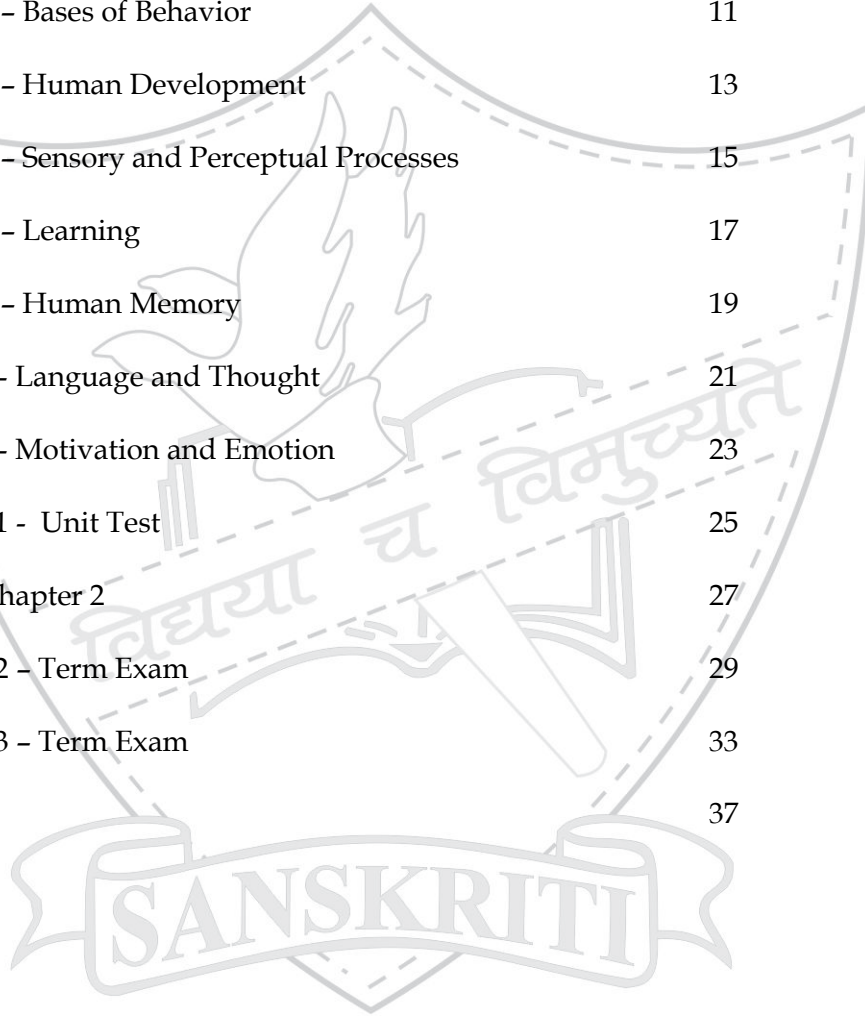


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**SYLLABUS****Learning Objectives**

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.

**PSYCHOLOGY - Theory (70) + Practical (30)****One Theory Paper (3 Hours)****Marks: 70****Practicals (Projects, experiments, activities, etc.)****Marks: 30****Units****Foundations of Psychology**

- I. Introduction to Psychology
- II. Methods of Psychology
- III. The Bases of Human Behaviour
- IV. Human Development
- V. Sensory and Perceptual Processes
- VI. Learning
- VII. Human Memory
- VIII. Language and thought
- IX. Motivation and Emotion

**Term 1****Unit I: Introduction to Psychology**

*The unit seeks to help understanding and appreciating psychology as a discipline, its application and relationship with other sciences through appropriate and interesting examples and analysis of everyday experiences.*

Nature of psychology; Basic concepts: Person, Consciousness, Behaviour and Experience: Similarities and variations in psychological attributes; Evolution of the discipline of psychology; Developments in psychology in India; Psychology and other disciplines; Linkages across psychological processes.

### Unit III: The Bases of Human Behaviour

*This unit focuses as 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. Endocrine system: Structure and relationship of with behaviour and experience; Brain and behaviour, Role of Neurotransmitters in behaviour. Sleep and weakfulness. Genetic bases of behaviour; Culture and human behaviour: Socialization, Enculturation and Acculturation; Globalization; Diversity and pluralism in the Indian context.

### Unit II: Methods of Psychology

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

Goals of psychological enquiry; Some important methods: Observation, Naturalistic, Experimental Method; Correlational study; Interview, Case study; Psychological tools: Tests, Questionnaires and gadgets; Analysis of data: Concepts and computation of the Measures of Central Tendency: Graphical Presentation of Data: Bar, Histogram, Polygon; Ethical issues in the study of psychological processes.

### Unit IV: Human Development

*This unit deals with variations in development and the developmental tasks across the lifespan.*

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

### Unit V: Sensory and Perceptual Processes

*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; Pattern recognition; Perceptual phenomena : After images; Space Perception, Perceptual constancy, Illusions, Person perception; Socio-cultural influences on perception.

## Term 2

**Unit VI: Learning**

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

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

**Unit VII: Human Memory**

*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; Nature and causes of forgetting; Enhancing memory; Pathologies related to memory.

**Unit VIII: Language and Thought**

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

Thought and language: Nature and interrelationship; Stages of cognitive development: Introduction to the ideas of Piaget, Vygotsky, and Information Processing Approach; Development of language and language use; Reasoning: Problem-solving; Decision making; Creative thinking: Nature, process and development.

**Unit IX: Motivation and Emotion**

*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.

**ASSIGNMENT 1**  
**INTRODUCTION TO PSYCHOLOGY**

**Learning Outcomes**

After completing the chapter, the learner will be able to explain the role of psychology in understanding mind and behaviour, and state the different branches of psychology. They will be able to enumerate the usefulness of psychology in everyday life.

**Activity 1**

Research work: In pairs, find out more about your assigned branch of psychology, highlighting a landmark study in the field. Present your findings in class.

**Summary Chart 1**

Fill in the following chart with details about the schools of psychology discussed in this chapter. Make such a chart for each of the eight schools discussed.

|                                      |  |                                |  |
|--------------------------------------|--|--------------------------------|--|
| <b>School of Psychology</b>          |  |                                |  |
| <b>Theorist/s:</b>                   |  |                                |  |
| <b>What should Psychology Study?</b> |  | <b>What methods were used?</b> |  |
| <b>Contributions to Psychology:</b>  |  |                                |  |
| <b>Criticisms:</b>                   |  |                                |  |

**Exercise 1**

1. A psychologist studies family dynamics and their effect on the behaviour of individuals in different regions. Their area of research would be: 1m
  - a) Developmental psychology
  - b) Cultural and cross-cultural psychology
  - c) Cognitive psychology
  - d) Environmental psychology
2. \_\_\_\_\_ is a branch of psychology that can help a golfer deal with severe performance anxiety. 1m
3. What branch of psychology will be the best to help a school principal develop instructional methods for her teachers? Why? 2m
4. How did the Gestalt psychologists' perspective on consciousness differ from that of the Structuralists? 3m
5. Discuss the relationship between mind, brain and behaviour. 4m
6. Differentiate between the following: 6m
  - a) Basic and applied research
  - b) Clinical psychologist and psychiatrist
  - c) Psychology as a natural science and social science

**Case-Based Question 1**

Aruna and Madhav are psychology professors who are very interested in the role of the bystander in the prevalence of bullying in schools. In order to study this phenomenon, they decide to do a preliminary study with the help of their students. They plan to first create a list of interview questions based on the existing research on the topic. Then they and their students would go to all the schools in their neighbourhood to survey the opinions of students, teachers and principals.

After class, a bunch of students were chatting about what they thought about the topic. Hamid believes that people are inherently good and that bystanders would usually choose to make the healthier choice and do the right thing. Roma felt that this was too simplistic and subjective. She believes that it is important to rigorously study the relationship between how the students act and their environment by measuring what can be observed. Both are excited to begin the research.

