

# PSYCHOLOGY (855)

## Aims:

- (i) To develop an understanding of *human behaviour*: the nature of individuals and of members of social groups.
- (ii) To develop an understanding of the *methods of research and study* employed in Psychology.
- (iii) To develop an appreciation of the *practical value* of Psychology and its applications in daily life.

## CLASS XI

There will be **two** papers in the subject.

**Paper I - Theory:** 3 hours .....70 marks

**Paper II- Practical Work:** .....30 marks

### PAPER - I (THEORY) – 70 Marks

**Part I (20 marks)** will consist of **compulsory** short answer questions relating to the fundamental aspects of the entire syllabus.

**Part II (50 marks)** will consist of **two** sections, A and B.

Candidates will be required to answer **two** out of **three** questions from Section A and **three** out of **five** questions from Section B. Each question in this part shall carry 10 marks.

### SECTION A

#### 1. The Subject Psychology

- (i) Definition of Psychology; Nature – bio science, social science or pure science; schools of thought – Structuralism, Functionalism, Behaviourism, Psychoanalysis, Gestalt psychology.
- (ii) Fields of Psychology – clinical, counselling, developmental, educational, organizational and social.
- (iii) Heredity and Environment – meaning of the term ‘heredity’; basic principles and mechanism of heredity. Meaning of the term environment; importance of both heredity and environment in behaviour.

#### 2 Methods of Psychology

- (i) Scientific Methods in Psychology - observation, case study, surveys, psychological tests, experimentation – steps. Psychological tests and their uses.
- (ii) Interpretation of research results – use of statistics in interpretation of data - understanding of why statistics is used (descriptive & inferential). Basic statistical concepts – statistics, sample, population.

#### 3. Attention and Perception

- (i) Nature of attention - its inner and outer determinants.
- (ii) Perceptual processes - difference between sensation and perception. Organizational principles of perception - laws, constancies, depth and colour perception.
- (iii) Errors in perception - illusions of size and shape; what is meant by extra-sensory perception (ESP).

### SECTION B

#### 4. Emotions and Motivation

- (i) What is meant by emotion; the basic emotions.
- (ii) Theories of emotion dealing with physiological, subjective and cognitive aspects.
- (iii) What is meant by motives, needs and instincts; unconscious motives.

- (iv) Theories of Motivation.
- (v) Social motives.
- (vi) Frustration - blocking of motives; conflict among motives.

**5. Learning**

- (i) What is meant by learning; how learning takes place - Classical and Operant conditioning; Insight learning, observational learning and learning styles.
- (ii) Learning disabilities: definition and types.

**6. Remembering and Forgetting**

- (i) The memory system - how it works - different models.
- (ii) Why and how forgetting occurs.
- (iii) How memory can be improved.

**7. Thinking, Problem Solving and Creativity**

- (i) What is meant by thinking.
- (ii) Concepts and how they are formed.
- (iii) Reasoning - how it is carried out; common errors in reasoning, how reasoning can be made more effective. Decision making and problem solving - heuristics and algorithms.
- (iv) Creative thinking - what is meant by convergent and divergent thinking; stages in creative thinking, how creativity can be fostered.

**PAPER - II (PRACTICAL WORK) – 30 Marks**

Candidates will be expected to have completed **two** studies / experiments from any chapter covered in Theory. Assessment will be based on a written report which should cover –

- (I) Aim
- (II) Basic concept : Definition of concepts used and related theory. Identification of variables – independent and dependent.
- (III) Method - (i) Sample of the Study
  - (ii) Procedure followed (data-collection, nature of raw data)
  - (iii) Treatment of Data
  - (iv) Results & Discussion
  - (v) Conclusion
- (IV) Bibliography

Mark allocation **per study** [15 marks]:

Basic Concept	3 marks
Method (correctness of procedure)	4 marks
Results and discussion	4 marks
Viva	4 marks

## CLASS XII

There will be **two** papers in the subject.

**Paper I - Theory:** 3 hours ...70 marks

**Paper II- Practical Work:** ...30 marks

### PAPER - I (THEORY) – 70 Marks

**Part I (20 marks)** will consist of **compulsory** short answer questions relating to the fundamental aspects of the entire syllabus.

**Part II (50 marks)** will consist of **two** sections, A and B.

Candidates will be required to answer **two** out of **three** questions from Section A and **three** out of **five** questions from Section B. Each question in this part shall carry 10 marks.

#### SECTION A

##### 1. Intelligence and Ability

- (i) Intelligence: what is meant by intelligence - theories regarding the nature of intelligence; how intelligence is measured - the concept of IQ, intelligence tests – Individual Tests, Group Tests, Culture Fair Tests. Levels of intelligence and associated characteristics (from gifted through average to below average).
- (ii) Aptitude, Achievement and Interest: meaning of these terms. Reason for their assessment and means of assessment (different tools/ tests) used.

