

Introduction to Psychology
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Lecture - 36
Behaviourist and Humanistic Perspective

Now, that we have discussed behaviorist view point, how they try to explain personality let us now talk about the preposition of Albert Bandura.

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Behaviourist: Albert Bandura

Modelling

- Most of our learning is acquired through observation or modelling
- We observe others performing behaviours and retain those behaviours for further use

Process governing modelling:

- **Attention** (For modelling, it is essential that we must attend to the behaviour of other persons)
- **Retention** (The observed patterns of behaviour must be symbolically retained)
- **Motor production** (Conversion of cognitive representations into appropriate actions)
- **Motivation**

Bandura is very famous of his modelling concept. According to him most of our learning is acquired through observation or modelling. So, what we do in our life is as a growing child we select a model, we pick and choose certain replicatory behavior of the model, and then we start imitating it. Therefore, what happens that we would now basically observe the performance, we would retain some of the observed behavior and then we try to replicate it. Usually what happens in a socially context. the elder members of the family, the society, they also appreciate, they do pass remarks which gives a positive feed to the growing child that he or she has been successful modelling whose favor he or she is trying to imitate. So, this was major concept proposed by Albert Bandura and

according to him there are four processes which govern the process of modelling; - attention, retention, motor production and motivation.

So, for modelling it is essential that we must attend to the behavior of the other person. So, this is the attention component. So, you exclusively pay attention to the model whom you have selected from your environment. Second, you observe the pattern of behavior that you are model exhibits and you basically try retaining the now symbolic image that you generate out of it. So, this is the retention part, you pay attention to your model, you very keenly observes certain key features and then you try to retain it. Third, when you start converting whatever you have retained the symbolic retention you start converting it into some cognitive representations into appropriate actions. So, the manifested behavior is somehow now coming closer to the symbol that you had you know retained and this is how attention which helps you retain and retention when you succeed converting into overproduction which is the motor production part and then of course, there is motive behind that and this governs the entire process of modelling.

Bandura also proposed two determinants of learning, the antecedent determinants and the consequent determinants.

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Behaviourist: Albert Bandura

Determinants of learning:

- Antecedent determinants: Activates the person and guides behaviour
- Consequent determinants: Maintains behaviour after being activated

Major factors in consequent determinants:

- **External reinforcement:** obtained through direct experience
E.g., money, praise, reward, punishment
- **Vicarious reinforcement:** based upon vicarious experience
E.g., learning through observation of consequences of others behaviour
- **Self produced reinforcement:** Every person sets some standards for themselves & behave accordingly. In such situation they don't need any external reinforcement to maintain their behaviour

According to him, antecedent determinants, they activate the person and guide the behavior of the given individual whereas consequent determinants basically they maintain behavior after it has been triggered, after it has been activated and there are of course, certain reinforcements that one gets, it could be external in nature, it could be vicarious in nature or there could even be an option of self produced reinforcements. External reinforcements basically they are obtained through direct experiences, as i was referring right now know, that the people in your family the people in your society, they praise you they appreciate you that you have been able to replicate the behavior of your model. So, this is a praise, this is external reinforcement, you receive certain reward in some other formats or for doing certain things you receive a punishment. So, reward and punishment would be known that two sides of the same process of praise or the negative consequence of it. It could be materialistic in nature it could be say you are being offered money as an award. So, all these constitute external reinforcement.

Vicarious reinforcement they are basically based on our vicarious experiences, for example, learning through observation of consequences of others behavior. So, you do not have an experience, direct experience rather you know that somebody else tried doing this and got positively or negatively rewarded by the community or other stakeholders in the society in the family. And therefore, what you do you learn from the consequence that the other person experience. Say for instance you realize that responding in a particular way in a classroom or active participation in a classroom or usage of slangs is something that is not appreciated. So, certain doable aspects, certain non doable aspects, you have not used it yourself, but you have seen that others who use slangs were punished. You saw that others who actively participated in the classroom sections were rewarded and it is this reward and punishment that you have seen others receiving which in turn provides a reinforcement to you this is vicarious reinforcement.

There could be a third situation where there is self produced reinforcement. Every individual is likely to set some standards for himself or herself and once you set the standard for yourself you start behaving accordingly. Now in such situations you do not need any external reinforcements to maintain behavior, why? Because you are trying to achieve the target, therefore, you do not need reinforcement, your own process of

matching with the standard template that you have set for yourself is fair enough for the maintenance of the behavior.

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Behaviourist: Albert Bandura

- › Reciprocal determinism- Environment causes behaviour and behaviour causes environment as well
- › Personality as an interaction among environment, behaviour and the person's psychological processes

Another concept proposed by him was of reciprocal determinism, Bandura said that environment causes behavior and behavior in turn also needs to the creation of certain type of environment. And personality is basically an interaction among environment, behavior and person's psychological processes. So, this was Bandura's view point, what we have seen we have looked at the Freudian and new Freudian view point. We have seen the behaviorist view point and now we come to the humanistic view point. We would talk about two important individuals and the concepts that they proposed, one Abraham Maslow and the other one is Carl Rogers.

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Abraham Maslow's theory is also called self actualization theory. What he said was that human motives are basically innate and they are arranged in an ascending order of priority. So, there is a hierarchy of our need, if you look at your screen there is a pyramidal shape, at the bottom you have physiological needs, then comes the need for safety, need for belongingness, self esteem and finally, is the stage of self actualization. Physiological needs basically include hunger, thirst, sex and sleep. These are the four physiological needs.

Now these are the needs which work in cyclic order. So, you satisfy the need. You were thirsty, you have a glass of water after sometime once again the thirst will reappear. Once again you will have to go for gratification of it. Same with all types of physiological needs, but then you realize that once to certain extent you have been able to satisfy your physiological needs, the need for safety arises. You want to ensure that you are safe, you are secure and it is not only that you only you are secured as an individual, but your belongings and those associated with you, they also are safe and secure.

Once need for safety is secure to a certain extent, there is a need for belongingness need for affiliation. You want that people should like you and at the same time you also develop liking for a set of people this is the need for belongingness and thereafter comes

the need for self esteem. Now what Maslow did was, he basically divided these 5 stages into 2 broad categories, the B Motives and the D Motives.

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Now the d motives are basically deficiency based motives whereas, the b motives or self actualization which stand alone in the category is basically the Meta needs. Now deficiency motive basically means that you are able to satisfy to certain extent, but then you realize that there is reappearance of that reignite. So, D motives are basically now based on the deficiency paradigm you satisfy the need and then, you realize that you have to redo it because, whatever you have attained does not last long whereas, b motive the self actualization is not like that which is based on Metaneeds. Little later we will look at exhaustive list of Metaneeds.

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Humanistic: Abraham Maslow

D motives

- These are essentially survival needs
- Even love and esteem are instrumental in the maintenance of health
- These needs are genetically, like instincts
- He calls them instinctoid (instinct-like)

Two interesting things Abraham Maslow proposed and basically he said that see these D Motives they are essential for our survival they are basically your survival needs even the need to satisfy your physiological needs, safety, security, belongingness, all of them they serve the purpose of survival, even need for revelation, love and esteem both are instrumental maintaining your mental health and as well as your physical health. So, they all serve the survival function now all these needs are basically genetic the D Motives are genetic they are like instincts and. In fact, Abraham Maslow went to the extent of using a word instinctoid instinct, like this is what he meant by this word.

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Humanistic: Abraham Maslow

- To self actualize means to reach the peak of one's potential so that one becomes a fully functional person
- Need for self actualization is an umbrella need that covers 17 metaneeds/ being values
- Metaneeds have no hierarchy and are equally potent
E.g., need for perfection, wholeness, richness, beauty, etc.
- Self actualization is not an all-or-none process, rather is a matter of degree
- No human beings are perfectly self actualized
- Esteem needs of Maslow are similar to Adler's "striving for superiority" and Erikson's "need for mastery"

Now, self actualization which is basically a b motive is basically a state which means to reach the peak of the potential that you have. So, that you become a completely fully functional individual. Now need for self actualization is basically an umbrella that covers seventeen different Metaneeds or the being values what Maslow says. Metaneeds have no hierarchy unlike the B needs, which were arranged in hierarchy and therefore, all Metaneeds are equally potent. For example, need for perfection, need for beauty, need for richness, wholeness, now all these needs they are equally potent you cannot arrange them in priority and self actualization is therefore, is not all or none process rather it is a matter of degree. So, you are perfect to what degree, it is not that either you are perfect or you are not perfect, that is not true in the case of self actualization, the b needs.

Whereas, in the case of d needs you are either you know you have a given physiological state say. For example, you are thirsty or you are not thirsty, but then in the case of Metaneeds, in the case of the being values self actualization you realize that all of them are equally important and the rather only vary in terms of their degree and of course, on the of the humbling preposition was that no human being is actually perfectly self actualized. Now the concept of esteem that was proposed by Maslow is similar to what Adler said as striving for superiority or what Erikson said as need for mastery there is a resemblance. So, the dynamic approach to personality which was talking about a striving

for superiority or need for mastery of course, proposed by Adler and Ericksons respectively it is similar to the concept of need for esteem self esteem proposed by Maslow.

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Humanistic: Abraham Maslow	
Metaneeds	
Truth	Dishonesty
Goodness	Evil
Beauty	Ugliness or vulgarity
Unity, wholeness, and transcendence of opposites	Arbitrariness or forced choices
Aliveness	Mechanization of life
Uniqueness	Bland uniformity
Perfection and necessity	Sloppiness, inconsistency
Completion:	Incompleteness:
Justice and order	Injustice and lawlessness
Simplicity	Unnecessary complexity
Richness	Environmental impoverishment
Effortlessness	Strain
Playfulness	Grim, humorless
Self-sufficiency	Dependency
Meaningfulness	Meaninglessness

Now, here you find the list of Metaneeds on the left hand side you see the desirable Metaneeds. Whereas at the same time you try to achieve the desirable thing you also try to avoid the now characteristics the Metaneeds which are now penned down on the right side of the screen, say like you consider truth to be worthy characteristics, you would like to remain truthful you honor it, you respect it, you would like to have that in you, but at the same time you would also like to be away from dishonesty you would like to goodness in you, but at the same time you will try your best not to be able. So, likewise the left and the right panels basically are allow the two ends of the spectrum of a given and these Metaneeds basically if you look at them they are you know extremely positively oriented now truth goodness beauty unity wholeness and transcendence of opposites, aliveness, uniqueness, perfection and necessity, completion, justice and order simplicity, richness, effortlessness, playfulness, self sufficiency, meaningfulness, all of them are positively toned and therefore, when you try achieving these Metaneeds it is the degree to which you are able to sustain them.

So, how truthful are you, that would be know the basically interpretation of these Metaneeds and while you are trying to maintain certain degree of truthness in you, you ensure that you are not going to be dishonest likewise now the lower level needs that is now the D needs which are more of physiological oriented and safety oriented needs.

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Humanistic: Abraham Maslow

- Lower level needs (physiological & safety) must be satisfied before higher level needs become motivator of behaviour
- Physiological needs are cyclic needs
- Physiological needs can be wholly satisfied. This is not true in case of other higher needs
- Safety needs can also be wholly satisfied
- Under stressful conditions, or when survival is threatened, we can "regress" to a lower need

According to Maslow, they are supposed to be satisfied before the higher lever needs they become activated. So, you satisfy the physiological needs, you come to the need for safety security, then you come to belongingness then, you come to self esteem and once you are able to take care of the D needs then you move to the B needs.

Now all these physiological needs they actually are cyclic in nature and therefore, physiological needs cannot be completely satisfied. This is not true in the case of self esteem and safety need of course, can be completely satisfied, but what happens, there is an interesting phenomena that you find also being described in dynamic approach. Maslow says that under stressful condition or when our survival is threatened, at that time we all regress to our lower needs. So, suddenly you realize that in the state of threat to survival or extremely stressful condition, people start worrying about their physiological needs need for security belongingness and so forth.

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Now, Maslow says that the satisfaction of self esteem needs produced feelings like self confidence capability strength worth etcetera and when self esteem needs are thwarted then it leads to feelings of inferiority, helplessness, weakness and of course, we strive for need for strength, competence, self confidence, independence, mastery, prestige, fame dominance, dignity and appreciation now all of them you would find being referred either you go for the trade approach whether you go for the dynamic approach.

Even when you go for the behavioristic approach then you come to humanistic approach you would realize that irrespective of the approach that efferent psychologist have taken out this school of thoughts have know taken a line of action in terms of defining, why the personality of individuals get shaped in a particular way by and large the human characteristics does not change they remain the same. The process of acquisition why human beings how do they acquire, why do they reflect these type of characteristics the approach adopted by different schools of thought are little different, but by and large they talk of similar qualities of human beings.

We now come to Carl Rogers the second will appreciated person in the school of thought of humanism Carl Rogers the propagation is called self theory.

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Humanistic: Carl Rogers

Self Theory / Person-centered Theory

- Based upon his experiences as a client-centered therapist
- Organism refers to a totality of experiences going on within the whole individual at a particular moment
- Organism is the locus of all experiences
- The totality of experiences constitute both conscious and unconscious experiences
- Phenomenal field/ Perceptual field consists of totality of experiences
- Experiences of phenomenal field are inner experiences; the sources may either be external, internal, or both

Person centered theory and this primarily is because it is based on his experience as a client centered therapist he gets the credit for introducing this new method of therapeutic intervention. Now Roger basically now talks about the organism which is the at most importance in his approach and with organism, he refers to the totality of experience going within that very individual in a particular movement. So, organism is basically the locus of all experiences, that Roger talks about and the totality of experience constitutes both, conscious as well as the unconscious experiences, he does talk about the perceptual field or the phenomenal field and he says that this very field consists of the totality of the experience of that very organism individual and according to Roger's experiences of phenomenal field are inner experiences and the sources may either be internal external or it could be both.

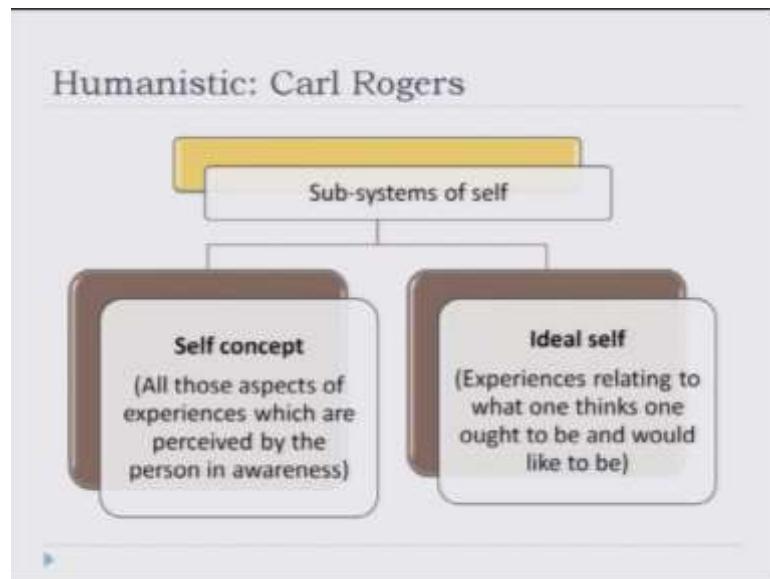
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Humanistic: Carl Rogers

- Self emerges from the totality of experiences
- Self is a fluid, changing gestalt
- Self may be either in awareness or out of awareness
- With the development of self, the infant begins to understand good or bad as well as it tries to evaluate its experiences as positive or negative
- Self is not a separate dimension of personality (as stated by Freud)
- An individual does not possess a self, rather self incorporates the whole organism

Now, self has emerged as something which is a byproduct of totality of experience which is fluid, changing gestalt. So, self may be either in awareness or it could be out of awareness according to Roger's and with the development of self the growing child the infant begins to understand the good and the bad as well as he or she tries to evaluate its experience as positive or negative. So, Roger says that self is not now separate dimension of personality and the concept of self in the dynamic view point, in the dynamic approach, what the way Freud proposed it, Roger takes a different stand unlike Freud in view point says that self cannot be separated as an independent dimension of personality an individual does not possess a self where as self incorporates the whole organism.

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Roger s also talks about now, two sub systems of the self the self concept and the ideal self. Now all the aspects of experiences which are perceived by the person know in awareness that constitutes the self concept where as ideal self basically is the experiences related to what one thinks one ought to be or one would like to be. So, you have the concept of the self, which is based on experience, your awareness your perception whereas, what you would like to be that constitutes your ideal self.

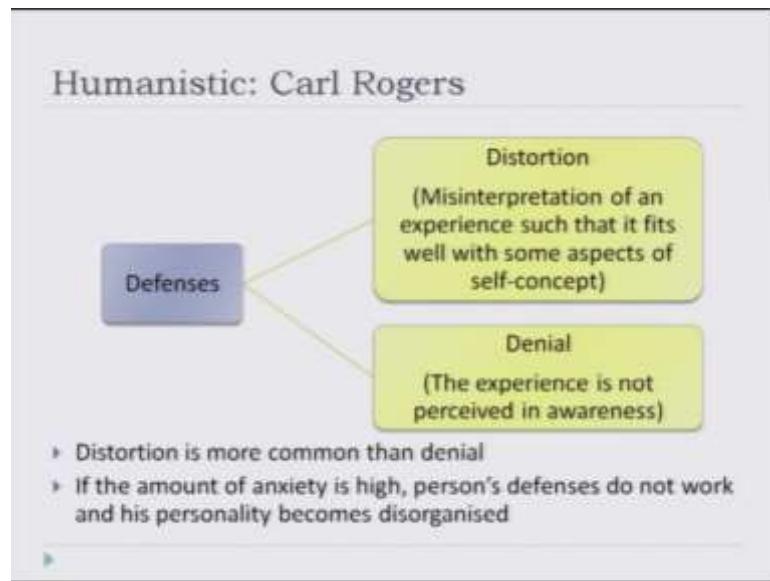
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Humanistic: Carl Rogers

- Once the self-concept is formed, change and further learning becomes difficult
- Those experiences which are inconsistent with the self-concept are either distorted or denied by the individual
- Self concept is different from real self / organismic self
- Self concept is limited to only those experiences which we are aware of
- Organismic self may also include those experiences which are beyond our awareness

Now, once the self concept is formed according to Rogers, changes and further learning becomes difficult. So, those experiences which are inconsistent with the self concept. They are either denied by the individual or they are distorted and self concept is therefore, is different from the real self or the organismic self. It is limited to only those experiences which one is aware of and therefore, organismic self may also include those experiences which are beyond our awareness.

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Now, he talked about the distortion and denial and distortion and denial basically are you the two types of defenses one would use. Now distortion would be a case when one misinterprets an experience so as to fit it well into some aspects of self concept So, you have self concept with you there is an experience and then you misinterpret it this is not the actual interpretation and therefore, it gets distorted.

Denial is another format of defense where the experience is not perceived in awareness at all and distortion of course, it is realized is much more common as compared to denial. So, human beings generously use distortion of the facts of their experiences rather than complete denial of it and if the amount of anxiety is high, person's defense do not work and his or her personality becomes disorganized.

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Humanistic: Carl Rogers

- The concept of ideal-self is basically equivalent to the concept of super-ego
- Ideal-self contains all those attributes or characteristics that one aspires to possess
- A wider gap between the ideal self and the perceived self indicates incongruence and psychologically unhealthy personality

Now, the concept of ideal self is basically equivalent to the concept of super ego that Freud has proposed ideal self contains all those attributes or characteristics that one aspires to possess and the wider is the gap between ideal self and the perceived self, it indicates in congruency and psychologically unhealthy personality. So, you see that Carl Rogers view point no can even help you understand the healthiest side personality as well as the pathological side of the personality.

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Humanistic: Carl Rogers

- » Every person has an inherent tendency to actualize his/her unique potential
- » Self-actualization is a growth force that is a part of person's heredity
- » Self-actualization includes biological potentials, but also involves a psychological growth and a moving towards maintaining and enhancing the organism
- » Self-actualization gradually develops from simple to complex.
- » Self-actualization is a dynamic force
- » Basic needs related to self-actualization:
 - Need for positive regards of others
 - Need for self-regard

According to Roger s every person has an inherent tendency to actualize himself based on the unique potential they have and self actualization is a growth force that is part of our heredity. Self actualization includes biological potential, but also involves psychological growth and a moving towards maintaining and enhancing the organism. It gradually develops from simple to complex state and is a dynamic force within us and according to Rogers the basic needs that relates to self actualization are the need for positive regards of others and the need for self regard. So, you need to regard others as well as you also need to be regarded. So, these are interesting concepts given by the humanistic school of thought.

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Western Perspective

- First force- Freudian
- Second force- Behaviorism
- Third force- Humanism, including the European existentialism
- Fourth force- Transpersonal psychology
- Cue from Eastern philosophies to investigate things like meditation, higher levels of consciousness, and even parapsychological phenomena

Overall if you look at the western perspective you have find four different forces, first force which is the Freudian force, second force which is the behaviorist force, third force which is humanism including the European existentialism and the forth force is a transpersonal psychology. So, these four forces from the western perspective would realize they have heavily influence psychology as far as personality is concerned, but what you would realize is that the forth force has taken cues from eastern philosophy and they have tried to investigate things, like meditation, higher levels of consciousness and even certain parapsychological phenomena.

So, with this we conclude our discussion on the western perspective, but we would definitely like to also talk about the Indian perspective that we would be taking up in the next lecture.

Introduction to Psychology
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Lecture – 35
Personality

Having talked about Sigmund Freud's proposition today we are going to begin with the concepts proposed by the Neo Freudians.

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Alfred Adler

- › **Individual Psychology**
- › Important concepts:
 - › Mastery
 - › Power
 - › Superiority
 - › Status
- › **Inferiority Complex** ↗ Compensation
Over compensation
- › Inferiority is innate & universal

So, let us first begin with Alfred Adler. Adler's proposition is named as individual psychology and the major concepts that he talked about were mastery power superiority and status things which human beings largely look for you want to master something you want to acquire more and more power you want to be extremely superior and you are very much conscious about your status, but then the major focus at Alfred Adler was putting was on inferiority complex and then he said that basically inferiority is something which is innate and universal.

So, all of us have certain degree of inferiority complex within us and he says that we adopt 2 types of mechanisms either we compensate for those inferiorities that we experience or sometimes we even go for over compensating them.

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Alfred Adler

- ▶ **Inferiority Complex**
- ▶ striving for superiority &
'upward drive'
- ▶ **Masculine Protest**
- ▶ Striving to be stronger & powerful as a compensation for feeling of being inferior & unmanly.
 - ▶ 1912- Replaced 'Masculine Protest' with Striving for superiority
 - ▶ This was further replaced as striving for success or perfection.
- ▶ **Ordinal position of child**

And it is this inferiority complex he says which finally, makes us strive for superiority and upward drive. So, I realize my limitation I realize that I am inferior on certain parameters as compared to others and then, what I do I strive towards upward movement I try to overcome I compensate it and in that process, I become more and more superior, but I must tell you that this very superiority the concept that earlier talked about initially the termed he used was masculine protest and he said that striving to be stronger and powerful as a compensation for feeling of being inferior and unmanly is something that is what he defined as masculine protest.

In nineteen hundred and twelve he replaced masculine protest with the term striving for superiority and later on it was replaced as striving for success or perfection. So, he by and large supported the Freudian view point the addition that are made to this psychoanalytic approach was the concept of inferiority complex and the upward drive that individuals shows and overall trying to achieve mastery power superiority and status, in life another important concept that Adler talked about was the ordinal position of the child means what is the position in the birth order that your parents have whether you are the first child second child third child lone child and so forth.

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Alfred Adler

► **Ordinal position of child**

- First-born- Gets undivided attention. Experience traumatic experience of dethronement when a new baby is born.
- Second-born- Are achievement oriented.
- Last-born- Are at risk of being problem child; Strong feeling of inferiority & lacks independence; highly motivated to surpass elder siblings; achievement oriented & competition minded.
- Lone child- Inflated self-concept & exaggerated sense of superiority; too dependent; lacks feeling of cooperation & social interest.

So, Adler said that if somebody is the First-Born- child he or she gets the undivided attention of both the parents. Now experience of traumatic experiences of dethronement when a new baby is born, you enjoyed the status as a first born baby you got undivided attention and then comes the second baby in life and this becomes a traumatic experience because you realize, that you are being removed from the status that you enjoyed if somebody is the second born child second child in the family then these children are more and more achievement oriented this is Adler's concept and if somebody is the last born child they are at risk of being problem children they have a strong feeling of inferiority and they lack independence they are highly motivated to surpass elder siblings achievement oriented and they are very, very competition minded according to Adler .

And interestingly Adler goes to the extent of explaining what happens if you are the only child in the family he says that these children have inflated self concept and exaggerated sense of superiority they become too dependent on their care givers they lack feeling of cooperation and they also lack social interest. So, I would summarize that say besides accepting the fact that there is something unconscious and the other prime proposition of psychoanalytic framework Adler's major concept was defining not the ordinal position of the child, but basically talking about the inferiority complex and how this compensation and over compensation of this very complex finally, leads to attainment of superior position.

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Carl Gustav Jung

› Analytical Psychology

- **Complex:** A network of ideas bound together by a common emotion or set of feelings.
- **Collective unconscious:** Past experience of human race.
 - › Consists of primordial images that include memory traces of human past as well as our prehuman & animal ancestry.
 - › Many types of myths, legends, & religious beliefs are stored in collective unconscious.
 - › Complexes are individualized & constitute contents of personal unconscious.
 - › Archetypes are generalized & constitute contents of collective unconscious

Another psychoanalyst who gave major leap to the entire psychoanalytic framework was Carl Gustav Jung. Jung talked about the complexes and the proposition that he gave is called analytical psychology he said that complexes are basically network of ideas which are brought together by common set of emotions and feelings according to Jung collective unconscious basically has the past experience of the human race it consists of the primordial images that include memory traces of human past as well as the pre human and the animal ancestry that, we share he say that many types of myths legends and religious beliefs are stored in our collective unconscious and the complexes that we have are individualized and constitute content of personal unconscious and he did also talk about archetype and he said at archetypes are generalized and they constitute contents of collective unconscious.

So, basically one of the elements of unconscious he says that is the collective unconscious which primarily is something which, we have borrowed from our pre human stage and this is something that we all share our common past experience as a human race, but then Jung also talks about the personal unconscious.

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Carl Gustav Jung

- › **Personal unconscious:** Develops out of any of the individual's conscious experiences that had been repressed.
- › Consists of repressed infantile memories, forgotten events or subliminally perceived experiences of a person.
- › It varies from person to person and is unique to the person concerned.
- › Contents of personal unconscious are called complex.
- › Word Association Test was developed to bring forth these complexes.
- › **Individuation:** Means by which each of us become distinct from each other.

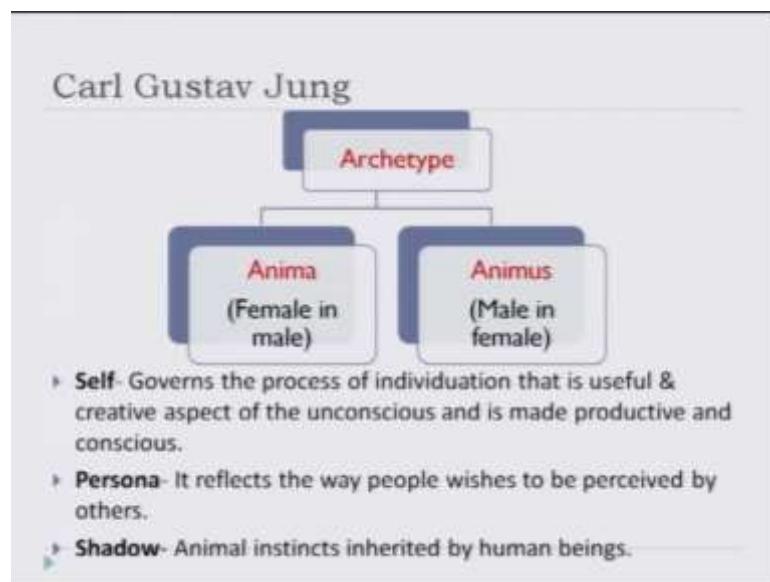
And he says that personal unconscious basically develops out of any of the individuals conscious experiences which he or she tries to repress in psychology you would find very nice explanation of the process of expression suppression and repression expression. Of course, is a free expression of what you feel within what you think of suppression is when you know what you think you know what you feel, but you do not overly express it then psychology will say that you are suppressing that very idea repression is a very interesting concept repression is the thought the feeling that you put a cap on right at the time of germination.

So, as an individual you yourself do not know what you visualize or what you feel about a given thing simply because you have put up black box in it over it. So, the repressed content is never known to the individual where as the suppressed contents we are aware of it. So, he talks about repression and he says that because it is unconscious therefore, the individual conscious experiences when it is repressed it adds to your unconscious because you have a repressed it therefore, it will not be consciously available to you now according to Jung personal unconscious basically consists of the repressed infantile memories forgotten events or subliminally perceived experiences and therefore, it varies from person to person and he is very unique to the individual concern why because our infantile experiences would be very, very different as a child I might have experience something else compared to you and what I and you have experienced as a child might be different from the third individual.