On the basis of your understanding of the above case and the chapter, please answer the following questions:

1. The preliminary study is a type of applied research. True/False. 1m
2. This topic would most likely fall under which branch of psychology: 1m
  - A) Developmental Psychology
  - B) Educational Psychology
  - C) Cross-Cultural Psychology
  - D) Social Psychology
3. Hamid and Roma seem to be supporters of two different schools of psychology. Identify them. 1m
4. Aruna and Madhav are most likely to be: 1m
  - A) Counselling Psychologists
  - B) Academic Psychologists
  - C) Applied Psychologists



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**ASSIGNMENT 2**  
**METHODS OF ENQUIRY IN PSYCHOLOGY**

**Learning Outcomes**

After completing the chapter, the learner will be able to explain the goals and nature of psychological enquiry and steps required to conduct a scientific research. They would also be able to describe important methods of psychological enquiry and enumerate ways to imbibe research with an ethical code of conduct.

**Activity 2**

Learning by Doing (Group Work): In groups, design an observation schedule (example given below) to study a particular behaviour for thirty minutes in a sample of students at school. After conducting this observation, your report of the same must include the following headings:

- I. Research Question
- II. Rationale
- III. Type of Observation
- IV. Observed Behaviour
  - i. Item No. (5-8 items)
- V. Sample Studied
- VI. Duration
- VII. Method of Recording Data
- VIII. Procedure
- IX. Results

Note: An observation schedule should include only items that are relevant to the research question. These should not require effort beyond observation to study. These items should be appropriate for the culture and the environment and must be completed within the time constraints of the study.

**Student Classroom Behavior Observation Scale**

*Set a stopwatch to repeat every 2 minutes for 16 minutes. When the stopwatch goes off, classify the student's behavior in the following categories. Note: 1 is the first 2 minute, 2 is the second 2 minute, etc.*

| S/No | Type of Question                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|------|-------------------------------------|---|---|---|---|---|---|---|---|-------|
| 1    | Asking a question                   |   |   |   | √ |   |   |   |   | 1     |
| 2    | Watching the teacher                |   | √ | √ |   |   |   |   |   | 2     |
| 3    | Talking to classmate                |   |   |   |   |   |   |   |   | 0     |
| 4    | Working on practice problem         |   |   |   |   |   | √ |   | √ | 2     |
| 5    | Answering a question by the teacher |   |   |   |   | √ |   |   |   | 1     |
| 6    | Not paying attention                |   |   |   |   |   |   | √ |   | 1     |
| 7    | Preparing materials                 | √ |   |   |   |   |   |   |   | 1     |

Source: Korb, K. A. (2012). Conducting educational research: Writing questionnaire items. Retrieved from <http://korbedpsych.com/R09dItems.html>



**Summary Chart 2**

Fill in the following chart with information about the various methods of scientific enquiry in psychology discussed in this chapter:

|                           |  |                      |  |
|---------------------------|--|----------------------|--|
| <b>Method of Enquiry:</b> |  |                      |  |
| <b>Aim of Method:</b>     |  | <b>Type of Data:</b> |  |
| <b>Key Terms:</b>         |  |                      |  |
| <b>Steps:</b>             |  |                      |  |
| <b>Example:</b>           |  |                      |  |
| <b>Advantages:</b>        |  |                      |  |
| <b>Disadvantages:</b>     |  |                      |  |

**Exercise 2 Part 1**

1. Researchers Robert Levine and Ara Norenzayan (1999) used structured observation to study differences in the “pace of life” across countries. One of their measures involved observing pedestrians in a large city to see how long it took them to walk 60 feet. They found that people in some countries walked reliably faster than people in other countries. This is an example of \_\_\_\_\_ and \_\_\_\_\_ observation. 1m
2. How is the quasi experiment method different? 1m
3. A researcher is studying the effect of the listening to classical music while studying on the student’s performance in Math. Identify the independent and the dependent variables. How would the experimental and control groups be organized? 2m
4. What are the types of data collected in a psychological research? 3m
5. What are the various types of relevant variables? How can they be controlled? 4m
6. A psychologist wants to study whether recitation is the best method for memorisation of a poem. What method of psychological enquiry should she use? Explain the method in detail with the help of the problem. 6m

**Exercise 2 Part 2**

1. Correlation method establishes a cause-effect relationship between two variables. True/False 1m
2. Why unstructured interviews are also called “discovery interviews”? 1m
3. Briefly describe standardization. 2m
4. What are the various limitations of psychological enquiry? 3m
5. Differentiate between: 4m
  - a) Performance and Non-Verbal Tests
  - b) Speed and Power Tests
6. Discuss the role of ethics in conducting psychological research. 6m

**Case-Based Question 2**

In the classic study by Watson & Rayner (1928), a 9-month-old infant called Albert was exposed to multiple stimuli like a white rabbit, a rat, cotton wool and various masks to see if he responded to them in any way. Since he did not show any signs of fear these were neutral stimuli. Separately, when the researchers made a loud noise by striking a steel bar with a hammer behind Albert's head, it scared him and made him cry.

When Albert was 11 months old, the researchers brought him into the laboratory. The white rat was presented and within seconds the hammer was struck on the steel bar creating the loud noise. Albert burst into tears.

This pairing of the presentation of the white rat and the loud noise was repeated across two sessions a week apart. Now, little Albert showed all the signs of fear (crying and avoidance behaviour) every time the rat was shown even when no sound was made.

Using your understanding of the above case and the chapter, please answer the following questions:

1. Your classmate thinks that this study is an experiment but is not sure. Help them by explaining why it is one. 1m
2. A control group was not used in this study. True/False 1m
3. This study happened before ethical guidelines were implemented in psychology. Discuss any one violation of ethics by today's standards that you observed here. 1m
4. Identify the dependent variable in the experiment. 1m



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**ASSIGNMENT 3**  
**BASES OF BEHAVIOUR**

**Learning Outcomes**

After completing the chapter, the learner will be able to describe socio-cultural influences on shaping of behaviour (i.e., family, community, faith, gender, caste, disability, etc.), and explain the structure and functions of nervous system and endocrine system in terms of behaviour and experience.

**Activity 3**

Poster Making: In pairs design an informative poster on your assigned component of the nervous system. This poster must contain images and text that can be used to educate a lay person about the location, structure and functions of that part.

**Summary Chart 3**

Fill in the following chart with details about each of the endocrine glands mentioned in this chapter:

|                   |  |                   |  |
|-------------------|--|-------------------|--|
| <b>Gland:</b>     |  |                   |  |
| <b>Location:</b>  |  | <b>Hormone/s:</b> |  |
| <b>Functions:</b> |  |                   |  |

**Exercise 3 Part 1**

- Why is the thalamus called the relay centre of the brain? 1m
- A part of Dino's brain was damaged during a surgery. Now he has problems in coordinating the movements of left and right hands and feet. They seem to almost function independently. Can you guess what part was damaged? 1m
- How do neurons communicate with other neurons? 2m
- The spinal cord is essential for reflex actions. Discuss. 3m
- "The balanced functioning of the sympathetic and parasympathetic nervous systems is essential for health and survival ". Explain. 4m
- Explain the role of the cerebrum. 6m

