

**SUBJECT–PSYCHOLOGY  
CLASS – XI (Session 2024-25)**

**SYLLABUSFORFIRSTTERM**

Chapter–1,WhatisPsychology?

Chapter–2,MethodsofEnquiryinPsychology

Chapter – 4, Human Development

Chapter–5,Sensory,AttentionalandPerceptualProcesses

**SYLLABUSFORSECONDTERM**

Chapter – 6, Learning

Chapter–

7,HumanMemory

Chapter – 8, Thinking

Chapter–9,MotivationandEmotion

## LESSON PLAN CLASSXI-PSYCHOLOGY FIRSTTERM

TOPIC:WHATISPSYCHOLOGY?											
Previous Knowledge Testing	Vocabulary used & Important Spellings	Innovative Methods used to Explain the topic	Procedure	Art & Integration	Participation of Students	Recapitulation	Pedagogy	Co-scholastic activities	Resources	Assignments	Assessments
<p>Understand the nature and role of psychology in understanding mind and behaviour.</p> <p>State the growth of the discipline.</p>	<p>Behaviour, Behaviourism, Cognition, Cognitive approach, Consciousness, Constructivism, Developmental Psychology, Functionalism, Gestalt, Gestalt psychology, Humanistic approach.</p>	<p><b>Teacher centered to student Centered Approach:</b></p> <p>(1) Using powerpoint presentation.</p> <p>(2) The Chapter was explained with the help of smart class.</p> <p>(3) Introduction of topic with the help of Board.</p> <p>(4) Brief outline</p>	<p>Introduction</p> <p>What is Psychology?</p> <p>Understanding Mind and Behaviour</p> <p>Popular Notions about the Discipline of Psychology</p> <p>Evolution of Psychology</p> <p>Development of Psychology in India</p> <p>Branches of Psychology</p>	<p>This chapter related to Fine Arts</p>	<p>Imagine and visualize yourself in the following situations:</p> <p>(1) You are writing an essay for a competition.</p> <p>(2) You are chatting with a friend on an interesting topic.</p> <p>(3) You are playing football.</p> <p>Discuss your answers with the teacher and classmates.</p>	<p>Appreciate the value of Psychology in Daily life to help to understand and help others better.</p> <p>Understand the nature and role of psychology in understanding mind and behaviour.</p>	<p>(1) Encourage students to complete the activities and also to design activities on their own either individually or in groups. Initiate discussion in the class on observations made by students on completion of the activities.</p> <p>(2) Go to the library or some bookstore or surf the internet and obtain names of some books (fiction/non-fiction or films), which have</p>	<p>This chapter tells you about several professionals in the field of psychology. Contact a psychologist who fits into one of the categories and interview the person. Have a list of questions prepared beforehand. Possible questions could be : (i) What kind of education is necessary for your particular job? (ii) Which college/university would you recommend for the study of this discipline?</p> <p>Write a report of your interview and include your specific reactions.</p>	<p><a href="http://www.ship.edu/~cgboere/perscontents.html">www.ship.edu/~cgboere/perscontents.html</a></p> <p><a href="http://en.wikipedia.org/wiki/projective_test">en.wikipedia.org/wiki/projective_test</a></p>	<p>What is behaviour. Give examples of overt and covert behaviour.</p> <p>Give a brief account of the evolution of psychology.</p> <p>Differentiation between a psychologist and counselor and clinical psychologists.</p> <p>In terms of helping solve an important social problem such as crime, which branch of psychology do you think is most suitable. Identify the field and discuss the concerns of the psychologists working in this field.</p>	<p><b>Revision test on :</b></p> <p>Differentiation between a psychologist and counselor and clinical psychologists.</p> <p>In terms of helping solve an important social problem such as crime, which branch of psychology do you think is most suitable. Identify the field and discuss the concerns of the psychologists working in this field.</p>