And because these are part of infantile memories it is not available to us, but it does haunt us according to Jung and therefore, variation in the infantile stage creates whole lot of repressed infantile memories then certain events that we have forgotten they constitute the unconscious element and then some type of experiences which we subliminally perceived means the full blown perception process did not take place and we experienced it. Now it goes to our unconscious state and because if you make a mix of the infantile state of memory the forgotten events and the subliminal experiences then this combination makes us too much varied from each other.

Then Jung says that the content of personal unconscious basically they are complexes and he In fact, the test the world association test that he developed was to bring forth these complexes then he talked about individuation the method by which each of us become very distinct from each other.

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Then Jung talks about the archetype and 2 famous archetypes he talked about was the anima and the animus archetype besides that he talked about self persona and shadow as other archetypes. If you have female in the male body, physically one is male, but behaviorally you find a female in that male that is anima archetype where you find that somebody is female physically, but has what you think of Malely qualities then it is male in the female what you referred as Animus, Anima. Animus Archetype now is the most popular that you will find everywhere being talked about.

But he talked about 3 more archetypes the self which basically governs the process of individuation that is useful in creative aspect of the unconscious and is made of productive and conscious experiences he talked about persona which basically reflects the way the people wishes to be perceived by others and the shadow archetype which basically is the animal instinct inherited in all of us then came Erick Erickson his proposition is what is called as search for ego integrity.

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Erick Erickson

- » **Search for ego integrity**
- » All stages (of psychosexual development) have both psychosexual as well as psychosocial aspects of growth & change
 - » Infancy (corresponds to oral stage): 1st year
 - » Early Childhood (corresponds to anal stage): 2-3 years
 - » Play age (corresponds to phallic stage): 4-6 years
 - » School Age (corresponds to latency stage): 6-11 years
 - » Adolescence (corresponds to fifth stage): 12/13-19 years
 - » Young Adulthood (roughly twenties)
 - » Middle Adulthood (30-60/ 65 years)
 - » Maturity (65 – death)

And if you remember Freud talked about 5 stages oral anal phallic latency and genital stage Erickson talked about the stages of development which is basically covalent to the psychosexual development, but he said that all stages have both psychosexual as well as psychosocial aspects of growth and change.

And he gave longer list he said that the first stage is the stage of infancy that is the first year now this corresponds to the oral stage given by Freud, but Freud's oral stage was 0 to 2 years where as Erickson says that infancy basically is of only one year then Erickson's second stage is the early childhood stage which is 2 to 3 years and this corresponds with the anal stage that Freud had proposed. But remember Freud's now anal stage was 2 to three, but 0 to 2 was the in oral stage now. So, there is little separation here in a sense that infancy has been given only one year where as 2 to 3 years the 2 is the year of longer period has been given to the anal stage of Freud and according to Erickson this is the early childhood period.

Then 4 to 6 years of age Freud stopped at 5 years. Now he said 3 to 5 was phallic stage for him, but Erickson says that 4 to 6 year what he called as play age then he says school age which basically corresponds to the latency is stage proposed by Freud which is 6 to 11 years of age. Then adolescence which corresponds to the fifth stage that is the genital stage 12 to 13 or 19 years of age. So, somewhere between 12 and 13 it starts goes up to nineteen and then according to Erickson the 3 stages which follows are young adulthood which is roughly twenties the middle adulthood which is 30 to 60, 65 years of age and then the maturity stage the last stages maturity the onset is 65 and it goes up to death of the individual.

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Erick Erickson

- ▶ Search for ego integrity
- ▶ Identification with models
- ▶ Shifting goals & clarity of values

Now, besides talking about ego integrity the focus that Erickson also led was on identification with the model means how we identify models in our life and then we keep shifting our goals with attainment of more and more clarity in terms of values. So, this was an interesting thing and, if you want to know draw a parallel little later. When we come to the behaviorist approach there again we will be coming to imitation and shaping modeling. So, you would realize that there was a gradual shift from the neo Freudian approach to the other approach that was taken to explain personality of human beings then came Karen Horney. Karen Horney is now proposition is called the psychoanalytic interpersonal theory she talked about basic anxiety and basic hostility.

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Karen Horney

- **Psychoanalytic Interpersonal Theory**
- **Basic anxiety:** Arises in childhood when the child feels helpless in a threatening world.
- **Basic hostility:** Usually accompanies basic anxiety and grows out of resentment over the parental behaviour that led to anxiety in the first place.
- **Three models of social behaviour:**
 1. Moving towards others- Excessive compliance
 2. Moving against others- Satisfaction through ascendance and dominance of others
 3. Moving away from others- Self protection by withdrawal

According to her basic anxiety arises in childhood when the child feels very, very helpless in this threatening world. So, the perception is the world is threatening the feeling is that I am helpless and this becomes source of anxiety for the child this is what she calls as basic anxiety, the second concept that she launched was the concept of basic hostility where she says that usually this is accompanied by basic anxiety and grows out of resentment over the parental behavior that led to anxiety in the first place means as a child you hold your parent responsible for making you helpless feel helpless in this threatening world and you resent to it.

So, when situation that made you anxious when you resent to it and you keep repeating your resentment you keep reflecting your resentment this is what Horney call that calls that this is basic hostility she talked about 3 models of social behavior where in one case you move towards others what she refers as excessive compliance, when you move against others what she say at this is satisfaction through ascendance and dominance of others and third she says moving away from others which she refers as this is self protection by the method of withdrawal.

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Behaviourist: Dollard & Miller

- » Early social learning
 - » Attempted testing Freudian concept (Neurotic behaviour) in lab (on rats)
 - » Translated concepts of psychoanalysis into learning theories

So, this was all about the psychoanalytic approach to understanding of human personality we would now be coming to the other very, very dominant school of thought the behaviorist thought.

And we would initially talk about Dollard and Miller and then we will come to the skinnerian approach and finally, we would be talking about Alberts Banduras, model Dollard and Miller's view point is what is called as the early social learning approach basically they attempted testing the Freudian concept of neurotic behavior in lab on rats.

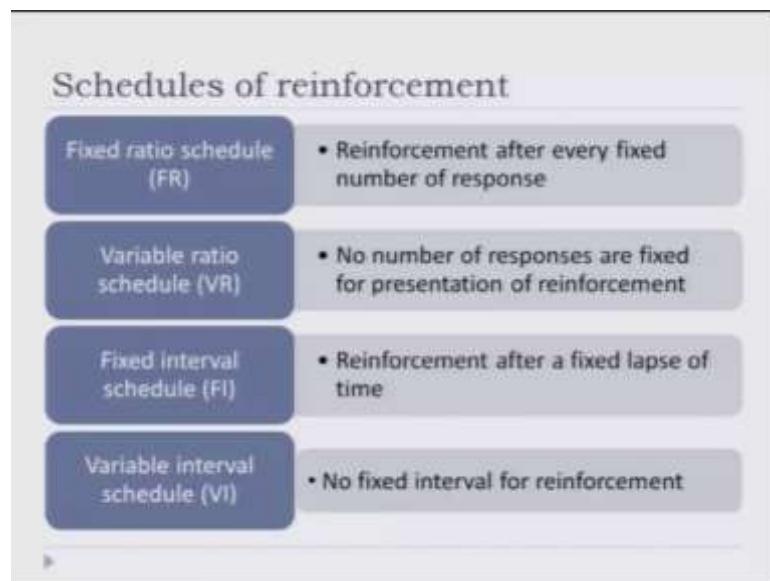
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Behaviourist: B.F. Skinner

- » Operant conditioning
- » Reinforcement

And finally, they translated the concept of psychoanalysis into learning theories that is the reason why we are referring to this here, but the major, understanding of personality of individual came out of the proposition of B.F. Skinner we have gone through his proposition in at length. When we are going through learning he talked about operant conditioning talking about reinforcement and he also talked about the schedule of reinforcement when we talked about fixed ration variable ratio fixed interval and variable interval schedules.

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Just to recapitulate what we discussed when, we are talking about learning and reinforcement fixed ratio schedule basically means that reinforcement is given after every fixed number of responses in variable ratio schedule no number of response are fixed for presentation of the reinforcement in fixed interval schedule reinforcement is given after lapse of certain time. So, it has not to do with a number of response rather it has a do with the time lag and then the last was the variable interval schedule where there is no fixed interval for reinforcement. Now if you try to map it to our life experiences those experiences in our life that act as reinforcement to us those life experiences which basically induces a sense of aversion in us and how frequently did they get repeated were our response in that very situation reinforced you can very easily map your early life experiences on these schedules of reinforcement.

And you can then think that why is it that I got conditioned to respond to given set of things in life in a very, very particular way now skinner's view point of operant conditioning of course, after rat and pigeons he demonstrated operant conditioning in human babies as well, but think of your own life experiences and think of the reinforcement that you got in life think of the aversions you received in your life. So, both positive and negative type of scenarios that you experienced and the situations wherein you responded and the type of response that you got positive and negative feedback from the environment you can map it very nicely to the schedule of reinforcement and then you can think that. In fact, you start repeating only those behavior which you realize, were reinforced by the environment behavior which was not reinforced by the environment you actually started curtailing on that you reduced reflecting such type of responses in life.

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Behaviourist: B.F. Skinner

- Shaping: The behaviour of the organism is gradually shaped or molded through a series of successive approximations by selectively reinforcing certain responses and not reinforcing the others.
- Superstitious behaviour is developed due to accidental reinforcement.
The subject acts as though certain response produced reinforcement whereas the reality is that there is no necessary connection between that response and reinforcement.
The response is commonly followed by reinforcement merely due to the fact that both response and reinforcement occur frequently.

But the most important thing that Skinner talks about which can very easily be mapped to development of persona is shaping, the behavior of the organism is gradually shaped it is molded through the process of successive approximation. So, we have selectively reinforcements in our life certain responses are reinforced certain responses are not reinforced we follow the pattern of successive approximation and gradually we are molded we are shaped and what shape finally, we take is what you can call that this is our personality. Now for example, now you can take examples of superstitious behavior when it develops due to accidental reinforcement.

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Behaviourist: B.F. Skinner

- › **Shaping** (the method of successive approximations)

Initially vaguely reinforcing a behaviour according to one's desire

Once established, search for variations that come little closer to what one wanted, until the respondent shows a behaviour ordinarily not seen in normal circumstances.

- › **Behaviour modification**

- › Design culture such that good gets rewarded and bad extinguishes

Now initially what happens that there are certain vaguely reinforced type of behavior which is given to some persons, say for instance if you are parents, if you are care givers they were vaguely reinforcing your behavior according to what they thought you should be.

And then what happens that once you establish that type of a behavior because of this reinforcement you search for variation that would come very closer to what you wanted and this is what gives you a very unique touch and of course, skinner also talked about behavior modification. Now behavior modification and shaping these 2 concepts if you match it basically, what would happen that you can think of designing culture which would automatically reward good things and the bad elements in the society will gradually get distinguished. So, today we talked about the behaviorist view point we could not talk about Albert Banduras proposition of modeling. So, when we meet next we would be talking about one important behaviorists model given by albert bandura we would be talking about how modeling plays an important role in our life.

Key words - analytical psychology, archetype, ego integrity, behaviourist, schedules of reinforcement, inferiority complex

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Lecture – 27
Emotion - Musculature Analysis of Facial Expressions

In the previous lecture we saw that the muscle of the face it plays an important role, and it gives feedback to us as human beings to derive our subjective experience. In our day to day life we see whole lot of expressions, and this very lecture would be exclusively dedicated to those types of expressions. Some of it which is a specially customized to make you understand things and some of it which has been borrowed from real life sources.

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Look at this very video. See love on her face.

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Valour.

(Refer Slide Time: 01:21)



Grief.

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Humour.

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Wonder.

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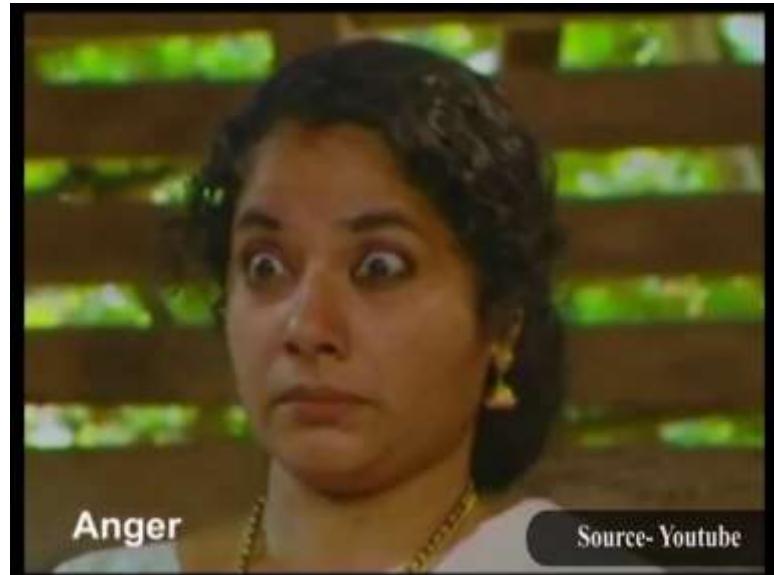
Fear.

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Revulsion.

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Anger.

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Tranquility.

Now, in this very video you realize that there was a trained artist, she was required to show the given emotion on the face and there was a very pronounced change in terms of the muscle of the face. And this tells you that if you start making the musculature analysis of the face you would come across a fantastic area of research altogether.

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Facial Expressions: Musculature Analysis

- Ekman (1992) asked the participants not to pose emotions but to follow muscle instruction to produce universal facial expressions.

Now Paul Ekman he took a set of participants and asked them to pose emotions, but he did not name the emotion that the individual had to pose rather he asked the participants only to follow the instructions to move the muscles. Now universal facial expressions were derived not by asking the participants to pose an emotion, but by asking them simply to follow the muscle movement instruction.

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Facial Expressions: Musculature Analysis



Look at this very image. The image that you see right now it tells you how different muscles are spread throughout our face. And it is basically the movement of these

muscles on the face that is held responsible for adding whatever expression is visible on the surface of the face.

Now, in this very example what Ekman tried doing was that we saw till now is an emotion is there you experience, it you experience, it somebody recognizes it. In this case you wanted the participants just to follow the instruction. If I ask you have to make your lips move apart; that is it there is no other expression. And then he try to make out that how is it that the movement of these muscles they actually are responsible not only for say making the world understand your expression, but he said that the subjective experience that you have that also can be affected by it. And I must say that I thankful to the colleague Professor Satyaki Roy who agreed for this photo sessions. So, you will see whole lot of photographs where he has posed for certain emotions.

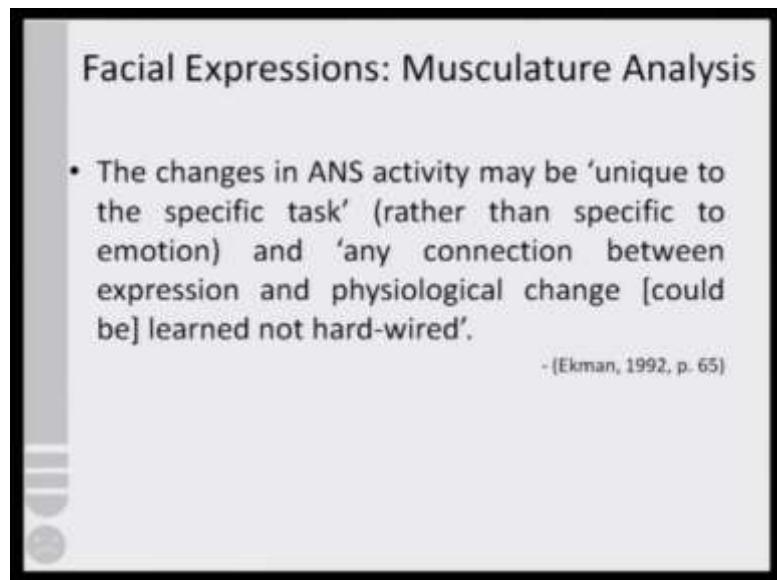
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Facial Expressions: Musculature Analysis

- The voluntary performance of 'certain facial muscular actions generated involuntary changes in autonomic nervous system (ANS) activity' (p. 64).

Now, I am quoting Ekman who said that the voluntary performance of certain facial muscular actions generate involuntary changes in the autonomic nervous system activities.

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Facial Expressions: Musculature Analysis

- The changes in ANS activity may be 'unique to the specific task' (rather than specific to emotion) and 'any connection between expression and physiological change [could be] learned not hard-wired'.

- (Ekman, 1992, p. 65)

And the changes in the ANS activity may be unique to the specific task rather than specific to emotion and any connection between expression and physiological change could be learned and it is not hard wired. We saw in the previous lecture that the left side of the face had little pronounced expression compared to the right side of the face. And based on the musculature analysis also it has been found that the left side of the face is more intense in terms of exhibiting the expression. So, right from musculature analysis as well as the behavioral analysis we will measure that has been taken. In both the cases it has been uniformly it has been observed that the left side of the face is more pronounced.

Now we will not go in to the details, but just to mention to you that there are coding systems, there are softwares, there are specialized programs which are specifically designed to understand the musculature analysis.

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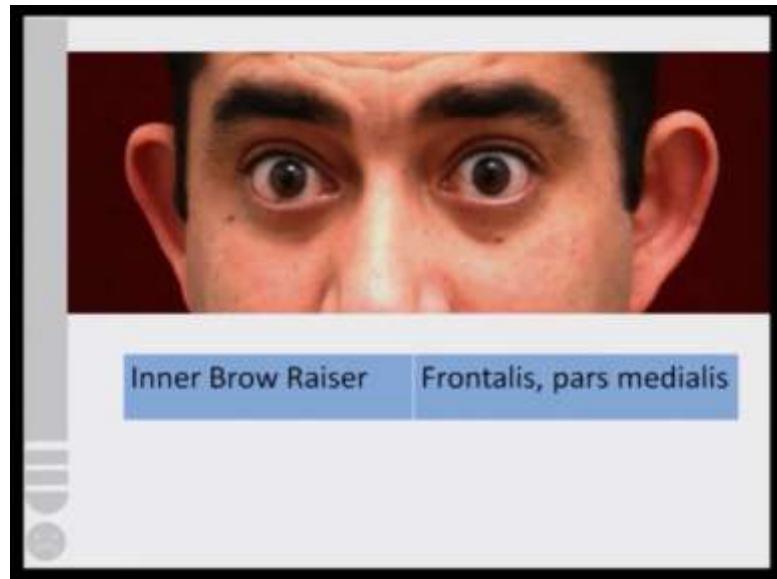
Facial Expressions: Musculature Analysis

- FACS (Facial Action Coding System; Ekman & Friesen 1978)
- MAX (Maximally Discriminative Facial Moving Coding System; Izard 1979)
- FEAT (Facial Expression Analysis Tool; Kaiser & Wehrle 2001): Automatically measure facial expressions using FACS expert system.

First one is FACS the facial action coding system which came forward in 1978 and Ekman and Friesen they are the one who gets the credit for it. The second is that MAX the Maximally Discriminative Facial Moving Coding System by Izard and then the FEAT; Facial Expression Analysis tool.

So, now if you look another one or two more systems have coming into being and people are trying their best right from the computer generated analysis, software assisted analysis to pure behavioral measure to physiological measure changes in the ANS activities to understand emotion.

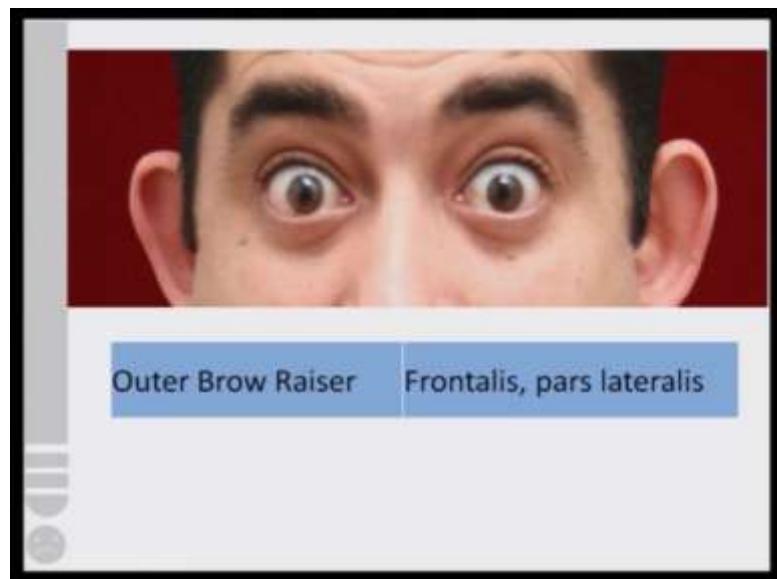
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Now look at this very face, you see the expression understand that we would be looking at full lot of faces and our attempt is to understand the facial expression with respect to musculature analysis.

Now, the expression was very distinct, because you looked at the eyes. This was the most dominant feature here in the face. So, what do you saw that the inner eyebrow they were raised and then in the right side you find frontalis and the pars medialis the two muscles which are basically responsible for raising the inner brow.

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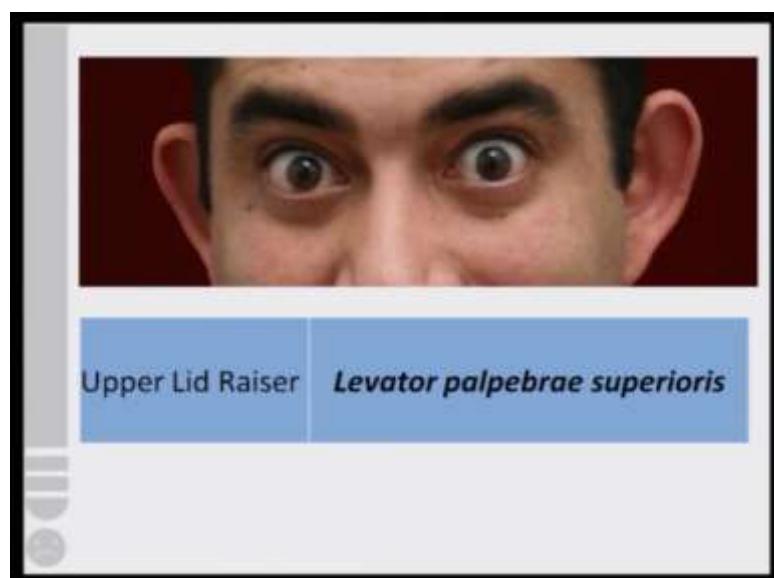
You have the other expression now and then you realize that there is an outer brow movement to. An outer brow raiser again notes frontalis and pars lateralis these two muscles which are responsible for this type of a movement.

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You see anger and then you see that the brow has been lowered now. Now supercilius muscle the corrugators and depressor they are one which are responsible for lowering down the eyebrows. And then in the first two cases you saw surprise, now you see anger.

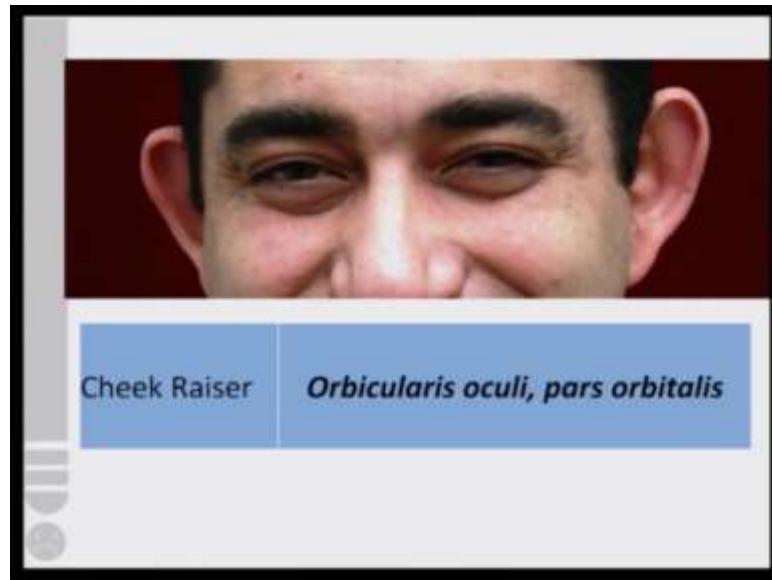
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You see another expression now. Now, it is not only the eyebrow it is also the lips which

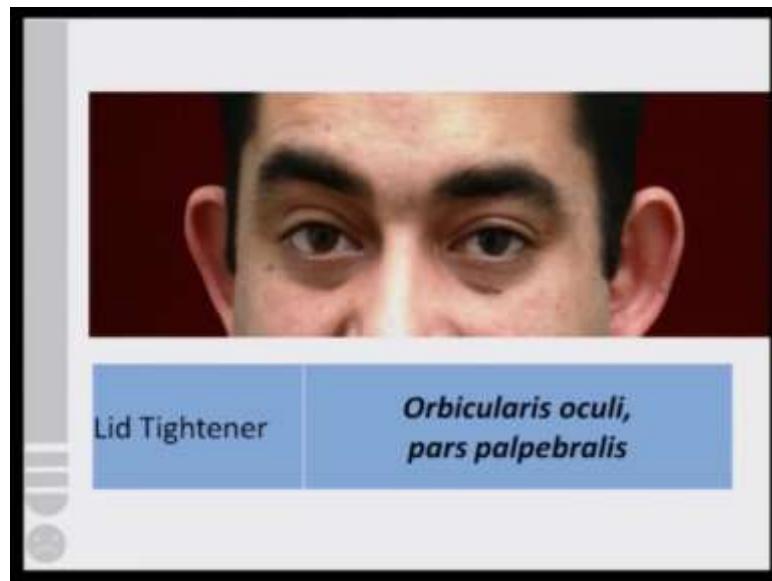
gives you the impression of the emotion. Now you have the upper lid raiser.

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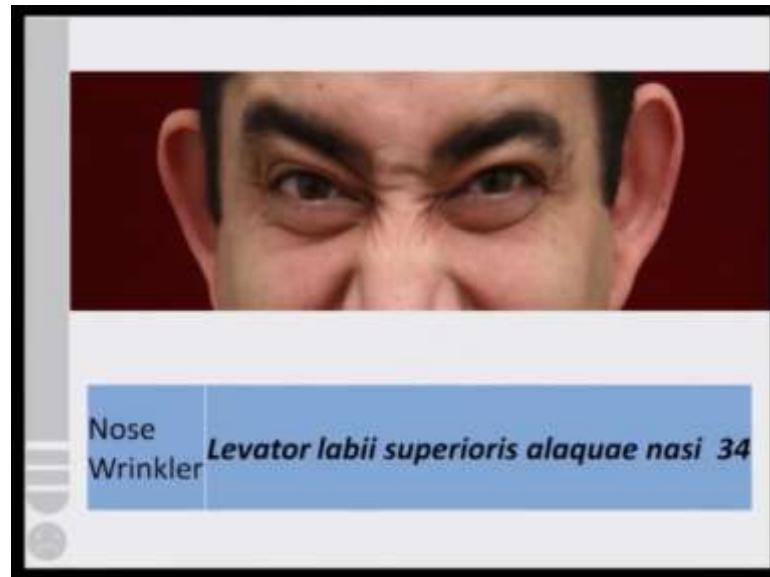
Another emotional expression and then you have the cheek raiser. Now it is orbicularis oculi muscle and the pars orbitalis muscle which are responsible for this movement.

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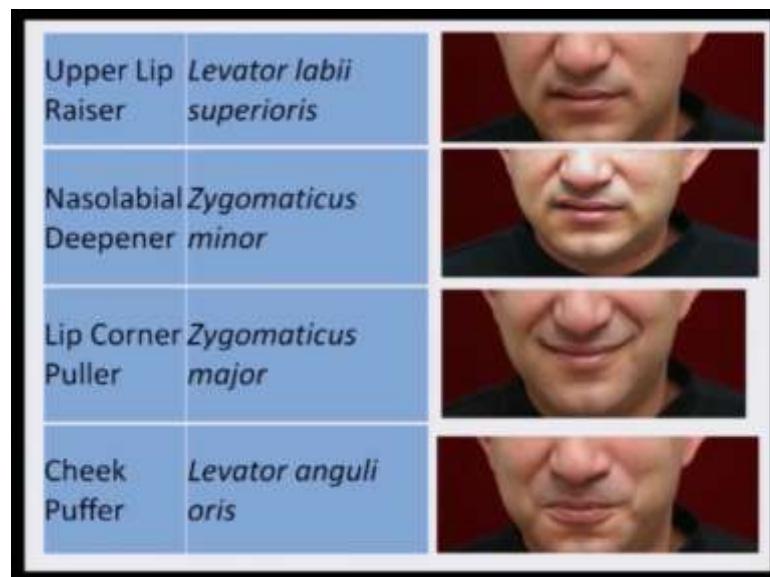
You see disgust on the face and then you have the lid tightener, here disgust of an extreme order and then you say that the wrinkler have actually made the image very very distinct.

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Another emotion, change in the expression.

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Now you saw the upper lip raiser, you saw the deepener, again the lip puller and the cheek puffer. And these were different muscle movements which lead to change on the expression.