**Exercise 3 Part 2**

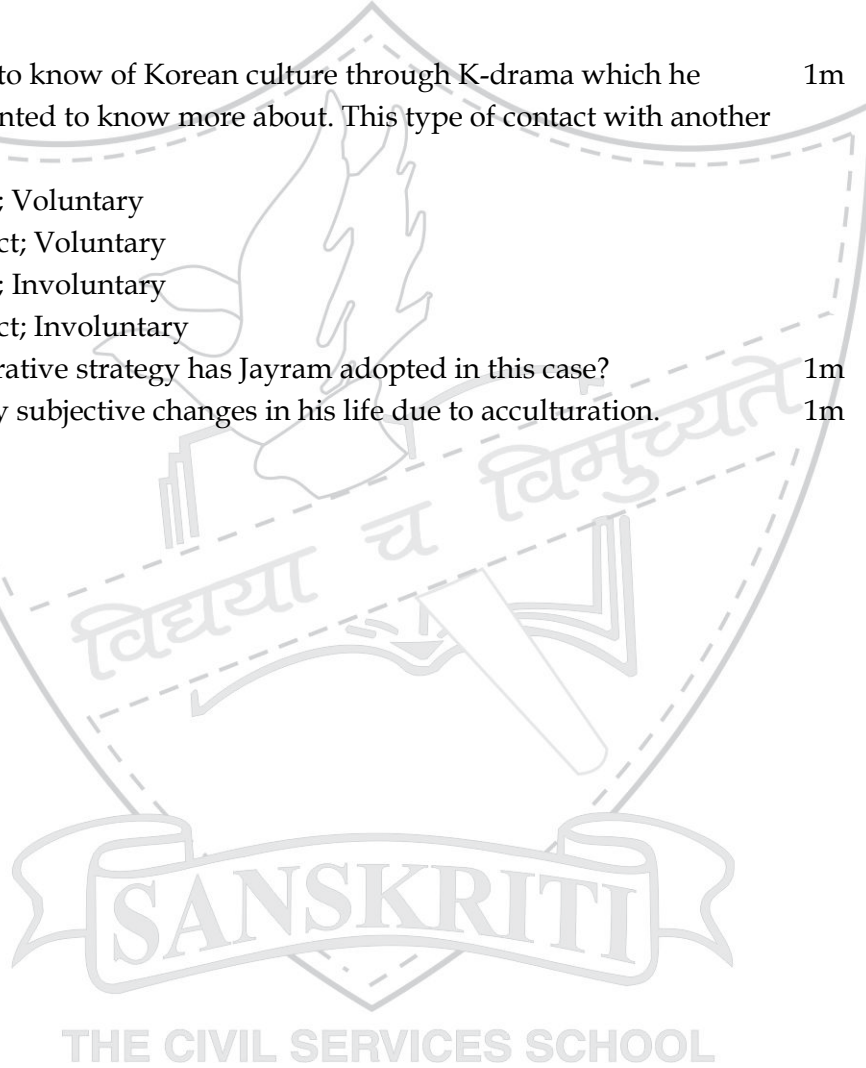
- You've never visited a temple before but you know what to do if you're ever required to because of what you've picked up from TV and movies. This form of cultural transmission is associated with enculturation. True/False. Justify your answer. 1m
- Religious conversion is an example of which acculturative strategy? 1m
- Describe the role of media in the process of socialization. 2m
- Human behaviour is driven by more than biology. Discuss. 3m
- Differentiate between socialization and enculturation. How do both the processes help us become social / cultural beings? 4m
- Describe the process of acculturation with suitable examples. 6m

**Case-Based Question 3**

Journalist Jayram was so passionate about K-drama and Korean culture all through his college years that he ended up moving to Seoul, South Korea, to work as an English teacher. In the past year-and-a-half, the 25-year-old has immersed himself in travels through regions in South Korea such as Jeonju, Gyeongbokgung, and Jeju Island. He says that he is extremely happy there, having made a lot of local friends. He hopes to make South Korea his permanent residence and even marry a Korean girl in the future. When asked if he misses India, he replied, "Not really. I find myself feeling very disconnected from that part of my life. I have settled down very well in this place and want to build my life here. It feels like I have come home."

From your understanding of the above-mentioned case and the chapter, answer the questions given below:

1. Jayram came to know of Korean culture through K-drama which he loved and wanted to know more about. This type of contact with another culture is: 1m
  - a) Direct; Voluntary
  - b) Indirect; Voluntary
  - c) Direct; Involuntary
  - d) Indirect; Involuntary
2. What acculturative strategy has Jayram adopted in this case? 1m
3. There are only subjective changes in his life due to acculturation. True/False. 1m



**ASSIGNMENT 4**  
**HUMAN DEVELOPMENT**

**Learning Outcomes**

After completing the chapter, the learner will be able to distinguish the characteristics of developmental stages: infancy, childhood, adolescence, adulthood and old age; and record their own course of development and related experiences.

**Activity 4**

Heinz Dilemma: Present the following thought exercise to an individual and record their response. Ask relevant follow-up questions to understand the reasoning behind their answer.

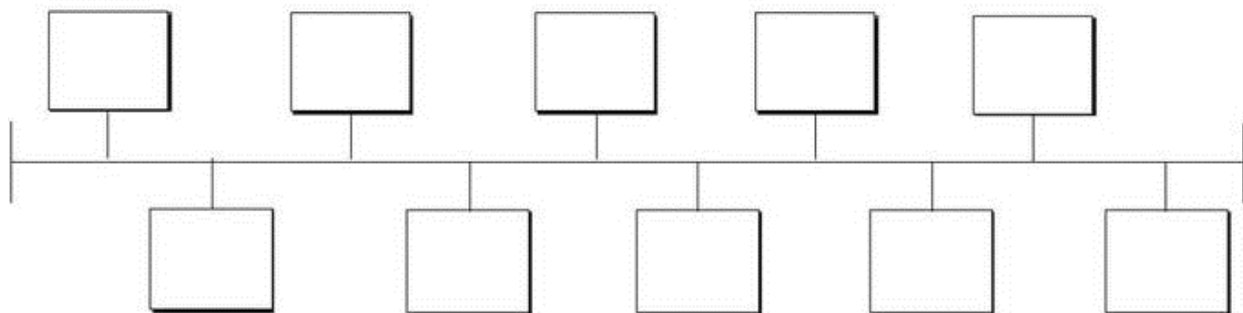
A woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000, which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said: "No, I discovered the drug and I'm going to make money from it." So Heinz got desperate and broke into the man's store to steal the drug for his wife. Should the husband have done that?

How would you classify their response according to the stage theory of moral development proposed by Lawrence Kohlberg? Justify your answer.

**Summary Chart 4**

Create a detailed timeline chart (sample given below) for the concepts described in the following theories:

- (a) Piaget's theory of cognitive development
- (b) Erikson's theory of psychosocial development



**Exercise 4**

1. Identify the stage and the theory: Children gain cognitive operations for concrete events, perform mental operations but cannot reason abstractly. 1m
2. Embroidery is a: Fine Motor Skill or a Gross Motor Skill? Why can't a child in the infancy stage be taught embroidery? 1m
3. What do you understand by deprivational dwarfism? 2m
4. What is the key to positive resolution of Erikson's 6th psychosocial stage? 3m
5. What was Bronfenbrenner's view about development? 4m
6. What are the challenges faced by individuals in adulthood? 6m

**Case-Based Question 4**

Samriddhi was playing with her daughter on a school holiday. On their walk in the neighbourhood park, she showed Jiya four red benches and two white ones. She then asked Jiya, "Are there more red benches or more benches?" Jiya pondered this question and finally said, "More red benches."

After they came home, Jiya said that she wanted to go to the market also to buy a dog stuffed-toy for her father's birthday. When Samriddhi said that maybe her father might want a different gift since he doesn't like to play with toys, Jiya was emphatic, "No. Stuffed-toys are the best gift. When I got a dog toy for my birthday, I was so happy."

Using your understanding of the above case and the chapter, please answer the following questions:

1. Which stage of cognitive development do you think Jiya is in? 1m  
 A) Concrete Operational  
 B) Pre-Operational  
 C) Formal Operational
2. Jiya's belief that her father will love a dog stuffed-toy as a gift because she does is an example of \_\_\_\_\_. 1m
3. When Jiya picks more red benches, she is showing an inability to engage in conservation. True/False. 1m

**ASSIGNMENT 5**  
**SENSORY AND PERCEPTUAL PROCESSES**

**Learning Outcomes**

After completing the chapter, the learner will be able to describe the processes and types of attention, and explain the process of how humans give meaning to sensory information and the factors that influence perception.

**Activity 5**

- (a) Activity Boxes 5.3 and 5.4 from the NCERT textbook.  
(b) Pick a landscape painting of your choice and mark any seven monocular cues used by the painter to induce depth.

**Summary Chart 5**

Present the three theories of selective attention discussed in this chapter as flowcharts.

