## SYLLABUS (2025-2026)

CLASS: XI SUBJECT: PSYCHOLOGY

## **TEXTBOOKS:**

1. PSYCHOLOGY, Textbook for Class XI, NCERT

| EXAMINATION | UNIT/ CHAPTER /<br>TOPIC                         | SUBTOPICS  | WEIGHTAGE |
|-------------|--|--|-----------|
| HALF YEARLY | Chapter 1<br>What is Psychology?                 | <ol> <li>Introduction</li> <li>What is Psychology?         <ul> <li>Psychology as a Discipline</li> <li>Psychology as a Natural Science</li> <li>Psychology as a Social Science</li> </ul> </li> <li>Understanding Mind and Behaviour</li> <li>Popular Notions about the Discipline of Psychology</li> <li>Evolution of Psychology</li> <li>Development of Psychology in India</li> <li>Branches of Psychology</li> <li>Psychology and Other Disciplines</li> <li>Psychology in Everyday Life</li> </ol> | 24        |
|             | Chapter 2<br>Methods of Enquiry in<br>Psychology | <ol> <li>Introduction</li> <li>Goals of Psychological Enquiry         <ul> <li>Steps in Conducting Scientific</li> <li>Research</li> <li>Alternative Paradigms of Research</li> </ul> </li> <li>Nature of Psychological Data</li> <li>Some Important Methods in Psychology</li> <li>Observational Method</li> <li>Experimental Method</li> </ol>   | 28        |

|             |                                | <ul> <li>Correlational Research</li> <li>Survey Research</li> <li>Psychological Testing</li> <li>Case Study</li> <li>Analysis of Data</li> <li>Quantitative Method</li> <li>Qualitative Method</li> <li>Limitations of Psychological Enquiry</li> <li>Ethical Issues</li> </ul>  |    |
|-------------|--------------------------------|--|----|
|             | Chapter 3<br>Human Development | <ol> <li>Introduction</li> <li>Meaning of Development         <ul> <li>Life-Span Perspective</li> <li>on Development</li> </ul> </li> <li>Factors Influencing Development</li> <li>Context of Development</li> <li>Overview of Developmental Stages         <ul> <li>Prenatal Stage</li> <li>Infancy</li> <li>Childhood</li> <li>Challenges of Adolescence</li> </ul> </li> <li>Adulthood and Old Age</li> </ol> | 18 |
| TOTAL MARKS |                                |  | 70 |

## **ANNUAL EXAMINATION**

| EXAMINATION  | UNIT/CHAPTER<br>/TOPIC                           | SUBTOPICS  | WEIGHTAGE |
|--------------|--|--|-----------|
| ANNUAL EXAMS | Chapter 1<br>What is Psychology?                 | <ol> <li>Introduction</li> <li>What is Psychology?         <ul> <li>Psychology as a Discipline</li> <li>Psychology as a Natural Science</li> <li>Psychology as a Social Science</li> </ul> </li> <li>Understanding Mind and Behaviour</li> <li>Popular Notions about the Discipline of Psychology</li> <li>Evolution of Psychology</li> <li>Development of Psychology in India</li> <li>Branches of Psychology</li> <li>Psychology and Other Disciplines</li> <li>Psychology in Everyday Life</li> </ol>   | 11        |
|              | Chapter 2<br>Methods of Enquiry in<br>Psychology | <ol> <li>Introduction</li> <li>Goals of Psychological Enquiry         <ul> <li>Steps in Conducting Scientific Research</li> <li>Alternative Paradigms of Research</li> </ul> </li> <li>Nature of Psychological Data</li> <li>Some Important Methods in Psychology         <ul> <li>Observational Method</li> <li>Experimental Method</li> <li>Correlational Research</li> <li>Survey Research</li> <li>Psychological Testing</li> <li>Case Study</li> </ul> </li> <li>Analysis of Data         <ul> <li>Quantitative Method</li> <li>Qualitative Method</li> </ul> </li> <li>Limitations of Psychological Enquiry</li> </ol> | 13        |

