



**Bhartiya Shiksha Board**  
**Psychology and Mental Health**

**Subject code: 149**

**Theory**

**Class XI**

**MM 70**

**Aims & Objectives**

- Introduce learners to foundational concepts, methods, and perspectives in psychology.
- Build awareness about mental health, resilience, and adaptive coping strategies.
- Cultivate empathy, emotional intelligence, and social sensitivity.
- Encourage appreciation of psychology's multidisciplinary nature and practical applications.
- Promote self-awareness, reflection, and personal growth.
- Foster responsible citizenship through understanding human behavior and social responsibility.

**Time: 3 Hours**

**Marks: 70**

Units	Topics	Marks	Periods
1	<b>Understanding Psychology</b>	10	29
2	<b>Methods of Enquiry in Psychology</b>	10	29
3	<b>Human Development Across Lifespan</b>	8	23
4	<b>Biological basis of Behaviour</b>	9	26
5	<b>Learning</b>	10	29
6	<b>Human memory: remembering and forgetting</b>	10	29
7	<b>Emotion &amp; Motivation</b>	7	21
8	<b>Life Skills</b>	6	18
<b>Total</b>		<b>70</b>	<b>204</b>

UNIT	CONTENT	LEARNING OUTCOMES
UNIT 1	<p>1.0 Introduction to Psychology and Mental Health  1.1 Meaning of Psychology</p> <p>2.0 Historical evolution: Western and Indian roots  2.1 Historical evolution of Psychology in Western culture  2.2 Historical evolution of Psychology in India</p> <p>3.0 Branches of Psychology</p> <p>4.0 Positive Psychology  4.1 Indian Practices aligned with Positive Psychology</p> <p>5.0 Different Psychological perspectives to understand behaviour</p> <p>6.0 Integrating ancient Indian roots in psychology (IKS)</p> <p>7.0 New frontiers of psychology- AI  7.1 AI as a tool for Psychology</p> <p>8.0 Myths related to psychology</p> <p>9.0 Professionals in the field of mental health</p> <p>10.0 Psychology in everyday life (Prayog)</p>	<p style="text-align: center;"><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Define psychology and explain its scope.</li> <li>● Understand the scientific nature of psychology.</li> <li>● Explain the historical evolution of psychology with reference to both Western and Indian roots.</li> <li>● Describe the main branches of psychology.</li> <li>● Know the diverse domains of contemporary psychology.</li> <li>● Develop openness to explore human behaviour scientifically; reduce stigma around mental health.</li> <li>● Recognize ethical principles, biases, and values in psychological research and application, including Indian philosophies and constitutional values.</li> <li>● Appreciation of psychology’s role in solving real-world problems.</li> <li>● Identify emerging frontiers such as the role of artificial intelligence in psychology.</li> <li>● Distinguish between various psychological professionals (psychiatrists, psychologists, social workers) and their roles.</li> <li>● Explain the concept of wellbeing, positive psychology, and Indian practices.</li> </ul> <p style="text-align: center;"><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>● Identify everyday situations where psychology is applied.</li> <li>● Challenge common myths about psychology.</li> <li>● Appreciate the importance of Psychology as a science.</li> <li>● Understanding future challenges.</li> <li>● Develop openness to discussing.</li> <li>● Indian philosophy and knowledge.</li> <li>● Identify practical applications of psychology in Indian settings (Prayog), including everyday life situations.</li> </ul>