**Exercise 5 Part 1**

1. What is Miller's Magic Number? 1m
2. You are concentrating on the TV show you are watching and from the corner of your eye you notice your cat running by. Identify the focus and the fringe of the field of awareness. 1m
3. Why must medication be used with caution when treating ADHD? 2m
4. Distinguish between external and internal factors affecting selective attention. 3m
5. Discuss the conditions required for divided attention with a suitable example. 4m
6. Football referees have to constantly monitor the action on the field during a match. What is this type of attention process? Discuss the factors that affect it. 6m

**Exercise 5 Part 2**

1. You receive a text that says "C U l8r" and you interpret it to mean "See you later". This is an example of top-down processing. True/False 1m
2. Identify the principle of perceptual organization that best fits the picture given below: 1m



3. How do perceptual constancies aid our visual perception? 2m
4. Differentiate between monocular and binocular cues of perception. 3m
5. What are illusions? Explain with a suitable example, the socio-cultural influences on the perception of geometrical illusions. 4m
6. What was the contribution of Gestalt psychologists to our understanding of the concept of form perception? 6m

**Case-Based Question 5**

In a famous study by Simons and Chabris (1999), the researchers made participants watch a short video of six people (three wearing white and three wearing black) passing basketballs amongst themselves. The participants were tasked with counting the number of times the people in white shirts made passes. The researchers also inserted a surprise element into the video: for nine seconds there is a gorilla who comes onscreen, thumps his chest and exits the scene. A gorilla!

Interestingly, the researcher found that half of the participants who watched the video and counted the passes, completely missed the gorilla!

The Invisible Gorilla study, as it is popularly called, shows us that we actually miss a lot of things even when we are paying attention and we don't actually know how much.

Using your understanding of the above case and the chapter, please answer the following questions:

1. The activity that the participants were engaged in is best described as a: 1m  
 A) Sustained Attention Task  
 B) Selective Attention Task  
 C) Divided Attention Task
2. A possible factor for why the participants completely missed the gorilla 1m  
 could be \_\_\_\_\_.
3. The Gorilla was in the fringe of the participant's field of awareness. 1m  
 True/False



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**ASSIGNMENT 6**  
**LEARNING**

**Learning**

After completing the chapter, the learner will be able to explain the nature of learning and connection between different forms or types of learning, and enumerate various psychological processes that occur during learning and influence its course.

**Outcomes****Activity 6**

Experiment on Verbal Learning

**Summary Chart 6**

Summarise the concepts of classical conditioning and operant conditioning using the following chart:

|                              |  |
|------------------------------|--|
| <b>Type of Conditioning:</b> |  |
| <b>Theorist:</b>             |  |
| <b>Experiment:</b>           |  |
| <b>Key Terms:</b>            |  |
| <b>Mechanism:</b>            |  |
| <b>Factors/Determinants:</b> | <b>Relative Effectiveness of Factors</b> |
|                              |  |
|                              |  |
|                              |  |

**Exercise 6**

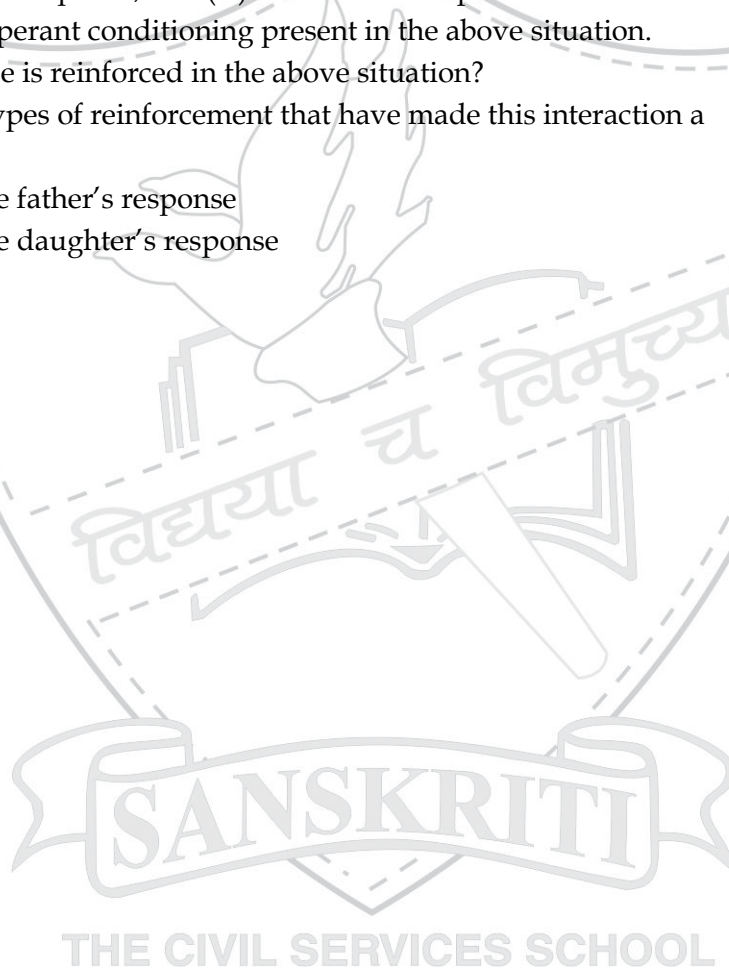
1. In cognitive learning, there is a change in what the learner knows rather than what s/he does. What is the change associated with latent learning? 1m
2. Spontaneous recovery can happen without extinction of learned response. True/False. Justify your answer. 1m
3. Differentiate between generalization and discrimination. 2m
4. What is extinction? Describe the factors that influence resistance to extinction. 3m
5. Explain the process of skill learning with the help of an example. 4m
6. Define learning disability. State any three possible characteristics you may find in a student with learning disability. 4m
7. Discuss the application of learning principles in therapy. 4m
8. Examine how the following psychologists have understood the mechanism of learning: 6m
  - a) Bandura
  - b) Kohler
  - c) Tolman
9. Describe how classical and operant conditioning play a role in learned helplessness. 6m

**Case-Based Question 6**

A young child hears the bell of an ice cream truck approaching in the summer time. This truck has come to her neighbourhood every day for weeks but usually comes earlier in the afternoon. This makes her salivate and get excited. She then runs into the house and asks her dad for some money but her father refuses to give her any money since it is close to dinner. She then starts to cry and has a tantrum. After a few seconds, her father gives her the money in order to stop her from crying. This seems to happen on a daily basis.

From your understanding of the case above and the chapter, answer the following questions:

1. Identify the classical conditioning present in the above situation. 1m
2. Label the (A) unconditioned stimulus, (B) conditioned stimulus, (C) unconditioned response, and (D) conditioned response. 2m
3. Identify the operant conditioning present in the above situation. 1m
4. What response is reinforced in the above situation? 1m
5. Identify the types of reinforcement that have made this interaction a habit: 2m
  - A) For the father's response
  - B) For the daughter's response



**ASSIGNMENT 7**  
**HUMAN MEMORY**

**Learning Outcomes**

After completing the chapter the learner will be able to explain the nature of memory and distinguishes different types of memory, and describe the nature and causes of forgetting and the strategies for improving memory.

**Activity 7**

Activity 7.1 and 7.3 from the NCERT Textbook

**Summary Chart 7.1**

Describe the stage model of memory and the levels of processing model in the form of a flowchart.

**Summary Chart 7.2**

Use the following chart to summarise information on implicit memory, false memory and eyewitness memory.

|                             |  |
|-----------------------------|--|
| <b>Type of Memory:</b>      |  |
| <b>Characteristics:</b>     |  |
| <b>Supporting Research:</b> |  |

**Exercise 7**

1. What is fugue state? 1m
2. You can remember the entire periodic table. Which of your long term memory stores would this be in? 1m
3. When you learn something, the headings and sub-headings are linked to the study material. It is easier to recall the headings and when you do you remember the rest of the content. These headings that facilitate the recall process are called \_\_\_\_\_. 1m
4. Memory is a constructive process. Discuss. 3m
5. Write short notes on the following 4m
  - a) flashbulb memories
  - b) autobiographical memory
6. How is memory organized? 4m
7. Distinguish between: 4m
  - a) declarative and procedural memory
  - b) episodic and semantic memory
8. Identify and explain this kind of unconscious recall: Remembering the words to a song when someone sings the first few words. 4m
9. Elaborate on the nature and causes of forgetting. How can memory be enhanced? 6m

**Case-Based Question 7**

H.M. is the name of one of psychology's most studied individuals. After a bicycle accident in his childhood, HM began experiencing severe epileptic seizures. In an effort to reduce this, a surgery was undertaken and a part of his brain was removed.

