

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 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.

Intelligence: definition of intelligence (David Wechsler); what is meant by intelligence - theories regarding the nature of intelligence; Theories of Intelligence: Two Factor Theory – Charles Spearman; Primary Mental Abilities – Thurstone; Raymond Cattell – Fluid and Crystallised Intelligence; Guilford’s Structure of Intellect Model. Modern Theories: Information Processing; Triarchic Theory – Sternberg; Theory of Multiple Intelligence – Howard Gardner. How intelligence is measured - the concept of IQ; Intelligence Tests – Individual Tests - Stanford Binet, Wechsler, Group Tests – Raven’s Progressive Matrices, Culture Fair Tests – Cattell’s Culture Fair Test. Test details (Aim, history, description, scoring and uses) should be included; Levels of intelligence and associated characteristics (from gifted to below average).

- (ii) Aptitude, Achievement and Interest: meaning of these terms. Reason for their assessment and means of assessment (different tools/ tests) used.

What is meant by Aptitude - when aptitude needs to be assessed - the GATB (General Aptitude Test Battery); meaning and usefulness of Achievement tests; why and how Interest is measured - the SCII (Strong Campbell Interest Inventory).

2. Personality

- (i) What is meant by Personality.

Definitions of personality – Allport, Cattell, Eysenck.

- (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.

Type Theory: Sheldon, Kreshtmer, Hippocrates, Friedman, Charak Samhita of Ayurveda. Psychoanalytic Theory of Personality: Freud’s levels of consciousness, structure of personality - Id, Ego and Superego; principles on which they function; Psychosexual stages of development and fixation; Post Freudians: Erik Erikson, Horney; Humanistic theories of Rogers (concept of fully functioning persons) and Maslow (self actualization). Traits: Allport (central, secondary and cardinal traits), Cattell (source and surface traits). The five-factor model of Costa and McCrae. Social Cognition and Social Learning theories of Bandura and Rotter (Identification and explanation of concepts in each theoretical framework).

- (iii) How personality is assessed: reports, inventories (MMPI), projective techniques - Rorschach Inkblot Test and Thematic Apperception Test.

The use of Self Reports - inventories/questionnaires in assessing Personality - an understanding of the MMPI (Minnesota Multiphasic Personality Inventory); what is meant by Projective Techniques - how the Rorschach Inkblot and TAT (Thematic Apperception Test) are used (Test details should include procedure, scoring and results).

SECTION B

3. Lifespan Development

- (i) Meaning of Development, growth and maturation.

Why is the study of lifespan development important? Determinants – interaction of heredity and environment, context of development – Bronfenbrenner's Ecological System Theory.

- (ii) Infancy - motor, cognitive development, socio-emotional development.

Motor – milestones; cognitive – Piaget's Sensory Motor Stage; socio-emotional development – emergence of attachment. Mary Ainsworth's & Lamb's strange situation test.

- (iii) Childhood - motor, cognitive development, socio-emotional development.

Motor development; cognitive development – Piaget's Theory (Preoperational, Concrete and Formal Operational); emergence of self – gender awareness, gender identity, stability, consistency, stereotype role, sex-category, constancy; Emergence of peer relationship. Moral development – Kohlberg's perspective Experiment on Moral Dilemma – pre-conventional, conventional and post conventional morality.

- (iv) Adolescence - physical changes, cognitive development, socio-emotional development; some major concerns.

Physical changes at puberty; Cognitive development – Piaget's Formal Operational Stage; Socio-emotional development - forming an identity, dealing with sexuality and gender identity; some major concerns – delinquency, substance abuse (drugs and alcohol) – meaning of substance abuse, symptoms and treatment; eating disorders - bulimia, anorexia.

4. Stress and Stress Management

- (i) Meaning of stress - its basic nature.

Stress as a process - stressors (negative and positive events); results of overload; the stages of GAS or the General Adaptation Syndrome (Selye's model). Cognitive appraisal of stress – primary and secondary.

