

**PSYCHOLOGY**  
**CLASS XI-XII (2023-2024)**  
**(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, behaviors and mental processes of human beings within a socio-cultural historical context. This course purports to introduce the learners to the basic ideas, principles, and methods in Psychology. The emphasis is to create 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 behavioral processes and discourages simplistic cause-effect thinking. This is pursued by encouraging critical reasoning, allowing students to appreciate the role of cultural factors in behavior and illustrating how biology and experiences shape behavior.

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.

**Objectives:**

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

**COURSE STRUCTURE  
CLASS XI (2023-2024)**

**Theory Paper**

**3 Hours  
Marks: 70**

<b>Units</b>	<b>Topics</b>	<b>No. of periods</b>	<b>Marks</b>
I	What is Psychology?	27	11
II	Methods of Enquiry in Psychology	32	13
IV	Human Development	26	11
V	Sensory, Attentional and Perceptual Processes	18	8
VI	Learning	20	9
VII	Human Memory	19	8
VIII	Thinking	14	5
IX	Motivation and Emotion	14	5
	<b>Total</b>	<b>170</b>	<b>70</b>

**COURSE STRUCTURE**

<b>Unit I</b>	<p><b>What is Psychology?</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. What is Psychology? <ul style="list-style-type: none"> <li>• Psychology as a Discipline</li> <li>• Psychology as a Natural Science</li> <li>• Psychology as a Social Science</li> </ul> </li> <li>3. Understanding Mind and Behaviour</li> <li>4. Popular Notions about the Discipline of Psychology</li> <li>5. Evolution of Psychology</li> <li>6. Development of Psychology in India</li> <li>7. Branches of Psychology</li> <li>8. Psychology and Other Disciplines</li> <li>9. Psychology in Everyday Life</li> </ol>	<b>27 Periods</b>
<b>Unit II</b>	<p><b>Methods of Enquiry in Psychology</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Goals of Psychological Enquiry <ul style="list-style-type: none"> <li>• Steps in Conducting Scientific Research</li> </ul> </li> </ol>	<b>32 Periods</b>

	<ul style="list-style-type: none"> <li>• Alternative Paradigms of Research</li> </ul> <ol style="list-style-type: none"> <li>3. Nature of Psychological Data</li> <li>4. Some Important Methods in Psychology <ul style="list-style-type: none"> <li>• Observational Method</li> <li>• Experimental Method</li> <li>• Correlational Research</li> <li>• Survey Research</li> <li>• Psychological Testing</li> <li>• Case Study</li> </ul> </li> <li>5. Analysis of Data <ul style="list-style-type: none"> <li>• Quantitative Method</li> <li>• Qualitative Method</li> </ul> </li> <li>6. Limitations of Psychological Enquiry</li> <li>7. Ethical Issues</li> </ol>	
<b>Unit IV</b>	<p><b>Human Development</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Meaning of Development <ul style="list-style-type: none"> <li>• Life-Span Perspective on Development</li> </ul> </li> <li>3. Factors Influencing Development</li> <li>4. Context of Development</li> <li>5. Overview of Developmental Stages <ul style="list-style-type: none"> <li>• Prenatal Stage</li> <li>• Infancy</li> <li>• Childhood</li> <li>• Challenges of Adolescence</li> <li>• Adulthood and Old Age</li> </ul> </li> </ol>	<b>26 Periods</b>
<b>Unit V</b>	<p><b>Sensory, Attentional and Perceptual Processes</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Knowing the world</li> <li>3. Nature and varieties of Stimulus</li> <li>4. Sense Modalities <ul style="list-style-type: none"> <li>• Functional limitation of sense organs</li> </ul> </li> <li>5. Attentional Processes <ul style="list-style-type: none"> <li>• Selective Attention</li> <li>• Sustained Attention</li> </ul> </li> </ol>	<b>18 Periods</b>

	6. Perceptual Processes <ul style="list-style-type: none"> <li>• Processing Approaches in Perception</li> </ul> 7. The Perceiver 8. Principles of Perceptual Organisation 9. Perception of Space, Depth and Distance <ul style="list-style-type: none"> <li>• Monocular Cues and Binocular Cues</li> </ul> 10. Perceptual Constancies 11. Illusions 12. Socio-Cultural Influences on Perception	
<b>Unit VI</b>	<b>Learning</b> <i>The topics in this unit are:</i> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Learning</li> <li>3. Paradigms of Learning</li> <li>4. Classical Conditioning           <ul style="list-style-type: none"> <li>• Determinants of Classical Conditioning</li> </ul> </li> <li>5. Operant/Instrumental Conditioning           <ul style="list-style-type: none"> <li>• Determinants of Operant Conditioning</li> <li>• Key Learning Processes</li> </ul> </li> <li>6. Observational Learning</li> <li>7. Cognitive Learning</li> <li>8. Verbal Learning</li> <li>9. Skill Learning</li> <li>10. Factors Facilitating Learning</li> <li>11. Learning Disabilities</li> </ol>	<b>20 Periods</b>
<b>Unit VII</b>	<b>Human Memory</b> <i>The topics in this unit are:</i> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of memory</li> <li>3. Information Processing Approach : The Stage Model</li> <li>4. Memory Systems : Sensory, Short-term and Long-term Memories</li> <li>5. Levels of Processing</li> <li>6. Types of Long-term Memory           <ul style="list-style-type: none"> <li>• Declarative and Procedural; Episodic and Semantic</li> </ul> </li> <li>7. Nature and Causes of Forgetting</li> </ol>	<b>19 Periods</b>