While his surgery controlled the seizures, it had an unintended side-affect: an inability to make new memories. His intellectual functioning and perceptual abilities, however, were more or less intact. When Brenda Milner first began studying H.M., she found that he seemed to forget the events of the day almost immediately as they happened to him, and forgot what he was doing or who he was talking to if his attention was diverted. However, he could carry on a conversation and keep information like a 3-digit number in his memory for a long time through active XYZ.

"Perhaps the most unexpected discovery about H.M., given his profound and global memory impairment, came when Brenda Milner tested his ability to acquire a visuomotor skill (Milner, 1962). H.M. was shown a five-pointed star, with a double contour, and asked to trace its outline with a pencil, but in a condition when he could only see his hand and the star as reflected in a mirror. H.M. acquired this mirror-drawing skill during ten trials and exhibited excellent retention across 3 days. Yet at the end of testing, he had no recollection of having done the task before. This demonstration provided the first hint that there was more than one kind of memory in the brain..."

(Source: Squire L. R. (2009). The legacy of patient H.M. for neuroscience. *Neuron*, 61(1), 6-9. <https://doi.org/10.1016/j.neuron.2008.12.023>)

Based on your understanding of the case above and the chapter, answer the following questions:

1. What is XYZ? 1m
2. H.M.'s improvement in the star-tracing task despite not remembering ever doing the task is evidence for which kind of memory? 1m
  - A) Declarative Memory
  - B) Semantic Memory
  - C) False Memory
  - D) Implicit Memory
3. H.M. could not remember the name or existence of someone he met and talked to a minute ago if they left the room. This information was in his \_\_\_\_\_ memory and did not move into his \_\_\_\_\_ memory 1m

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**ASSIGNMENT 8**  
**LANGUAGE AND THOUGHT**

**Learning Outcomes**

After completing the chapter, the learner will be able to describe the nature of thinking and reasoning, and explain some cognitive processes involved in creativity, problem solving and decision-making. They will also be able to differentiate between language and thought

**Activity 8**

Test of Creativity

**Summary Chart 8**

Use the following chart to organize the concepts discussed under processes of thinking:

| Process of Thinking: | Characteristics | Components | Process | Barriers |
|----------------------|-----------------|------------|---------|----------|
| Problem-Solving      |                 |            |         |          |
| Reasoning            |                 |            |         |          |
| Decision Making      |                 |            |         |          |
| Creative Thinking    |                 |            |         |          |

**Exercise 8 Part 1**

- An image is \_\_\_\_\_ of a sensory experience. 1m
- Identify the form of reasoning: Lateral thinking is to Vertical Thinking as  
Divergent Thinking is to Convergent Thinking 1m
- Does culture influence thinking? 2m
- What are some obstacles to problem solving? 3m
- How can creative thinking be enhanced? 4m
- Describe various stages of creative thinking. Discuss the role played by  
convergent and divergent thinking here. 6m

**Exercise 8 Part 2**

- Benjamin Lee Whorf was of the view that thought determines the  
contents of language. This view is known as linguistic relativity  
hypothesis. True/False 1m
- \_\_\_\_\_ believed that language is just one of the vehicles of  
thinking. 1m
- What is linguistic determinism? 2m
- Briefly discuss the three characteristics of language. 3m
- Does thinking take place without language? Discuss 4m
- How did B.F. Skinner differ from Noam Chomsky's views about the  
acquisition of language? 6m

**Case-Based Question 8**

Azad is planning to give an entrance exam to join a famous college for design. People who have given the test earlier call it a “creativity” test. They asked Azad to study a bit of current affairs as there are some multiple-choice questions about them in the first part of the exam. They also told him to practice other types of questions like:

- finding as many unusual uses as he could for ordinary objects like a grocery bag or the dining table
- finding a word that connects three seemingly unrelated words like low, lighting and off (one possible answer could be mood)
- finishing simple incomplete line drawings in a creative manner.

Azad finds that many times the answers do not come to him immediately. He often finds a solution suddenly while doing something else like brushing his teeth before bed.

Based on your understanding of the case above and the chapter, answer the following questions:

1. A current-affairs based multiple choice question will have one right answer. The type of thinking required to answer questions like this is \_\_\_\_\_ 1m
2. According to J.P. Guilford, in the question about finding as many unusual uses of a dining table, the following components of creative thinking are being assessed: 1m
  - A) Fluency and Elaboration
  - B) Fluency and Originality
  - C) Originality and Elaboration
3. Finding a solution suddenly is part of the incubation stage of the process of creative thinking. True/False 1m
4. If Azad stops his exam prep because he believes that he has too little time and too much competition, which barrier to creativity is he experiencing? 1m



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**ASSIGNMENT 9**  
**MOTIVATION AND EMOTION**

**Learning Outcomes**

After studying the chapter, the learner will be able to describe the nature of human motivation and crucial motives. They will also be able to explain the physiological basis of emotions and enumerate the strategies to manage one's own emotions.

**Activity 9**

Test of Emotional Intelligence

Regulating our Emotions: Thought Record Sheet for Bad Days

| Heading   | To fill  |
|---|--|
| <b>Situation/Trigger</b>  | What happened? Where? Who with? When? How?   |
| <b>Feelings</b>   | What emotion?<br>How intense? (Rate 0-100%)<br>Body sensations<br>How did my body feel?  |
| <b>Unhelpful Thoughts/Images</b>                                  | What went through my mind?<br>What disturbed me?<br>What did those thoughts/images/memories mean to me or say about me/the situation?<br>What am I responding to?<br>What 'button' is this pressing for me?<br>What would be the worst thing about that?<br>Worst thing that could happen? |
| <b>Facts that SUPPORT the Unhelpful Thought</b>                   | What are the facts?<br>What facts do I have that the unhelpful thoughts are totally true?  |
| <b>Facts that provide evidence AGAINST the Unhelpful Thoughts</b> | What facts do I have that the unhelpful thoughts are NOT totally true?<br>Is it possible that this is opinion and not fact?<br>What have others said about this?   |
| <b>Alternative/More realistic Perspective</b>                     | <b>STOP. Take a deep breath.</b><br><br>What is the bigger picture?<br>What advice would I give someone else?<br>Is there another way of seeing this?<br>Is my reaction in proportion to the actual event?<br>Is this really as important as it seems?                                     |
| <b>Outcome Re-rate Emotion</b>                                    | <b>What am I feeling now? (Rate 0-100%)</b><br><br>What could I do differently?<br>What would be more effective?<br>What works?<br>What will be the most helpful for me/the situation?<br>What will be the consequences?   |

**Summary Chart 9**

Present the following theories in the form of a mind-map:

- James Lange Theory
- Cannon Bard Theory
- Schachter Singer Theory
- Maslow's Hierarchy of Needs

**Exercise 9**

- State the role of the brain hemispheres in emotion. 1m
- How can one inoculate oneself from exam anxiety? 1m
- Describe any two ways to manage negative emotion. 2m
- How does emotional intelligence help in daily life? 3m
- What are the biological bases of the needs for hunger and thirst? 4m
- What behaviour do you think a new student at your high school will engage in first if they are high on need for: 4m
  - Achievement
  - Power
  - Affiliation
  - Curiosity and Exploration
- How does culture affect emotional expression? 4m
- Describe the mechanisms of the barriers to motivation. 6m

**Case-Based Question 9**

Garima is a highly driven eleventh grader. She wants to become an oncologist (cancer expert) in the future. She became interested in the field when, as a thirteen-year-old who had just learned about cell division, she heard that cancer cells are different from normal cells because they do not stop growing and dividing. She grew more fascinated when she found that science had no exact answers about what causes and cures the disease. Her final goal is to find a true cure for cancer. To achieve this, she must first become a doctor and specialize in oncology. She knows that she will have to work really hard to achieve this.

This has grown into a full-blown obsession and Garima routinely spends her free time reading medical journals and keeping up with current research on the disease. Her parents want her to also have fun and "be a teenager." With that in mind, they asked her to choose between a family trip to Manali or a trek with friends to Kasauli as a two-week break during her summer holidays. Garima got very angry and fought with her parents for trying to distract her from her studies.