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Dimpler	<i>Buccinator</i> 40	
Lip Corner Depressor	<i>Depressor anguli oris</i> 41	
Lower Lip Depressor	<i>Depressor labii inferioris</i> 37	
Chin Raiser	<i>Mentalis</i> 43	

Look at the changes in the lip movement now. And then you realize dimpler, the lip corner depressor, the lower lip depressor and the chin raiser. They different activities are been performed and these expressions are distinctly visible because specific muscle have moved.

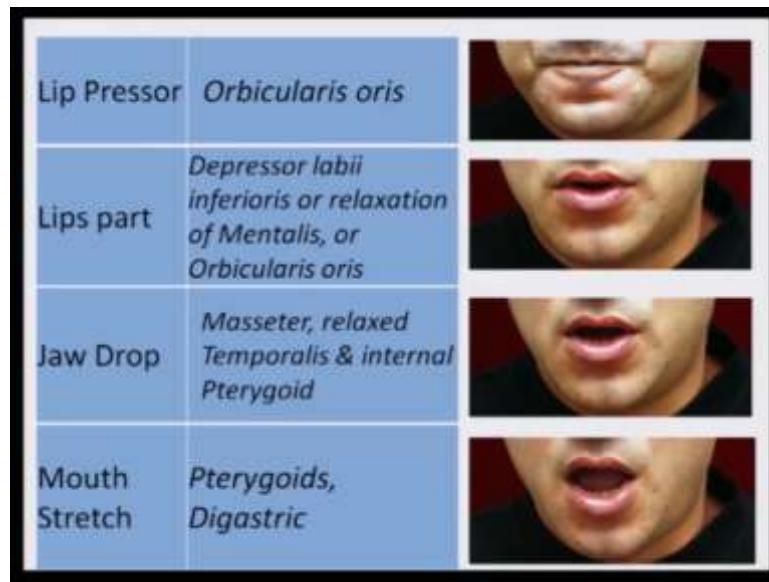
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Lip Puckerer	<i>Incisivii labii superioris & Incisivii labii inferioris</i>	
Lip stretcher	<i>Risorius w/ platysma</i>	
Lip Funneler	<i>Orbicularis oris</i>	
Lip Tightener	<i>Orbicularis oris</i>	

Look at the changes now this is what we see in our day to day life. Now, you have the lip puckerer, the lip stretcher, the lip funneler and the lip tightener and based on the movement of the muscle the expression on the lips and the area close to the lips that

change.

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Look at the change in the expression now. So, you have the lip pressor, the lips part, the jaw drop and the mouth stretch. Again intensity of this expression varies because certain muscles have moved in a little different way.

We have exclusively focused ourselves on human expression. You will be surprised to know that whole lot of research is going on in the area of development of humanoid robots and Takanishi lab in Japan they have come forward with humanoid robots which can express like human beings. And this entire development of humanoid robot is based on human facial expression.

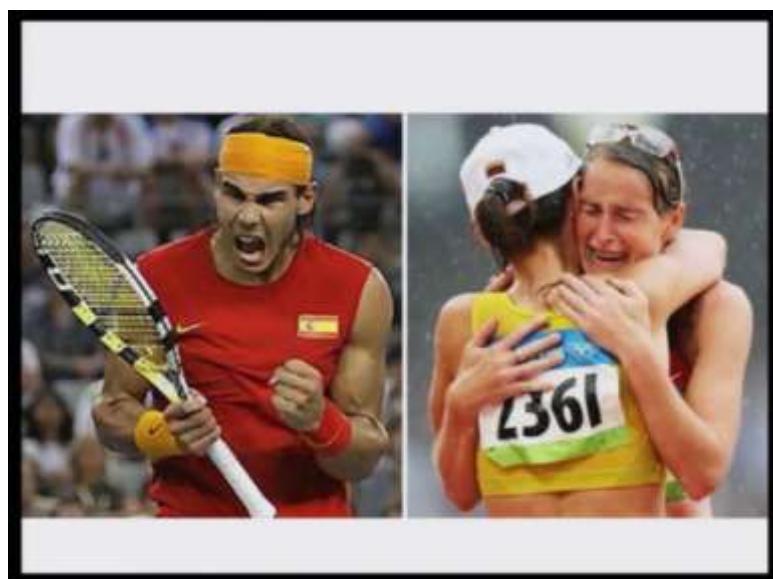
Look at this video. What we have seen till now was posed emotions by one of my colleagues and then robotic expressions from Takanishi lab.

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Look at the images on your screen now. These are real life expressions from two very renowned sport persons of India. When you look at them in action, what you see, what is there on their face? Is it that the athlete is going to make a jump, and this is extremely distressful activity? Is it the anticipatory target that she visualizes she would be able to achieve, that has added to the expression on the face. In the case of the tennis player is it the joy, is it pride, the sense that you have defeated somebody. These are very interesting things in life to observe.

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Look at these two expressions. First look at the tennis player and you will see in the previous case the tennis player had won the match and what was the expression, and in this case you see the tennis player and his expression. Look at the two women athletes there can you make out whether they have won the game therefore they are emotional they have lost and therefore they are emotional.

From the field of sports you would realize whole lot of expression where establishing the distinction is extremely difficult.

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Look at the Indian wrestler Sushil Kumar in the Olympics when he was given the medal how mesmerized he was.

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Look at another face; this was one of the most sensitive photographs which were published during the Gujarat riot. Each muscle on the face is pulled to the maximum expression. Now for understanding purposes it is fine you are looking at the muscle movement, but what appears on the face is something that is more much more remarkable than the world looks at. You must have seen artist when they sketch. One of my colleagues she agreed do for this shoot where she sketching various human expressions look at them and see that the stroke of the pencil is basically used to demarcate change on the expression which actually represents the change in the muscle that right now we are talking about.

Now, here you have artist who is actually sketching human face and you can see here how the pencil moves. Now each stroke here of the pencil actually defines the fine certain specific expression is being put on the face. You can see here right now it has to do with the eyes the eyebrows and gradually it goes to the lips. Can you sense the expression on the face, the emotion on the face? And now you have special strokes, these are the stroke that actually helps you understand exactly what emotion has been put on the face.

Now understanding of emotion when you look at certain artifacts, of course you have sculpture, you have figurative arts, you have sand sculpture, you have stone sculptures, free hand sketching like this where actually the artist will always try to minimize or

maximize something on the face and that something is actually it has to do with the emotion. Now if you ask these artists that fine, do you know what facial muscles are actually involved in the expression of this type of emotion? I am sure the artist would not be able to do so.

Even though the artist does not know which facial muscle actually has to do with increasing the intensity or decreasing the intensity of a particular expression he or she definitely makes usage of it. And this is interesting dynamics when you try to understand the allied areas of knowledge and how emotion influences these areas.

Besides representing human sketch and if you look at the dance performance, in the beginning we saw the expression of the dancer look at this live program and see the expression on the face. Now I will show you a very different type of a situation this is not an artistic presentation, this the clip that has been taken out from the news item when people in a given tribe they were suppose to get displaced, dislodged because of the construction of the dam and see the expression on the face.

We started this lecture with the video when the artist was changing expression on the face; we are ending this lecture with again a video and this is from a documentary. The reason I am showing this to you because you can see that when you mourned the death of a beloved one in the family the way you cry is also culturally driven. What we have actually done is We have seen how people express, how muscles are responsible, how the cultural issues the norms they influence and you can see a mix. See this very video and see the impact of culture, death of somebody we mourn a women cries and the pattern of cry is culturally driven.

Actually what you find is moment of bereavement when the family members are actually crying they are showing their emotion after the death of a family member. See how culture influences the crying behavior, the display of sadness in these two videos.

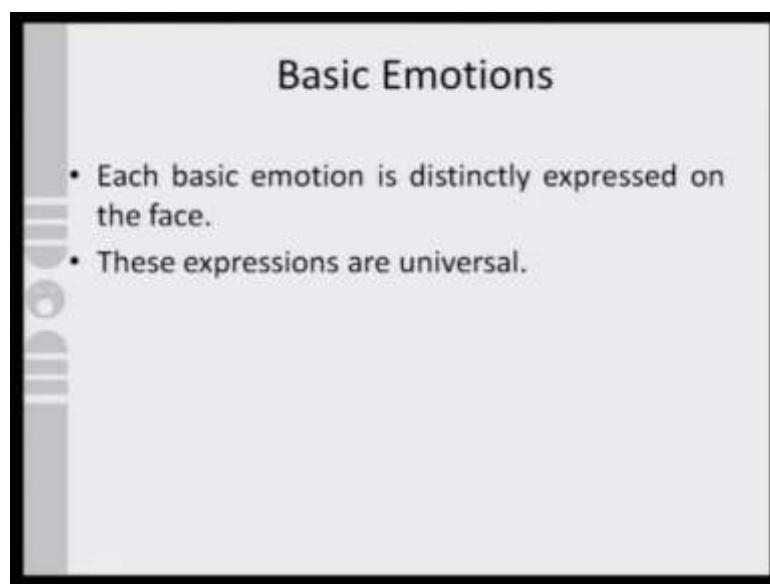
Key words - musculature analysis, facial expressions, lip, cheek

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Lecture - 25
Emotions - Basic Emotions

Now that we have discussed basic emotions, let us understand things from two three prospective.

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The slide has a dark grey header bar. The title 'Basic Emotions' is centered in a white font. Below the title is a bulleted list in a white font:

- Each basic emotion is distinctly expressed on the face.
- These expressions are universal.

One, we now know that each basic emotion is distinctly expressed on the face and we also know that because these are basic emotions there. So, there is the possibility of many of these emotions to be considered as universal expressions. Universal expression would mean that irrespective of the culture, the facial expression would by and large remain the same.

So, these six basic emotions which we finally arrived at towards the end of our second lecture; happiness, sadness, fear, anger, surprise, and disgust; these six basic emotions - the facial expressions that represent these emotions they remain the same across the culture. So, if there is universality of expression how do we learn it? Is it that we are biologically programmed to express these emotions. How does this happen?

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Let us now understand how a human infant learns to express through face.

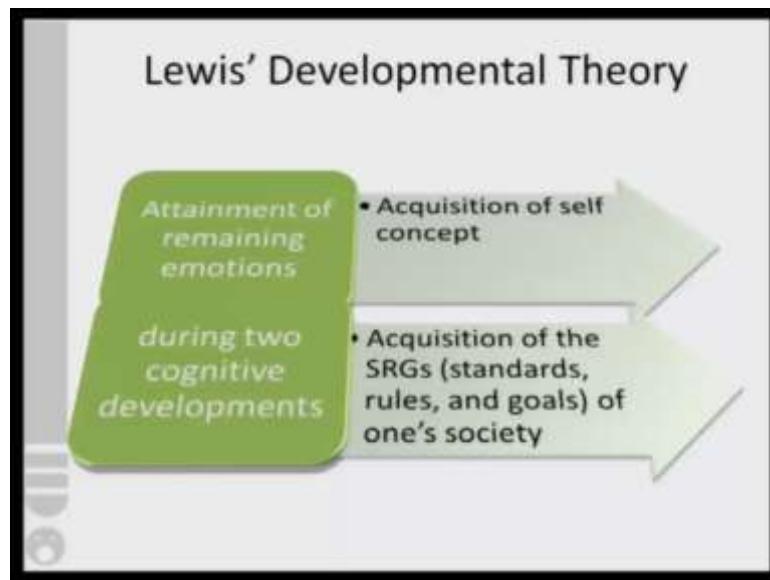
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Emotions in Infants

- Michael Lewis' developmental theory (1993) suggest that infants are endowed with the inborn cognitive capacity to have a subset of emotions such as joy, sadness, fear, anger, surprise and disgust.

Levis proposed a developmental theory suggesting that infants are basically endowed with the inbound cognitive capacity to have a subset of emotions such as joy, sadness, fear, anger, surprise and disgust. So, six basic emotions that we were referring to Lewis' developmental theory say that fine human infants they already have this inbound cognitive capacity. So, what happens?

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Now, this theory further says that to attain the remaining emotions which happen during two cognitive developments. First one acquires self concept, who am I that is the acquisition of the self concept. And two acquisitions of standard rules and goals of the society in which the individual is living, is growing up. So, these standard rules and goals are called SRGs. Lewis' developmental theory says that we acquire one our concept of the self who am I. And two after I acquire who am I, I also acquire the standard rules and goals of my society.

So, that would mean that after acquiring the concept of the self I also understand what my society expects out of me.

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Lewis' Developmental Theory

- For example, emotions such as envy, empathy, embarrassment, pride, and shame can not be experienced without realizing one's own position with respect to others.
- This implies that the two fold cognitive developments are not needed for experiencing and expressing the basic emotions.

For example, if you think of emotions like envy, you are jealous of someone, empathy, embarrassment, pride, shame. Now, these emotions cannot be experienced if you do not do not realise your position with respect to others. So, unless I experience who am I, I acquire this very ability I understand who I am, I cannot be jealous of somebody else. Because, self and the non self the other self these two things I will have to first establish within me and once I establish this within me then only I can have the sense of envy, I can develop jealousy.

If I have a sense of pride, then also I need to understand my position in my society. And then I understand that fine whatever I have acquired is something that the society would really appreciate and this would fill me with the sense of pride. Now this implies that the two full cognitive developments are not needed for experiencing and expressing basic emotions.

Now, basic emotions the surface before achievement of the self consciousness and certain other type of emotions such as embarrassment envy and empathy they may emerge before the integration of the moral system. So, this is an interesting explanation of how infants they develop how to express themselves.

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Facial Expressions in Infants

- It is intricate to draw discrete negative expressions from a crying bout of the infants.
- The infants tend to cry in all negative situations. A close look at the crying face illustrates interesting patterns.

Now, it is intricate to draw the discrete negative expression from certain expression of the child especially, say if you are looking and the crying bout of an infant and if you want to demarcate which expression this is it is very difficult. Now infants usually have been found to cry in all negative situations, but when you look at their facial expression while they cry you will come across a very interesting pattern.

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Facial Expressions in Infants



Lowering of the eyebrows, corner of the lips pulled to a side, opening of mouth and raising of cheek

The crying face has a mixed feature of anger and distress both

Now, look at this very expression what you see is lowering of the eyebrows, corners of the lips which gets pulled to a side and opening of mouth and of course this leads to raising of the cheek. Now crying face has a mixed feature of anger and distress.

Anger in adults we will consider this to be a basic emotion. Similarly disgust will have a different expression. Here distress and anger both of them they mix up although the child is trying to express the negative feeling.

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Now, depending on certain situations the child might come forward with different sets of expressions. You start looking from the bottom the expression represents weak cry, then the moderate cry, another form of moderate cry and then finally the strong cry.

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Facial Expressions in Infants



Muscle contraction near eye and upward lifting of cheeks

Ekman (1994) has made a distinction between joyful and non-joyful smiling

Similarly, you can have expression of happiness, where muscle contraction takes place near the eyes and there is an upward lifting of the cheek. Very interestingly Ekman has made a very interesting distinction between the joyful and the non joyful smile. So, it is not that if you smile you are happy there could be non happiness induced smile. So, that is distinction that Ekman has made.

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Facial Expressions in Infants

	Very strong smile, Open mouth	
	Minimal smile, Open mouth	
	Strong smile, Closed mouth	
	Strong smile, Closed mouth	

- Messinger, Fogel & Dickson (2001)

Now, again the way we were looking at crying look at smile. Right from very strong smile to minimal smile, again strong smile another format of a strong smile and you

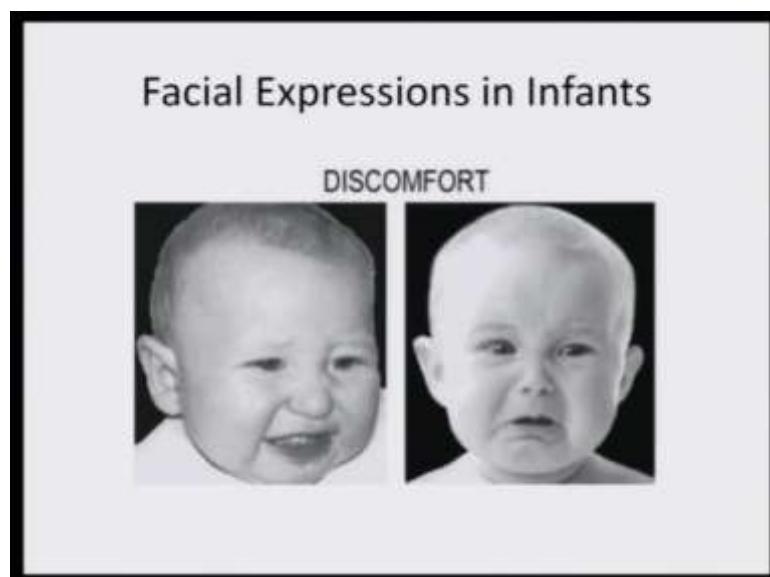
realise that the expressions are very very different. So, drawing a common line of distinction is extremely difficult, if you look at their expressions of the infants.

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Now, look at distress both these images they represent distress were as you can understand that the facial expression is not exactly the same.

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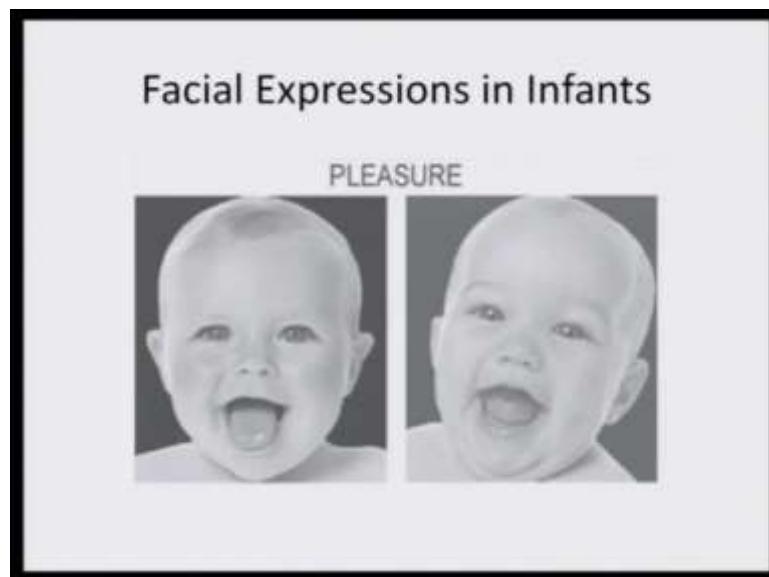
Discomfort for instance.

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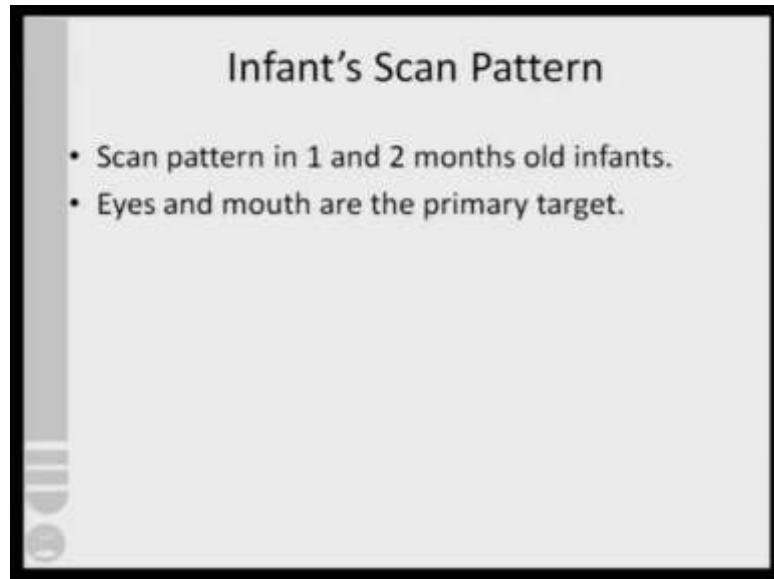
Comfort for instance.

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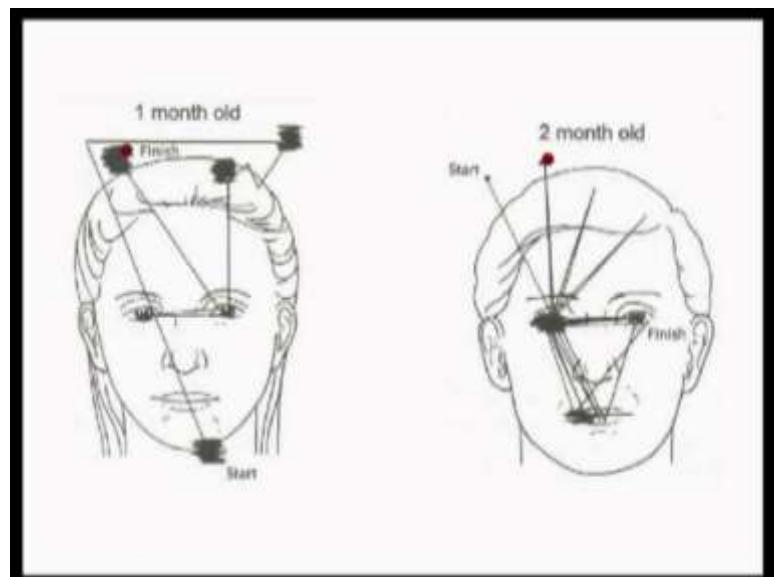
And now see pleasure. There is whole lot of difference if you look at the expressions of human infants. Because a growing child an infant will have a very very close interaction with the mother; so how does the child understand the expression of the mother? Right now what we were doing is that we were looking at the expressions of the infant. Now we are trying to say although this human baby is in the state of infancy how does he or she understand the expression of his or her mother.

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It has to realise that eyes and mouth these are the two primary locations where the children 1 to 2 month old infants they focus when they look at their mothers. And of course, when they look at their fathers also they look at only these two areas in the face eyes and the mouth. Look at this video.

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Now look here the 1 month old child is looking at the mothers face and then you see right from the start point how the eye fixation changes and finally goes and sticks at some point. In the other image you will see at 2 month old child looking at the father and

then you see right from the start point how the fixation points changes and finally it is stops somewhere. Now, this is how the infants they look at their parents.

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Bridges proposed that the newly-born human babies they have undifferentiated human emotional expressions which with what you call passage of time gets further differentiated.

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So, according to bridges model at the time of birth child has nothing but only general level of excitement which by the end of second or third month converts into distress and

delight. And this further by the end of the 6 month the child learns how to express anger, disgust and fear which basically is further expansion from the expression of distress.

Now let us understand how emotion and memory they work in the case of children. Before starting our discussion on emotion, we did talk about memory and there also we said that personal significant plays a very important role. Now that emotion which is likely to have more of a personal significance, so how emotion and memory both will work together in the case of human children.

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Between 18-36 months	Use of emotional words in their conversation
3 Years	Identification of emotions and situations provoking them
4 Years	Accurate matching of basic emotions (happy, mad, sad, and surprised) with the correct corresponding facial expressions
6 Years	Children adept to interpreting emotions at 3 years continue to be better

Now, between the age of 18 to 36 months children they use emotional words in their conversations. By the time they are 3 years old they can identify emotions and situations that provoke emotions. In the fourth year they can accurately match the basic emotions with the correct corresponding facial expression. And by the time they are 6 years old they adapt to interpreting these emotional expressions.

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Emotion & Memory in Children

- Emotional memories mostly involve the attainment (happiness) or blocking (sadness, anger) of personal goals in children as well as adults.

Now, emotional memories mostly involve the attainment and blocking of personal goals in children as well as in adults. You remember Zeigarnik effect that we talk about in memory and explanation that Kanungo had given that it is a basically the pleasant and the unpleasant experience which will help you recollect your events, the memory of the event rather than whether you are able to complete it or it was not completed. It is similar to this type of explanation which says that you have at fixed certain goals for yourself whether you are a child or you are an adult.

What is the degree of happiness, how delighted you are when you attain the goal, or how sad or angry you become when the goal that you are trying to achieve is blocked. So, it is the attainment or the blockage. You are moving towards the personal goal that becomes extremely important. And therefore when you start recollecting things from your experience the emotion driven memory would largely have either the issues related to attainment or episodes related to blockage of the personal goals.

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Emotion & Memory in Children

- Children have a better recall of emotional behaviour as compared to emotional labels and non-emotional behaviours.
- For example, memory of an outing with the parents, receiving a gift from the father, and so on.

Children of course they have a better recall of emotional behaviour as compared to emotional labels and non emotional behaviours. For examples the memory for receiving a gift from one of the parents will be better if you have gone for an outing somewhere you will have a better recall of that very event. So, emotional behaviour will always have a better recalling in case of children compared to when you simply use the word that labels of the emotion or if you compare between recollection of non emotional behaviour versus emotional behaviour children by default will always have a better recall of emotional behaviour.

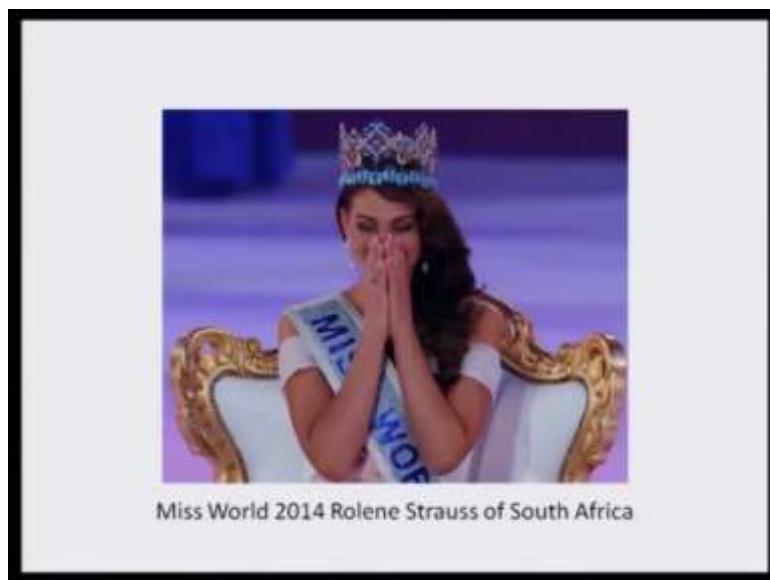
Now what we have discussed till now is that as an infant you grow, as an infant you are endowed with certain capacity to acquire certain emotional expressions, you also look at your parents, you learn how to express yourself, but is it that entire facial expression is only what you call parent centric or is it that there is an influence even of the society. Of course, we have talked about acquisition of SRG's. But besides SRG's say for instance if you learn how to express anger, expression of anger is one aspect how much to be angry, how to express it. Is it that we differ or is it that we have a source from where learn or is it that we are biologically endowed with that capability? Look at this very ad it of course an ad of a product, but we are looking at how human children they imitate, look at this ad.

What did you see in this very video? First, the father shouted at the child and the child reverted back exactly the way the father had expressed his anger. The reason I picked up this very ad was the expression that the child has learnt to show is exactly the same that he had learnt from his father. So, there is the strong possibility that the way human children they express themselves might be guided by the source, the model whom he or she is trying to imitate from the environment.

The other example would be when you look at the beauty contest, where you see that all the winners unequivocally they would express same way look at this very video. This is the expression of feelings when Sushmitha Sen won Miss Universe in 1994. You must have watched many female winners expressing their emotions the same way and this actually represents that how that culture actually influences your expression of emotion.

You saw Sushmitha Sen no, finally what she did was she just tried to hide her part of the face using her hands and this was basically joy of an ultimate order. Now is it that few models express themselves like that because Sushmitha Sen's episodes took place long back. I was searching for the beauty contest winners how they express themselves.

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Look at one of the recent expressions where Miss World 2014 who is from South Africa when she won the medal how did she express herself. It matches the way Sushmitha Sen was expressing herself.

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Now, let us go little back 2012 Miss World winner, who was from China. Now you have noticed from India, China, South Africa all of them expressing themselves the same way. So, this is a strong indicator the way we saw in the case of ad where the son was imitating expressing the way the father expressed, here you find that irrespective of the event and irrespective of the cultural background people in one given profession they express themselves in the same way. So, this is indeed very interesting.

Now this shows two things. One, the fact that we acquired certain rule certain guide lines from our environment that is what is Lewis' Development Theory. Second irrespective of our culture it is the people around us from whom we learnt through the process of imitation. Imitation we had discussed when we were talking about learning that we select role models and we then we imitate our models. The child in the ad actually imitated the father, but in the process of imitation he also learnt how to express his anger and disgust.

Second case irrespective of the cultural background from where you are might be that you have seen that largely the winners in one situation in one profession they express themselves the same way. So, every time when you win Miss World competition irrespective of the cultural background, irrespective of the difference in the SRG that Lewis was talking about we express ourselves the same way.

So, this shows that how human beings right from the state of infancy till when they grow up and then they move ahead in the profession how they learn to express themselves. So,

we will end our third lecture here. In the next lecture we will be talking about specifically the influence of the culture on emotional expression.

