavior every time is simply unrealistic. In time, you would switch to a partial schedule to provide additional reinforcement once the behavior has been established or after considerable time has passed.

**Fixed-ratio Schedules:**

Fixed-ratio schedules are those in which a reaction is fortified simply after a predefined number of reactions. This timetable creates a high, consistent pace of reacting with just a short delay after the conveyance of the strengthen. A case of a fixed-proportion timetable would convey a food pellet to a rodent after it presses a bar multiple times.

**Variable-ratio schedules:**

Variable-ratio schedules happen when a reaction is fortified after an erratic number of reactions. This timetable makes a high consistent pace of reacting. Betting and lottery games are genuine instances of a prize dependent on a variable proportion plan. In a lab setting, this may include conveying food pellets to a rodent after one bar press, again after four bar presses, and afterward again after two bar presses.

**Fixed-interval schedules:**

Fixed-interval schedules are those where the principal reaction is compensated simply after a predefined measure of time has slipped by. This timetable causes high measures of reacting close to the furthest limit of the span yet slower reacting following the conveyance of the reinforce. A case of this in a lab setting would strengthen a rodent with a lab pellet for the primary bar press following a 30-second stretch has slipped by.

**Variable-interval schedules:**

Variable-interval schedules happen when a reaction is compensated after an unusual measure of time has passed. This timetable delivers a moderate, consistent pace of reaction.

A case of this would convey a food pellet to a ​rat after the main bar press following a one-minute stretch; a second pellet for the primary reaction following a five-minute span; and a third pellet for the principal reaction following a three-minute span.

**Q5: How do you think memories influence our personalities? Use examples from your own life to narrate how your memories have shaped your personality.**

Memories impact our personalities very much. A few month ego one of my cousin who was drive car very fast. Suddenly he crush his car with the truck and he was very injured after looking his cousin I decided that from today I will not a drive car in fast speed. This bad memory has served me well in shaping my personality from being careless to very responsible and careful.