Based on your understanding of the case above and the chapter, answer the following questions:

- The choice between a family trip and a trek with friends is a \_\_\_\_\_ conflict for Garima 1m
- Which of the following is NOT a motive that seems to drive Garima? 1m  
A) Need for Power B) Need for Affiliation C) Need for Curiosity
- "Garima got very angry and fought with her parents for trying to distract her from her studies." This statement is supported by which famous hypothesis? 1m



**SAMPLE PAPER 1**  
**Unit Test**  
**Subject - Psychology (Chapter 1)**  
**Class - XI**

**Time: 1 hour 30 min**

**MM - 35**

**General Instructions**

- All the questions are compulsory.
- Do the questions in sequential order.
- Part A has questions carrying one mark each. Answer to each question should be written in the answer sheet.
- Part B has very short type questions. Answers should not exceed 30 words.
- Part C has short type questions. Answers should not exceed 60 words.
- Part D has long questions. Answers should not exceed 100 words.
- Part E has very long questions. Answers should not exceed 200 words.
- This paper has 2 printed sides.

**PART A**

- Q1. Research topics like finding methods to improve learning are examples of: 1  
 (A) Basic Research (B) Applied Research
- Q2. Gestalt Psychology holds that our minds simply react to the information 1  
 coming in through our senses. True/False.
- Q3. \_\_\_\_\_ opened up a new view on mental illness, suggesting that 1  
 talking about problems with a professional could help relieve symptoms of  
 psychological distress.
- Q4. What did the Structuralists study using Introspection? 1
- Q5. Studies have found evidence that high levels of stress and low social support 1  
 increase the speed at which HIV infection spreads. Which branches of  
 psychology would be interested in these results?
- Q6. Which event marks the birth of psychology as a science? 1
- Q7. Which of these is a criticism of the Humanistic perspective? 1
- a) Their concepts did not recognize the human capacity for evil
  - b) Their emphasis on behavior as determined by environmental  
 conditions undermines human freedom and dignity
  - c) Their theory became too complex and was based on only cases of  
 people suffering some mental illness

**PART B**

- Q8. Differentiate between a clinical psychologist and a psychiatrist. 2
- Q9. How did the Gestalt school contribute to psychology? 2

**PART C**

- Q10 "Psychology is the science of mind and behaviour." Justify. 3
- Q11 Describe the relationship between mind, brain and behaviour with suitable examples. 3

**PART D**

- Q12 What were the major views of Behaviourism? 4
- Q13 Explain how psychology as a discipline today has two parallel streams. 4
- Q14 How did Functionalism expand the scope of psychology? 4

**PART E**

- Q15 Psychology has many fields within it that seek to solve specific practical problems. Discuss any six such branches and their subject areas. 6



**SANSKRITI**  
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**Worksheet**  
**Based on Chapter 2**

Q1. Dr. Peterson is given a project to study the personality and life-style differences between two ethnic cultures. Which methods will he prefer to use?

- a. non-participant observation and case study
- b. participant observation and questionnaire
- c. nonparticipant observation and survey
- d. participant observation and case study

Q2. Which of the following statements is true for case studies?

- a. case study eliminates the observer's bias
- b. researcher draws general conclusions from a single case study
- c. lets the researcher know how to take care of client's problems completely
- d. case study uses only one method for collecting information

Q3. If a psychologist gives you a few psychological tests to administer which expect you to answer a few questions and solve practical puzzles by manipulating with your hands. What kind of tests are these:

- a. verbal and nonverbal
- b. paper-pencil and verbal
- c. performance and verbal
- d. verbal, paper-pencil and performance

Q4. Dr. Gonzalez surveys how 8,000 students on her campus feel about a proposed tuition increase. She selects 600 students for the survey. These 600 students and 8000 students completely represent respectively:

- a. experimental, control group
- b. sample population
- c. experimental group, population
- d. sample, control group

Q5. You as a psychologist want to help your friend buy a psychological test. What would you keep in mind while buying (choose the best option):

- a. sample size, reliability and standardization
- b. reliability, standardization and validity
- c. standardization, validity and population
- d. sample size, population and standardization

Q6. You study hundred children for a month, measuring how much TV they watch and how many aggressive acts they perform. You find that TV watching and aggression are highly and positively correlated. Base on this study, you

- a. can conclude that watching TV causes children to behave more aggressively
- b. can conclude that an aggressive personality causes children to watch more TV
- c. can conclude that TV watching and aggression are causally related, although we cannot tell which causes which
- d. cannot draw any causal conclusions about the relation between TV watching and aggression

Q7. Dr. Nagpal conducts an experiment. In one condition, participants perform a physical task in a room, alone. In a second condition, participants perform the same task, but do so in front of an audience of five people. Dr. Nagpal then measures how well each participant performs. In this experiment, task performance represents

- a. a sequential variable
- b. the dependent variable
- c. the independent variable
- d. an extraneous variable

Q8. Dr. Peters wants to identify the characteristics of “corporate success”, so he studies an extremely successful company for six months. He reads corporate documents, interviews employees, gives managers psychological tests to identify their leadership style, and observes performing jobs. Overall, Dr. Peters’ study best represents

- a. a case study
- b. naturalistic observation
- c. a survey
- d. an experiment

Q9. Check your understanding of the uses and strengths of various methods of psychological enquiry by figuring out which method would be optimal for investigating the following questions about behavioral processes. Choose from the following methods: (a) experiment (b) naturalistic observation (c) case study (d) survey. Indicate your choice (by letter) next to each question:

\_\_\_\_\_ 1. Are people’s attitudes about nuclear disarmament related to their social class or education?

\_\_\_\_\_ 2. Do people who suffer from anxiety disorders share similar early childhood experiences?

\_\_\_\_\_ 3. Do troops of baboons display territoriality --- that is, do they mark off an area as their own and defend it from intrusion by other baboons?

\_\_\_\_\_ 4. Can the presence of food related cues (delicious looking advertisements, for example) cause an increase in the amount of food that people eat?



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**SAMPLE PAPER 2**  
**First Term**  
**(Based on Chapters 1 - 4)**  
**Subject - Psychology**

Time : 3 hours

MM – 70

General Instructions

- All the questions are compulsory.
- Do the questions in a sequential order.
- Question No 1- 14 in Section I are objective type questions carrying 1 mark each. You are expected to answer them as directed.
- Question No 15-16 in Section II are case based with objective type questions. Question No 15 has three questions carrying 1 mark each. Question No 16 has four questions carrying 1 mark each. You are expected to answer each one of them.
- Question No 17-22 in Section III are very short answer type questions carrying 2 marks each. Answers to each question should not exceed 30 words.
- Question No. 23-25 in Section IV are short answer questions type-I carrying 3 marks each. Answers to each question should not exceed 60 words.
- Question No.26-29 in Section V are short answer type-II questions carrying 4 marks each. Answers to each question should not exceed 100 words.
- Question No.30 and 31 in Section VI are long answer type questions carrying 6 marks each. Answers to each question should not exceed 200 words.
- This paper has \_4\_ printed sides.

**SECTION I**

Q1. Find the odd one out:

1

| Branch of Psychology     | Area of Study   |
|--------------------------|---|
| Criminal Psychology      | Study of the wills, thoughts, intentions, and reactions of criminals  |
| School Psychology        | Psychological study of the nature of teaching and learning  |
| Health Psychology        | Role of psychological factors in the development treatment and prevention of disease                              |
| Environmental Psychology | Interaction of physical factors such as temperature, humidity, pollution and natural disasters on human behaviour |

Q2. Charles Darwin's Theory of Natural Selection influenced the Functionalists to adopt studies of animal behaviour. True/False. 1

Q3. Who gave the concepts of imaginary audience and personal fable? 1

- Q4. Name any two schools that developed as a reaction to Behaviourism. 1
- Q5. Mr. Harish wants to study the behaviour of people riding on escalators. He uses shopping mall CCTV cameras to explore this. Which type of observation is he engaging in? 1
- Q6. Give one reason why the normal functioning of the endocrine system is important. 1
- Q7. On what basis are cases chosen for a case study? 1
- Q8. Religious conversion is an example of: (A) Integration (B) Assimilation (C) Separation 1
- Q9. \_\_\_\_\_ reliability calculates the internal consistency of a psychological test. 1
- Q10. State the conflicts in the following stages of Erikson's theory of psychosocial development: (A) Industry vs. Inferiority (B) Intimacy vs. Isolation 1
- Q11. What is stored in the unconscious? 1
- Q12. An example of a short behaviour is \_\_\_\_\_. 1
- Q13. An architect has been given the chance to design a kindergarten school. Which fields of psychology should she study to create a good design that meets the needs of the children? 1
- Q14. Modern cognitive psychologists view human beings as actively constructing their minds through their exploration into the physical and social world. True/False 1