- (ii) Common causes of stress.

External/situational: major life events, minor hassles of everyday life, work-related causes, the physical environment.

Internal/dispositional: Personality variables-traits and types.

- (iii) Effects of stress on health and performance.

Upsets the internal mechanism and balance - immune system affected, hypertension, heart problems, ulcers, diabetes, asthma (each effect to be briefly explained). Relation between stress and performance - burnout.

- (iv) Stress management - ineffective and effective strategies of handling stress.

Coping with stress: Ineffective strategies - defense mechanisms - rationalization, projection, reaction formation, regression, repression (each to be briefly explained), displacement, sublimation; Effective strategies - relaxation training and yoga. Effective lifestyles: stress cycles – distress and wellness.

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.

Different views of "abnormal" behaviour - the statistical stand - the biological/medical approach - the psychodynamic perspective - the sociocultural dimension; why classification of disorders is necessary - an understanding of the Diagnostic and Statistical Manual of Mental Disorders – IV (brief explanation of each Axis).

- (ii) Characteristics of some psychological disorders: Anxiety - generalised, phobic, obsessive-compulsive; Mood - bi-polar, depression; personality - anti-social, histrionic, avoidant, dependent, passive-aggressive (causes and symptoms of all).

What is meant by anxiety - different forms of anxiety disorders: phobias, obsession - compulsive disorders; Mood disorders - characteristics of severe depression, manic-depressive or bipolar disorder; personality - anti-social, histrionic, avoidant, dependent, passive-aggressive (causes and symptoms).

- (iii) Schizophrenia - meaning; main types; characteristics.

Basic nature of Schizophrenia - characteristics of Disorganized Catatonic and Paranoid Schizophrenia (symptoms).

- (iv) Psychotherapy - Psychoanalysis; Client-centred; Behavioural. Rehabilitation.

What is meant by Psychotherapy - central features of psychodynamic therapies - free association, dream analysis, transference and counter transference; the principles on which client centred therapy has been developed. Behavioural therapies based on classical and operant conditioning and modelling, psycho social; 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.

How people determine whether others' behaviour is a result of internal causes or external factors - biases in forming judgments (attribution). Explain with examples each of the following biases - the person positivity bias, motivational biases, self serving bias, the false consensus effect, automatic vigilance, motivated scepticism, counterfactual thinking.

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

What is meant by social norms - why people conform to social norms and why they digress; factors affecting Conformity and Obedience. Asch's study on conformity; why and when people obey others - Milgram's experiment.

7. Attitudes

- (i) Meaning of "Attitude" - the relationship between attitude, perception, belief and behaviour; how attitudes are formed and changed.

What are attitudes - the components of attitude; how far attitudes determine behaviours: the process of forming attitudes - how attitudes change: persuasion and cognitive dissonance.

- (ii) Prejudice – meaning of "prejudice" and discrimination; the origins of prejudice; how to combat prejudice. The Indian context.

An understanding of the meaning of prejudice and how it works in the form of discrimination - causes of prejudice: social learning, realistic competition, social categorization and stereotyping; ways in which prejudice can be resisted. Caste, community and gender stereotypes in the Indian context.

8. Applications of Psychology

with reference to:

- (i) Clinical and Counselling Psychology.

Role of a counsellor and a clinical psychologist in dealing with individuals, couples, families and groups.

- (ii) Educational (School) Psychology.

How Psychology helps to facilitate learning in school - students and teachers; individual problems: learning differences, teaching and evaluation techniques, school environment. Career counselling - how Psychology helps in the choice of a career - requirements of a field or job, testing individuals, matching individual and field/job.

- (iii) Organisational Psychology.

How Psychology helps to promote efficiency, well-being and profitability - study of factors involved. Recruitment, motivation, team building and leadership skills, marketing and consumer behaviour.

- (iv) Crime

How Psychology helps towards: understanding criminals, rehabilitating them, preventing 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 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.