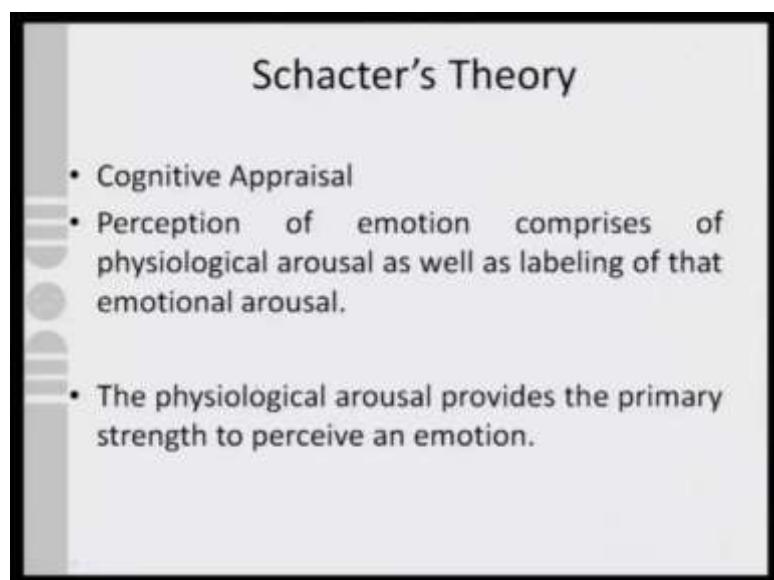
Key words - basic emotions, Lewis, developmental theory, facial expressions in infants, emotion and memory in infants

Introduction to Psychology
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Lecture - 24
Emotion - Theories of Emotion – 2

Now, that we have discussed the biological theories trying to explain emotion, we are now going to talk about the cognitive theory. So, the Schacter's Theory is something that talks about the cognitive appraisal. Appraisal is a mechanism where you meta think about the experience that you are having.

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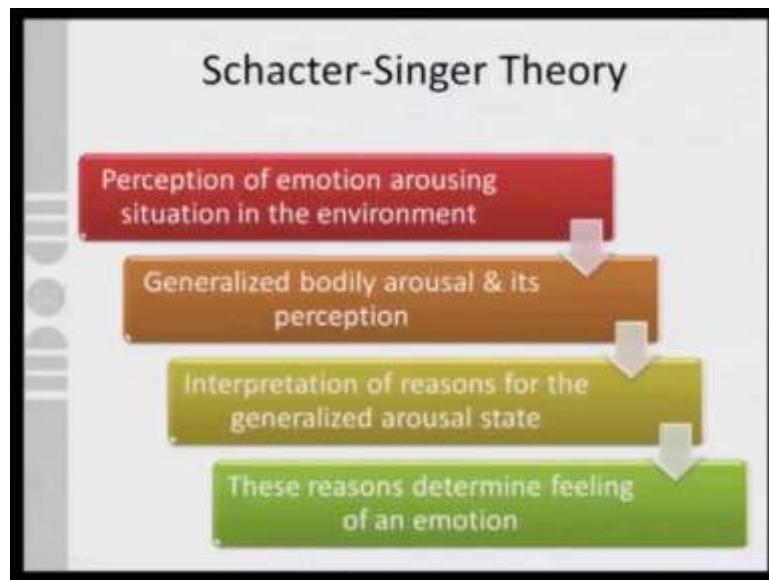


Schacter's Theory

- Cognitive Appraisal
- Perception of emotion comprises of physiological arousal as well as labeling of that emotional arousal.
- The physiological arousal provides the primary strength to perceive an emotion.

So, what this theory says is that the perception of emotion basically comprises of the physiological arousal as well as labeling of that emotional arousal. So, you experienced the psychological arousal which actually provides the primary strength to perceive an emotion, but then you try to label this. So, once you have the physiological arousal you try to assign a meaning to this very emotional arousal you try to label it.

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So, according to Schacter-Singer perception of emotion arousing situation express in the environment you remember this was the first thing and it has remained common write from gemes lenzan theory two cannon bard theory. Everywhere you have the perception of emotion arousing situation in the environment. Then, this leads to the generalized bodily arousal and its perception of which is again common to the biological theories, but that the addition is that after you have the generalized bodily arousal and its perception of the bodily arousal you try to interpret and you try to interpret this bodily arousal and try to give a reason for this generalized arousal, why is it that I experience this type of a state and these reasons basically they determine the feeling of an emotion.

So, the situation is perceived, you have a bodily response, you try to understand you try to interpret, you try to give a reason to the physiological changes the bodily arousal and this state of arousal, the reason that you give that reason determines what emotion will be experienced. Therefore, it is called cognitive appraisal theory.

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Schacter's Theory

- For instance, an attendant comes along with a patient to a dentist's clinic.
- He has normal breathing and heartbeat.
- He can intellectually realize the patient's fear but can not experience fear or pain.
- This is because of less arousal level.

For instance, an attendant comes along with the patient to a dentist's clinic. He has normal breathing and heart beat. Now he can intellectually realize the patient's fear, but cannot experience fear or pain.

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Schacter's Theory

- Arousal devoid of emotional label inhibits perception of emotion.
- For instance, a player with high level of physiological arousal during the game perceives little or no emotion.
- This is because the arousal is primarily because of non-emotional reasons.

This is because the lower degree of arousal level. Now arousal which is devoid of emotional label, they inhibits perception of emotion. Means if you are not able to identify the arousal that has taken place you will not be able to precede the emotion. For instance a player with high level of physiological arousal during the game perceives very

little or no emotion this is because arousal is primarily because of non emotional reasons you know. So, this is in one situation you take example of dentist clinic the second situation where you take a player in the ground.

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Schacter's Theory

- Physiological arousal without apparent labeling stimulates a need for cognitive labeling.
- This makes the individual move towards experiencing the emotion.

In both the situation, Schacter's Theory says that the psychological arousal without apparent labeling is stimulates a need for cognitive label and this makes the individual move towards experiencing the emotion. So, by the fault once you have the psychological arousal you will try to find the reason behind that arousal and once you find the reason behind the arousal, if you have been able to identify the reason find your performed the task of cognitive labeling their arousal and that gives the meaning.

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Schacter's Theory

- Compared to other theories, this theory overwhelmingly support the significance of cognitive factors in emotional processes.
- This theory considers different emotions as diverse cognition of the same arousal.
- This is in contrast to other theories.
- Other theories have consider different physiological concomitant for diverse emotions.

Now, compared to other theories, this theory overwhelmingly support the significant of cognitive factors in emotional processes and therefore, this theory basically considers different emotions as diverse cognition of the same arousal. So, there is a change in the heartbeat, there change in the pulse rate, there is change in the response, but then although the heartbeat changes the pattern of change that has taken place according to this theory is not important, why has the pattern changed, you yourself search meaning for this yourself assign a reason for this and once you assigned the reason for this this become the source of your emotion.

So, this is in contrast to other theories because this theory basically considers that different emotion are basically a diverse cognition of the same arousal label takes place .Other theories I have considered different psychological committees for diverse emotion. So, this is the major point of distinction between the biological theories and this very a specific theory the success single theory of emotion.

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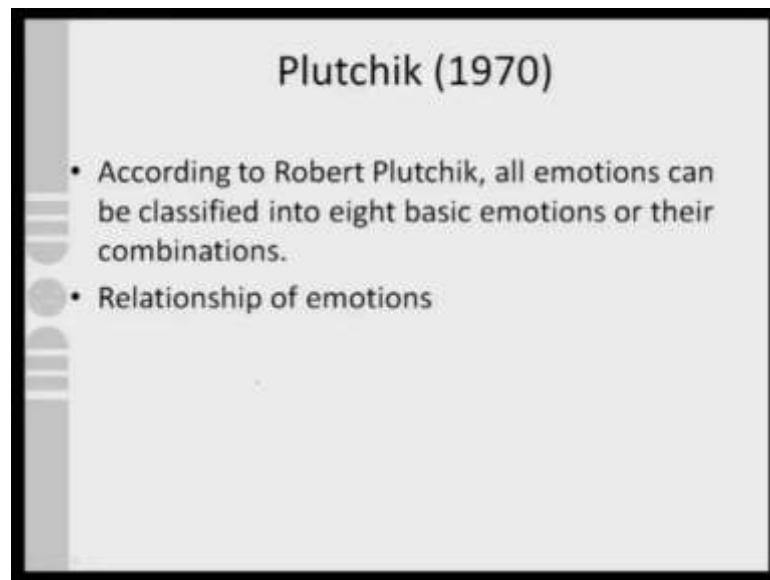
Plutchik (1970)

- According to Robert Plutchik, all emotions can be classified into eight basic emotions or their combinations.
- Relationship of emotions

Now, Lazarus you know said that emotional responses are basically outcome of internal and a situational appraisal processes and according to Lazarus there are three possible outcomes the biological urges of the individuals to respond to act the subjective affect they emotion and the psychological responses and therefore, emotions at the same time along with performing with the task of, it also induces coping activities and that is a reason why in the literature in psychology later on you will come across emotion focused coping and problems focused coping the two coping strategies that was proposed by Lazarus.

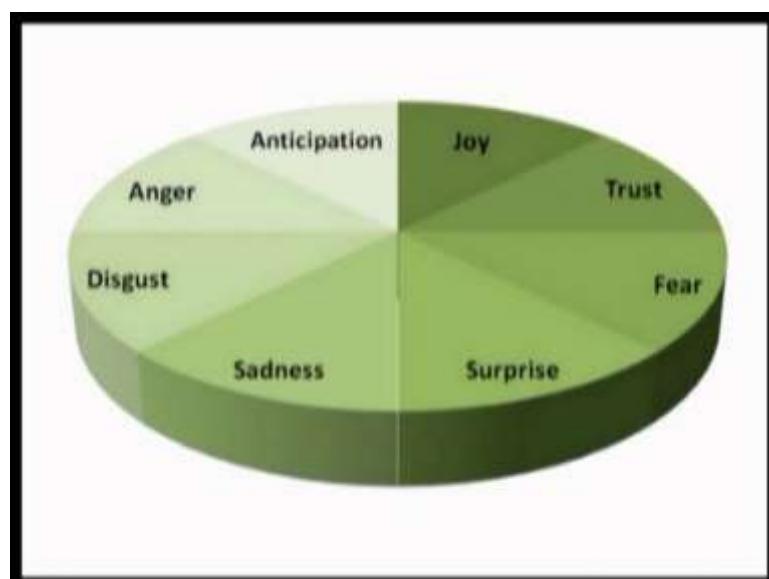
Now, that we have talk about know the biological length of cognitive theories of emotion, let us now talk about how many types of emotions are there, if I ask you how many emotions are there, I am sure you will come across a with an exhausting list of emotions psychologist have tried to find out how many basic emotions are there basic emotion would mean that these set of emotions will have a very distinct features their characteristic will not overlap with other emotions. So, if the characteristics of happiness does not overlap with the characteristics of sadness then happiness and the sadness qualifies to be two distinct basic emotions, before I come to how many basic emotions have been now finally, agreed upon in the literature in psychology.

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Let us first look at the proposal given by Plutchik according to Robert Plutchik, all emotions can be classified into 8 basic emotions. But what he nicely did was that he said that all these basic emotions you can also think of their combinations and the best was that he talked about the relationship among these emotions, joy, trust, fear, surprise, sadness, disgust, anger and anticipation. These are the 8 basic emotions that Plutchik talk about.

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Now, that Plutchik proposed 8 basic emotions he said that these emotions are basically multidimensional and primarily he said that on the basis of intensity similarity and polarity intensity the high the low medium.

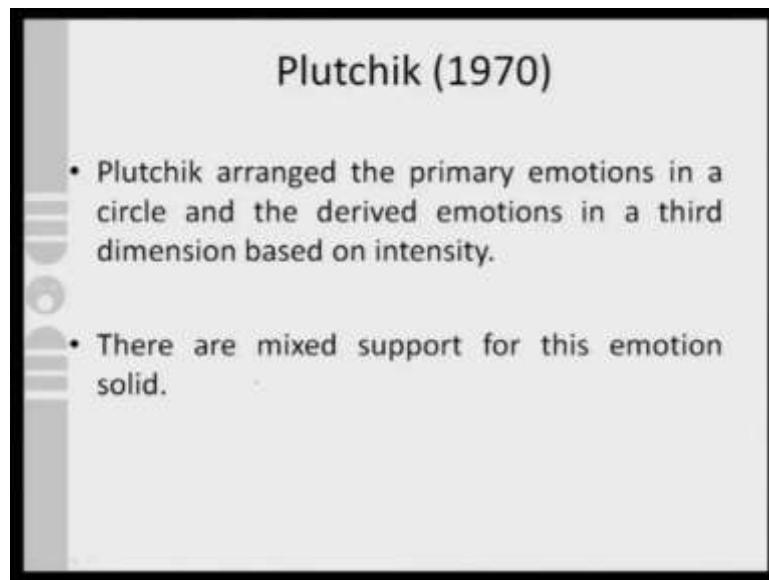
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Plutchik (1970)

- These emotions are multidimensional and the dimensions are
 - Intensity
 - Similarity
 - Polarity

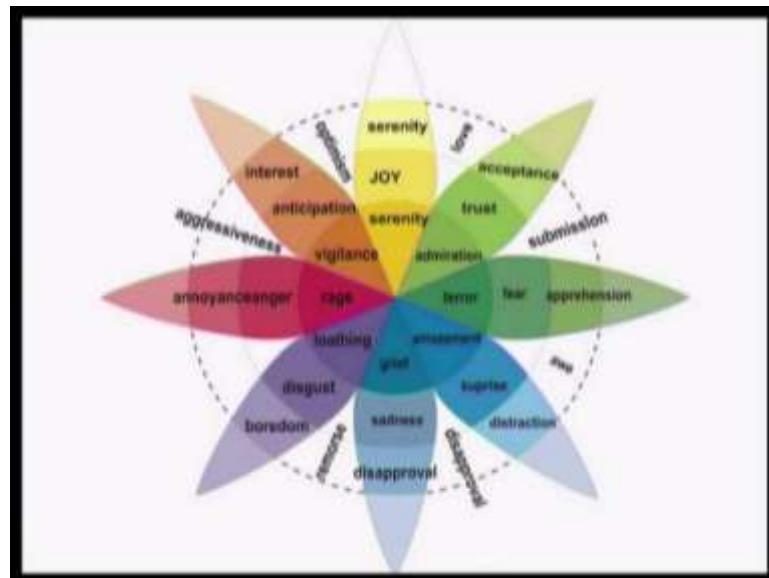
Similarity how common it is with the other one and the polarity completely on this side or completely on that side the positive or the negative Plutchik said that these three dimensions are extremely important when, you think in terms of combining these eight emotions and then trying to look at what would be the overall outcome of such types of combinations.

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Now, Plutchik arranged the primary emotions in a circle and then derived emotions in a third dimension based on intensity there are mixed support for this emotion solid that Plutchik had proposed, but it is important for us to understand and we will also look at example which would substantiate what Plutchik was trying to propose.

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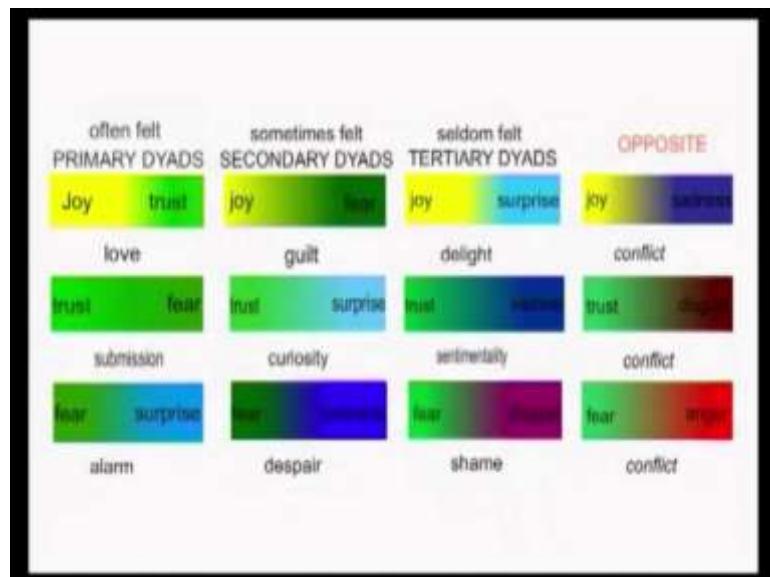


You can see the ring of 8 basic emotions write here we had just talked about them according to Plutchik the variation in intensity can give birth to another experience. For

example, fear it intensifies and then can become terror and if it loses a bit of intensity it becomes apprehension.

Similarly, added intensity converts surprise to amazement whereas, loss of intensity changes it to distraction again if you look at the other one conversions takes place in other basic emotions also sadness converts to grief and disapproval disgust to loathing and boredom anger to rage and annoyance anticipation to vigilance and interest joy to serenity and trust to admiration and acceptance according to Plutchik. These basic emotions can combine to give another sense of feelings these combinations are called dyads for example, when joy combines with anticipation optimism is born. When trust combines with fear submission evolves and so forth. we will come to them little later.

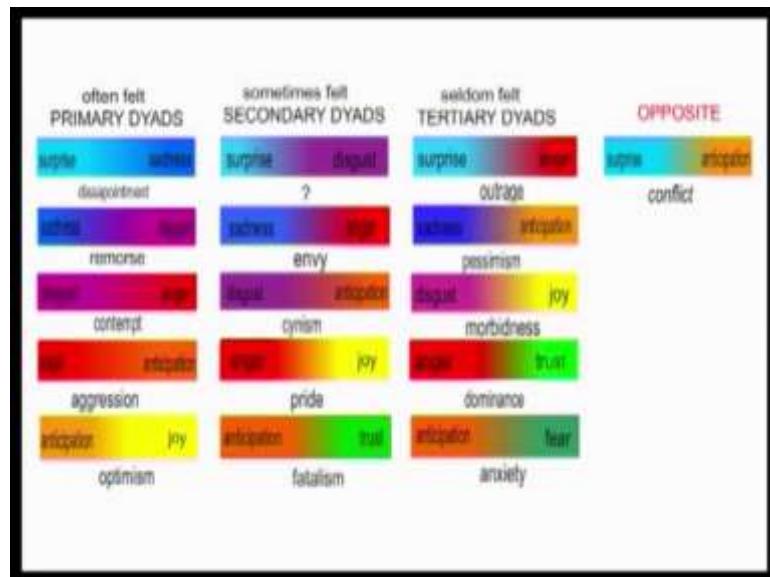
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According to Plutchik joy and trust can combine to generate love trust and fear combines generate submission fear and surprise combine to generate alarm these three are primary dyads and are often felt. Now joy can combine with fear to generate guilt trust can combine with surprise to generate curiosity and fear can combines with sadness to generate despair these are secondary dyads and are sometimes felt. joy can also combine with surprise to generate delight trust with sadness to generate sentimentality and fear with disgust to generate shame these are tertiary dyads and are seldom experienced one, could think of opposite emotions combining together, but these would lead to conflicts.

Let us, now look at other primary dyads surprise and sadness combine to generate disappointment sadness and disgust combine to generate remorse disgust and anger combines to generate contempt anger and anticipation combine to generate aggression and anticipation and joy combine to generate optimism.

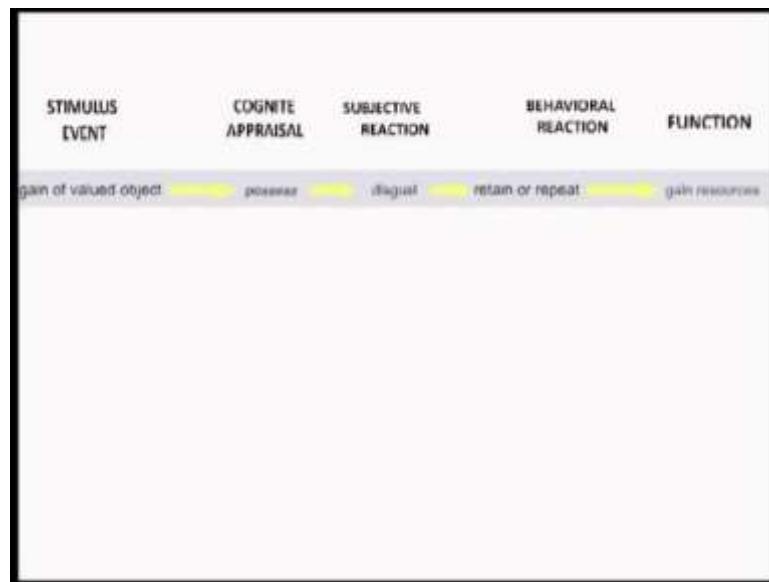
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Let us now look at other secondary dyads sadness and anger combine to generate envy, disgust and anticipation combine to generate cynicism, anger and joy combine to generate pride and anticipation and trust combine to generate fatalism.

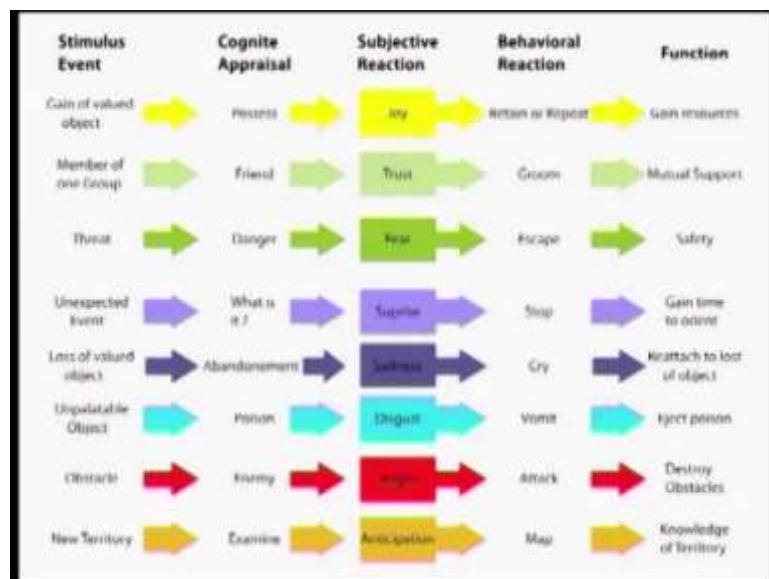
Let us now look at other tertiary dyads surprise and anger combines to generate outrage, sadness and anticipation combine to generate pessimism, disgust and joy combine to generate Morbidity, anger and trust combine to generate dominance and anticipation and fear combine to generate anxiety.

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Another example of opposite emotions combining together is surprise and anticipation as you know these generates conflicts Plutchik has beautifully explained, how the whole chain of events is completed during any emotional state we have an event that provides stimulus this is cognitively appraised, this leads to some subjective reaction it is manifested in some form of behavioral reaction and finally, the function is accomplish you can see certain stimulus on the screen and see this full chain.

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Now, here we are going to look at this stimulus event the cognitive appraisal the subjective reaction the behavioral reaction and the function. Now gain of valued objects is the stimulus events you have to posses it this is the cognitive appraisal you have the subjective reaction, you have the joy, you retain or repeat that is your behavioral reaction and finally, you perform a function that is you gain the resources.

Now, you are member of one group you consider yourself to be a friend this is the cognitive appraisal you have trust towards your group members this is your subjective reaction you groom your behavior accordingly that is your behavioral reaction and the function that it performs is the mutual support you support your members and your team members they support you.

Now, you have threat that is the stimulus event you cognitively appraise that you are in a situation a danger the subjective reaction is that of fear, escape is the behavioral reaction and then the function that you perform is that fine you look for safer options you look towards safety.

Now, you have an unexpected event you just think what is it this is the cognitive appraisal the subjective reaction you are surprised the behavioral reaction, you stop and then you gain time to orient yourself. This is the function that you perform you have loss of valued object you have a sense of abandonment this is your cognitive appraisal you feel sad this is your subjective reaction, you cry because of that feeling that is the behavioral reaction and then reattach to loss or object this is the function that you perform you have an unpalatable object and then the cognitive appraisal you think it could be poison you are disgusted this is the subjective reaction you vomit that is the behavioral reaction and this is how the poison gets ejected this is the function that it performs.

Now, you have an obstacle cognitively you appraise that fine he or she is my enemy the subjective reaction you feel anger the behavioral reaction you attack and this is how you destroy obstacles this is the function that it performs. So, basically when you look at these colored objects the subjective reactions you have joy trust fear surprise sadness disgust and anger and these are considered to be the emotions.

Now, you have new territory you examine them because you examine them what is a part of your cognitive appraisal you have a subjective reaction. You have and feeling of

anticipation then finally, you go for a behavioral reaction you map them and then finally, you know the territory you have the knowledge of territory this is the function. That it performs, right now we were talking about the Plutchik theory where you talk about the combination of two of the basic emotions look at this news items.

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What you saw actually, till now is a son who is believing the death of his father a father was assassinated and see the expression on his face and the words that he speak primarily you will get what Plutchik was trying to say, the you can still have the combination of two of the primary emotions the second attempt to identify basic emotion was made by Izard who said there are nine innate.

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Izard (1972)

- There are nine innate and unique emotions that produce the main human motivational system.
- All of them are discrete because of the facial and physical activities.

And unique emotions that produce the main human motivational system all of them are discrete because of the facial and physical activities.

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According to Izard interest enjoyment surprise distress disgust anger shame fear and contempt these are the 9 basic emotions. I repeat it once again he said that we have interest enjoyment surprise distress disgust anger shame fear and contempt and these are the nine basic emotions.

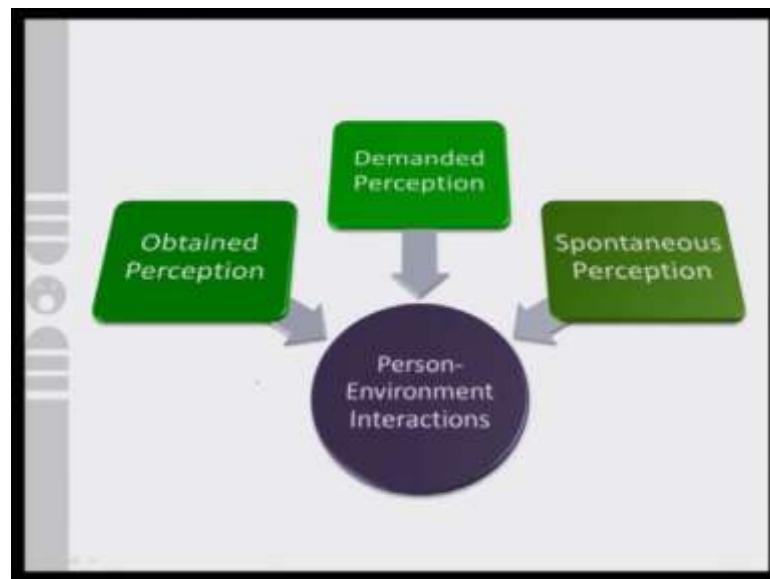
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Izard (1972)

- Emotion is activated by three person-environment interactions and five intra-individual processes.

According to Izard emotion is activated by three person environment interactions and five types of intra individual processes.

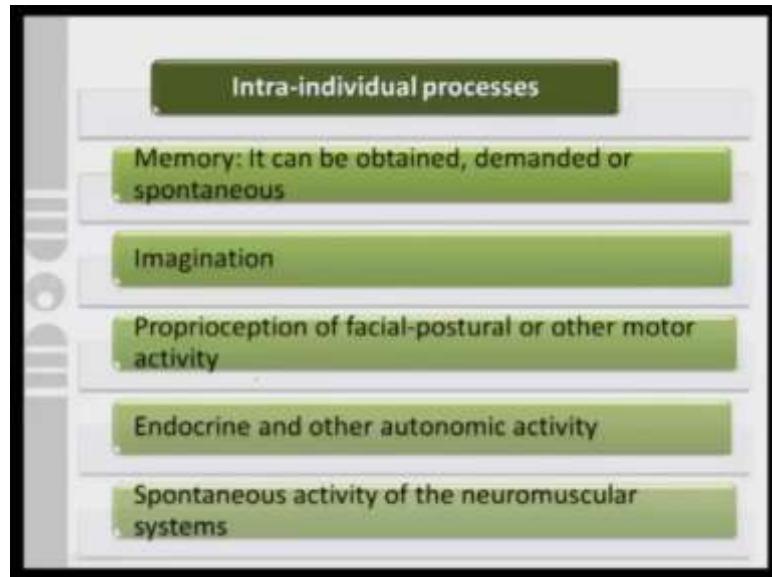
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So, you have the person environment interactions and then obtained perception the demanded perception and the spontaneous perception. So, you can now very easily relate what we discussed in our first module. Where we are talking about the process of sensation and perception the whole thing of assigning meaning to the stimulus that you perceive in the environment that is presented in the environment. How you go for and in-

depth analysis how that perception induces certain bodily changes within you and how that bodily change you try to assign the meaning to it which also in turn facilities the person environment interaction.

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Now, the 5 different known intra individual process that Izard talked about were memory, imagination, proprioception, the activities of the endocrine and other autonomic activities, and spontaneous activity of the neuromuscular systems. So, he said that memory which can either be obtained, it could be demanded or it could be spontaneous, plays an important role in our interaction. How you imagine things, the proprioception of facial postural or other motor activities.

How much is the functioning and activation of the endocrine and other autonomic functions and then, how spontaneously the neuromuscular system they respond and these factors also would help you have this type of interaction which in turn will try to produce certain type of motivational state. So, basically what Izard said was that we have innate emotional states and the unique of this emotions basically produce the motivational systems also and then, said that the physical activities and the facial activities they are discrete, but basically emotional and motivational states he was trying to propose that they overlap. The reason why we took Izard here was that Plutchik has said that there are eight basic emotions. Izard says that there are nine basic emotions.

