

# **PSYCHOLOGY**

## **SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE**

### **Rationale:**

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.

## PSYCHOLOGY

### SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE, 2023-2024

One Paper

Time: Three hours

Marks: 100

#### Unit wise Distribution of Marks & Periods:

Units	Topics	No. of periods	Marks
I	Introduction to Psychology	25	15
II	Methods of Enquiry in Psychology	20	10
III	Human Development	20	10
IV	Sensory, Attentional and Perceptual Processes	25	15
V	Learning	25	15
VI	Human Memory	25	15
VII	Thinking	20	10
VIII	Motivation and Emotion	20	10
	<b>Total</b>	<b>180</b>	<b>100</b>

#### Unit wise Distribution of Course Contents

<b>Unit I</b>	<b>Introduction to Psychology</b>  ➤ <i>INTRODUCTION</i> ➤ Nature of 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> ➤ Understanding Mind and Behaviour ➤ Popular Notions about the Discipline of Psychology ➤ Evolution of Psychology: Some interesting landmarks in the evolution of modern Psychology ➤ Development of Psychology in India ➤ Branches of Psychology ➤ Themes of research and applications ➤ Psychology and Other Disciplines ➤ Psychologists at work ➤ Psychology in Everyday Life	<b>25 Periods</b>
<b>Unit II</b>	<b>Methods of Enquiry in Psychology</b> ➤ Introduction ➤ Goals of Psychological Enquiry: Steps in Conducting Scientific Research; Alternate paradigms of research	<b>20 Periods</b>

	<ul style="list-style-type: none"> <li>➤ Nature of Psychological Data</li> <li>➤ Some Important Methods in Psychology <ul style="list-style-type: none"> <li>• Observational Method</li> <li>• Experimental Method</li> <li>• Correlation Research</li> <li>• Survey Research</li> <li>• Case Study</li> <li>• Psychological Testing</li> </ul> </li> <li>➤ Analysis of Data <ul style="list-style-type: none"> <li>• Quantitative Method</li> <li>• Qualitative Method</li> </ul> </li> <li>➤ Limitations of Psychological Enquiry</li> <li>➤ Ethical Issues</li> </ul>	
<b>Unit III</b>	<p><b>Human Development</b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Meaning of Development <ul style="list-style-type: none"> <li>• Life-Span Perspective on Development;</li> <li>• growth; development; maturation and evolution</li> </ul> </li> <li>➤ Factors Influencing Development</li> <li>➤ Context of Development</li> <li>➤ Overview of Developmental Stages <ul style="list-style-type: none"> <li>• Prenatal Stage</li> <li>• Infancy</li> <li>• Childhood</li> <li>• Gender and sex roles</li> <li>• Challenges of Adolescence</li> <li>• Adulthood and Old Age</li> </ul> </li> </ul>	<b>20 Periods</b>
<b>Unit IV</b>	<p><b>Sensory, Attentional and Perceptual Processes</b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Knowing the world</li> <li>➤ Nature and varieties of Stimulus</li> <li>➤ Sense modalities</li> <li>➤ Attentional Processes <ul style="list-style-type: none"> <li>• Selective Attention</li> <li>• Divided attention</li> <li>• Sustained Attention <ul style="list-style-type: none"> <li>• Span of attention <ul style="list-style-type: none"> <li>• Attention deficit hyperactivity disorder (ADHD)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<b>25 Periods</b>

	<ul style="list-style-type: none"> <li>➤ Perceptual Processes <ul style="list-style-type: none"> <li>• Processing Approaches in Perception</li> </ul> </li> <li>➤ The Perceiver</li> <li>➤ Principles of Perceptual Organisation</li> <li>➤ Perception of Space, Depth and Distance <ul style="list-style-type: none"> <li>• Monocular Cues and Binocular Cues</li> </ul> </li> <li>➤ Perceptual Constancies</li> <li>➤ Illusions</li> <li>➤ Socio-Cultural Influences on Perception</li> </ul>	
<b>Unit V</b>	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Nature of Learning</li> <li>➤ Paradigms of Learning</li> <li>➤ Classical Conditioning <ul style="list-style-type: none"> <li>• Determinants of Classical Conditioning</li> </ul> </li> <li>➤ Operant/Instrumental Conditioning <ul style="list-style-type: none"> <li>• Determinants of Operant Conditioning</li> <li>• Differences of Classical and operant conditioning</li> <li>• Key Learning Processes</li> <li>• Learned helplessness</li> </ul> </li> <li>➤ Observational Learning</li> <li>➤ Cognitive Learning</li> <li>➤ Verbal Learning</li> <li>➤ Skill Learning</li> <li>➤ Factors Facilitating Learning</li> <li>➤ Learning Disabilities</li> </ul>	<b>25 Periods</b>
<b>Unit VI</b>	<p><b>Human Memory</b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Nature of memory</li> <li>➤ Information Processing Approach : The Stage Model</li> <li>➤ Memory Systems : Sensory, Short-term and Long-term Memories; working memory</li> <li>➤ Levels of Processing</li> <li>➤ Types of Long-term Memory <ul style="list-style-type: none"> <li>• Declarative and Procedural; Episodic and Semantic; Classification of long term memory; methods of memory measurement</li> </ul> </li> <li>➤ Nature and Causes of Forgetting</li> </ul>	<b>25 Periods</b>

	<ul style="list-style-type: none"> <li>• Forgetting due to Trace Decay, Interference and Retrieval Failure; Repressed memories</li> <li>➤ Enhancing Memory</li> <li>• Mnemonics using Images and Organization</li> </ul>	
<b>Unit VII</b>	<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Nature of Thinking <ul style="list-style-type: none"> <li>• Building Blocks of Thought;</li> <li>• Culture and thinking</li> </ul> </li> <li>➤ The Processes of Thinking</li> <li>➤ Problem Solving</li> <li>➤ Reasoning</li> <li>➤ Decision-making</li> <li>➤ Nature and Process of Creative Thinking <ul style="list-style-type: none"> <li>• Nature of Creative Thinking</li> <li>• Lateral thinking</li> <li>• Process of Creative Thinking</li> <li>• Strategies for creative thinking</li> </ul> </li> <li>➤ Thought and Language</li> <li>➤ Development of Language and Language Use : Bilingualism and multilingualism</li> </ul>	<b>20 Periods</b>
<b>Unit VIII</b>	<p><b>Motivation and Emotion</b></p> <ul style="list-style-type: none"> <li>➤ Introduction</li> <li>➤ Nature of Motivation</li> <li>➤ Types of Motives <ul style="list-style-type: none"> <li>• Biological Motives</li> <li>• Psychosocial Motives</li> </ul> </li> <li>➤ Maslow's Hierarchy of Needs</li> <li>➤ Nature of Emotions</li> <li>➤ Expression of Emotions <ul style="list-style-type: none"> <li>• Culture and Emotional Expression</li> <li>• Culture and Emotional Labeling</li> </ul> </li> <li>➤ Managing Negative Emotions</li> <li>➤ Post traumatic stress disorder ( PTSD)</li> <li>➤ Management of examination anxiety</li> <li>➤ Enhancing Positive Emotions</li> </ul>	<b>20 Periods</b>

Prescribed Textbook:

1. Manobigyan, HS 1<sup>st</sup> Year, Published by AHSEC.
2. Psychology, Class XI, Published by NCERT.