		<p>about topicstobe covered in thechapter.</p> <p>(5) In detail each and every topicwillbe discussed and explained on the blackboard with the helpoftext book.</p>	<p>Themes of Research and Applications.</p> <p>Psychology and other Disciplines</p> <p>Psychologist s at Work</p> <p>Psychology inEveryday Life</p>				<p>reference to applicationsof psychology. Prepare a reportgivinga briefsynopsis.</p>			<p>anddiscussthe concernsofthe psychologists working in this field.</p>	
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# LESSON PLAN CLASS XI-PSYCHOLOGY FIRST TERM

## TOPIC: METHODS OF ENQUIRY IN PSYCHOLOGY

Previous Knowledge Testing	Vocabulary used & Important Spellings	Innovative Methods used to Explain the topic	Procedure	Art & Integration	Participation of Students	Recapitulation	Pedagogy	Co-scholastic activities	Resources	Assignments	Assessments
<p>Explain the goals and nature of psychological enquiry.</p> <p>Understand different types of data used by psychologists.</p>	<p>Case study, Confidentiality, Control group, Correlational research, Data, Debriefing, Dependent variable, Experimental group, Experimental method, Group test, Hypothesis, Independent variable</p>	<p><b>Teacher centered to student Centered Approach:</b></p> <p>(1) Using PowerPoint presentation.</p> <p>(2) The Chapter was explained with the help of smart class.</p> <p>(3) Introduction of topic with the help of Board.</p> <p>(4) Brief outline about topic to be covered in</p>	<p>Introduction</p> <p>Goals of Psychological Enquiry</p> <p>Nature of Psychological Data</p> <p><b>Some Important methods in Psychology</b></p> <p>Observational method,</p> <p>Experimental Method</p> <p>Correlation</p> <p><b>Analysis of Data</b></p> <p>Limitation of Psychological Enquiry</p>	<p>This chapter related to Statistics</p>	<p>A few students can observe one period when the psychology teacher is teaching in the class. Note down, in detail, what the teacher does, what the students do, and the entire pattern of interaction between the teacher and the students. Discuss the observations made with other students and teacher. Note the similarities and difference in observation.</p>	<p>Describe some important methods of psychological enquiry</p> <p>understand the methods of analyzing data, and</p> <p>learn about the limitations of psychological enquiry and ethical consideration</p>	<p>(1) Encourage students to complete the activities and also to design activities on their own either individually or in groups. Initiate discussion in the class on observations made by students on completion of the activities</p> <p>(2) Conduct a survey of the after-school activities of Class V and Class IX students taking a sample of 10 students in each. Find information about the time devoted by them in various</p>	<p>Conduct a study in your group to see the effect of recitation on learning of poetry. Take 10 six-year olds and divide them into two groups. Give group 1 a new poem to learn and instruct them to read it loudly for 15 minutes. Take group 2 and give them the same new poem to learn but instruct them not to read it loudly. After 15 minutes ask the two groups to recall. Care needs to be taken to see that both the groups are dealt with separately. After the recall has taken place, note down the observation.</p> <p>Identify what method of research you used, the hypothesis, the</p>	<p><a href="http://www.ship.edu/~cgboere/perscontents.html">www.ship.edu/~cgboere/perscontents.html</a></p> <p>en.wikipedia.org/wiki/projective_test</p>	<p>(1) What are the goals of scientific enquiry?</p> <p>(2) Explain the nature of psychological data.</p> <p>(3) A researcher is studying the relationship between speed of cycling and the presence of people. Formulate a relevant hypothesis and identify the independent and dependent variables.</p>	<p><b>Test on:</b></p> <p>Describe the various steps involved in conducting a scientific enquiry.</p> <p>Give two examples of the situations where survey method can be used. What are the limitations of this method?</p> <p>Explain the characteristics of a standardized test.</p>

		<p>the chapter.</p> <p>(5) In detail each and every topic will be discussed and explained on the blackboard with the help of text book.</p>				<p>activities, such as studying, playing, television viewing, hobbies, etc. Do you find any difference? What conclusions do you draw and what suggestions would you offer?</p>	<p>variables and the kind of experimental design that was there. Compare notes with the other groups and share the result with your teacher in the class.</p>			
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# LESSON PLAN CLASS XI-PSYCHOLOGY SECOND TERM