	<ul style="list-style-type: none"> <li>• Forgetting due to Trace Decay, Interference and Retrieval Failure</li> </ul> <p>8. Enhancing Memory</p> <ul style="list-style-type: none"> <li>• Mnemonics using Images and Organisation</li> </ul>	
<b>Unit VIII</b>	<p><b>Thinking</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Thinking <ul style="list-style-type: none"> <li>• Building Blocks of Thought</li> </ul> </li> <li>3. The Processes of Thinking</li> <li>4. Problem Solving</li> <li>5. Reasoning</li> <li>6. Decision-making</li> <li>7. Nature and Process of Creative Thinking <ul style="list-style-type: none"> <li>• Nature of Creative Thinking</li> <li>• Process of Creative Thinking</li> </ul> </li> <li>8. Thought and Language</li> <li>9. Development of Language and Language Use</li> </ol>	<b>14 Periods</b>
<b>Unit IX</b>	<p><b>Motivation and Emotion</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature of Motivation</li> <li>3. Types of Motives <ul style="list-style-type: none"> <li>• Biological Motives</li> <li>• Psychosocial Motives</li> </ul> </li> <li>4. Maslow's Hierarchy of Needs</li> <li>5. Nature of Emotions</li> <li>6. Expression of Emotions <ul style="list-style-type: none"> <li>• Culture and Emotional Expression</li> <li>• Culture and Emotional Labelling</li> </ul> </li> <li>7. Managing Negative Emotions</li> <li>8. Enhancing Positive Emotions</li> </ol>	<b>14 Periods</b>
<p><b>Practical (Projects, experiments, small studies, etc.)      30 marks</b></p> <p>The students shall be required to undertake <b><i>one project and conduct two experiments</i></b>. The project would involve the use of different methods of enquiry like observation, survey, interview, questionnaire, small studies related to the topics covered in the course (e.g. Human</p>		<b>60 Periods</b>

development, Learning, Memory, Motivation, Perception, Attention and Thinking). Experiments could focus on cause-and-effect relationship.		
<b>Practical Examination</b>		
• Practical (Experiments) file		05 Marks
• Project File		05 Marks
• Viva Voce (Project and experiments)		05 Marks
• One experiment (05 marks for conduct of experiment and 10 marks for reporting)		15 Marks
<b>Total</b>		<b>30 Marks</b>

**QUESTION PAPER DESIGN  
CLASS –XI (2023-24)**

**I. Theory**

<b>Time: 3 Hours</b>		<b>Maximum Marks: 70</b>	
<b>S. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	25	35%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	31	45%
3	<b>Formulating, Analysing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions	14	20%
<b>Total</b>		<b>70</b>	<b>100%</b>

**II. Practical: 30 Marks**

**COURSE STRUCTURE  
CLASS XII (2023-2024)**

**Theory Paper**

**3 Hours  
Marks: 70**

<b>Units</b>	<b>Topics</b>	<b>No. of periods</b>	<b>Marks</b>
I	Variations in Psychological Attributes	30	13
II	Self and Personality	32	13
III	Meeting Life Challenges	23	9
IV	Psychological Disorders	30	12
V	Therapeutic Approaches	25	9
VI	Attitude and Social Cognition	16	8
VII	Social Influence and Group Processes	14	6
	<b>Total</b>	<b>170</b>	<b>70</b>

**COURSE CONTENT**

<b>Unit I</b>	<p><b>Variations in Psychological Attributes</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Individual Differences in Human Functioning</li> <li>3. Assessment of Psychological Attributes</li> <li>4. Intelligence</li> <li>5. Psychometric Theories of Intelligence, Information Processing Theory: Planning, Attention-arousal and Simultaneous successive Model of Intelligence, Triarchic Theory of Intelligence; Theory of Multiple Intelligences.</li> <li>6. Individual Differences in Intelligence</li> <li>7. Culture and Intelligence</li> <li>8. Emotional Intelligence</li> <li>9. Special Abilities: Aptitude: Nature and Measurement</li> <li>10. Creativity</li> </ol>	<b>30 Periods</b>
<b>Unit II</b>	<p><b>Self and Personality</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Self and Personality</li> <li>3. Concept of Self</li> <li>4. Cognitive and Behavioural aspects of Self</li> </ol>	<b>32 Periods</b>

