

24. PSYCHOLOGY (CODE NO. 037)

Psychology is introduced as an elective subject at the higher secondary stage of school education. As a discipline, psychology specializes in the study of experiences, behaviours and mental processes of human beings within a socio-cultural and socio- historical context. This course purports to introduce the learners to the basic ideas, principles and methods in Psychology so as to enable them to understand themselves and their social world better. The emphasis is put on creating interest and exposure needed by learners to develop their own knowledge base and understanding.

The course deals with psychological knowledge and practices which are contextually rooted. It emphasizes the complexity of behavioural processes and discourages simplistic cause-effect thinking. This is pursued by encouraging critical reasoning, allowing students to appreciate the role of cultural factors in behaviour, and illustrating how biology and experience shape behaviour. The course while developing an appreciation of subjectivity, also focuses on multiplicity of worldviews.

It is suggested that the teaching - learning processes should involve students in evolving their own understanding. therefore, teaching of Psychology should be based on the use of case studies, narratives, experiential exercises, analysis of common everyday experiences, etc.

The present effort at reforming and updating the syllabus is based on the feedback received from the teachers and students as well as some new educational and curricular concerns such as, the curriculum load, interdisciplinary approach, issues related to gender parity, concerns of special and marginalised groups, peace and environmental concerns, and inculcating citizenship values.

Objectives

1. To develop appreciation about human behaviour and human mind in the context of learners' immediate society and environment.
2. To develop in learners an appreciation of multidisciplinary nature of psychological knowledge and its application in various aspects of life.
3. To enable learners to become perceptive, socially aware and self-reflective.
4. To facilitate students' quest for personal growth and effectiveness, and to enable them to become responsive and responsible citizens.

CLASS-XI (2013-14) (THEORY)

One Theory Paper

3 Hours

Foundations of Psychology

Marks : 70

Units	Periods	Marks
I. Introduction to Psychology	16	17
II. Methods of Psychology	20	
III. The Bases of Human Behaviour	20	
IV. Human Development	16	23
V. Sensory and Perceptual Processes	20	
VI. Learning	20	16
VII. Human Memory	20	
VIII. Language and Thought	20	14
IX. Motivation and Emotion	18	
	170	70

Term I Foundations of Psychology 170 Periods

Unit I: Introduction to Psychology 16 Periods

The unit seeks to help understanding and appreciating Psychology as a discipline, its applications and relationships with other sciences through appropriate and interesting examples and analysis of everyday experiences.

Nature of Psychology; Evolution of the discipline of Psychology; Developments of Psychology in India; Psychology and other disciplines; Linkages across psychological processes. Emerging perspectives: Evolutionary Psychology, Cultural Psychology and Positive Psychology.

Unit II: Methods of Psychology 20 Periods

The objective of this unit is to familiarize with the methods of studying and understanding Qualitative method, psychological questions and issues.

Goals of psychological enquiry; Some important methods: Observation, Naturalistic, Experimental, Correlational studies; Interview, Case study; Psychological tools: Tests, Questionnaires and gadgets; Qualitative Methods, Ethical issues in the study of psychological processes.

Unit III: The Bases of Human Behaviour 20 Periods

This unit focuses on the role of biological and socio-cultural factors in the shaping of human behaviour and experience.

Evolutionary perspective on human behaviour; Biological and cultural roots; Nervous system and endocrine system: Structure and relationship with behaviour and experience; Brain and behaviour, Role of Neurotransmitters in behaviour. State of consciousness and wakefulness. Genetic bases of behaviour; Culture and human behaviour: Socialization, Enculturation and Acculturation; Globalization; Diversity and pluralism in the Indian context.

Unit IV: Human Development 16 Periods

This unit deals with variations in development and the developmental tasks across the life span.

Meaning of development; Factors influencing development; Contexts of development; Overview of developmental stages: Prenatal, Infancy, Childhood, Adolescence (particularly issues of identity, health, social participation and moral development), Adulthood and Old age.

Term II

Unit V: Sensory and Perceptual Processes 20 Periods

This unit aims at understanding how various sensory stimuli are received, attended to and given meaning.