TOPIC: HUMAN DEVELOPMENT											
Previous Knowledge Testing	Vocabulary used & Important Spellings	Innovative Methods used to Explain the topic	Procedure	Art & Integration	Participation of Students	Recapitulation	Pedagogy	Co-scholastic activities	Resources	Assignments	Assessments
<p>Describe the meaning and process of development</p> <p>Identify the stages of development and describe their major characteristics</p>	<p>Adolescence, Animism, Attachment, Centration, Cephalocaudal trend, Concrete operational stage, Deductive thought, Development, Egocentrism</p>	<p><b>Teacher centered to student Centered Approach:</b></p> <p>(1) Using PowerPoint presentation.</p> <p>(2) The Chapter was explained with the help of smart class.</p> <p>(3) Introduction of topic with the help of Board.</p> <p>(4) Brief outline about topics to be covered in the chapter.</p> <p>(5) In detail each and every topic will be discussed and explained on the blackboard with the help of textbook.</p>	<p>Introduction</p> <p><b>Meaning of development</b></p> <p>Life span Perspective on Development, Growth, Development, Maturation and Evolution</p> <p><b>Factors Influencing Development</b></p> <p><b>Context of Development</b></p> <p><b>Overview of Developmental Stages</b></p> <p><b>Infancy</b></p> <p><b>Childhood</b></p> <p><b>Challenges of Adolescence</b></p> <p><b>Adulthood and Old Age</b></p>	<p>This chapter related to Biology</p>	<p>A few students can observe one period when the psychology teacher is teaching in the class. Note down, in detail, what the teacher does, what the students do, and the entire pattern of interaction between the teacher and the students. Discuss the observations made with other students and teacher. Note the similarities and difference in observation.</p>	<p>Explain the influence of heredity, environment and context on human development</p> <p>reflect on your own course of development and related experiences</p>	<p>(1) Develop a script from a preoperational (4-7 years old) child's point of view for playing with friends. Develop the same script for an adolescent. How do these scenarios differ? How are roles played by your friends different?</p>	<p>Interview people from three different stages of life, for example, 20-35, 35-60 and over 60 years of age. Talk to them about:</p> <p>(a) Major transitions that have taken place in their lives.</p> <p>(b) How they feel these transitions have affected them?</p> <p>Compare the events considered important in different groups.</p>	<p><a href="http://www.ship.edu/~cgboeree/perscontents.html">www.ship.edu/~cgboeree/perscontents.html</a></p> <p>en.wikipedia.org/wiki/projectivetest</p>	<p>(1) What is development? How is it different from growth and maturation?</p> <p>(2) Describe the main features of life span perspective on development</p> <p>(3) How do socio-cultural factors influence development?</p>	<p><b>Test on:</b></p> <p>What are the challenges faced by individualson entry to adulthood?</p> <p>What is adolescence? Explain the concept of egocentrism.</p>