	<ol style="list-style-type: none"> <li>5. Culture and Self</li> <li>6. Concept of Personality</li> <li>7. Major Approaches to the Study of Personality <ul style="list-style-type: none"> <li>• Type Approaches</li> <li>• Trait Approaches</li> <li>• Psychodynamic Approach and Post Freudian Approaches</li> <li>• Behavioural Approach</li> <li>• Cultural Approach</li> <li>• Humanistic Approach</li> </ul> </li> <li>8. Assessment of Personality <ul style="list-style-type: none"> <li>• Self-report Measures</li> <li>• Projective Techniques</li> <li>• Behavioural Analysis</li> </ul> </li> </ol>	
<b>Unit III</b>	<p><b>Meeting Life Challenges</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Nature, Types and Sources of Stress</li> <li>3. Effects of Stress on Psychological Functioning and Health <ul style="list-style-type: none"> <li>• Stress and Health</li> <li>• General Adaptation Syndrome</li> <li>• Stress and Immune System</li> <li>• Lifestyle</li> </ul> </li> <li>4. Coping with Stress <ul style="list-style-type: none"> <li>• Stress Management Techniques</li> </ul> </li> <li>5. Promoting Positive Health and Well-being <ul style="list-style-type: none"> <li>• Life Skills</li> <li>• Positive Health</li> </ul> </li> </ol>	<b>23 periods</b>
<b>Unit IV</b>	<p><b>Psychological Disorders</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Concepts of Abnormality and Psychological Disorders <ul style="list-style-type: none"> <li>• Historical Background</li> </ul> </li> <li>3. Classification of Psychological Disorders</li> <li>4. Factors Underlying Abnormal Behaviour</li> <li>5. Major Psychological Disorders</li> </ol>	<b>30 Periods</b>



	<ul style="list-style-type: none"> <li>• Anxiety Disorders</li> <li>• Obsessive-Compulsive and Related Disorders</li> <li>• Trauma-and Stressor-Related Disorders</li> <li>• Somatic Symptom and Related Disorders</li> <li>• Dissociative Disorders</li> <li>• Depressive Disorder</li> <li>• Bipolar and Related Disorders</li> <li>• Schizophrenia Spectrum and Other Psychotic Disorders</li> <li>• Neurodevelopmental Disorders</li> <li>• Disruptive, Impulse-Control and Conduct Disorders</li> <li>• Feeding and Eating Disorders</li> <li>• Substance Related and Addictive Disorders</li> </ul>	
<b>Unit V</b>	<p><b>Therapeutic Approaches</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Nature and Process of psychotherapy <ul style="list-style-type: none"> <li>• Therapeutic relationship</li> </ul> </li> <li>2. Types of Therapies <ul style="list-style-type: none"> <li>• Behaviour Therapy</li> <li>• Cognitive Therapy</li> <li>• Humanistic-Existential Therapy</li> <li>• Alternative Therapies</li> <li>• Factors contributing to healing in Psychotherapy</li> <li>• Ethics in Psychotherapy</li> </ul> </li> <li>3. Rehabilitation of the Mentally Ill</li> </ol>	<b>25 Periods</b>
<b>Unit VI</b>	<p><b>Attitude and Social Cognition</b></p> <p><i>The topics in this unit are:</i></p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Explaining Social Behaviour</li> <li>3. Nature and Components of Attitudes</li> <li>4. Attitude Formation and Change <ul style="list-style-type: none"> <li>• Attitude Formation</li> <li>• Attitude Change</li> <li>• Attitude-Behaviour Relationship</li> </ul> </li> <li>5. Prejudice and Discrimination</li> <li>6. Strategies for Handling Prejudice</li> </ol>	<b>16 Periods</b>



**QUESTION PAPER DESIGN**  
**CLASS – XII (2023-24)**

**I. Board Examination: Theory**

<b>Time: 3 Hours</b>		<b>Maximum Marks: 70</b>	
<b>S. No.</b>	<b>Competencies</b>	<b>Total Marks</b>	<b>% Weightage</b>
1	<b>Remembering and Understanding:</b> Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	25	35%
2	<b>Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	31	45%
3	<b>Formulating, Analysing, Evaluating and Creating:</b> Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions	14	20%
	<b>Total</b>	<b>70</b>	<b>100%</b>

**II. Practical: 30 Marks**

**Prescribed Books:**

1. Psychology, Class XI, Published by NCERT
2. Psychology, Class XII, Published by NCERT

**Note:** The above textbooks are also available in Hindi medium.