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Paul Ekman

- Performed cross-cultural research (facial expressions) on the Dani and Fore tribesmen (isolated, stone age culture) of Papua New Guinea.
- He concluded that the facial expression of some basic emotions is innate.

And then came, the proposition by Paul Ekman. Ekman performed cross cultural research on the Dani and fore tribesmen of Papua New Guinea then, he concluded that there are some basic expressions which are very, very innate.

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And according to Paul Ekman, we just have six basic emotions happiness sadness anger fear disgust and surprise just 6 basic emotions rest all are combination of these emotions.

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Basic Emotions

- Fundamental characteristic that are different from other emotions.
- Specific antecedent events bringing about a given emotion in everybody.
- For example, goal obstruction generates anger.
- This is true for everybody.

Now, basic emotions basically their fundamental characteristics are different. So, happiness, sadness, disgust, fear, anger, surprise, none of these emotions, their fundamental characteristic will overlap and therefore, specific antecedent events will bring these the emotions of and accordingly the bodily changes, that you see in these emotions might psychologically show you certain type of a pattern, but then in terms of subjective experience they are unique.

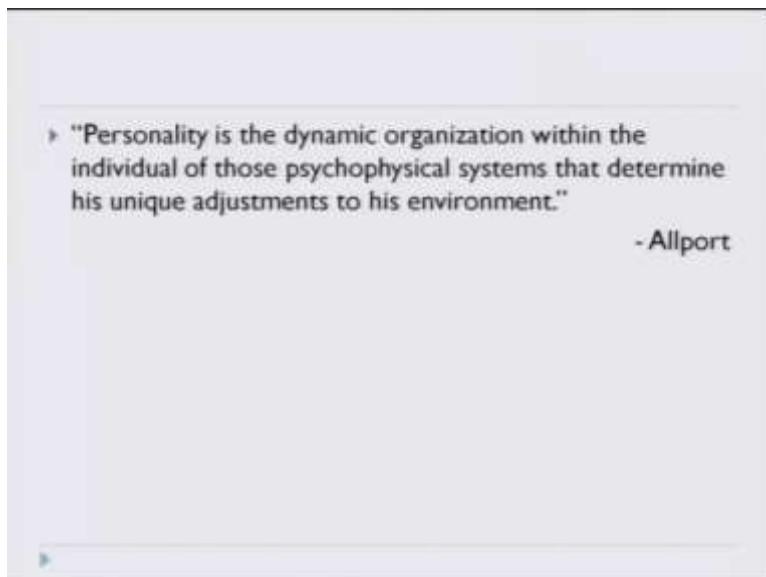
Key words - schacter's theory, Plutchik, basic emotions, dyads, Izard, Paul ekman

Introduction to Psychology
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Lecture - 34
Personality

Today we are going to start a fresh topic where in we would primarily be talking about what personality is. What are the measure approaches to on the standing of personality, and we will also come across what are the techniques used to assess personality of any individual. Common sensibly you must have found people always talking about personality of one person or the other, but given know the discussion on this very topic we would try to understand is it that what commonly people understand that this is what the person of the person is or when they generate a profile of somebody, is it really so scientific the way psychology describes it.

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So coming to the definition of personality famous psychologist are put he defined personality as a dynamic organization within the individual which has psycho physical systems, which determine his or her unique adjustment to the environment. So, ideally how you respond to the environment in which you are in the psycho physical system and all these elements of the systems how dynamically they are organized and it is this dynamicity of the organization, which enables you to keep changing, to keep revising, to

keep adapting to the environment therefore, you would realize that there would be whole range of characteristics that you can suggest that this very individual, basically is characteristics 1 plus 2 plus 3 plus and the number of characteristics that you can draw, but you would perhaps never succeed saying that this very person basically means this one single characteristics that usually does not happen.

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The slide has a light gray background with a dark gray border. At the top left, the word "Approaches" is written in a bold, black, sans-serif font. Below it is a horizontal line. To the right of the line, there is a bulleted list of four items, each preceded by a small black triangle symbol:

- ▶ Type & Trait Approaches
- ▶ Dynamic Approach
- ▶ Learning & Behavioural Approach
- ▶ Humanistic Approach

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So, to understand personality of any individual, we would understand the approaches taken by psychologists. Four major approaches if you wish you can make it five. Type and trait I am combining them as one single approach, many books you would find that type approach is now put separately and trait approach is put separately, for convenience I am putting type and trait approaches together the Dynamic approach, where in we would be talking about the psycho analyze, how they try to define personality. Learning and the Behavioural approach and finally, the Humanistic approach.

So, these four approaches we would take to understand personality and I must tell you that, we would be talking about type and trait approach in a much more succinct way. Especially when we come to the type approach, I will very clearly tell you that find these are the early propositions and these are the modern propositions and therefore each of this approach might not get same degree of time when we talk about it here.

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Type Approach: Early

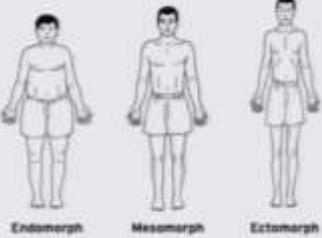
- Hippocrates (400 BC)
 - Sanguine Type- Cheerful, active, confident, etc.
 - Melancholic Type- Depressed
 - Choleric Type- Hot tempered
 - Phlegmatic Type- Calm, slow

Coming to the type approach the earliest now approach was what was proposed by Hippocrates 400 B.C. Where he said that find you can divide individuals into four groups, the Sanguine types, The melancholic types, The Choleric type and the Phlegmatic type and each of these types, he gave certain characteristics. He said that if somebody is sanguine type; that means, the individual would be cheerful, very active and confident. People who are melancholic type, they would largely be depressed. People who are choleric type would be hot tempered and people who are phlegmatic type would be calm and slow. Then came Sheldon classification and Sheldon basically looked at the physical make of the body and then he tried associating certain characteristics with those makes.

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Type Approach: Early

- Sheldon's classification
 - Endomorph (short & plump)- Socialable, relaxed
 - Ectomorph (tall & thin)- Restrained, self-conscious
 - Mesomorph (Heavy & muscular)- Noisy, aggressive, & active



Endomorph Mesomorph Ectomorph

So, he divided people into three groups Endomorph, Ectomorph and the Mesomorph. Endomorphic are short and plump. Ectomorphic who are tall and thin, and Mesomorphic who are heavy and muscular and then he correlated now this type of a body makeup with certain characteristics wherein he said that those who are Endomorph means short and plump, they are largely very relax type of people and they are also very very social in nature. People who are Ectomorph mean they are tall and thin; they are being ones who would e restrained and very self conscious. Here is people who are mesomorphs heavy and muscular people, they would be noisy they would be aggressive, but they would also be very active in nature. Let me tell you that modern psychology when you look at the understanding of personality Sheldon's classification you will not find place for it.

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Type Approach: Modern

- › Eysenck
 - › Extrovert & Introvert
 - › Stable & Neurotic
 - › Psychotic

But then most of the books of introduction psychology, if you look at it will talk about know these two type approaches, the early approaches. Much later the classification of Eysenck came into being where in Eysenck divided people on x y axis, which had 3 dimensions, Introversions, Extroversion, Stables and Neurotics and the Psychotics.

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Type Approach: Modern

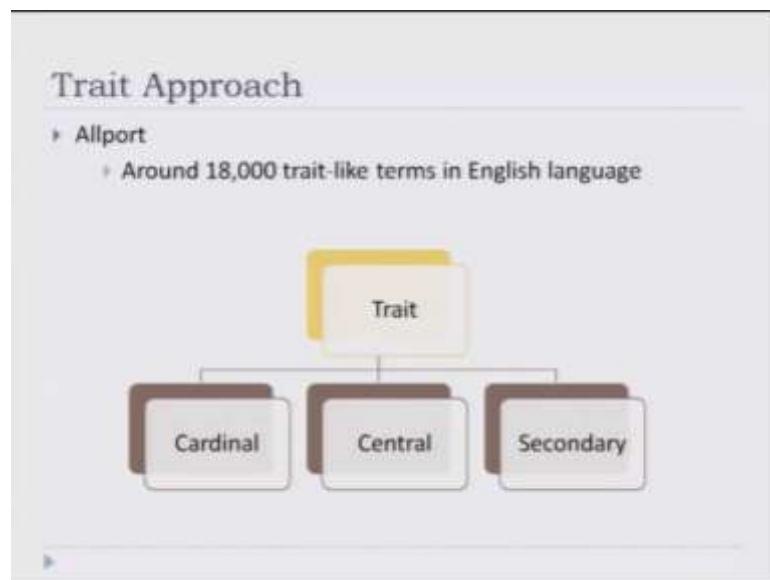
- › Myer Friedman & Ray Rosenman
 - › Type A (competitive, restless, high achieving, active, aggressive)
 - › Type B (opposite of type-A)

And then one more type approach in the modern time which came, that was of course, out of the practicing doctors, Friedman and Ray Rosenman, then they came forward with the concept of type A and B type of people and I must tell you that Rosenman and

Friedman basically their theory this type approach, came out of the patients who visited their clinic because of some cardiac problem.

They found those who are type A, they are basically the competitive people; they are also restless very high achieving active and aggressive in nature. And type b people who are just opposite to this. So, this 4, two old and two new you would find at this type of approaches to understanding individuals are classified as type approaches.

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We now come to the trait approach. Allport once again we referred, to his definition right in the beginning. He looked at the English language and tried to find out those terms those words in English. Which now sounds like trait like type of A term and he founded there are 18000 different words which can be considered as traits and what he did was that he classified traits in to 3 groups, Cardinal Traits, Central Traits and Secondary Traits.

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Trait Approach

› Allport

- › **Cardinal traits**- those which are so dominant that nearly all of the individual's actions can be traced back to them.
E.g., Gandhian, Machiavellian, etc.
- › **Central traits**- characterize one's behaviour to some extent but not in such a complete way as cardinal trait.
It's rare for an individual to have more than 10-12 such central traits.
- › **Secondary traits**- traits that are influential but only within a narrow range of situations.
- › All these three traits constitutes one's psychological life histories

So according to Allport, there are some traits which are Cardinal means they are so dominant that nearly you can trace back the individual to that specific type of a trait like say Gandhian, Machiavellian. So, Gandhian would mean now Gandhi like. So, one single trait or one small combination of traits which basically describes the full length of your personality those traits are called the Cardinal traits, then comes the central traits, these are basically now traits that characterize ones behavior to some extent, but not as complete as the Cardinal traits and it is rare for individuals to have more than 10 or 12 such central traits. So, you can imagine that if central traits are center of exploration of characteristics of a given individual and you can assume of at max tend to twelve central traits, then how many cardinal traits you can think of.

And the third category of traits according to Allport was the secondary traits - traits that are influential, but only within a narrow range of situation and all these three traits basically constitutes the psychological history of as human being.

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The slide has a light gray background with a dark gray header bar. The title "Trait Approach" is centered in the header. Below the title, there are two bullet points: "» Julian Rotter" and "» Single trait- LOCUS OF CONTROL". The slide is framed by a thick black border.

Then another new concept came in psychology given by Julian Rotter and Rotter basically focused on one single trait, where he talked about the locus of control and based on the locus of control, his idea was that people either have an inward locus of control or they have an outward locus of control and locus of control if you look at literature in psychology, we will find that this is one of the most widely studied topics in psychology where in people have found out that say management of a stress, tolerance of a stress, how one copes what could be the ramifications of a stress full scenario. All of these have been examined with respect to locus of control where people have found that external locus of control serves you better compare to the internal locus of control.

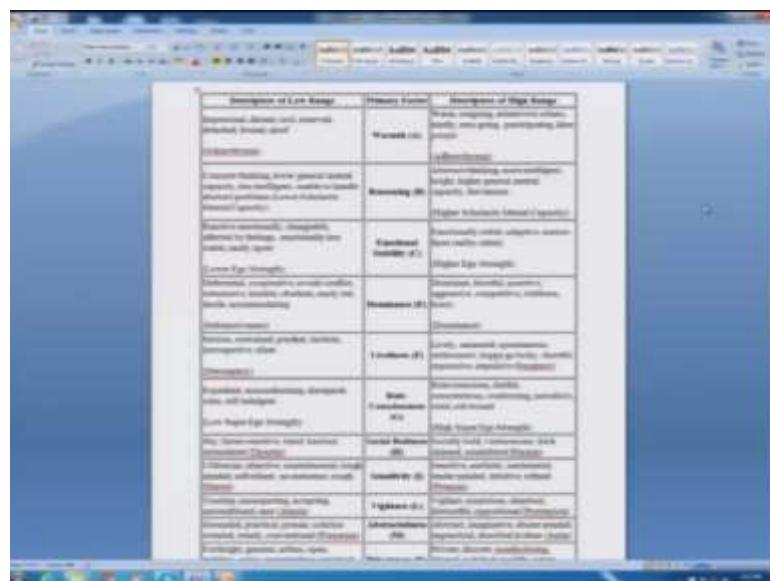
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Trait Approach

- Cattell
 - 16 factors to describe personality

And of course, Cattell gave this is famous 16 factor personality and if you look at this whole set you would realize now that bi polar combinations have been talked about.

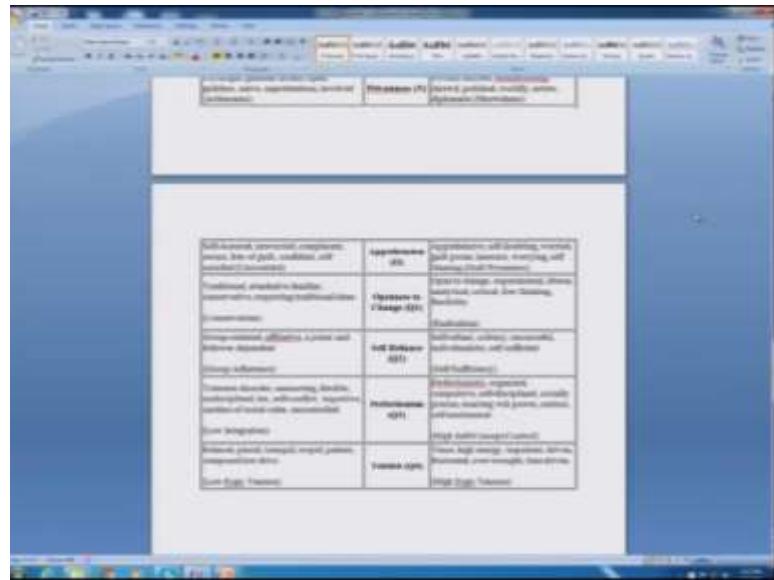
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So, if you look at those 16 factors proposed by Cattell, look at your screen right now. You find the primary factors mentioned there and then you have to know the two extreme ends, One the low range and the other one is the high range. So, warmth, reasoning, emotional, stability, dominance, liveliness, rule consciousness, social boldness, sensitivity, vigilance, abstractness,私ateness, Apprehension, openness to

change, self reliance, perfectionism and tension. These are the 16 various factors that Cattell talks about and now Cattell gives complete description of, what type of people are who have who are either low on a particular now trait or those who are high on that.

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For instance he says that if you are high on warmth, then you would be warm outgoing, attentive to others, kind, easy going participating and you would like people. In case you are low on warmth, then impersonal, distant, cool, reserved, detached, formal, aloof these are the characteristics that you would reflect upon and then very nicely Cattel also says that if you are high on certain characteristics you are bound to be low on some other characteristics. So, he gives a very nice now mix and match of 16 different factors. Because we are succinctly going through these approach is therefore, we would not go through now all the 16 traits that he talks about and looking at the description.

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The slide has a light gray background with a dark gray border. At the top center, the title "Major Framework" is written in a bold, dark font. Below the title, there is a list of four categories, each preceded by a small black arrowhead:

- » Psychoanalytic
 - Freud
 - Erikson
 - Jung
 - Adler
- » Behaviourist
 - Skinner
 - Bandura
- » Humanistic
 - Maslow
 - Rogers
- » Indian concept

At the bottom left of the slide, there is a small, partially visible arrow pointing downwards.

So, by and large if you look at the frame work now I have now removed the type in the trait approach four major frame work we would be looking at. We would be looking at the psychoanalytic frame work, where in we would talk about the proposition a Freud, Erikson, Jung, Adler and of course, Karen Horney. We would also look at the behaviorist framework. Primarily we would look at the work of Skinner and Bandura, how they are work describes the personality of a human beings. How can we use humanistic approach to understand personality? We would be borrowing the concept of Maslow and Rogers and then trying to understand this. After having discussed the 3 major frame work, which is adopted to understand Splints personality, we would also take the Indian concept ok.

The Indian concept of the Thriguna and trying to making mix and match that what actually suggests what type of situation in terms of personality.

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Psychoanalytic

- » Sigmund Freud (Father)
- » Adler
- » Jung
- » Horneye
- » Erikson

So coming to psychoanalytic approach, Sigmund Freud we have been talking about him that he was considered as the father of Modern Psychology and was later on followed by Adler, Jung, Horneye and Erikson. We would look at all these theories, all these psychoanalyze. What type of explanation they have given, why people become the way they leave behave in their life. So, how is the psych determined?

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Sigmund Freud

- » Topography of mind:
 - Conscious
 - Unconscious
 - Preconscious
- » Structures:
 - Id
 - Ego
 - Super ego

Sigmund feud basically talked about two important things. First he gave the Topography of mind, where in he talked about conscious, unconscious and the preconscious states.

And he gave his famous ice berg theory, nowhere he said that approximately 9/ 10th of our mental faculty remains unconscious to us. We are not aware to about it. Only one-tenth of our mental faculties are consciously available to us and he drew thin line between the unconscious and the conscious state where he said that state of precocious lies and he gave interesting examples. For instance he said that say if you have to extract the unconscious elements of an individual, it is something which is very difficult and he gave only two methods one of course was his method of hypnosis where you can hypnotize the other individual and extract the information from deep unconscious state. The second, Freud suggested that you can interpret the dreams of the individual and he I quote him he said that dreams are wild road to unconscious. Where in do his interpretation of the dream gives elaborate explanation has to how the content of the dream of an individual can be analyzed to extract the unconscious elements.

Conscious of course, you are consciously aware of something, but then he talks about a very interesting thing when he says that, some of the things passes from conscious and remain at the precocious level for some time and he very nicely expressed that there are processes like say slip of pen, slip of tongue, you intended to say something else you had twist of the tongue and you miss pronounced and said something else. Freud says that the twist of the tongue basically makes you say what was there in your preconscious state. Similarly if you have now slipped of the pen it reflects now what you inwardly think about that every situation.

So, he talked about this trifurcated Topography. The conscious, preconscious and the unconscious and later on he came forward with a trifurcated structure of the mind when he talked about the id ego and super ego.

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Sigmund Freud

- » Topography of mind:
 - Conscious
 - Unconscious
 - Preconscious
- » Structures:
 - Id
 - Ego
 - Super ego

His idea was that these 3 things work on 3 separate principles. The Id works on the pressure principle, the ego works on reality principle and the super ego works on the morality principle. So, Freudian view was that, we all have certain now desire which are driven by immediate gratification demand. So, they constitute the Id because it works on pleasure principle. So, at times you become you know extremely demanding in terms of I like this, I want this, I would like to have it and he do not think of the ways and means through which you would like to satisfy it. It would simplify demand at find I want it and just I want it at nothing more than that. Once you receive it your pleased. So, that is how the pressure principle operates.

The super ego on the other hand it now gives moral governance to you. It works on morality principles. So, the values, the do and do not that you have learnt in your rearing practices though family, through society, through various agents, who have served no shipping your behavior. They tell you the doable's in the non d-ables. So the do's and the do not's of the society that you have learned, that are extremely important when it comes to now certain types of feelings like shame, guilt, whether it is immoral, whether it is moral and a stuffs like that the judgmental thing.

So, what happens in given situation you have a need your Id suggests you, that find you need it, you would love to have it, your super ego starts telling you whether it is good to have it, whether it is appropriate to have it, whether it is justify to have it, how correct

morally it is and so for. And it is the ego which works on the reality principle, which has the responsibility of , striking the balance between the Id and the super ego. Now what happens ego has the primary responsiblity of striking the balance. What Freudian analysis suggests is that you cannot keep on satisfying only the Id or only the Super ego. I am not venturing in to that area, but if you look at the whole story of psychoanalysis and explanation of areas types of clinical diagnosis. Over emphasis, over gratification of one of these three structures is going to cause severe problem.

And therefore, ego has to now remain in touch with the reality, ego also has to partially make up satisfaction equation it has to derive out of the demands of the id and the super ego, it has to strike a balance.

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Sigmund Freud

- » Stages of Psycho-sexual Development:
 - Oral Stage (Birth – 2 years)
 - Anal Stage (2 – 3 years)
 - Phallic Stage (3 – 5 years)
 - Latency Stage (5 – 11 years)
 - Genital Stage (11-)
- » Important propositions:
 - Oedipus complex
 - Electra complex
 - Castration Anxiety

Then the most significant, controversial and of course, celebrated I would say, concept proposed by Freud was when he proposed a stages of psycho sexual development wherein he said, that entire human life can be split into five different stages. First worth to 2 years of age, what he called has Oral stage. 2 to 3 years of age what his theory says as Anal stage. Phallic stage was is the third stage which is from 3 to 5 years, Then comes Longer stage relatively 5 to 11 years of age. What for it calls has Latency stage and eleven onwards according to him is Genital stage.

Now, the first three stages of life, according to Freud are extremely crucial for now deciding the persona of the individual, means 0 to 5 years of age. Now according to him

we have erogenous zone in body which keeps shifting. So, in the oral stage the erogenous zone lies in the oral cavity therefore, between the age of 0 and 2 child usually prefers to know grasp and put things in the mouth because the maximum sensitivity can be drawn only out of erogenous zone, which is right now in the oral cavity.

Then two to three years of age which is basically the anal stage which is relatively shorter duration when the erogenous zone shifts to the anus and therefore, the child what it does is that either it tries to know retain the feces material or it has now it develops certain degree of fascination towards expulsion of the excreta and this is also this stage when toilet training is given to the child and it is the permissiveness the acceptance. At this very stage given by the care given mostly it would be mother in our context which makes the child understand how acceptable he or she is.

And then comes the third stage, the Phallic stage ,3 to 5 years of age when the erogenous zone now shifts to the private part and this is the time when the childhood would twists the private parts and what interestingly Freud says is that once you go to the latency stage, the erogenous zone disappears for certain number of years and this is how you will have to love to socialize, move out of the house, try to form groups and so forth we are not venturing in to latency and genital stage we would confined ourselves only to the first 3 stages here. So, in the Phallic stage he gave three important propositions, primarily, talking about 2 complexes the Oedipus complex and the electra complex.

Basically these two complexes represent the same phenomena. Deriving from the Greek mythological details, he said that child between the age of 3 and 5, develops extreme degree of love for the parent of the opposite sex. So, male child would develop love for the mother and the female child would develop that degree of attraction for the father. Male child having extreme fascination for mother, he named it Oedipus complex and female child developing extreme love and affection for father he named this to be Electra complex and he said that basically it is this Oedipus complex and the Electra complex, primarily representing the same thing means excessive attraction towards the parent of the opposite sex, he said that this plays a very important role in the phallic stage.

So, during phallic stage children they always are too passionate about the parent of the opposite sex, but by the end of the phallic stage, the child develops this ability, the child demonstrates this ability of partial withdrawal of this level affection and reinvestment in

to the other parent. So, as a male child, the child would withdraw part of the love and affection now invested in the mother and re-invest in the father. Usually according to Freudian analysis, usually this withdrawal and reinvestment is successful in most of the cases and he says that in case this reinvestment fails. These are now the primary routes for developing different type of sexual orientations.

Now, he talked about now penis envy and castration anxiety. Which he attached to depress complex basically he said that the male child having now maximum fascination for the mother realizes that there could be situation when he, private part could be castrated and this is source of anxiety according Freud. Similarly the parallel of construction anxiety in the girl child according to Freud was the penis envy where he said that the girl child is envied of the fact that she lacks the private part that now the male counterpart has. So, this is now description that was given by Sigmund Freud. Primarily talking more and more about the Id, ego and the super ego; the emphasis was on the unconscious part of the mind and then talking about the early life experiences. The Erogenous zones specially the first five years of life and saying that how important these were.

Today we would stop here. When we meet next we would be talking about the new Freudians, those who largely accepted the Freudian view point, but then added something more to it.

Introduction to Psychology
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Lecture – 26
Emotion - Culture and Emotion

Now, let us talk about the influence of the, impact of the, effect of culture on emotional expression. I will like to begin with an interesting experiment of a prism.

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Culture & Emotion

- Friesen (1972): Participants had to view a stressful film alone and with the experimenter.
- Pan-cultural facial signals were observed during spontaneous expression of emotions in isolated condition (viewing the film alone).
- Culture-specific expressions were observed in social reciprocation condition (viewing the film with the experimenter).

What interestingly this experiment wanted was that the participants, they had to view a film which was extremely stressful and there were two conditions, either you view the film all alone or you view the film with the experimental, two situations. What was finally, observed now the pan cultural facial signals they were observed during this spontaneous expression of emotion, when the participants they were viewing the film all alone. And cultural specific expression was observed in social reciprocation condition, that is when the individual, the participant was viewing the film with experiment; that means that when you have people from your own cultural background around you, your face largely reflects the cultural specific expressions and when you are all alone it is pan culturic expression that you show through your face.

So, this is an interesting distinction, that means, again go back to learning where we said, know there is something called social facilitation. You behave little differently, when you

are in a group. So, when you are in a group of people who share your culture, then you show now heightened degree of culture specific singles on your face. This was an interesting experiment. Now the expression of happiness is largely encouraged in collectivist culture compared to individualistic culture, where in the case of individualistic culture the expression of personal feelings you can very conveniently express it whereas collectivist culture they would demand that you should largely express the positive emotions on your face.

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Culture & Emotion

- The expression of happiness is encouraged at the cost of expression of sadness in individualist societies, whereas collectivist societies cherish the reverse.

Individualistic culture you can very happily know represent your sadness in a given situation, but collectivist culture will have by and large will encourage you to now mask your sadness, to neutralize your sadness, one of these two conditions and if you can of course cover it up with certain degree of happiness that could be the best. Look at your early morning interaction with people around you, in our culture India when you ask somebody, How are you? The standard reply is fine. Very few people say good. Most of us say fine. So, the good days extended to the heightened degree that is what we express. Whereas, in several individualistic societies you would realize that many people, when you ask them, how are you? They would largely say not so bad; not so bad is an expression that you would never ever see in this culture.

So, that is the big difference, that is what you call the encouragement that you unknowingly acquire which actually is a part of the social influence, the cultural influence.

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Culture & Emotion

- Less public expression of negative emotions in collectivistic societies.
- On the other hand, individualistic societies (such as North America), 'may sanction the communication of these emotions more, as they relate to individual freedom to express and perceive negative emotions'.

- Matsumoto (1989, p. 101)

Several studies have demonstrated that very little negative emotions are publicly expressed in collectivist society. Whereas, in the case of individualistic society, I am quoting Matsumoto who says that individualistic societies may sanction the communication of these emotions more. As they relate to individual freedom to express and perceive negative emotions.

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Culture & Emotion

- In collectivistic society people forgo negative emotions in order to support group standards.

Now, in collectivistic society people forgo negative emotions in order to support group standards. Everybody says I am good, I am fine and you want to know somewhere come closure to that type of the standard, that the group is maintaining and therefore, wherever you ask in the morning, Good morning. How are you? and you say good or you say fine. We are going through the brief introductory psychology course and therefore we will not go in to the details of studies on the effect of culture on emotion, but I must just refer to it. You need not go into the details of it.

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Culture & Emotion

- “Facial expressions of emotions are governed both by mechanisms associated with facial side (neuro) and by learned display rules (cultural)”

- Mandal, Harizuka, Bhushan, & Mishra (2001, p. 395)

That, there is a theory called a Neuro cultural theory of emotion which basically says that the facial expression of emotion will have mechanisms which are associated with side of the face. The expression which is neuraly governed and the display rules that you learned from the culture.

So, what happens? We have the two sides of the face. The left and right side and neuraly, there are two mechanisms. One what is call as the Contra lateral mechanism. You remember in the case of sensation we talked about, when we were looking at the visual process that at optic chasm, the neural fibers they criss-cross. So, from the left eye they go to right lateral geniculate nucleus and then to the right side of the brain. So, contra lateral mechanism would mean that from the left side, the information goes to the right hemisphere of the brain and from the right side, the information goes to the left hemisphere of the brain that is contra lateral. There is also certain type of interations what is called as Ipsilateral. Ipsilateral means from the right side of the face, the information goes to the right hemisphere. So, this is going to the same side therefore, it is called Ipsilateral.

Now, we have contra lateral as well as ipsilateral control for our facial expression, as far as the neural connections go, but there are also display rules which are cultural specific and we learned them and therefore the neuro-cultural theory says that there is what you call neural program which governs your expression, but there is also something called cultural conduct rule, the display rules that we also follow.

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Culture & Emotion

- Elfenbein and Ambady (2002, 2003)- Although, the recognition rate was reasonably stable across countries, the recognition of the six basic emotions was easier for the own ethnic group compared to others.