# LESSON PLAN CLASS XI-PSYCHOLOGY FIRST TERM

## TOPIC: SENSORY, ATTENTIONAL AND PERCEPTUAL PROCESSES

Previous Knowledge Testing	Vocabulary used & Important Spellings	Innovative Methods used to Explain the topic	Procedure	Art & Integration	Participation of Students	Recapitulation	Pedagogy	Co-scholastic activities	Resources	Assignments	Assessments
<p>Understand the nature of sensory processes</p> <p>Explain the processes and types of attention</p> <p>Reflect of sensory, attentional and perceptual processes in everyday life.</p>	<p>Absolute threshold, After images, Binocular cues, Bottom up processing, Cochlea, Cones, Dark adaptation, Depth perception, Difference threshold, Divided attention, Eustachian tube, Figure ground</p>	<p><b>Teacher centered to student Centered Approach:</b></p> <p>(1) Using PowerPoint presentation.</p> <p>(2) The Chapter was explained with the help of smart class.</p> <p>(3) Introduction of topic with the help of Board.</p> <p>(4) Brief outline about topics to be covered in the chapter.</p> <p>(5) In detail each and every topic will be discussed and explained on the blackboard with the help of text book.</p>	<p><b>Introduction</b></p> <p><b>Knowing the world</b></p> <p><b>Nature and Varieties of Stimulus</b></p> <p><b>Sense Modalities</b></p> <p><b>Attention Processes</b></p> <p><b>Perceptual Processes</b></p> <p><b>The Perceiver</b></p> <p><b>Principles of Perceptual Organization</b></p> <p><b>Perception of Space, Depth, and Distance</b></p> <p><b>Perceptual Constancies</b></p> <p><b>Illusions</b></p> <p><b>Sociocultural Influences on Perception</b></p>	<p>This chapter related to Physics</p>	<p>A few students can observe one period when the psychology teacher is teaching in the class. Note down, in detail, what the teacher does, what the students do, and the entire pattern of interaction between the teacher and the students. Discuss the observations made with other students and teacher. Note the similarities and difference in observation.</p>	<p>Understand the nature of sensory processes</p> <p>explain the processes and types of attention</p> <p>analyze the problems of form and space perception</p>	<p>(1) Collect ten advertisements from magazine. Analyze the content and message being conveyed in each advertisement. Comment on the use of various attention and perceptual factors to promote the given product.</p>	<p>Hold a pencil in front of you. Close your right eye and focus on the pencil. Now open the right eye and close the left eye. Keep doing it simultaneously with both the eyes. The pencil will appear to move from side to side in front of your face</p>	<p><a href="http://www.ship.edu/~cgboeree/perscontents.html">www.ship.edu/~cgboeree/perscontents.html</a></p> <p>en.wikipedia.org/wiki/projective_test</p>	<p>(1) Explain the functional imitations of sense organs.</p> <p>(2) What is meant by light and dark adaptation? How do they take place?</p> <p>(3) What is colour vision and what are the dimensions of colour.</p>	<p><b>Test on:</b></p> <p>How does perception of space take place?</p> <p>Why do illusions occur?</p> <p>How does auditory sensation take place?</p> <p>Define attention. Explain its properties?</p>



# LESSON PLAN CLASSXI-PSYCHOLOGY SECOND TERM

TOPIC: LEARNING											
Previous Knowledge Testing	Vocabulary used & Important Spellings	Innovative Methods used to Explain the topic	Procedure	Art & Integration	Participation of Students	Recapitulation	Pedagogy	Co-scholastic activities	Resources	Assignments	Assessments
<p>Describe the nature of learning.</p> <p>Explain different forms or types of learning and the procedures used in such types of learning.</p>	<p>Associative learning, Biofeedback, Cognitive map. Concept, conditioned response, Conditioned stimulus, Conditioning, Discrimination, Dyslexia, Extinction, Free recall, Generalization, Insight, Learning disabilities</p>	<p><b>Teacher centered to student Centered Approach:</b></p> <p>(1) Using PowerPoint presentation.</p> <p>(2) The Chapter was explained with the help of smart class.</p> <p>(3) Introduction of topic with the help of Board.</p> <p>(4) Brief outline about topics to be covered in the chapter.</p> <p>(5) In detail each and every topic will be discussed and explained on the blackboard with the help of textbook.</p>	<p><b>Introduction</b></p> <p><b>Nature of Learning</b></p> <p><b>Paradigms of Learning</b></p> <p><b>Classical Conditioning</b></p> <p><b>Operant Instrumental Conditioning</b></p> <p><b>Observational Learning</b></p> <p><b>Cognitive Learning</b></p> <p><b>Verbal Learning</b></p> <p><b>Factors Facilitating Learning</b></p> <p><b>Learning Disabilities</b></p> <p><b>Application of Learning Principles</b></p>	<p>This chapter related to Biology</p>	<p>A few students can observe one period when the psychology teacher is teaching in the class. Note down, in detail, what the teacher does, what the students do, and the entire pattern of interaction between the teacher and the students. Discuss the observations made with other students and teacher. Note the similarities and difference in observation.</p>	<p>Understand various psychological processes that occur during learning and influence its course.</p> <p>Explain the determinants of learning</p>	<p>You can have first hand experience of observational learning by doing the following exercise.</p> <p>Collect four or five school going children and demonstrate how to make a boat out of a sheet of paper. Do it two or three times and ask the children to observe carefully. After having shown how to fold the paper in different ways for a number of times, give them sheets of paper and ask them to make a toy boat.</p>	<p>Take the following words and write them on separate cards, and ask the participants to read them aloud one by one. After completion of two readings, ask them to write down the words in any order: book, law, bread, shirt, coat, paper, pencil, biscuit, pen, life, history, rice, curd, shoes, sociology, sweet, pond, potato, ice-cream, muffler, and prose. After the presentation, ask them to write down the words they read, without bothering about the order of presentation.</p> <p>Analyze your data to see whether recalled words show any organization.</p>	<p><a href="http://www.ship.edu/~cgboeree/perscontents.html">www.ship.edu/~cgboeree/perscontents.html</a></p> <p>en.wikipedia.org/wiki/projective_test</p>	<p>(1) What is learning? What are its distinguishing features</p> <p>(2) How does classical conditioning demonstrate learning by association?</p> <p>(3) Define operant conditioning. Discuss the factors that influence the course of operant conditioning.</p>	<p><b>Test on:</b></p> <p>Explain the procedures for studying verbal learning.</p> <p>What is a skill? What are the stages through which skill learning develops</p> <p>A good role model is very important for a growing up child. Discuss the kind of learning that supports it.</p>