Knowing the world; Nature of stimuli; Nature and functioning of sense modalities; Sensory Adaptation; Attention : Nature and determinants; Selective and sustained attention; Principles of perceptual organization; Role of perceiver-characteristics in perception; Perceptual phenomena : After images; Space Perception, Perceptual constancy, Illusions, Socio-cultural influences on perception.

Unit VI: Learning 20 Periods

This unit focuses on how human beings acquire new behaviour and how changes in behaviour take place.

Nature of learning; Paradigms of learnings: Classical and Operant Conditioning, Observational Learning, Cognitive learning, Verbal learning, Concept learning, Skill-learning; Factors facilitating learning; Transfer of learning; Learning styles; Learning disabilities; Some Applications of learning principles.

Unit VII: Human Memory

20 Periods

This unit deals with how information is received, stored, retrieved and lost. It will also discuss how memory can be improved.

Nature of memory; Information Processing Approach; Levels of processing; Memory systems: Sensory memory, Short-term memory, Long-term memory; Knowledge representation and organisation in memory; Memory as a constructive process; Memory and Emotions; Prospective Memory; Nature and causes of forgetting; Enhancing memory; Brain and memory.

Unit VIII: Language and Thought

20 Periods

This unit deals with thinking and related processes like reasoning, problem-solving, decision making and creative thinking and relationship between thought and language.

Building blocks of thinking; Thought and language: Nature and interrelationship; Stages of cognitive development: Development of language and language use; Reasoning; Problem-solving; Decision making; Creative thinking: Nature, process and development.

Unit IX: Motivation and Emotion

18 Periods

This unit focuses on why human beings behave as they do. It also deals with how people experience positive and negative events and respond to them.

Human existence and nature of motivation; Biological needs; Social and psychological motives: Achievement, Affiliation and Power, Maslow's hierarchy of needs; Emerging concepts: Competence, Self efficacy and Intrinsic Motivation; Nature of emotions; Physiological, cognitive and cultural bases of emotions; Expression of emotions; Positive emotions: Happiness, Optimism, Empathy and Gratitude; Development of positive emotions; Managing negative emotions such as anger and fear.

Practicals (Projects, experiments, small studies, etc.)

60 Periods

The students shall be required to undertake one project and conduct two experiments. The project would involve the use of different methods of enquiry and related skills. Practical would involve conducting experiments and undertaking small studies, exercises, related to the topics covered in the course (e.g. Human development, Learning, Memory, Motivation, Perception, Attention and Thinking).

Practical Examination

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| (i) Practical (Experiments) file | 05 Marks |
| (ii) Project File | 05 Marks |
| (iii) Viva Voce (Project and experiments) | 05 Marks |
| (iv) One experiment : (05 for conduct and 10 for reporting) | 15 Marks |

QUESTION PAPER DESIGN 2013-14									
PSYCHOLOGY			CODE NO.037				CLASS-XI		
TIME: 3 Hours			Max. Marks: 70						
S. No	Typology of Questions	Learning outcomes and Testing Competencies	Learning checks (LC) (1 Mark)	Very Short Answer (VSA) (2 Marks)	Short Answer-I (SA-I) (3 Marks)	Short Answer-II (SA-II) (4 Marks)	Long Answer (LA) (6 Marks)	Total Marks	% Weightage
01	Remembering- (Knowledge based Simple recall questions, to know specific facts, terms, concepts, principles, or theories, Identify, define, or recite, information)	<ul style="list-style-type: none"> • Reasoning • Analytical Skills • Critical Thinking Skillsetc. 	3	2	-	2	1	21	30%
02	Understanding- (Comprehension –to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)		-	4	1	1	1	21	30%
03	Application (Use abstract information in concrete situation, to apply knowledge to new situations, Use given content to interpret a situation, provide an example, or solve a problem)		3	-	1	2	-	14	20%
04	High Order Thinking Skills (Analysis& Synthesis- Classify, compare, contrast, or differentiate between different pieces of information, Organize and/or integrate unique pieces of information from a variety of sources)		4	-	1	-	-	07	10%
05	Evaluation and Multi-Disciplinary- (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)		-	-	1	1	-	07	10%
	TOTAL		10×1=10	6×2=12	4×3=12	6×4=24	2×6=12	70 (28)	100%