Another interesting study which suggest now that the 6 basic emotions that we have talked ,about they are much easier to understand, if you are looking at the expressions from your own ethnic group, so if I am from given group if I look at the expressions of the people from my own group, I can recognize the basic emotions very clearly, but if I look at the expressions of people from alien background, from a different cultural background then I might commit error.

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Culture & Emotion

- The ecocultural framework of Berry (1976) and his colleagues (Berry, Poortinga, Segall, & Dasen, 2002) talk of three kinds of antecedental influences-
 - ecological indices
 - sociopolitical indices
 - aggregated psychological characteristics

Now, if the eco cultural frame works of Berry and his colleagues, they talked about three types of antecedental influences on emotion. The ecological indices, the sociopolitical indices and the aggregated psychological characteristics now, you can see know you have the ecological components coming into being; you have the socio political component coming into being as well as the psychological characteristics. So that means, that the emotional expressions that we give in our day to day life is not a pure psychological phenomena rather it does take into account the ecological suitability of the expression it does take into account the social conduct, the display rules and all these things combined together.

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Culture & Emotion

- Matsumoto (1989) extended this theory from expression to the perception of emotions.
- According to him, across cultures people perceive emotional expressions in the same way. However, they acknowledge this (or do not do so) based on the culture-specific norms.

Now, Matsumoto he extended this theory from expression to the perception of emotions and he says that across culture people perceive emotional expressions in the same way. However they acknowledge this based on the culture specific norms. So that would mean that in terms of perception of emotion, we are not different across culture, but when it comes to acknowledge it, whether I should recognize this or I should try to avoid it. So, that acknowledgement would be now cultural specific in nature. The cultural norms will decide whether you should be expressing this or you should not be doing so. For example, studies approve that the Japanese they usually mask their negative emotions with smiling. So, you keep a neutral expression on the face and if at all you have to express negativity, say for example, if you have to show sadness you try to mask your expression with a certain degree of smile. Whereas, in the case of oriental Indians it has

been realized that we de-intensify the negative emotions. So, fear and anger they are de-intensified you reduce the intensity of these emotions. Why is it essential for the Japanese to mask the emotion? Why is it essential for the oriental Indians to reduce the intensity of the negative emotions? Again it is the cultural specific norms. This is not known Matsumoto was saying, when he said that even though we are all by a large the same way then it comes to perception of the emotional expression, but having perceived it, it is not a guarantee that you would also acknowledge it. So, consciously we acknowledge it only based on cultural specific norms. It is very interesting to see that to understand the nuances of facial expression; psychologies have taken various factors into account. For instance people have looked at culture, right now we also focused exclusively on culture.

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Facial expression of emotion

- To understand nuances of facial expressions, psychologists have taken various factors into account such as
 - culture (Western, non-Western)
 - type of participants (literate, preliterate)
 - type of expression (posed, spontaneous)
 - stimulus type (static, videotaped)
 - response format (matching/ labeling task)

So, comparing facial expressions of people from the western world versus people from the non western world or types of participants, literate versus preliterate - somebody who is educated; somebody who is not so or types of expression, either it is a posed emotion. I stand still in the front of a camera and then I put smile on my face, I show certain expression happiness, sadness whatever it is, but I pose for the photo session that is posed expression. Comparing this with spontaneous emotion, spontaneous would be that I am in a real life situation, where I express the emotion and I am clicked at that point of time it is the spontaneous expression.

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Facial expression of emotion

- To understand nuances of facial expressions, psychologists have taken various factors into account such as
 - culture (Western, non-Western)
 - type of participants (literate, preliterate)
 - type of expression (posed, spontaneous)
 - stimulus type (static, videotaped)
 - response format (matching/ labeling task)

You also have now the stimulus type variation - Static versus Videotaped type of an expression. Still image versus know strip of images, which primarily you can play in the sequence. So, it will have a start point and it will have the maximum intensity point before it comes to the neutral point.

So, say for example, if I have to express happiness, so from the neutral stage my facial expression goes up to certain level of happiness and again it comes down. That would be the videotaped stimulus tape and then the response format where either you ask the respondents, the participant in the study to level the emotion. Level the emotion means I show you the images and then I ask you what this emotional expression is, you have to identify the emotion. So, let us now say for example, you look at the image and say this is a happy face. So, you have labeled the emotion. The second situation could be where you go for a matching task I give you a different individuals photograph expressing one emotion and then I show you some other individuals face, having the same emotion or a different emotion and I ask you to match it and I look at how accurately you can match the expression that was the base line versus the expression that you are seeing right now.

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Facial Asymmetry

- The two sides of the human face are not equally pronounced during emotional expressions.
- Emotions are expressed more intensely on the left side of the face.

All these factors had been taken into account in terms of studying human expression. What studies have also found is that the two sides of the human face, they are not actually equally pronounced when we express ourselves. Emotions that are expressed are you know intense on one side of the face. And largely it has been found that emotions are expressed more intensely on the left side of the face. So, say for instance this is my left side of the face. So, this side of the face this half of the face, would be form dominant in expression compare to the right side of the face. People also talk about the social face versus the personal face. So, one half of our face is largely suppose to reflect the social protocol, the socially desired response whereas, the other half is considered to be our personal face which actually reflects the inner feeling .

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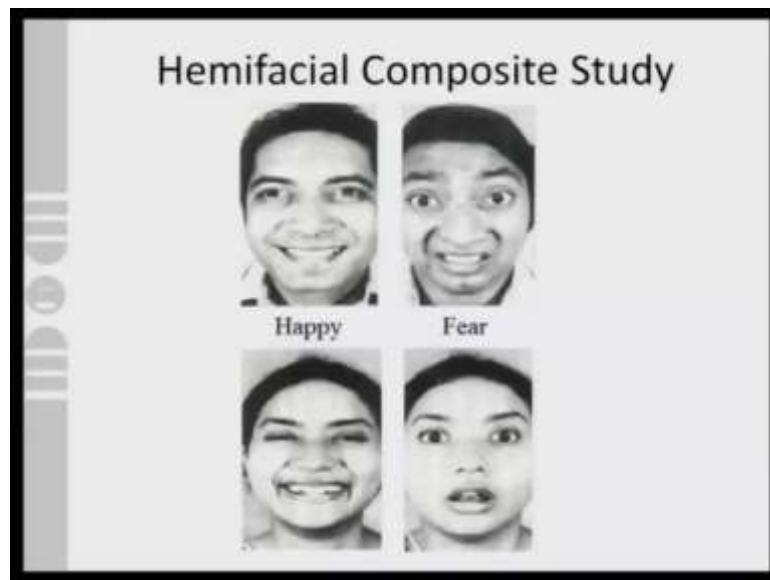
Facial Asymmetry

- Socially appropriate cues are apparent on the right side of the face, whereas personalized feelings are visible on the left side of the face.
- Right hemisphere deals with emotional processing whereas the left controls these processes in terms of social appropriateness.

So, socially appropriate cues, they are more apparent on the right side of the face, the left side of the face will have more and more of the personalized feeling. So, say if I am inwardly very happy, my left face will show pronounced happiness compared to my right face and say if I am in a situation where I have to show happiness, whereas internally I am not my right face will have that very degree of happiness, whereas my left face will not have that pronounced degree of happiness. Take an example, you are moving in a corridor and you meet couple of friends, right now we took the example that somebody ask you how are you and you say fine, culturally drawn norm. You meet somebody you say good morning and you say nice meeting you.

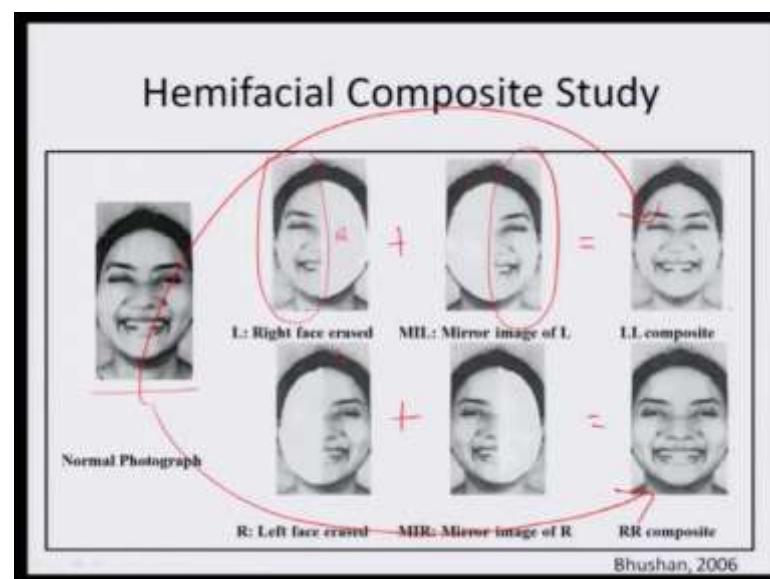
Now, you are socially supposed to meet the individual, greet the individual and say that it was a pleasure meeting you, whereas inwardly it is a great sense of discomfort for you or it might not be a great source of discomfort, but you are not so comfortable, not so happy there would be a clear distinction on the now two sides of the faces.

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Look at these two expressions. The happy face and the face depicting fear, what you are right now looking at is the normal configuration. Now it is if I tell you that the two sides of the face is not. Now what you call equally representative of the emotion, perhaps you will not rely in it. I am looking at the lady right now, who expresses happiness and then I will show you how the two sides of the faces are not the same.

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Now, you see this is the face that you saw, what I have done here is that the right side of the face, this is the right side of the face, this is erased. This is the mirror image, so this

face, this half, this is the Mirror image and these two things so this plus this has led to this face and this is basically the left-left composite. So, only the left side of the face and the reverse has been done here. So, here you have the right-right face. So, this is the left face, this is the left face, this is the mirror image of the left. So, this plus this and this is the result and then you see now the difference. Now this expression and this expression, these two faces although it has come out of the same thing. These two have come from the same photograph. You see the left-left and the right-right is not same. This means that the left face and the right face of this very lady were not expressing happiness to the equal degree, the magnitude was not the same.

So, this is what I was trying to say that the two sides of the face have also been found to represent two different you know level of intensity of emotion. Now that we have understood the significance of the face, Buck in 1918 propose the facial feedback hypothesis. This hypothesis basically proposes that the feedback that is received from the muscle they play a significant role in the subjective experience of emotion. So, how the muscles of the face contract or rarefact. So, that feedback is extremely helpful in terms of understanding and experiencing the emotion.

Now that we have come to facial muscles, so in our next lecture we would exclusively be talking about the musculature analysis of facial expression.

Introduction to Psychology
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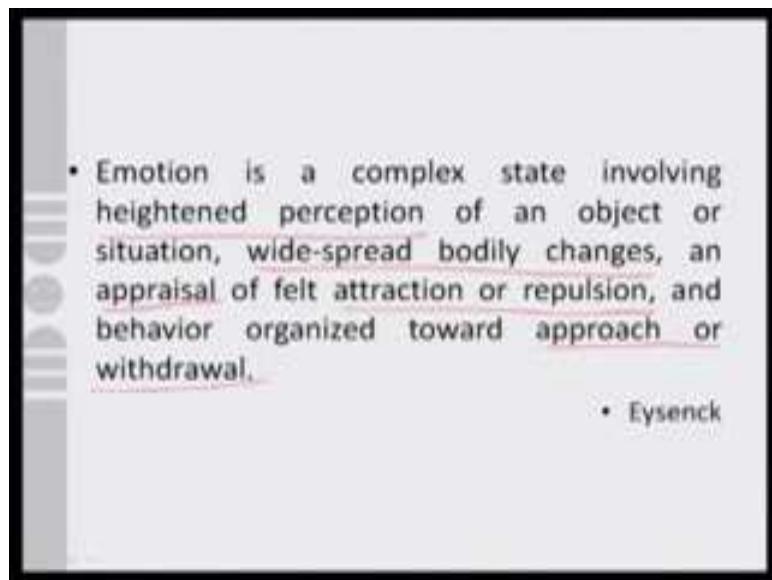
Lecture - 23
Emotion - Theories of Emotion-1

Now that we have talked about perception; we have also seen how we learn things, how we memorize, how we forget things. Recollect your experiences, situations where somebody shared a good news with you and you were full of joy. Your happiness was glaringly visible on your face. You heard the news of death of beloved one and you were extremely sad. You thought something will not happen and it happened, and you were caught by surprise.

These are some of the things that we are going to talk about in this very course as part of emotion. Where first you try to understand what emotion means, how psychologist they have tried to understand human emotion, the entire effective process per se. And because we will have a limitation of only 20 minutes lecture distributed across 6 lectures.

So, we would try to also see not only the major theories that tries to explain emotion, but also how emotion and understanding of emotion has grown and become wider and wider helping us understand how we feel, what we feel, and why do we feel what exactly we feel. So that is all about the topics that you would be talking about. Just to define emotion I am taking this very definition given by Eysenck.

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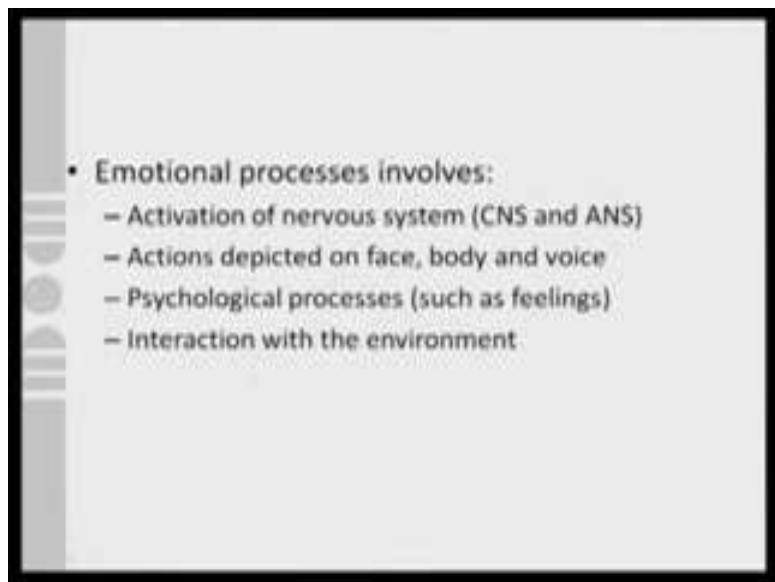


Who says that ‘emotion is a complex state involving heightened perception of an object or situation, wide spread bodily changes, an appraisal of felt attraction or repulsion, and behavior organized towards approach or withdrawal. If you look at this very definition you will come to know whole variety of things that are associated with emotion. First, that it has to do with heightened perception. You perceive an object, you perceive a situation and then you have heightened degree of perception which leads to a complex state. What is that complex state? And if I now break up this into say the complexity that Eysenck talks about it would be something like this.

The first thing you have is the heightened perception, bodily changes, appraisal which is either attraction or repulsion, and then behavior which either follows an approach or withdrawal mechanism. You can understand that perception has to be heightened the body will undergo certain changes you will go for an appraisal mechanism, you will think about it. Why, whatever is happening is happening, what does that mean. How relevant, how significant that is. And based on that you will either move towards the source of attraction or repulsion or you would move away from it.

So if you move towards the object then it is attraction, if you move away from the object it is repulsion. And then the entire behavioral manifestation, the behavioral output will either be an approach or an avoidance response. So, whole lots of issues are involved in emotion.

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Now, emotional processes largely involve four things. First activation of nervous system, so when we say activation of nervous system it could be activation of the central nervous system as well as the autonomic nervous system. For instance, you watch a movie and when you see the hero chasing the villain, you realize that the sequence that you see on the screen actually makes change in your heart beat; your beat becomes faster because the heart beat has increased so the pulse rate is by default going to increase. The respiration rate might change. The sensitivity, the flow of current on the surface of the skin will undergo a change, what is called as GSR; Galvanic Skin Response. So the nervous system actually becomes activated, that is one of the important process involved in emotions.

Second the action gets depicted on face body and voice. The facial expression changes and the right looking at your face one can understand whether you are experiencing particular type of emotion or not. To say happiness, sadness, disgust, surprise, all these things can very easily be understood just by looking at the face of the individual. Two, the bodily mechanism; the gestures, the postures that will also get influenced, so if you are happy your entire gestures and postures will very clearly reflect how activated you are. Similarly, you will be no depicted by your gestures and postures has little withdrawn say for instance if you are extremely sad, and this change in the emotion is also visible on the face. So, voice modulation takes place depending on the emotion you are experiencing.

Three, emotions has psychological process embedded into it. The whole concept of subjective experience the feeling. So, what actually happens to your body, what happens in the normal nervous system whether it is central or autonomic or what happens in the face, what happens to your voice. These are the changes that can be examined, that happens to you but then at the end of these events you finally derive a feeling out of it. What is that feeling? That subjective feeling that you derived in a given situation that is an important. And one of the perhaps most important concept associated with emotional process.

And then the fourth one is the interaction with the environment. Depending on what you feel, you will decide your course of interaction with the environment. If you consider the environment to be hostile, the environment which is full of fearful elements you are by default going to withdrawal yourself. So, you are over all engagement with the process will not be visible. Whereas, if you realize that the environment is full of signals that makes you very very happy or it is a full of surprise element, your involvement with your environment increases therefore, the pattern of interaction that one will show to the environment will also be decided by the emotion that one will experience. So, these are the four important processes that are involved with emotion.

We will now very succinctly try to understand the theories which have tried to explain the process of emotion. For convenience what I have done is that I am dividing this theories is into two major segments.

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Theories of Emotion

- Biological
 - James-Lange Theory (1884)
 - Cannon-Bard Theory (1915)
 - Central Motive State (1969)
- Cognitive
 - Schacter-Singer Theory (1962)
 - Lazarus (1991)

The biological theories and the cognitive theories; and beside these two theories these two set of theories are there.

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Theories of Emotion

- Plutchik (1970)
- Izard (1972)
- Ekman (1972)

we will also like to look are the theories given by Plutchik, Izard and Ekman, because they have tried their best to classify emotion and to (refer time 8:54) the basic form the purest form of emotion which is not confounded by any other subjective experience. So, what are those basic emotions, and how is that two emotions they mix together, and what

is the third thing that gets generated out of it. So, these things will also like to discuss here.

So, let us first begin with James-Lange's theory which was proposed in 1884.

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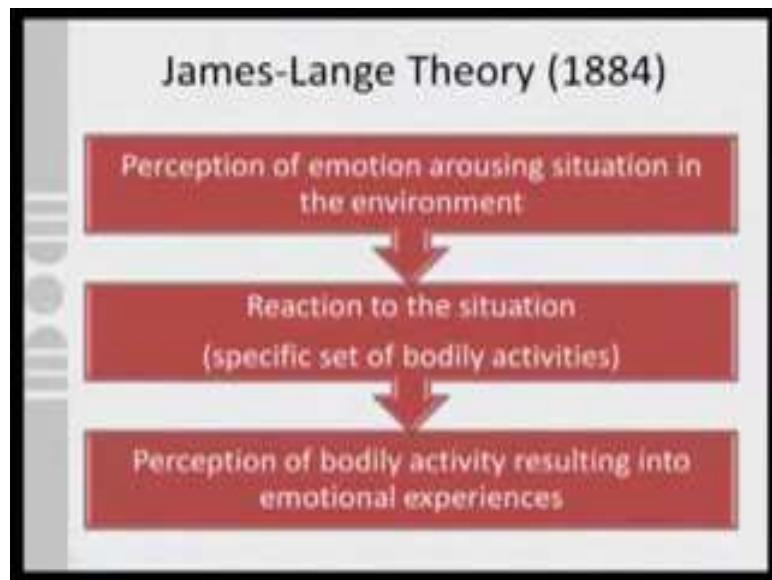
James-Lange Theory (1884)

- "We feel sorry because we cry, angry because we strike, afraid because we tremble."
- James
- William James, an American psychologist
- Carl Lange, Danish psychologist

I am quoting him he said "We feel sorry because we cry, angry because we strike, afraid because we tremble". So, what actually he was saying was that it is not that you first feel the emotion and then you respond to it. He said that you become cry therefore you feel sorry in a given situation. So, because you are scared you tremble therefore you are trembling behavior gives you a feel of fear, you are afraid of something. This means what we otherwise think that we feel and then the process takes place, he says the reverse of it.

Now, when William James was thinking about how human being experiences their emotion, along with this American psychologist there was somebody else a Danish psychologist called Carl Lange he also proposed similar type of theory. And therefore, although this theory was not an outcome of collaborative work, but in the literature you will find that the credit has been shared with both of them, both of them have been recognized for proposing the this theory and therefore this is called James-Lange Theory.

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Now, what this theory says is that first we perceive emotion that arises out of a situation in the environment. There is a situation in the environment and you perceive it. This perception of emotion leads to reaction to the situation which in turn basically could get reflected into terms of specific set of bodily activities. And when we react to the situation we then perceive our bodily activities, the perception of the bodily activity then finally results into an emotional experience. Let us understand by this very example.

What did you see here primarily this man was afraid of the dog. Now, why was this man running? Because this man was scared of the dog, according to James-Lange Theory this man actually saw the dog in the environment. So, there was a perception of the dog in the environment, two he react to it he started running away, because he is started running away therefore third step comes where he perceives that he is sweating his heart beat is increased. This whole experience subjective experience of running away from the object that is internalized and then it finally results into the perception of fear.

Now, think of a situation what James-Lange says is that you have the object, the situation present in the environment, you respond to it and accordingly you feel the emotion. The example that we saw right now was that a man is scared of dog and according to James-Lange his fear of dog is governed largely by the fact that he is trying to run away from the dog. Look at this very example and interesting example where you find small child 14 month old child playing with a python.

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The previous example we saw where this adult man was running away from the dog because he interpreted that this is a fearful object in the environment he ran away, and because he started running away he experienced fear. In this very example the python you can see he has **scrolled** and then the baby is playing at least the feet is under the body of the python, the hand is too close to the body of the python, and there is no experience of fear at all.

Now in this very example this baby is not scared of the python because she is not considering the object, she does not perceive the object in the situation to something that she should be skeptical about it and run away. Because she is not running away therefore that fear is not induced. Whereas, most of us if we are put in this very situation we would be extremely scared. So, this is what was James-Lange Theory.

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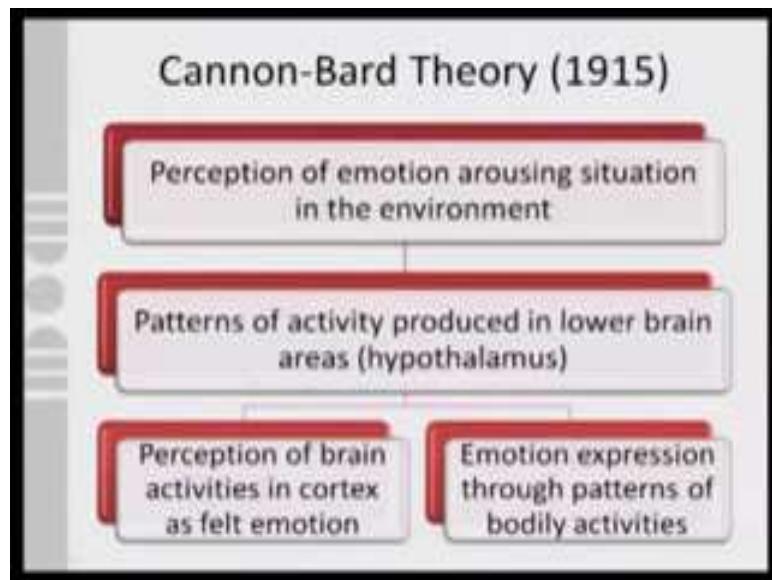
James Theory

- "the bodily changes following directly the perception of an exciting fact, and that our feeling of the same changes as they occur is the emotion"
 - (1884/1983, p. 170).
- Bodily sensations occur prior to emotional feeling and not the other way around.

James theory further says, I again quote him that "the bodily changes following directly the perception of an exciting fact, and that are feeling of the same changes as they occur is the emotion. So, he was trying to explain emotion as the feeling of the changes that takes place in the body. And this theory further says that the bodily sensations they occur prior to the emotional feeling and not the other way around.

Most of us we think the other way around that we have the emotion it is the emotion that leads to bodily changes, whereas James-Lange Theory proposes that we have the bodily changes first the sensation first. And it is this bodily sensation change there that finally leads to the experience of a given emotion

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We come to the other theory now. Cannon-Bard Theory came in 1915, and this was further revision of James-Lange view point. They said that perception of an emotion is based on the situation in the environment which is of course arousing enough, so the person concerned perceives the emotion arousing situation in the environment and this in turn leads to pattern of activity in the lower brain areas. Because, the activity has now right from the perception of the situation in the environment has now gone to certain type of pattern that is produced in the lower brain areas therefore, two things now simultaneously happen; one perception of the brain activity in the cortex which is felt as an emotion, and simultaneously the emotion expression that takes place to the pattern of bodily activities.

So, the change between James-Lange Theory and Cannon-Bard Theory was that James-Lange Theory said that we perceive the emotion arousing situation in the environment then we respond, and because our bodily response takes place we look at our own response pattern and therefore we experience the emotion. Cannon-Bard made a change here they said perception of emotion arousing situation does takes place, but then this perception leads to certain type of activity that takes place in the lower brain areas. And that pattern of activity that takes place in the lower brain area leads to two simultaneous things. At the same time when we experience the emotion because of the activities in the brain we also experience our emotion through the bodily activities.

So, the bodily response and the felt experience of the emotion both of them they go parallel to each other. This was Cannon-Bards Theory.

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Central Motive State (CMS)

- Bindra's (1969) CMS integrates emotional and motivational states.
- Perception of environment and physiological actions jointly affect a common set of neurons.
- These neural firings are mediated by CMS.
- These firings create autonomic discharge, postural adjustments, and organized motor output.

The third theory which is considered at the biological framework is the Central Motive Theory given by Bindra. Bindra's theory says that you need to integrate emotional and motivational states to understand how human beings experience the emotion. And according to Bindra the perception of environment and the physiological actions jointly affect a common set of neurons. These neural firings are mediated by the Central Motive State. And these firing they create the autonomic discharge, postural adjustments, and they also organized the motor output.

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Central Motive State (CMS)

- CMS is not autonomous of external conditions and can be altered by experiences, but also has inherited components.
 - (Candland et al., 1977)
- Thus, CMS can be classically conditioned.
- One can be trained to react in a certain manner to a stimuli.

Therefore the Central Motive State actually is not an autonomous state of external condition and can be altered by experiences, but also has certain inherited components. And therefore, it is also suggested that the Central Motive State can be classically conditioned. Means one can train to react in a certain manner to a certain stimuli.

Right now the example you saw the baby playing with a python. The Burmese father who recorded this who was basically trying to propagate the message that people should not be scared of animals and they should take care of all animals including animals for whom we have great degree of fear like snakes.

Now, he was basically trying to train not only his own baby, but also try to he was trying to give message to the society. Basically this is what see a message that, one can be even trained to react in a certain way you can be trained not be scared of a python which is usually against what is commonsensically perceived.

Key words - emotion, james, lange, Cannon bard, central motive state

Introduction to Psychology
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Lecture - 37
Indian Perspective of Personality and Assessment of Personality

In our attempt to understand personality we looked at various approaches the western perspective and towards the end of the previous lecture we also looked at the four different forces.

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Western Perspective

- ▶ First force- Freudian
- ▶ Second force- Behaviorism
- ▶ Third force- Humanism, including the European existentialism
- ▶ Fourth force- Transpersonal psychology
- ▶ Cue from Eastern philosophies to investigate things like meditation, higher levels of consciousness, and even parapsychological phenomena

The first one was the dynamic approach the Freudian approach the behavioristic approach was the second one humanistic approach was the third one and the fourth force was transpersonal and we also discussed there see transpersonal psychology also took cues they borrowed certain concepts from the eastern philosophy and the concept of meditation the concept of consciousness certain parapsychological phenomena. They are basically the rich wealth of the eastern philosophy and it did provide cue to people in the west who are engaging in themselves in transpersonal psychology.

We are not going to talk about various types of eastern philosophy, but we would be talking about the Indian concept of personality especially you would realize that in are Indian tradition personality.

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Indian Concept of Personality

- Distinctive psychological characteristics of person (personality)—
- Svabhava (typical)
- Prakriti (human nature)
- Fundamental attributes of prakriti— triguna

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graph TD; Triguna[Triguna] --> Sattvic[Sattvic guna]; Triguna --> Rajasic[Rajasic guna]; Triguna --> Tamasic[Tamasic guna]
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What is considered as the distinct characteristics of the person the words which represent them are either Svabhava or Prakriti. So, Svabhava would be that typical characteristics of the individual and the human nature is what is called the Prakriti the fundamental attribute of Prakriti is TriGuna which has three elements the Sattvic Guna the Rajasic Guna and the Tamasic Guna.

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Indian Concept of Personality

- Sattvic guna- root meaning of sattvic is 'to be'
- being good, pure, devoted, tolerant, mental equilibrium, mental control, intelligence, knowledge and determination
- Rajasic guna- root meaning of rajasic is 'to be dyed'
- emotions, passions, pain, restlessness, drive, desire and envy
- Tamasic guna- root meaning of tamasic 'gasping for breath'
- indifference, uncertainty, misunderstanding, elusion, inertia, fear, arrogance, helplessness, mental imbalance and inactivity

- Murthy and Kumar (2007)

And all these Gunas have different roots they have been interpreted differently and the deliberation that I am going to make here is based on the work of Murthy and Kumar of two thousand and seven.