# LESSON PLAN CLASSXI-PSYCHOLOGY SECOND TERM

## TOPIC: HUMAN MEMORY

Previous Knowledge Testing	Vocabulary used & Important Spellings	Innovative Methods used to Explain the topic	Procedure	Art & Integration	Participation of Students	Recapitulation	Pedagogy	Co-scholastic activities	Resources	Assignments	Assessments
<p>Understand the nature of memory.</p> <p>distinguish between different types of memory.</p> <p>explain how the contents of long term memory are represented and organized.</p>	<p>Chunking, Cognitive, Economy, Control process, Dual coding, Echoic memory, Fugue state, Information processing approach,</p>	<p><b>Teacher centered to student Centered Approach:</b></p> <p>(1) Using PowerPoint presentation.</p> <p>(2) The Chapter was explained with the help of smart class.</p> <p>(3) Introduction of topic with the help of Board.</p> <p>(4) Brief outline about topics to be covered in the chapter.</p> <p>(5) In detail each and every topic will be discussed and explained on the blackboard with the help of textbook.</p>	<p><b>Introduction</b></p> <p><b>Nature of memory</b></p> <p><b>Information processing Approach</b></p> <p><b>The stage model memory systems</b></p> <p><b>Levels of Processing</b></p> <p><b>Types of Long-term memory</b></p> <p><b>Memory as a constructive process</b></p> <p><b>Nature and causes of forgetting</b></p> <p><b>Enhancing Memory</b></p>	<p>This chapter related to Biology</p>	<p>A few students can observe one period when the psychology teacher is teaching in the class. Note down, in detail, what the teacher does, what the students do, and the entire pattern of interaction between the teacher and the students. Discuss the observations made with other students and teacher. Note the similarities and difference in observation.</p>	<p>Appreciate the constructive and reconstructive processes in memory.</p> <p>Understand the nature and causes of forgetting and</p> <p>Learn the strategies for improving memory</p>	<p>Narrate a story to your friend and ask her/him to write it down after an hour. Also request her/him to narrate what he had written to another person. Continue this process till you have at least 5 versions of the original story. Compare the various versions and identify constructive processes in memory.</p>	<p>Think of the first month in Class IX. Write down two separate events that occurred during the month and which you remember vividly. Use separate sheets for each event</p>	<p><a href="http://www.ship.edu/~cgboeree/perscontents.html">www.ship.edu/~cgboeree/perscontents.html</a></p> <p><a href="http://en.wikipedia.org/wiki/projective_test">en.wikipedia.org/wiki/projective_test</a></p>	<p>(1) What is the meaning of the terms 'encoding', 'storage' and 'retrieval'?</p> <p>(2) How is information processed through sensory, short-term and long-term memory systems?</p> <p>(3) Why does forgetting take place?</p>	<p>(1) What evidence do we have to say that memory is a constructive process?</p> <p>(2) Define mnemonics? suggest a plan to improve your own memory.</p>