|   | 7. Ethical Issues   |    |
|---|---|----|
| Chapter 3<br>Human Development                          | <ol> <li>Introduction</li> <li>Meaning of Development         <ul> <li>Life-Span Perspective on Development</li> </ul> </li> <li>Factors Influencing Development</li> <li>Context of Development</li> <li>Overview of Developmental Stages         <ul> <li>Prenatal Stage</li> <li>Infancy</li> <li>Childhood</li> <li>Challenges of Adolescence</li> <li>Adulthood and Old Age</li> </ul> </li> </ol>   | 11 |
| Chapter 4 Sensory, Attentional and Perceptual Processes | <ol> <li>Introduction</li> <li>Knowing the world</li> <li>Nature and varieties of Stimulus</li> <li>Sense Modalities         <ul> <li>Functional limitation of sense organs</li> </ul> </li> <li>Attentional Processes         <ul> <li>Selective Attention</li> </ul> </li> <li>Sustained Attention</li> <li>Perceptual Processes         <ul> <li>Processing Approaches in Perception</li> </ul> </li> <li>The Perceiver</li> <li>Principles of Perceptual Organisation</li> <li>Perception of Space, Depth and Distance Monocular Cues and Binocular Cues</li> <li>Perceptual Constancies</li> <li>Illusions</li> <li>Socio-Cultural Influences on Perception</li> </ol> | 8  |
| Chapter 5   | 1. Introduction   | 9  |

| Learning                  | <ol> <li>Nature of Learning</li> <li>Paradigms of Learning</li> <li>Classical Conditioning         <ul> <li>Determinants of Classical Conditioning</li> </ul> </li> <li>Operant/Instrumental Conditioning         <ul> <li>Determinants of Operant Conditioning</li> <ul> <li>Key Learning Processes</li> </ul> </ul></li> <li>Observational Learning</li> <li>Cognitive Learning</li> <li>Verbal Learning</li> <li>Skill Learning</li> <li>Factors Facilitating Learning</li> <li>Learning Disabilities</li> </ol> |   |
|---------------------------|---|---|
| Chapter 6<br>Human Memory | <ol> <li>Introduction</li> <li>Nature of memory</li> <li>Information Processing Approach: The Stage Model</li> <li>Memory Systems: Sensory, Short-term and Long Term Memories</li> <li>Levels of Processing</li> <li>Types of Long-term Memory         <ul> <li>Declarative and Procedural;</li> <li>Episodic and Semantic</li> </ul> </li> <li>Nature and Causes of Forgetting</li> </ol>  | 8 |
| Chapter 7<br>Thinking     | <ol> <li>Introduction</li> <li>Nature of Thinking         <ul> <li>Building Blocks of Thought</li> </ul> </li> <li>The Processes of Thinking</li> <li>Problem Solving</li> <li>Reasoning</li> <li>Decision-making</li> </ol>  | 5 |

|             |                                  | <ul> <li>7. Nature and Process of Creative Thinking</li> <li>Nature of Creative Thinking</li> <li>Process of Creative Thinking</li> <li>8. Thought and Language</li> <li>9. Development of Language and Language Use</li> </ul>   |    |
|-------------|----------------------------------|---|----|
|             | Chapter 8 Motivation and Emotion | <ol> <li>Introduction</li> <li>Nature of Motivation</li> <li>Types of Motives         <ul> <li>Biological Motives</li> <li>Psychosocial Motives</li> </ul> </li> <li>Maslow's Hierarchy of Needs</li> <li>Nature of Emotions</li> <li>Expression of Emotions         <ul> <li>Culture and Emotional Expression</li> <li>Culture and Emotional Labelling</li> </ul> </li> <li>Managing Negative Emotions</li> <li>Enhancing Positive Emotions</li> </ol> | 5  |
| TOTAL MARKS |                                  |   | 70 |

NOTE: The above syllabus is for assessment purpose and remaining chapters/topics may be taught as subject-learning enrichment.