## SECTION II

- Q15 Read the case given below and answer the questions that follow: 1X3
- Lead is a cumulative toxicant that affects multiple body systems. It is particularly hazardous to young children and pregnant women; however, lead is harmful to all who are exposed. Effects of exposure include learning disabilities, increased risk of antisocial behaviour, reduced fertility and increased risk of renal and cardiovascular disease later in life. As well as affecting the individual, there is a cumulative impact on society as a whole. No safe level of exposure to lead has so far been established and prevention of exposure is, therefore, critical.
- (i) In the case of pregnant women, lead in the environment functions as a \_\_\_\_\_ for their unborn children.
- (ii) The period from birth to infancy is known as the prenatal stage of development. True/False
- (iii) The developing organism in the womb and the mother are connected by the \_\_\_\_\_.
- Q16. Read the case given below and answer the questions that follow: 1X4

In the early 1960s Stanford University psychologist Albert Bandura attempted to demonstrate that behaviour – in this case violent behaviour – can be learned through observation of reward and punishment. To do this, he acquired 72 nursery-age children together with a large, inflatable toy known as a Bobo doll. He then made a subset of the children watch an adult violently beating and verbally abusing the toy for around ten minutes. Alarmingly, Bandura found that out of the two-dozen children who witnessed this display, in many cases the behaviour was imitated. Left alone in the room with the Bobo doll once the adult had gone, the children became verbally and physically aggressive towards the doll.

- (i) Bandura wanted to test that behaviour can be learned through observation of reward and punishment. This is an example of:
- A) Theory  
B) Problem  
C) Hypothesis  
D) Conclusion
- (ii) The information collected from this study falls under Physiological Data. True/False
- (iii) The children who did not see the violent video were part of the \_\_\_\_\_ group in the experiment.
- (iv) The behaviour of the children towards the Bobo Doll is the:  
(A) Independent Variable (B) Dependent Variable

### SECTION III

- Q17. Briefly describe the two trends of physical development 2
- Q18. Distinguish between speed and power tests. 2
- Q19. Which hormones are produced by the female gonads? 2
- Q20. Define phenotype. 2
- Q21. State how human behaviour is a function of the attributes of persons and the environment. 2
- Q22. What is the function of the independent variable in the experimentation method? 2

**SECTION IV**

- Q23. How does Harlow & Harlow's study on attachment show the disastrous effect of maternal deprivation? 3
- Q24. Damage to which of the following parts of the brain would result in death? Give reasons for your choice: Cerebellum or Pons. 3
- Q25. Discuss some career paths for students of psychology. 3

**SECTION V**

- Q26. How do the sympathetic and parasympathetic systems work together to keep our internal state in balance? 4
- Q27. Describe the characteristics of a child in the Piagetian pre-operational stage. 4
- Q28. Differentiate between socialization and enculturation with suitable examples. 4
- Q29. Explain the functions of the different parts of the fore brain. 4

**SECTION VI**

- Q30. Explain Kohlberg's theory of moral development. 6
- Q31. Create a list of instructions for a pregnant lady based on the factors affecting prenatal development. 6



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**SAMPLE PAPER 3**  
**Term 2**  
**Subject - Psychology**  
**(Based on Chapters 2, 4, 5-9)**

Time: 3 hours

MM - 70

General Instructions

- All the questions are compulsory.
- Do the questions in a sequential order.
- Question No 1- 14 in Section I are objective type questions carrying 1 mark each. You are expected to answer them as directed.
- Question No 15-16 in Section II are case based with objective type questions. Question No 15 has three questions carrying 1 mark each. Question No 16 has four questions carrying 1 mark each. You are expected to answer each one of them.
- Question No 17-22 in Section III are very short answer type questions carrying 2 marks each. Answers to each question should not exceed 30 words.
- Question No. 23-25 in Section IV are short answer questions type-I carrying 3 marks each. Answers to each question should not exceed 60 words.
- Question No.26-29 in Section V are short answer type-II questions carrying 4 marks each. Answers to each question should not exceed 100 words.
- Question No.30 and 31 in Section VI are long answer type questions carrying 6 marks each. Answers to each question should not exceed 200 words.
- This paper has \_4\_ printed sides.

**SECTION I**

- Q1. Exercise is a monitoring strategy to manage exam anxiety. True/False 1
- Q2. The \_\_\_\_\_ method helps researchers study how people learn lists of information. 1
- Q3. Name any two primary emotions as understood by Darwin. 1
- Q4. Seeking other humans and wanting to be close to them is the need for \_\_\_\_\_. 1
- Q5. The rail tracks appear to be converging. This is a type of personal illusion. True/False. 1
- Q6. How can we study the motivation of factory employees through non-participant observation? 1
- Q7. State two challenges faced by individuals upon entry into adulthood. 1
- Q8. Reading an unfamiliar name like Evgeny Kuznetsov requires which form of processing: (a) Top-down Processing (b) Bottom-up Processing 1
- Q9. Artists mostly use binocular cues to create an impression of depth on a flat surface. True/False. 1
- Q10. What is meant by the term Random Sampling? 1

- Q11. Mention any two factors that affect phi-phenomenon according to Wertheimer. 1
- Q12. Differentiate between negative reinforcement and punishment. 1
- Q13. How does chunking act as a control process of memory? 1
- Q14. The need to maintain the status quo is a \_\_\_\_\_ barrier to creativity. 1

## SECTION II

- Q15 Read the case given below and answer the questions that follow: 1X3

“Although most people spend their lives surrounded by many different types of stimuli, they cannot respond to or describe the majority of them. A practical example of this is found in the "cocktail party effect," described by Colin Cherry (1953) as the ability to focus one's listening attention on a single talker among a mixture of conversations and background noises, ignoring other conversations.

Cherry also conducted experiments in which subjects were asked to listen to two different messages from a single loudspeaker at the same time and try to separate them, repeating one but not the other, known as a "shadowing" task. His work revealed that our ability to separate sounds from background noise is based on the characteristics of the sounds, such as the gender of the speaker, the direction from which the sound is coming, the pitch, or the speaking speed. When the messages were similar in these characteristics subjects were unable to complete the task successfully.”  
(Source: New World Encyclopedia, 2011)

- (i) The cocktail party effect is an example of divided attention. True/False
- (ii) The cocktail party effect can be best explained by which theory:  
(A) Filter Theory  
(B) Filter Attenuation Theory  
(C) Multimode Theory
- (iii) Which of these does not affect sustained attention?  
(A) Stimulus Clarity  
(B) Preparatory Set  
(C) Temporal Uncertainty  
(D) Spatial Uncertainty

- Q16. Read the case given below and answer the questions that follow: 1X4

Dannie throws a tantrum when she doesn't want to eat her food. Her mom responds by sending her to a 'corner' for time out. Because Dannie is able to avoid eating the food that she doesn't want to eat, it is highly likely that she will engage in the same behavior in the future. To correct this, Dannie's mom should let Dannie throw

tantrums (regardless of how long it takes), while continuing to insist that Dannie eat her food. Initially, these tantrums will increase as Dannie becomes more and more frustrated, but eventually her tantrums will decrease as long as her actions do not provide her with the desired outcome.