# LESSON PLAN CLASSXI-PSYCHOLOGY SECOND TERM

TOPIC: THINKING											
Previous Knowledge Testing	Vocabulary used & Important Spellings	Innovative Methods used to Explain the topic	Procedure	Art & Integration	Participation of Students	Recapitulation	Pedagogy	Co-scholastic activities	Resources	Assignments	Assessments
<p>What is cognition?</p> <p>How do you know that a salin is not a bird but a parrot?</p> <p>Why is it useful to draw a map while giving directions to someone?</p>	<p>Inductive reasoning, deductive reasoning, incubation, illumination, functional fixedness, brainstorming, linguistic relativity hypothesis</p>	<p><b>Teacher centered to student Centered Approach:</b></p> <p>(1) Using PowerPoint presentation</p> <p>(2) The Chapter was explained with the help of smart class.</p> <p>(3) Introduction of topic with the help of Board.</p> <p>(4) Brief outline about topics to be covered in the chapter.</p> <p>(5) In detail each and every topic</p>	<p>Introduction Nature of Thinking Building Blocks of Thought Culture and Thinking The Processes of Thinking Problem Solving Reasoning Decision-making Nature and Process of Creative Thinking Nature of Creative Thinking Lateral Thinking Process of Creative Thinking Strategies for Creative Thinking Thought and Language</p>	<p>This chapter related to cognition and mental processes</p>	<p>A few students can observe one period when the psychology teacher is teaching in the class. Note down, in detail, what the teacher does, what the students do, and the entire pattern of interaction between the teacher and the students. Discuss the observations made with other students and teacher. Note the similarities and difference in observation.</p>	<p>How development of language takes place</p> <p>What are different origins of language and thoughts</p> <p>What are barriers of creative thinking</p> <p>How lack of motivation is an obstacle in problem solving</p>	<p>(1) Encourage students to complete the activities and also to design activities on their own either individually or in groups. Initiate discussion in the class on observations made by students on completion of the activities</p> <p>(2) Write down your daily routine. This should include the activity undertaken, as well as the time when it is done. For example, if you watch television between 7 p.m. and 8 p.m. daily, you should write down the</p>	<p>Observe children of 1 year, 2 years, and 3 years old over a period of one week. Record the speech and note how the child is learning words and how many words the child has learnt over this period.</p>	<p><a href="http://www.ship.edu/~cgboere/perscontents.html">www.ship.edu/~cgboere/perscontents.html</a></p> <p>en.wikipedia.org/wiki/projective_test</p>	<p>(1) Are judgement and decision making interrelated processes? Explain?</p> <p>(2) Identify obstacles one may encounter in problem solving?</p> <p>(3) How is language acquired in human beings?.</p>	<p><b>Test on:</b></p> <p>Explain the nature of thinking?</p> <p>Why is divergent thinking important in creative thinking process?</p> <p>Does thinking take place without language?</p>

			Developme nt of Language and Language Use Bilingualism and Multilinguali sm								
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		will be discussed and explained on the blackboard with the help of textbook.					<p>time as well as the activity. Put in as many detail as you can. You could include names of the specific programmes you watch on Television.</p> <p>Make a separate schedule for weekdays and weekends. The class can examine the daily schedules, and see which activities are more common amongst the students. Can some cultural values/ beliefs be inferred to underlie common, shared experiences? (for example, that all students spend many hours in school on a daily basis reflects that they come from cultures which value school education).</p>				
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# LESSON PLAN CLASS XI-PSYCHOLOGY SECOND TERM