##### 2. Personality

- (i) What is meant by Personality.
- (ii) Theories of Personality: Type Theories, Psychoanalytic Theory - Freud's structure of personality; psycho-sexual stages of development; Post Freudians (in brief); Humanistic - Rogers and Maslow; Traits - Allport, Cattell; Social/Behavioural Learning - Bandura and Rotter.
- (iii) How personality is assessed: reports, inventories (MMPI), projective techniques - Rorschach Inkblot Test and Thematic Apperception Test.

#### SECTION B

##### 3. Lifespan Development

- (i) Meaning of Development, growth and maturation.
- (ii) Infancy - motor, cognitive development, socio-emotional development.
- (iii) Childhood - motor, cognitive development, socio-emotional development
- (iv) Adolescence - physical changes, cognitive development, socio-emotional development; some major concerns.

##### 4. Stress and Stress Management

- (i) Meaning of stress - its basic nature.
- (ii) Common causes of stress.
- (iii) Effects of stress on health and performance.
- (iv) Stress management - ineffective and effective strategies of handling stress.

##### 5. Psychological Disorders and Psychotherapy

- (i) Meaning of "Abnormal behaviour" - biological, psychological and socio-cultural perspectives. Principles of classification of psychological disorders with reference to DSM IV.
- (ii) Characteristics of some psychological disorders: Anxiety - generalised, phobic, obsessive-compulsive; Mood - bi-polar, depression; personality - anti-social, histrionic, avoidant, dependent, passive-aggressive.
- (iii) Schizophrenia - meaning; main types; characteristics.
- (iv) Psychotherapy - Psychoanalysis; Client-centred; Behavioural. Rehabilitation.

##### 6. Social Thought and Social Behaviour

- (i) Social Perception - attribution or the process through which people try to understand the reasons for others' behaviour.

- (ii) Social Influence- how people try to change others' behaviour; social norms; conformity and obedience - factors affecting them.

**7. Attitudes**

- (i) Meaning of “Attitude” - the relationship between attitude, perception, belief and behaviour; how attitudes are formed and changed.
- (ii) Prejudice – meaning of “prejudice” and discrimination; the origins of prejudice; how to combat prejudice. The Indian context.

**8. Applications of Psychology**

with reference to:

- (i) Clinical and Counselling Psychology.
- (ii) Educational (School) Psychology.
- (iii) Organisational Psychology.
- (iv) Crime.

**PAPER II (PRACTICAL WORK) – 30 Marks**

Candidates will be expected to have completed **two** studies from those given below. Assessment will be based on a written report which should cover –

(I) Aim

(II) Basic concept: Definition of concepts used and related theory. Identification of variables – independent and dependent.

- (III) Method -
- (i) Sample of the Study
  - (ii) Procedure followed (data-collection, nature of raw data)
  - (iii) Statistical Treatment of Data
  - (iv) Results & Discussion
  - (v) Conclusion

**The practical work will be assessed by the teacher and a Visiting Examiner appointed locally and approved by the Council.**

Mark allocation **per study** [15 marks]:

Basic Concept	3 marks
Method (correctness of procedure)	4 marks
Results and discussion	4 marks
Viva	4 marks

**A. Statistics**

To study group differences in Examination results.

Groups: Any two classes or two sections of the same class with same subjects.

Raw Data: Summated scores on all subjects in the annual examination for each student.

Analysis: (i) Group analysis – Calculate mean scores (central tendency) and standard deviations (variability) for each group and make inter-group comparisons.

(ii) Individual analysis – Calculate Z (standard) scores for any two students from each class – one whose examination score is above the class mean and one whose examination score is below the class mean. Interpret the Z score in standard deviation units and indicate the percentage of scores that lie above/below the subject's score (use a table that gives the areas under the Normal curve corresponding to given values of Z).

(iii) Graphic Representation – bar diagram to depict the mean scores of both groups.

## B. Attitudes

To study attitudinal differences regarding any one of the following – Fashion, Work/Lifestyle, Marriage.

Groups: Two generations (parents and children)

Or

Gender differences (boys and girls) of the same age-group (preferably from Class XI or XII).

Tools: to construct a simple 5-point scale (10-15 items) with positively and negatively worded statements.

Raw Data: Summated scores on all the statements for each respondent.

- Analysis: (i) Calculate mean attitudinal scores for each group and make inter-group comparisons.
- (ii) Short, structured interview schedule constructed and administered to 8-10 students in each group. The responses elicited can be used to draw inferences to explain the inter-group differences, if any.

## C. Stress

To study the causes and effects of stress among school students.

Group: Class X or Class XI students

Tools: To construct two checklists - one indicating the potential stressors along with a 5-point rating scale indicating their frequency of occurrence (very often, often, sometimes, rarely, very rarely). The stressors should include dispositional/internal variables (personality attributes, cognitive appraisal) and situational/external variables (life events, environmental pressures – physical, social, cultural and academic stressors).

The second checklist should indicate the effects of stress (strain) – physical, psychological and behavioural along with their frequency of occurrence (on a 5-point rating scale).

Analysis : To determine the stressors and the effects that occur with the most to the least frequency and understand/explain each.

**NOTE**: No question paper for Practical work will be set by the Council.