Now, they say that Sattvic Guna basically the root meaning is to be. So, being good being pure devoted tolerant having a state of mental equilibrium mental control intelligence knowledge and determination Rajasic Guna the root meaning is to be dyed. So, it would have emotions passion pain restlessness drive desire and envy the Tamasic Guna the root meaning of Tamasic is gasping for breath. So, characteristics like indifference uncertainty misunderstanding elusion inertia fear arrogance helplessness mental imbalance and inactivity they constitute the Tamasic Guna. So, our Indian tradition says that Sattvic Rajasic and the Tamasic Gunas they constitute the Triguna tri means three and they are actually the fundamental attribute of Prakriti .

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Indian Concept of Personality

- Sattvic guna- Refers to goodness, harmony and essence
- Rajasic guna- Refers to passion, mobility and energy
- Tamasic guna- Refers to dullness, indifference and inertia
- **Prakriti (personality) comprise of**
 - temperament
 - mental make-up
 - interaction patterns of the individual

Now, Sattvic Guna basically refers to goodness harmony or essence the Rajasic Guna it refers to passion mobility and energy and Tamasic Guna refers to dullness indifference and inertia. So, the Prakriti of the individual the personality of the individual comprises of temperament mental makeup and interaction pattern of the individual.

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Indian Concept of Personality

- ▶ Gunas constantly influence each other; when one dominates, the others automatically recede.
- ▶ The 'changing' nature of the gunas is because they reflect both states and traits

- Paranjpe (2004)

Now, Paranjpe says that Gunas basically they constantly influence each other when one dominates the other one automatically recedes. So, there is a nice equilibrium that they maintain between themselves. So, if one goes up the other will go down and. So, forth and the changing nature of the Gunas is because they reflect both the state and the trait remember when we were talking about the state trait theory personality has been taken as trait factor that we discussed right in the type and trait approach and then in psychology you will find whole lot of description of the state. So, as of now you are in water state that is the state component and there is something that is all ready in built in you that is your trait component Paranjpe argues that the Gunas they have both of it the trait part as well as the state part now this is an interesting component ,there is an overlap and slight distinction between the Indian concept and the western concept.

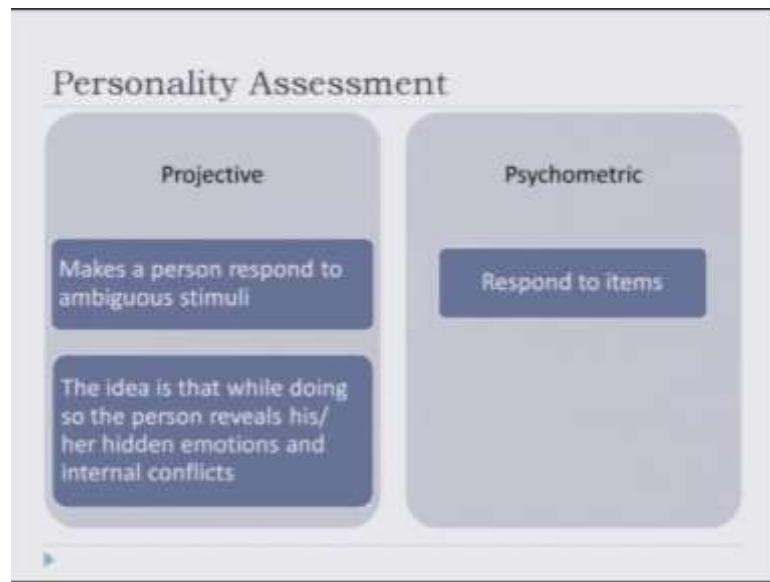
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Having talked about personality and different adopting various approaches to understand how personality evolves.

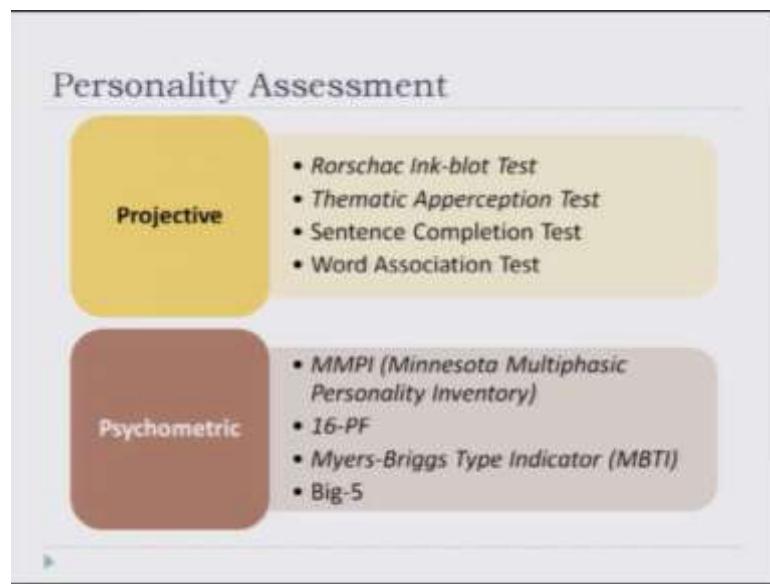
Now, we would concentrate on psychological assessment which has to do with assessment of the personality now when we were going through major milestones I said that see assessment has always been a very, very integral very, very strong component in psychology and therefore, assessment of personality is also being something which has flourished like anything till date it is on massive usage. So, when you look at the assessment strategies that are adopted by psychologist two broad categories you will find the projective techniques and the psychometric techniques. Now psychometric techniques what happens you use some inventories questionnaire some schedules. So, previously when we talked about curtails 16pf basically there were, 16 different personality factors and for each of these personality factors you would have certain number of items the questions to which the individual responds. So, psychometric technique basically adopts these tools questionnaire inventories and schedules and you respond to those items and accordingly your scoring is done and your personality is a sketched.

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On the other hand we have a very rich technique what is called as a projective technique where you are presented with an ambiguous stimuli and as a person you are supposed to interpret that basic ambiguous stimuli and you respond to it the idea is that while you look at the ambiguous stimuli you basically reveal your hidden emotions and internal conflicts because it is ambiguous therefore, you do not realize that it is basically your own inner conflicts and the hidden emotions that are getting reflected rather, you think as if you were making an intellectual attempt to decipher the ambiguity the major projective tools the Rorschach ink blot test thematic apperception test sentence completion test word association test.

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These are the projective tool the famous psychometric tools there are many I am taking very few here the famous MMPI minnesota multiphasic personality inventory sixteen pf we have talked about it earlier we will again talk about it the MBTI the Myers Briggs type indicator and the big 5 what we will do is will start with projective test and one by one we will go through the details of each of these test what actually they are what they intend to do and finally, what is outcome that you achieve out of them.

So, let us first come to ink blot test Rorschac he came forward with this very test and it is a very interesting type of it is for certain intellectual property issues.

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Personality Assessment: Ink-blot Test

- There are ten symmetric inkblots- five in black ink on white paper & two in black and red ink on white paper. Three are multicolored.
- Subjects have to describe what he/ she perceives on the card. They are encouraged to narrate exhaustive details.
- After the individual has seen and responded to all the inkblots, the subject is asked to state where he/she sees what he/she originally saw and what makes it look like that.
- The blot can also be rotated.
- It is second most widely test used worldwide.
- Employed for diagnosing underlying thought disorder and to differentiate psychotic from nonpsychotic thinking in cases where the patient is reluctant to openly admit to psychotic thinking.

I am not showing you the card, but basically if you visit your lab and look at the card basically you have a card like this on the two sides you have a bilaterally symmetrical type of a blot. So, there are blots ink blots and these blots are bilaterally symmetrical. So, the left side in the right side would be exactly symmetrical. So, what Hermann Rorschach did he came forward with ten symmetric inkblots five of them in black ink on white background two in black and red ink on white background and then remaining three are multi colored in this case the requirement is at the participants has to describe what he or she perceives on the card. So, when you look at the card you have to say what it looks like and as the person who administers the test you encourage the participant to narrate more and more exhaustive details I remember one thing that you also have to allow the participant to rotate the card there could be a possibility, now that you present the card then the individual things rotating it clockwise anticlockwise that completely upside-down to decipher what is there in the blot. So, that is allowed.

And after the individual has seen and responded to all the blots the participant is then asked to state where exactly he or she was looking at originally and what actually look like what he or she is explained. So, initially you allow free movement of the card free rotation of the card encourage the participant is exhaustively explain what he or she sees their perceives there in the card and then once the session is over you say that now, tell me where exactly you are looking at an why this appeared what actually in the blot appeared whatever you have explained remember the this is the second most widely used

test worldwide this test know is heavily employed for diagnosing underlying thought disorders and different type of psychotic and non psychotic thinking especially in the cases when the patients are reluctant to openly admit that they have certain psychotic thought processes.

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Personality Assessment: TAT

Henry A. Murray

- 31 picture cards
- The test can be administered individually, to groups, or self-administered
- Individuals can respond orally or in writing
- Cards include specific subsets for boys, girls, men, and women - 31 picture cards/2 series of 10 cards for boys, girls, men and women
- Can be administered to 10 years and older individuals
- They are supposed to stimulate stories or descriptions about relationships or social situations and can help identify dominant drives, emotions, sentiments, conflicts and complexes.

So, one of the extremely popular test in psychology the inkblot test the second test again heavily used in psychology very, very popular is TAT thematic apperception test now thematic apperception test was developed by Henry Murray and what Murray did was he came forward with thirty one cards thirty of these cards have sketches one card is blank now the beauty of the test is that it can be administered individually or you can administer it in a group setup or you can even self administer this test as well and you have the freedom you can respond orally you can respond in writing now, what this card has it has certain a specific subsets 10 cards are exclusively for men ten cards exclusively for women ten cards which are used for both and one is a blank card. So, that would mean that practically when you used TAT you would be using only twenty cards and twenty plus one basically one is the blank one.

And it can be administered to anybody who is ten years of age or above now what happens here you show the card and you ask the individual to narrate story to construct and narrate a story. So, the individuals are supposed to think of a story describe about the relationships social situations and these situation the descriptions the relationships that is

described in these stories they can help the psychologists identify the dominant drives of the individual emotions sentiments conflicts and complexes.

So, actually you are looking at the characters depicted on the card and although you tend to construct a story you weave a story in and around the character that you see on the card, but because it is ambiguous not. So, clear what exactly takes place and remember also one thing TAT requires that you should tell what actually is happening there it is a static thing, but then you have to because your constructing a story it will be a dynamic type of a thing. So, you will have to say what actually is happening what happened immediately before this and what would happen immediately after this. So, present immediate fast immediate consequence. So, these are the things that one is supposed to describe in the story and therefore, the significant drives of the individual complexes of the individual you derive out of the stories that one constructs.

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Personality Assessment: TAT

- Completion time is variable
- Two basic approaches to interpreting responses to TAT cards- *nomothetic* and *idiographic*.
- Nomothetic interpretation: Practice of establishing norms for answers from subjects in specific age, gender, racial, or educational level groups and then measuring a given subject's responses against those norms
- Idiographic interpretation: Evaluating the unique features of the subject's view of the world and relationships
- Most psychologists prefer idiographic than nomothetic interpretation

Now, the completion time is variable and there are two basic approaches that psychologists take in terms of interpreting the responses to TAT cards the nomothetic approach and the idiographic approach in the nomothetic interpretation the practice of establishing norms for answers for subjects of specific age gender race or educational level is taken into account. So, what happens unlike the other types of this is psychology or.

In fact, I should say that like most of the test in psychology where you have you the normative interpretation. So, the original test is conducted on a large number of individuals then you try to converge on certain norms.norms which are specifically designed for specific age group specific racial group specific cultural group and likewise and then when the individual. who is now made to undergo that very test, his or her individual score is compared against the norm group norm that one has come forward with that is the possibility in the case of TAT. So, that is the nomothetic approach where you already know that this in this age boys of this very culture belonging to this very days largely they construct such types of stories. So, you have a what you call collective images that people construct and then you map the individuals story over the collective story content and then you interpret it that is nomothetic approach.

The other is the idiographic approach where evaluation is done looking at the unique features of the world and the relationship that the individual concerned takes now. If you overall look at now the strategy adopted by various psychologists in terms of interpreting TAT cards you would realize that maturity goes for idiographic interpretation people do not go for nomothetic interpretation I can share with you that many organizations worldwide including our own country TAT is used as tool to make the personality profile of the prospective employee of that very firm for certain reasons I cannot disclose you the name of those in situation, where TAT are used, but I must tell you that it is used and you would realize the beauty of it if you see it personally you know that how meticulously the profile of the prospective employees is sketched and accordingly the organization decides whether this type of people are wanted in this type of an organization are not.

Now, in TAT for interpretation purpose the focus is laid on basically three areas the content of the story the feeling or tone of the story.

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Personality Assessment: TAT

- For interpretation focus is laid on three areas:-
 - content of the stories
 - feeling or tone of the stories
 - subject's behaviors apart from responses
- Verbal remarks as well as nonverbal actions or signs are considered while making interpretation
- It reveals -
 - Attitudes
 - Fantasies
 - Inner conflicts
 - View of the outside world
 - Assumptions about the world
 - Optimism or pessimism

And the behavior of the subject apart from the response and very interestingly the verbal remarks as well as nonverbal actions or signs are also considered when one makes interpretation and at the end of, the interpretation finally, the psychologist should be able to tell attitude fantasies inner conflicts the view of the outside world assumptions about the world and the level of optimism or pessimism in the person who has undergone the test.

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Personality Assessment: Sentence Completion

- The technique was first used as an intelligence test by Hermann von Ebbinghaus in 1897
- The subject is presented with a series of partial sentences and is asked to complete them in his/ her own words.
 - *I only wish I had.....*
 - *My greatest fear is*
 - What burns me up is
- Rotter Incomplete Sentences Blank is one of the used versions of SCT

The third type of projective test again very popularly used is the sentence completion test now this very test was first used as an intelligence test by ebbinghaus in eighteen ninety seven in this case what happens part of a sentence is shown to the individual and then he or she asked to complete it for instance I only wish I had dot, dot, dot, dot my greatest fear is dot, dot, dot, dot. what happens that you read it and say if I say what my greatest fear is it would be different compare to when, you read what your greatest fear is and you respond to it. So, there would be whole lot of difference in terms of the responses that various individuals would elicit when it comes to sentence completion and again you can very easily sketch the personality profile of the individual based on the scores on the sentence completion test.

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Personality Assessment: WAT

- ▶ 100 words to identify abnormal patterns of response
- ▶ Used as a means to identify psychological complexes, along with "intellectual and emotional deficiencies".

- Jung

Now, Rotter's incomplete sentence blank is one of the widely used versions of sentence completion test and one of the again popular test proposed by Jung was WAT word association test. Now what Jung did was he identified hundred words which basically identify abnormal patterns of responses.

In word association test the primary requirement is that the person who conducts the test will pronounce a word and you have to immediately come forward with the response word. So, my words say if I call it if I am running administering the test and you are the respondent. So, the word that I pronounce is the stimulus word and the word that you respond back to me is the response word. So, I say sun and you use moon. So, that time

lag the time difference between my pronouncement of word and your response that time is calculated. So, the time taken to respond is taken into account one two how many responses did you give you or free to give more than one response.

So, the whole set of responses that you give is taken into account and hundred words will be spoken by the psychologist one by one and you have to come forward immediately with the response word based on the responses certain classifications are made say for instance I say sun and you say moon now sun moon are type of matches which are categorized in a different way, but say I say sun and you say river you say house you take you use any other non conventional word. So, there are ways and means of classifying the responses and based on these responses then the psychologist tries to identify the complexes and Jung says that along with psychological complexes you can find out the intellectual and the emotional deficiency of the individual based on word association test. In fact, you would find the adaptation of w a t in the Indian, context if I remember correctly you will have the Indian version of w a t by Joshi.

Another interesting projective test is the situation reaction test in situation reaction test what happens you are given a situation where in there could be multiple ways of responding to it say for instance if you are given a situation like you are on your way to your office there was emergency call from your boss he needs you to be immediately come to the office while you are on your way you saw that on one side of the road there was an accident a couple has been badly injured what would you do. So, this type of complex situations would be presented to you and then there could be multiple ways of responding to it one way could be that my boss is given an emergency call to me I will rush to the office the other could be that I will rush to the office, but mean while I will just dial one zero zero for the police to come an attend to the case third could be that I would stop and ask others also for a help the fourth could be that I will stop and take these people to hospital.

So, situation remains the same, but the possibility of the response varies in situation reaction test you will find two formats the wildly used format is when the situation is return it is presented to you read think and then you respond in the recent time you would find little change in that the situation reaction test the video version of the test have been created even in our own country I myself have created one video based situation reaction test, but for reasons I will not the details of it basically what happens that when you read

you get time to think and you even re think over what you have thoughts. So, meta thinking is also possible there you want the true response to come and therefore, when you go for a video based situation reaction test you look at a video which is of a very short duration and you immediately respond to that very situation.

So, this re thinking your own thoughts that is taken care of to a much greater extent and therefore, your true responses likely to come forward and in situation reaction test especially you will find people in the uniform services arm forces police forces different type of elite services situation reaction test is one of the popular test used worldwide for these type of people. So, this was the whole area of personality assessment using the projective techniques in the next round when we meet in the next lecture we will be talking about the psychometric tools that are used for the assessment of personality.

Key words- indian concept of personality, guna, prakriti, personality assessment, projective, psychometric, ink blot, tat, sentence completion, wat

Introduction to Psychology
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Lecture – 38
Personality

Today we would be talking about the psychometric tools that are used for assessment of personality. Before we go in to the details as I told you right in the beginning that we would be taking only three four different types of psychometric tools, I must tell you that there are large number of tools available for assessment of personality, I am talking about the psychometrics once.

But gradually you would realize that if you look at the older versions of the personality assessment tools ,they had large number of items compare to the test which I have developed much later where you would realize that of the number of items for these tests have reduced. This is an interesting development. The first personality assessment tool under the psychometric tool category, that we are going to discuss is the Minnesota Multiphasic Personality Inventory; MMPI.

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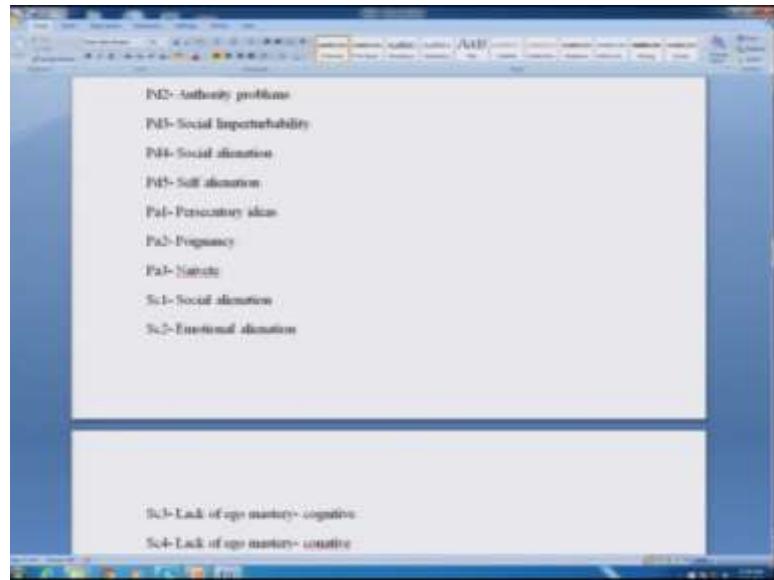
- Personality Assessment: MMPI**

 - › **MMPI (Minnesota Multiphasic Personality Inventory)**
 - › Hathaway & McKinley (1940, 51)
 - › 556 "true/ false/ ?" items
 - › 14 scales- 10 clinical scales, 4 supplementary validity scales

This was very popular test and till that in certain areas again you will find very heavily being used. Hathaway and Mckinley they came forward this very test which has 556 items which are basically true false or not sure type of responses format. So, either you

take true or you take false or you take not sure. And this has 14 scales, 10 clinical scales and 4 supplementary validity scales. Two versions have come MMPI one and recently you will find MMPI two being used.

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Now look at your screen the clinical subscales that MMPI measures are hypochondriasis, depression, conversion hysteria, psychopathic deviates, masculinity femininity, paranoia, schizophrenia, hypomania, social introversion. It also measures subjective depression, psychomotor retardation, physical malfunctioning, mental dullness, brooding, and denial of social anxiety, need for affection. Whole lot of characteristics you will find that is very test tries to find out.

You would realize a very interesting thing that in a certain high state professions, say for in some example I can share with you in at least in the west, those who use to go to the nuclear power plants the operators there, they were suppose to undergo in MMPI and unless you have certain score you will not be qualified to become a nuclear part plant operator. So, important was this test that one point in time and even today in certain areas we would find MMPI being used.

The other important test in a psychology for assessment of personality we have referred to this is 16 PF.

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Personality Assessment: 16 PF

- Primary factors-
- Warmth (A)
- Reasoning (B)
- Vigilance (L)
- Dominance (E)
- Social Boldness (H)
- Openness to Change (Q1)
- Self-Reliance (Q2)
- Perfectionism (Q3)
- Tension (Q4)
- High on A, B, L > Low on E, H, Q

Now 16 PF are different 16 personality factors, but the primary factors that this test talks about are warmth, reasoning, vigilance, dominance, social boldness, openness to change, self-reliance, perfectionism, tension and so; 16 difference factors. And you can see in the bracket know A B L E this is the code that just it provides, so these codes are given.

Now, what happens in this case of 16 PF we you get the items, you respond to them and then you are assessed. What is interesting in this very assessment is that if you are high on certain qualities you are supposed to be low on other qualities. So, I have chosen only those factors where one of the concepts in this very test is given of high and low. Like if you are high on A B and L that is warmth, reasoning and vigilance then you are bound to be low on E H and Q. E is dominance, H is social boldness and Q are basically openness to change, self reliance, perfectionism and tension.

So, 16 PF creates an interesting type of situation where you have 16 different characteristics and then your assessed on the basis of what are you high act and what are you low at.

The third and extensively used personality assessment tool is MBTI.

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Personality Assessment: MBTI

› **Myers-Briggs Type Indicator (MBTI)**

- › Identifies certain psychological differences according to the typological theories of Jung
- › Considers personality type similar to handedness: individuals are either born with, or develop certain preferred ways of thinking and acting.

› **Dichotomies**

Extraversion	Introversion
Sensation	iNTuition
Thinking	Feeling
Judging	Perceiving

Now, Myers-Briggs Type Indicator or you can even take this test online. It identifies certain psychological differences according to the typological theories of Jung. Right now we when we were talking about word association test in the projective domain they are also be referred to Jung, and then this is the psychometric tool which is again based on the typological theory given by (Refer Time: 05:31).

Now, this considers personality type similar to handedness. So, what happens in the case of handedness? You are born with certain type of ability or you develop certain preferences. So what happens, that you develop certain preferred way of thinking. And acting and based on that it has developed very nice parameters of finding what type of combinations you have. So, this MBTI talks about certain dichotomies like introversion, extraversion, sensation, intuition, thinking, feeling and judging and perceiving.

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Type Preferences & the 16 Personality Types		SENSING		INTUITING		
INTROVERSION	JUDGING	ISTJ	ISFJ	INFJ	INTJ	
	PERCEIVING	ISTP	ISFP	INFP	INTP	
	EXTRAVERSION	ESTP	ESFP	ENFP	ENTP	
EXTRAVERSION		JUDGING	ESTJ	ESFJ	ENFJ	
		PERCEIVING	ESTP	ESFP	ENTJ	

Now, it says that if you are looking at type preferences and the 16 personality types it comes out of it. Look at sensing intuiting the columns there, so you could be sensing thinking, you could be sensing feeling type of person, you could be intuiting feeling person or you could be intuiting thinking person. And similarly you will have introversion, extraversion. Now you see here extra introversion, extroversion was the first dichotomy and the second dichotomy was sensation intuition

So, now you have sensation, intuition divided into thinking and feeling for both and then introversion extraversion again divided in terms of judging and perceiving type, thinking, feeling, judging, and perceiving all these four dichotomies, so it is a 4 by 4 matrix that is created in MBTI. Now look at the type preference. So, the first possibilities ISTJ; I stands for introversion, S stands for sensing, T stands for thinking and J stands for judging. So, you have a combination of introversion who is sensing type, thinking and judging type. This is the type reference. The second is ISFJ. So, you are now introvert sensing, feeling, judging type. The third INFJ, so you can make out now it is intuiting, introversion, intuiting feeling and judging. And then the fourth one is INTJ where you have introversion, intuition, thinking and judging.

So, the first row if you see it gives you four outcomes. So, 4 and then you have another 4 so 8, and again 4 and again 4 so 4 4s are finally it comes to 16. So, 16 different type of

personality types you can come out of MBTI when it when you are looking only for the type preference.

Similarly, say if I go to perceiving type then you will have introverts who is sensing, thinking, perceiving type. Then you have introverts, sensing, feeling, perceiving type. Introverts who are intuitive, feeling, perceiving type; introverts who are intuitive thinking and perceiving type. Similarly you have extroverts who are sensing, thinking, and perceiving type.

So, these are 16 different types of personality types that you can now come forward with.

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Temperament & the 16 Personality Types		ABSTRACT		CONCRETE	
		DIRECTING	INFORMING	DIRECTING	INFORMING
AFFILIATIVE	RESPONDING	INFJ IDEALIST	INFP IDEALIST	ISTJ GUARDIAN	ISFJ GUARDIAN
	INITIATING	ENFJ IDEALIST	ENFP IDEALIST	ESTJ GUARDIAN	ESFJ GUARDIAN
PRAGMATIC	RESPONDING	INTJ RATIONAL	INTP RATIONAL	ISTP ARTISAN	ISFP ARTISAN
	INITIATING	ENTJ RATIONAL	ENTP RATIONAL	ESTP ARTISAN	ESFP ARTISAN

Then you can look at the temperament. In temperament again you have affiliative and pragmatic on one hand Affiliative have two components responding and initiating, and same which pragmatic you could be responding and initiating type, Abstract and concrete type. Abstract is now both of them are directing and informing type.

So, again do this same exercise as we did in the previous case. So, you again come forward with 16 different types of temperaments. First one would be affiliative, abstract, responding, and informing; this is one. And what you would realize is that say again you come forward with 16 different types of combinations and then there are words written there, idealist, guardian, rational, artisans, so these are the brought temperaments. But within the same temperament you would realize that you have variation.

For instance, idealist if you see there are four different types of idealists; affiliative, responding, abstract, directing; then affiliative, responding, abstract, informing. Affiliative, initiating, abstract, directing and affiliative, initiating, abstract, informing, like vise 4-4 combinations are there. So, idealist 4 different types, guardian's 4 different types, rational 4 difference types and artisans again 4 difference types.

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Interaction Styles & the 16 Personality Types		DIRECTING		INFORMING	
		ABSTRACT	CONCRETE	ABSTRACT	CONCRETE
RESPONDING	AFFILIATIVE	INFJ CHART-THE-COURSE	ISTJ CHART-THE-COURSE	INFP BEHIND-THE-SCENES	ISFJ BEHIND-THE-SCENES
	PRAGMATIC	INTJ CHART-THE-COURSE	ISTP CHART-THE-COURSE	INTP BEHIND-THE-SCENES	ISFP BEHIND-THE-SCENES
INITIATING	AFFILIATIVE	ENFJ IN-CHARGE	ESTJ IN-CHARGE	ENFP GET-THINGS-GOING	ESFJ GET-THINGS-GOING
	PRAGMATIC	ENTJ IN-CHARGE	ESTP IN-CHARGE	ENTP GET-THINGS-GOING	ESFP GET-THINGS-GOING

And then you can also look at the interaction style based on their MBTI course. Once again, you have responding type and initiating type again affiliative pragmatic again here and the same thing directing and informing and your higher your abstract concrete types. So what happens? You have again the combinations, so INFJ, so you are responding, affiliate directing abstract, responding affiliate directing concrete, responding pragmatic directing abstract, and responding pragmatic directing concrete.

So, again similar to the previous case you have 4-4 chunks created here. The first one is those who chart their course, second who are behind the scenes, third who are in charges and fourth they are the get things going people. So, 4 different subsets and all of them have 4 different permutation combinations. So, this is very interesting test gives you very very discreet explanation of individual characteristics you can map based on their MBTI course. This is one of the most popularly used test now a days, especially in the organizational set ups.

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Personality Assessment: Big 5				
25 items				
STRONG ADJUSTMENT	Resilient	Responsive	Reactive	WEAK ADJUSTMENT
LOW SOCIAIBILITY	Introvert	Ambivert	Extrovert	HIGH SOCIAIBILITY
LOW OPENNESS	Preserver	Moderate	Explorer	HIGH OPENNESS
LOW AGREEABLENESS	Challenger	Negotiator	Adapter	HIGH AGREEABLENESS
LOW CONSCIENTIOUSNESS	Flexible	Balanced	Focused	HIGH CONSCIENTIOUSNESS

Another test you will find which is called the Big 5. This is a test which has no only 25 items. Now you just look back when we started with MMPI, MMPI had 500 plus items and when you come to big 5 it has only 25 items. So, why was said that psychologist suddenly decided that the number of items in individual personality assessment tools should reduced. What was the need for that? You can think of this. And similarly you can also think that why was there need to move from projective to psychometric or psychometric to projective which one is better, little later we will come to that. Let us first talk about big 5.