## TOPIC: MOTIVATION AND EMOTION

Previous Knowledge Testing	Vocabulary used & Important Spellings	Innovative Methods used to Explain the topic	Procedure	Art & Integration	Participation of Students	Recapitulation	Pedagogy	Co-scholastic activities	Resources	Assignments	Assessments
<p>What is need, drive?</p> <p>How do you satisfy needs?</p> <p>Why is a person in conflict?</p>	<p>Amygdala, Anxiety, Arousal, Autonomic nervous system, Basic emotions, biological needs (hunger, thirst, sex), Central nervous system, Conflict, Emotional intelligence, Esteem needs, Examination anxiety, Expression</p>	<p><b>Teacher centered to student Centered Approach:</b></p> <p>(6) Using PowerPoint presentation</p> <p>(7) The Chapter was explained with the help of smart class.</p> <p>(8) Introduction of topic with the help of Board.</p> <p>(9) Brief outline about topics to be covered in the chapter.</p> <p>(10) In detail each and every topic</p>	<p>Introduction Nature of Motivation Types of Motives Biological Motives Psychosocial Motives Maslow's Hierarchy of Needs Self-Motivation Nature of Emotions Physiological Bases of Emotions Physiology of Emotion Lie Detection Cognitive Bases of Emotions Cultural Bases of Emotions Expression of Emotions Culture and Emotional Expression Culture and Emotional Labeling Managing Negative</p>	<p>This chapter related to social, philosophy</p>	<p>A few students can observe one period when the psychology teacher is teaching in the class. Note down, in detail, what the teacher does, what the students do, and the entire pattern of interaction between the teacher and the students. Discuss the observations made with other students and teacher. Note the similarities and differences in observation.</p>	<p>Explain the concept of motivation.</p> <p>What are the biological bases of hunger and thirst needs?</p> <p>How can you enhance positive thinking?</p> <p>How to manage examination anxiety?</p>	<p>(3) Encourage students to complete the activities and also to design activities on their own either individually or in groups. Initiate discussion in the class on observations made by students on completion of the activities</p> <p>(4) Write down your daily routine. This should include the activity undertaken, as well as the time when it is done. For example, if you watch television between 7 p.m. and 8 p.m. daily, you should write down the</p>	<p>Using Maslow's hierarchy of needs, analyse what kind of motivational forces might have motivated the great mathematician S.A. Ramanujan and the great shehnai Maestro Ustad Bismillah Khan (Bharat Ratna) to perform exceptionally in their respective fields. Now place yourself and five more known people in terms of needs satisfaction. Reflect and discuss.</p> <p>2. In many households, family members do not eat without bathing first and practise religious</p>	<p><a href="http://www.ship.edu/~cgboere/perscontents.html">www.ship.edu/~cgboere/perscontents.html</a></p> <p>en.wikipedia.org/wiki/projective_test</p>	<p>1. Is it important to consciously interpret and label emotions in order to explain them? Discuss giving suitable examples.</p> <p>2. How does culture influence the expression of emotions?</p> <p>3. Why is it important to manage negative emotions? Suggest ways to manage negative emotions..</p>	<p><b>Test on:</b></p> <p>How do the needs for achievement, affiliation, and power influence the behaviour of adolescents? Explain with examples.</p> <p>What is the basic idea behind Maslow's hierarchy of needs? Explain with suitable examples.</p> <p>Does physiological arousal precede or follow an emotional experience? Explain.</p>

	<p>of emotions, Frustration, Hierarchy of needs, Motivation, Motives, Need, Power motive, Psychosocial motives, Self- actualisation, Self-esteem</p>		<p>Emotions Post- Traumatic Stress Disorder Management of Examination Anxiety Enhancing Positive Emotions</p>					<p>fasts. How have different social practices influenced your expression of hunger and thirst? Conduct a survey on five people from different backgrounds and prepare a report.</p>			
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