- (i) Dannie is able to avoid eating the food that she doesn't want to eat when she is sent to the corner. Thus, being sent to the corner is a type of:
- (A) Punishment  
(B) Positive Reinforcement  
(C) Negative Reinforcement
- (ii) Dannie's mom should let Dannie throw tantrums (regardless of how long it takes), while continuing to insist that Dannie eat her food. This process is meant to lead to \_\_\_\_\_ as her actions do not provide her with the desired outcome.
- (iii) This type of learning is called operant conditioning and it is a type of S-S learning. True/False.
- (iv) If Dannie throws a tantrum to get out of eating food in front of her mother but doesn't do so at school, this is an example of:
- (A) Generalisation  
(B) Discrimination

### SECTION III

- Q17. What is the role of random sampling in experimentation? 2
- Q18. Explain the stage of creative thinking where convergent thinking comes in handy. 2
- Q19. How did Bartlett expand our understanding of forgetting? 2
- Q20. Discuss spontaneous recovery with an example from your life. 2
- Q21. What is development? How is it different from growth and maturation? 2
- Q22. State any two factors that affect the process of perception. 2

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### SECTION IV

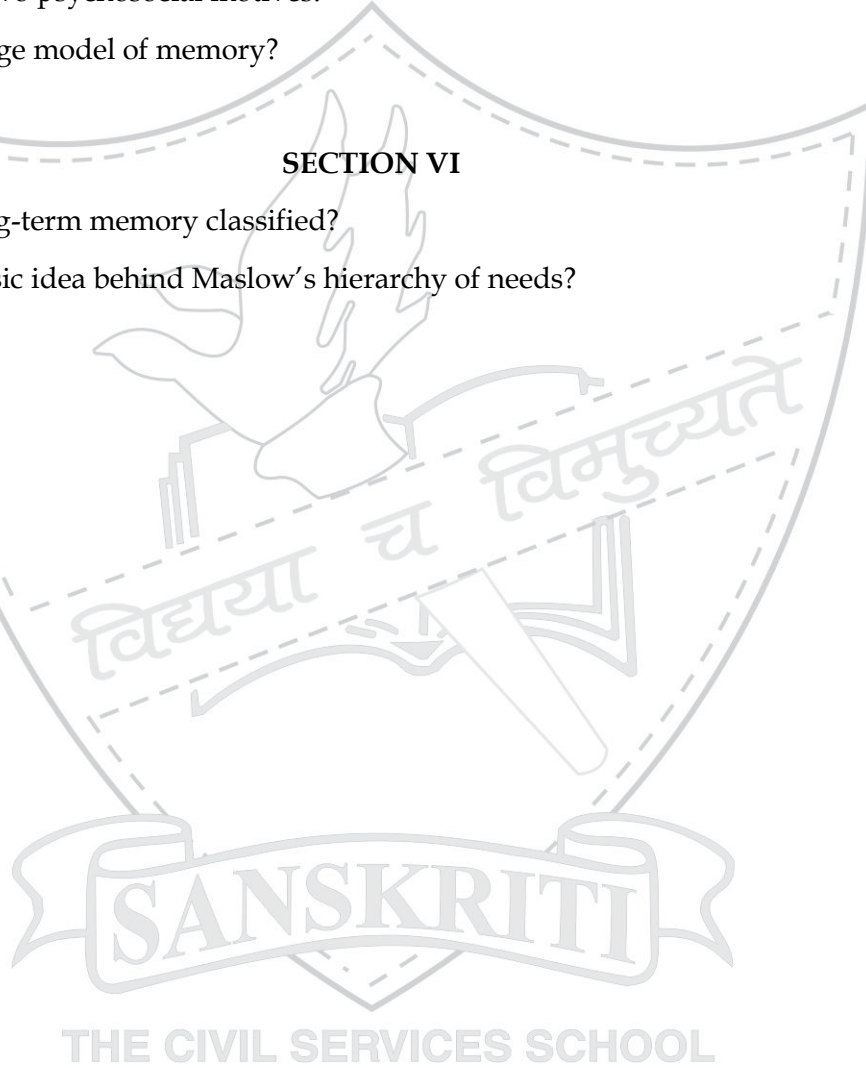
- Q23. Briefly explain the stages of skill learning 3
- Q24. Which type of memory is out of our awareness? 3
- Q25. What mechanism of learning did Kohler propose? 3

## SECTION V

- Q26. How does Bronfenbrenner understand development? 4
- Q27. Identify and explain the most appropriate method of enquiry for the following problems: 4
- (a) Tracking major life events of your favourite athlete
- (b) Does listening to classical music in the womb affect the musical preferences of a toddler?
- Q28. Describe any two psychosocial motives. 4
- Q29. What is the stage model of memory? 4

## SECTION VI

- Q30. How is the long-term memory classified? 6
- Q31. What is the basic idea behind Maslow's hierarchy of needs? 6



## Question Bank

1. Describe some of the areas of everyday life where understanding of psychology can be put to practice. How can you define human behavior as function of the attributes of a person and environment?
2. How does behaviourism differ from previous schools (structuralism, functionalism and Gestalt) of psychology?
3. Which branch of psychology do you like the most and why? (try to find out any interesting/latest research done in this field.)
4. What do you understand by constructivism?
5. How can knowledge of the field of environmental psychology be used to promote environment friendly behaviour?
6. Write short notes on –cognitive psychology and organizational psychology.
7. “Human behaviour can be controlled and modified through the application of psychological principles.” Discuss the statement.
8. Define hypothesis.
9. Differentiate between the following:
  - a) naturalistic and controlled observation
  - b) dependent and independent variable
  - c) experimental and control group
10. Critically evaluate the case study method.
11. Describe the advantages and limitations of the following methods:
  - a) Observation
  - b) Experimental
  - c) Questionnaire
12. Explain the co-relational method.
13. Explain various important features of psychological tests.
14. What do you mean by objectivity?
15. What are the different types of neurons found in the nervous system and what are their functions?
16. Name the four lobes of cerebral cortex. What functions do they perform? Explain their interdependence with the help of an example.
17. How do autonomic nervous system and somatic nervous system differ?
18. Why is cerebellum a must for graceful movement?
19. Explain the meaning of culture and describe its important features.

20. Is socialization a smooth process? Discuss.
21. Describe the role played by the reticular formation. Why is it called the brain's gatekeeper?
22. What are the cerebral hemispheres? State their specialized functions.
23. Differentiate between enculturation and acculturation with the help of an example.
24. Describe the role of school and media in the process of socialization.
25. What is development? Describe the characteristics of LSD
26. What are the characteristics of physical development during childhood?
27. What are the characteristics of child's thinking during the preoperational stage?
28. What are Kohlberg's three levels of moral reasoning? (explain briefly)
29. What is the key to positive resolution of Erikson's 1st psychosocial stage?
30. What are the perceptual abilities of the newborn?
31. Why is adolescence traditionally viewed as a time of storm and stress?
32. What are the challenges faced by individuals on entry to adulthood?
33. What can the effects of maternal deprivation be on humans?
34. Define attention.
35. How do the Filter theory and Filter Attenuation theory explain the process of selective attention?
36. Describe the determinants of classical conditioning.
37. Define learning.
38. How is learning different from performance?
39. Differentiate between the following
  - a) primary and secondary reinforcement
  - b) positive and negative reinforcement
  - c) classical and operant conditioning
  - d) negative reinforcement and punishment
  - e) partial and continuous schedule of reinforcement
  - f) relational and analytical learning style
40. What is extinction? Describe the factors that influence resistance to extinction.
41. Discuss the application of learning principles in daily life.
42. Describe the factors influencing verbal learning.
43. What is learned helplessness? Can it lead to depression? How?
44. What is the significance of classical conditioning in everyday life?
45. What factors are responsible for facilitating learning?
46. Write a short note on Learning Styles.

47. What are the symptoms of learning disabilities?
48. What is memory?
49. Write a short note on mnemonics.
50. What do you understand by a concept?
51. Why do we need to form concepts?
52. Explain the nature of thinking.
53. Give various factors that could create an obstacle in problem solving process.
54. Differentiate between inductive and deductive reasoning with the help of an example.
55. How do we make judgments? How is it related to decision making process?
56. Discuss nature of creative thinking.
57. What are the various dimensions of creative thinking?
58. What are the various barriers to creative thinking?
59. Define motivation.
60. Explain motivational cycle with the help of an example.
61. Critically evaluate Maslow's hierarchy of needs.
62. What is frustration? Discuss main sources of frustration.
63. What is frustration aggression hypothesis?
64. Discuss the nature of emotions.
65. Give various techniques to manage anger.
66. How can we enhance positive emotions?
67. A four-year-old girl rolls a ball of clay into a sausage shape to make "more" clay. Her actions demonstrate that she has not acquired the concept of:  
(a) reversibility (b) centration (c) animism (d) conservation



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