Now in big 5 what happens you have 25 items and you have two extreme ends, so strong adjustment, weak adjustments these are the two extreme ends. So, the left hand side that you see here on your screen strong adjustment looks low sociability, low openness, low agreeableness, and low conscientiousness. These are basically one side of the continuum other side of the continuum means weak adjustment, high sociability, high openness, high agreeableness and high conscientiousness. So, these are completely bipolar type of things. And within these two extreme ends lies three important possibilities.

For example, based on the score that you have obtained given on this 25 items on big 5 you could fall in one of the categories. So, between strong adjustment and weak adjustment the possibilities are you could be resilient, you could be responsive, and you could be reactive. Similarly, low sociability and high sociability are two extreme ends

and the possibilities are you could be introvert, you could be ambivert, and you could be extrovert, the two extreme possibilities of openness; low and high openness; so the possibilities are that you could be a preserver, you could be moderate or you could be an explorer.

Similarly for agreeableness the extreme possibilities are, you are high at it or you are low at it. From low towards high when you move the possibilities are you could be a challenger. You could be a negotiator or you could be an adapter. When we come to conscientiousness, again the extreme possibilities when you move from low to high the possibilities are you could be a flexible individual, you could be a balanced individual, you could be an extremely focused individual. So, what Big 5 does is that, it has 5 basic characteristics, adjustment, sociability, openness, agreeableness and conscientiousness. And then you have two extreme ends; the low and the high end of it and then between the low and high you have three different possibilities.

So, on each of them you would have a score. So, your adjustment score, your agreeableness score, sociability score, openness score, conscientiousness scores, will say how resilient responsive or reactive you are how introvert what are what, you are whether you are preserver whether you are moderate whether, you are explorer whether you prefer to challenge, negotiate or adapt, are you very flexible, are you very balanced or are you the one who extremely focused. So, Big 5 give you this option. There are many more versions known. And as I told you that there are large numbers of psychometrics tools available, for practical reasons we have limited time and therefore restricted ourselves only to 4 popular psychometrics tools.

Now coming back to the earlier question, why is it that number of items in psychometric tools reduced over a period of time? And how culture fair are these tests, culture fair means if the test was developed validated in say a Western culture how much is it a possibility that I can use the same test using the same norm in my cultural context. This is a big issue in psychology. Most of these tests are very very sensitive to certain cultural issues and therefore when you use it for your purpose in your cultural contexts you have to be extremely careful.

There is a concept of adaptation of test. So, many of the Western tools you would realize that they have been adapted. Means, the items have been relooked at you people have

done factor analysis to realize that the major factors remains the same as it was in the original tool. And also they have looked at the reliability and the ability of these tools. Why was there a need for reduction in the number of items? Perhaps and to greater extent this is true. The organizations which need your test that they tell you that they cannot give you in definite time to complete test, they cannot expose their employees to a testing session for a very long and therefore, the demand for a very crisp type of a test.

To develop tests which suits the need of the organizations you would realize that they are have been various tools which have been developed with less number of items. Unlike other types of tests like even Eyesenck inventory had 100 items, MMPI had 500 plus items, there are many old tools that you would realize at they have very exhaustive list of items. And these were the items which technically if you plot historically on the time line you would realize that they involved at the time when clinical diagnosis was extremely important. So, one was the issue of number of items.

Second, how to I choose whether to go for projective or a psychometric tool? The answer is extremely difficult. One as a psychologist, you should not take up a test based on your interest that I want to use this type of a test. Rather, it would be good to take a test which basically serves the purpose for which you are trying to test the individual. For instance if I am working in a clinical setup, I come across a case where the person is not very openly sharing the thoughts. And therefore it is very difficult for me to find out the complexes that the individual has, and which is a source of discomfort, a source of pathology for this very individual. Now in this type of a situation it is good to use say test like row shining blot test. As I was sharing that TAT is one of the tests which are very extensively used even for the selection of people in the uniform services.

Now if I am selecting a soldier, an officer in the armed forces who would be responsible for maintaining the morale, he would suppose to be he is likely to be a man of character an exemplary type of a personality, who would face very challenging circumstance, but would come forward with exemplary type of behavioral outcome. How do I assess? Now psychometric tools it gives you an item, it gives you a description and then you have certain choices. It could be a forced choice type of a thing yes no type of a pattern, or like a MMPI where you have three options yes no and not sure, or it could be say a 5 point scale, 7 point scale.

But then the intermediate variation is not there and to you could even lie. Of course, some of these tests have lie scores just like a MMPI had a lie score, Eyesenck test had a lie score. So, you could find that whether this individual has been consistent or not while responding to the items in the psychometric tool. Projective test takes care of this. If you use TAT you can very easily find out world view of the individual, you can very easily find out the inner complexes of the individual, and you can very easily draw a line to find out if a person who has these many complexes could be in these types of situations, whether this very individual would be good for my organization or not.

Remember, historically for a very very longer period time TAT has been in usage in the selection of officers for the armed forces. Situation reaction test when you induct people in the profession who would be given some task which are high state task basically. For example you are chosen in the allied forces, if you are say deputed in highway security.

Now, you have certain degree of authority invested in you, you are part of a law and enforcement agency which has invested great deal of authority; you can stop anybody, you can check anybody, you can examine somebody, you can take somebody in to custody, you can file case against somebody. Now how do I ensure that the authority that I invest in a given individual who joins my forces is really a worthy person and you would realize that situation reaction test which are very customized type of test developed exclusively for different type of services. They help you a lot, in terms of understanding the complex nature of the individual whom you are trying to induct in your force and therefore this is a making become CCR.

It is not that it is a full proof thing that these people do not commit any mistake; they do not take things in their hand, but then you find it very few people who have been inducted in to the service goes on the wrong track by and large people retain their integrity, they perform their duties to due diligence and professionalism. So, situation reaction test that serve such type of a purpose

Say for instance, if you have to conduct something in a group set up for example. Large number of employees in given organization, you want to identify who are the people who should be transferred to R&D section, who are the people who are who can be sent negotiate which are the other agencies, who are the people who would be very very

reluctant to these changes, who are the people who would be extremely balanced if they are given certain critical tasks; you can use big 5. Very easily you can slot people into different categories and then you know who would be better if centered this very position in this capacity in the organization. All of these tests have certain duties and depending on your need you can pick and chose any one of them.

With this way we conclude are discussion on the topic of personality. What we discussed initially was the full range of approaches that has been adapted by difference tools of thoughts, how they explain the personality of the individual emerges. We thankfully even went to the Indian construct, the Indian concept of personality the trigunas . And then we came heavily on the assessment part, how personality is assessed. So, with this we complete our discussion on personality.

Introduction to Psychology
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Lecture – 28
Emotion - Biological Basis of Emotions

We have till now looked at the face. We have till now looked at the behavior, the culture we have not still entered into the brain. So, right now in this very lecture we would be doing two things we would be looking at the biological aspect of emotional response one, and two and most importantly, we would try to understand why is it that human emotions is given so much of importance, what is its significance?

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Basic Emotions

- Each basic emotion elicit organized set of responses in each person.
- For example, heartbeat and blood flow increases in the state of anger.
- As a consequence disproportionately high amount of blood goes to one's hand, thus preparing a person to fight.
- Irrespective of whether one actually engages in a real fight or not emotion prepares the body for it.

Now each basic emotion that we come forward with is associated with certain degree of bodily activities say for instance heart beat blood flow will increase in the state of anger. for instance. But what happens in the case of anger as a consequence of increase in the heart beat and increase in the blood flow, there is a disproportionately high amount of blood that goes into one's hand. So, if I am extremely angry my heart beat increases, the blood flow increases and then you realize that in the hands there is no disproportionately high blood flow which basically has again biological significances, survival significance because it prepares you to fight, your increased blood flow in the hand prepares you to fight against the external threat. You are angry your anger will make you move towards

the source of anger and you will try to over power the source of anger and there, for you have to be biologically ready, else you would be compromising with your survival. In order to make you ready for know that engagement in the state of anger, the blood flow and the heart beat both increases.

Now if you evaluate this argument with your real life experience, many a times you get angry, but you do not revert back to the source of anger. Every time you get angry you do not fight. So, is it that the heart beat of the blood pressure it suggest, what you call gets modified if you plan to fight the blood the blood flow will increase heart beat will increase and, if you do not intend to fight it will not increase that does not happen. The biochemical regulations of emotion suggest that whether you fight or not heart beat will by default increase, blood flow will by default increase this increase in turn will now get extended to the two arms and you will be ready for fight.

This is an interesting mechanism towards the end we will again look at this very slide trying to say and understand that we are social human beings we are social creatures. So, irrespective of whether you actually engage in the real fight or not, the state of emotion prepares your body for it. So, heart beat by default will increase blood flow will by default will increase, but then the social moderator works and that social moderator tells you whether to fight or not; that means, that even though you are biologically ready for an act socially your brain controls you.

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Survival Significance

- There is an innate tendency to prioritize threat stimuli compared to the neutral stimuli in terms of processing.
- Because of their survival significance the brain identifies threatening stimuli very fast.
- Therefore, fear-inducing animals such as snakes or negative emotional expression such as anger are identified relatively fast.

Now there is an innate tendency in us to prioritize the threat stimuli compared to the neutral stimuli or any other stimuli. Why is threat given so much of importance? If I look at an angry creature in front of me I develop great degree of fear and this threat actually has to do with survival significance, I consider that the anger, that the object in front of me has towards me and is reflecting at me could prevent me from my healthy survival and in order to what you call help myself survive this figure induction very fast it propagates to the brain and on the priority bases the brain processes it and therefore, you would realize that all threats are always processed in priority compared to any other emotion. You are say for instance now sitting with your friends you are cutting jokes at each other you are enjoying the evening and suddenly you see a snake in the lawn now the fear inducing animal has made you focus at itself rather than anything else in the environment, you will not look at the joke now your processing of the joke freezes at that time when you process the fear at the snake as induced in you .

So, this is now an interesting mechanism in terms of emotional expressions. Now emotional expressions and survival significance it suggests that there is an attentional preference for such a stimuli and therefore, reptile such as snakes, angry human beings all such things will always get priority in terms of processing by the brain. now understanding the biological significance of processing certain type of emotion let us look at the activation pattern, what illicit emotions remember we are exclusively interested right now looking at it from the bio chemical regulation point of view number one ,the Neuro-Chemical Bench mark.

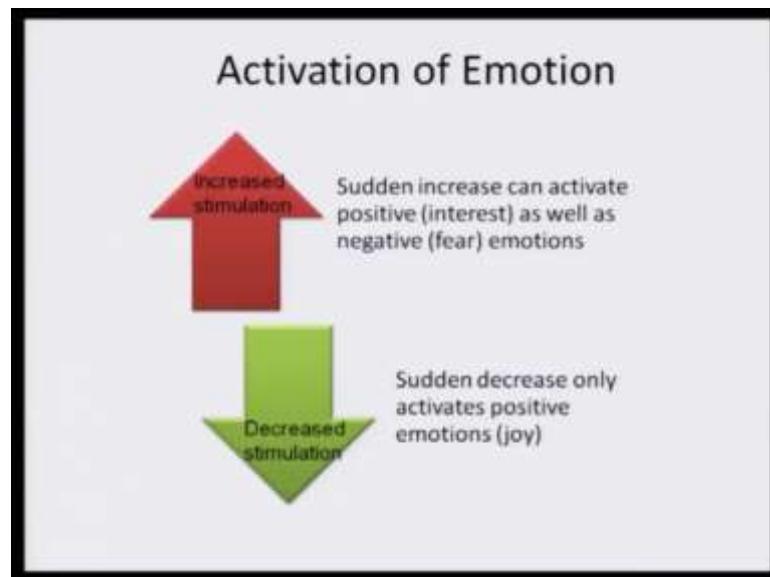
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Activation of Emotion

- Elicitors of emotions:
 - Neuro-chemical
 - Sensorimotor
 - Motivational
 - Cognitive

The change in the Neuro-Chemistry, Sensorimotor changes and of course, two behavioral factors the Motivational and Cognitive factors.

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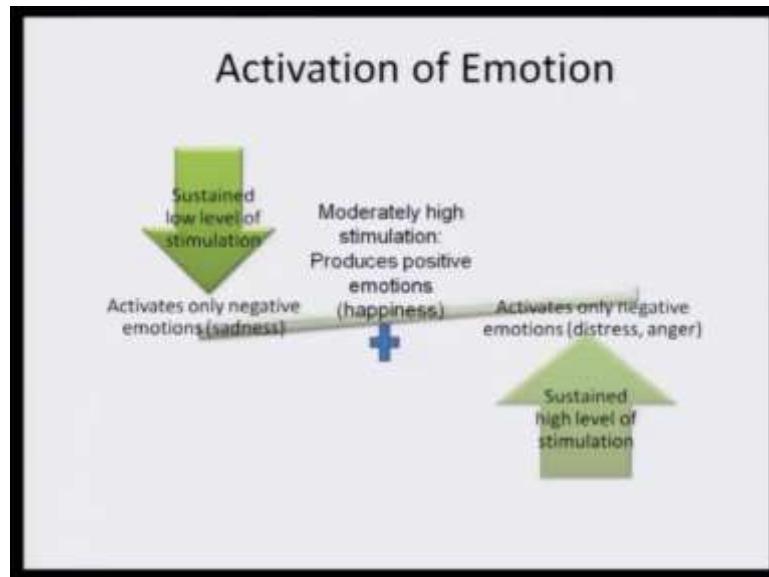


Now, look at the activation pattern and compare it in terms of the increase versus of decrease situation. If the stimulation has increased what would happen and if the stimulation level decreases then, what type of emotion they will lead to, if there is a sudden increase in the stimulation then it can activate positive as well as negative emotion, say for instance interest, happiness these are positive emotion. Fear for instance

are negative emotion, but then sudden increase in the stimulation can lead to either of them know your interest happiness fear all of them are dependent on sudden increase in the stimulation level. Therefore, increase stimulation sudden increase in the stimulation is going to be either positive or negative emotion it can lead to, but if there is a sudden decrease in the stimulation level, and then it is by default going to lead to positive emotions.

So, there is an interesting thing, sudden increase it could be positive it could be negative if it is sudden decrease then it has to be positive emotions only. What if the stimulation level is sustained in the previous case what we discussed was either sudden increase or sudden decrease, now we are talking about sustained level.

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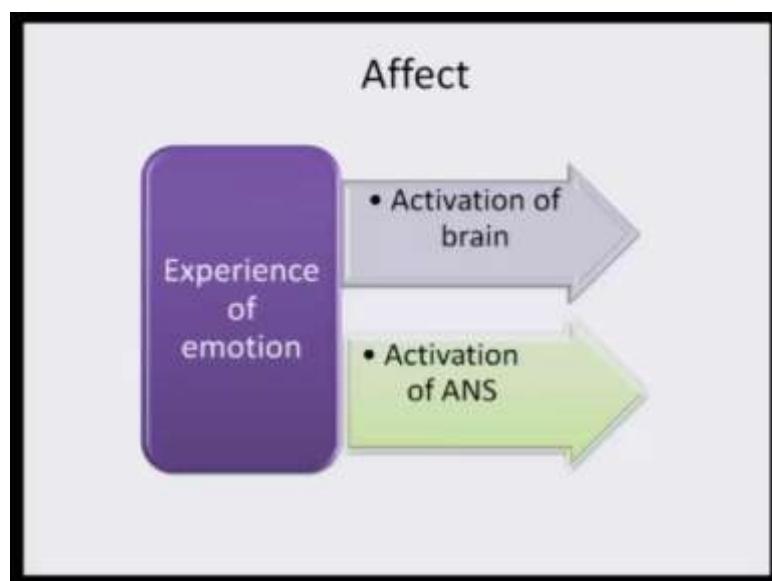


Now if there is sustained low level of stimulation, then it can now lead to negative emotions, if there is a sustained high level of a stimulation then it will activate only negative emotions. Interesting thing you see here sustained low level of stimulation and sustained high level of stimulation and in both the cases it is negative emotions. For instance sustained low level of stimulation might say activate sadness, if you take negative emotions like distress and anger it has high degree of stimulation, but it is negative in nature.

So, sustained low and high level of stimulation both by default will have negative emotions, but if you have moderately higher stimulations then it is bound to produce

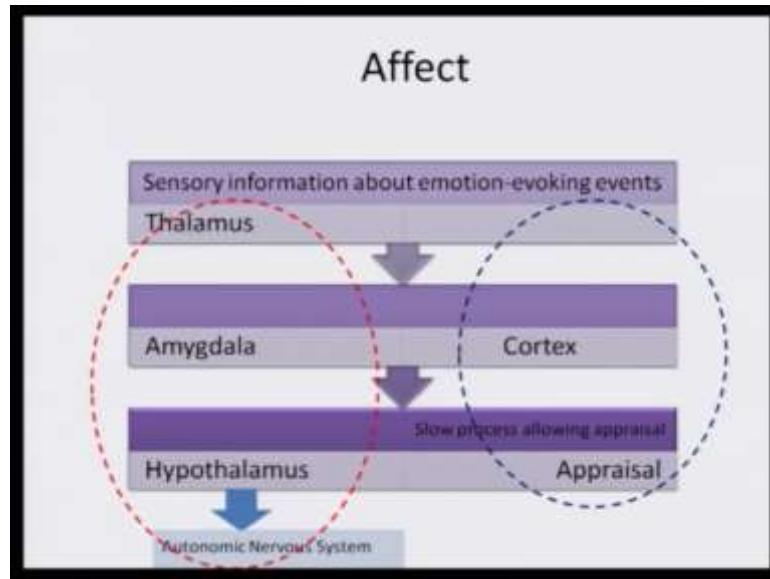
positive emotion. Happiness for instance now happiness is basically a moderately higher stimulation. So, this is an interesting pattern , what we saw in the previous line was that if there is a sudden decrease in the stimulation then you can think of a positive emotion and in second case what we are seeing is that if we do not have sustained low or high level, if the level of a stimulation is moderate then you experience positive emotion, you do not experience negative emotion, but if high or low degree of a stimulation is sustained then it is only negative emotion.

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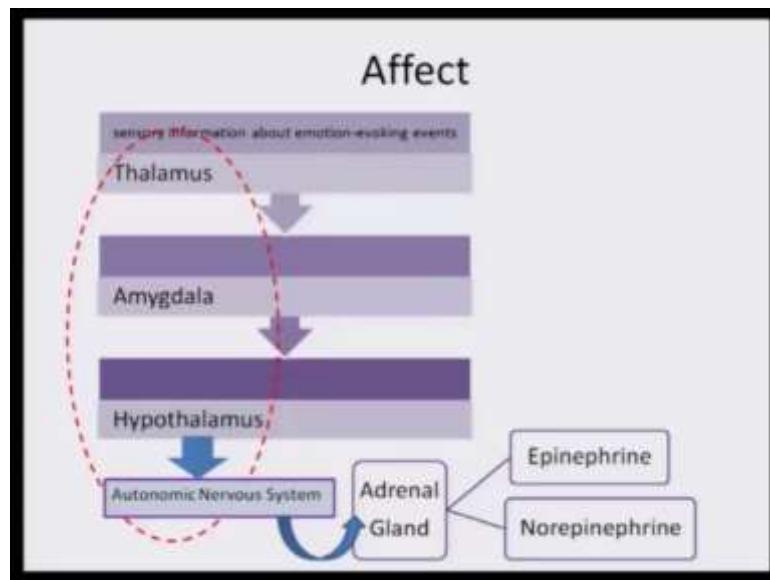
Now, experience of emotion in terms of biochemical regulation will depend on the activation of the brain and the activation of the autonomic nervous system in the beginning itself we said that the heart beat increases the blood flow increase. So, these are level of changes in the activation of the autonomic nervous system. Now usually what happens in our day to day experience we have the sensory formation which now invokes emotion in us You remember we had talked about no how sensation is carried in the brain in the first lecture when we started on perception.

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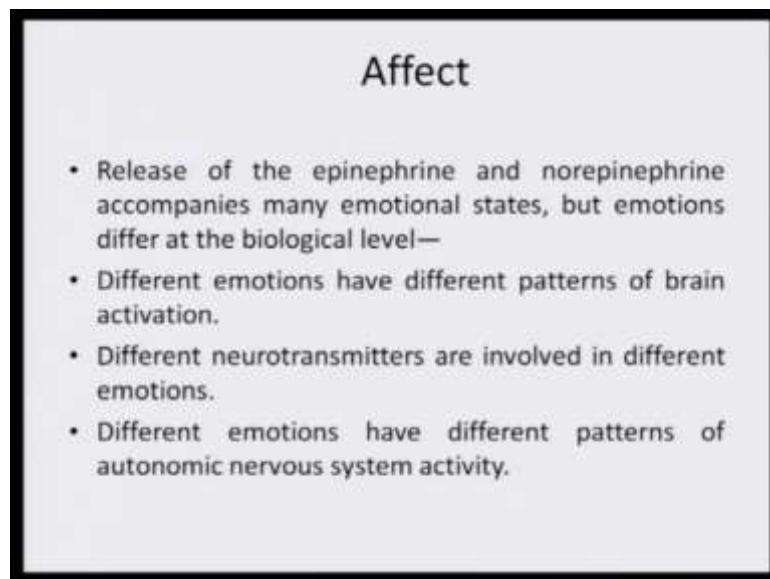
Now sensory information which will invoke emotion has two path ways that it takes in the brain. One ,where you the thalamus the amygdala the hypothalamus which finally, goes to the activation of the autonomic nervous system, the second, where the sensory information goes to the higher cortical areas and this is a very slow process, but what it does is that it allows you to go for appraisal of the emotion; that means, the two systems are working one which basically moves very fast, something that is circled here red and you realize that thalamus, amygdala ,hypothalamus the ANS systems get activated this is a very fast system, the slow system which actually now allows you to go for appraisal of your emotion little later we talk about the about the appraisal mechanism also and then you realize that the higher cortical areas are involved it is a slow process, but then once the appraisal is done again it will affect the behavioral outcome.

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So, the first channel that we were talking about once the autonomic nervous system is put in to action adrenal gland comes in to picture and then you have the secretion of epinephrine, norepinephrine.

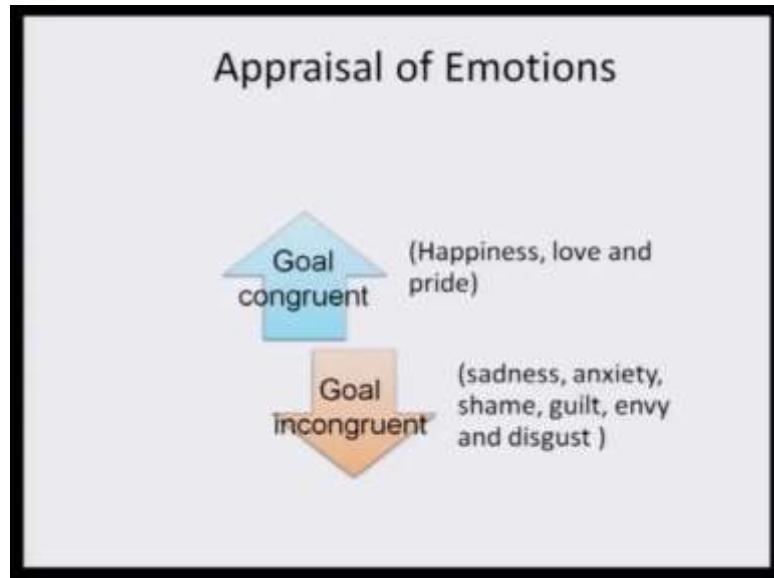
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Now release of epinephrine or norepinephrine it accompanies many emotional states. For instance you have different emotions which have different patterns in the brain activation level there is difference even at the level of neurotransmitter ,you have difference at the level of ANS activity also. But remember one thing the slow process the second channel

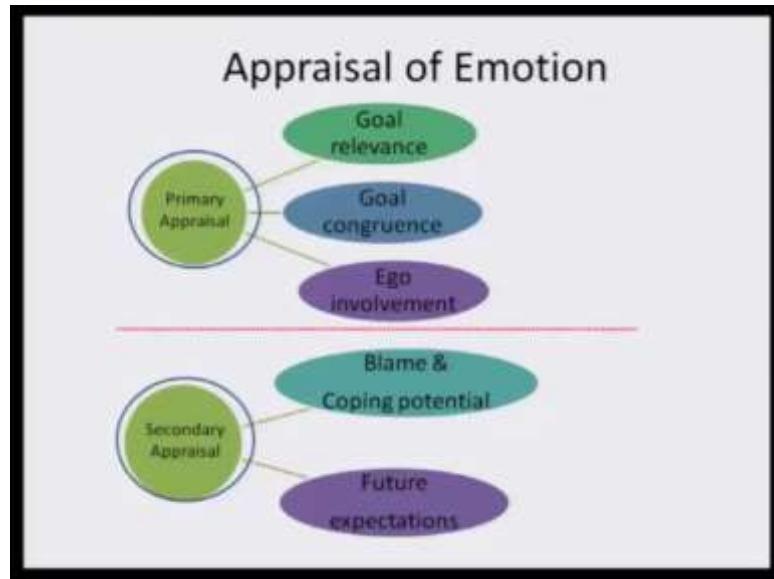
that we were talking about which had to do with appraisal of the system. Now this you know the emotion invoking sensation that had been received by the brain when the high cortical area processes it looks at emotions largely from two perspectives how congruent or incongruent it is to the goal.

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So, you can clearly divide emotions in terms of goal congruent emotions and goal incongruent emotions. The goal congruent emotions will involve happiness love and pride, emotions like sadness anxiety shame guilt envy and disgust they all become the part of the goal incongruent emotions. Now what happens? The goal congruent and the goal incongruent emotion they are primarily looked upon from two points of view the primary appraisal mechanism.

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And the secondary appraisal mechanism the first filter is the primary appraisal primary appraisal looks at the goal relevance goal congruence and ego involvement these are the only three criteria's. Secondary appraisal mechanism looks only at two things the blame part who has to be blamed or who has to be given credit. If you think of the opposite of it and the coping potential and then the second filter get the secondary appraisal mechanism uses this that of the future expectation.

Let us come to primary appraisal first, goal relevance means you have set a goal for yourself you remember in one of the lecture we said that it is attainment of the goal or it is blockade in the process of attaining the goal know that helps you memorize things and this is how emotion and memory they merge together. You have set a goal for yourself the emotion that you are experiencing how relevant it is to the goal that you have set for yourself. Whether it is congruent with the goal or incongruent with the goal second important thing and the third is the level of ego involvement whether you find your ego to be involved in that situation or not, say for instance, if you find your ego to be involved in the process, it is goal congruent, it is goal relevant. You can think of pride because your ego will get inflated in that process. If you do not consider this to be a situation that can boost your ego why will you pride.

So, you understand these things . So, just goal relevance goal congruence and the level of the degree of involvement of your ego only these three filters are used and this leads to

the primary appraisal mechanism. Most of our emotions when they are undergoing the process of appraisal are easily identified easily experienced only on the basis of primary appraisal. In certain cases secondary appraisal mechanism comes in to picture where you search for the individual who has to be blamed for it, if there is say something that has gone missing then you search for potential person to be blamed who has to be held accountable, who has to be held responsible for it and the reverse of it would be credit if there is something that has been achieved then you say “yes, I have done it” you take the credit, you get pride out of it. Besides blame and pride the second thing is the coping potential if the damage has been caused if someone has been found to be blamed for it can I cope with it? Can I handle this loss? And depending on whether the answer is yes or no. And how capable you find yourself coping with no this situation works as an important factor for secondary appraisal and second important filter for secondary appraisal mechanism is the future expectation.

If same situation I experience in the near future in the days to come would I will be able to handle it that is the future expectation. If I find myself capable enough of handling the situation now if it comes on my way then fine I am comfortable with it I cannot have a negative emotions if I think that I lost in this situation and I find myself incompetent to handle this, it comes in the future also then fine I am bound to develop negative emotion in this situation I would be scared of it.

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Aspects of Emotions

- Feelings: It entail private and subjective feeling.
- Physiological arousal: It is a state of distinctive somatic and autonomic responses.
- Action orientation: Fight-flight

Therefore, the feeling the physiological arousal and the action orientation the fight, flight responses, all these three things comes in to picture when we look at emotion .At the end I would like to show you a video footage the reason I am showing you this video footage is that you see people in uniform, who are suppose to execute a command, while you are on duty you are performing the profession responsibility, emotions war and you have a congruent appraisal mechanism appraisal and then the emotional reaction.Look at this very episode.

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Look at this man in sky blue shirt who is trying to save himself from this lathi charge or all his attempts turn in vain he is surrounded by police men and then comes this officer he saw this lonely target surrounded by so many police men and came to stop others from hitting this young men. You saw somebody who did not think, who did not evaluate the decision of now continuing the lathi charge on a single individual. You saw a set of people, who could not stop themselves know in the process and then you saw somebody who had better a control and thought that one single individual should not be made target, this was a disproportionate reaction. This is cognitive emotional regulation.