		<ul style="list-style-type: none"> <li>● Respect for scientific inquiry; empathy towards individuals with mental health concerns.</li> <li>● Demonstrate empathy and reduce stigma when discussing mental health conditions and wellbeing.</li> <li>● Conduct a basic interview with a mental health professional (practical exercise).</li> </ul>
<b>UNIT-2</b>	<p>INTRODUCTION</p> <p>1.0 Research in psychology</p> <p>2.0 Goals of psychological enquiry</p> <p>    2.1 Describe</p> <p>    2.2 Prediction</p> <p>    2.3 Explain</p> <p>    2.4 Control</p> <p>    2.5 Application</p> <p>3.0 The Spirit of Enquiry: The Scientific Method in Psychology</p> <p>4.0 Steps in conducting Scientific Research</p> <p>    4.1 Step 1: Conceptualising the Problem</p> <p>    4.2 Step 2: Formulating a Hypothesis</p> <p>    4.3 Step 3: Designing the Research</p> <p>    4.4 Step 4: Choosing the Sample</p> <p>    4.5 Step 5: Collecting Data</p> <p>    4.6 Step 6: Analysing Data: Drawing and Interpreting Conclusions</p> <p>    4.7 Step 7: Revising and Sharing Knowledge</p> <p>(Enrichment Box :1) Why the Scientific Method Matters Today?</p> <p>    (ENRICHMENT BOX: 2) Research methodology illustrated through Indian history</p> <p>5.0 Nature of Psychological Data</p> <p>    5.1 Qualitative Data</p> <p>    5.2 Quantitative Data</p> <p>6.0 Types of information collected in psychological research</p> <p>    6.1 Demographic Information</p> <p>    6.2 Physical Information</p> <p>    6.3 Physiological Data</p> <p>    6.4 Psychological Information</p> <p>7.0 Research Methods</p> <p>7.1 Observational Method</p> <p>    7.1.1 Naturalistic Observation</p> <p>    7.1.2 Controlled Observation</p> <p>    7.1.3 Participant Observation</p> <p>    7.1.4 Non-Participant Observation</p> <p>7.2 Introspection Method</p> <p>7.3 Experimental Method</p>	<p style="text-align: center;"><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Understand the goals of psychological enquiry and the scientific approach to research.</li> <li>● Describe the main steps involved in conducting psychological research.</li> <li>● Explain the nature and types of psychological data collected in research.</li> <li>● Identify various research methods such as introspection (Dhyana), observation, experiments, surveys, psychological testing, case studies, and correlational research.</li> <li>● Recognize indigenous methods of inquiry like oral histories, ethnography, and community dialogue.</li> <li>● Learn the ethical practices in psychology including voluntary participation, informed consent, confidentiality, debriefing, and sharing of research results.</li> <li>● Understand the limitations of psychological enquiry.</li> <li>● Appreciate the application of psychology to everyday life situations.</li> </ul> <p style="text-align: center;"><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>● Apply any one research method to collect data effectively.</li> <li>● Practice ethical considerations while conducting psychological research.</li> <li>● Analyze the strengths and limitations of different psychological research methods.</li> <li>● Interpret psychological data with awareness of its subjective and relative aspects.</li> <li>● Relate research findings to real-life contexts to solve everyday problems.</li> </ul>

	<p>7.3.1 Laboratory Experiments 7.3.2 Field Experiments 7.3.3 Quasi Experiments</p> <p>7.4 Correlational Research 7.4.1 Positive Correlation 7.4.2 Negative Correlation 7.4.3 Zero Correlation</p> <p>7.5 Survey Method 7.5.1 Questionnaire Surveys 7.5.2 Telephonic, Video and online Surveys 7.5.3 Personal Interviews</p> <p>7.6 Psychological Testing 7.7 Case Study</p> <p>(ENRICHMENT BOX: 3) Indigenous inquiries: Oral histories, ethnography, community dialogue</p> <p>8.0 Limitations of Psychological research: <b>8.1</b> Lack of True Zero Point <b>8.2</b> Relative Nature of Psychological Tools <b>8.3</b> Subjective Interpretation of Qualitative Data</p> <p>(INSIGHT BOX) <b>Indian Knowledge Systems (IKS) help Addressing these Limitations</b></p> <p>9.0 Ethics in psychological research: 9.1 Voluntary participation 9.2 Informed Consent 9.3 Confidentiality of data source 9.4 Debriefing Sharing the results of the study</p> <p>10.0 Applying psychology to everyday life(prayog) 11.0. References</p>	
<p><b>UNIT-3</b></p>	<p>1. Introduction; Concept of Human Development</p> <ul style="list-style-type: none"> <li>● Growth, development, maturation, and evolution</li> </ul> <p>2. Stages of human development: Mental health and wellbeing</p> <ul style="list-style-type: none"> <li>● Prenatal</li> <li>● Infancy</li> <li>● Childhood</li> <li>● Adolescence</li> <li>● Adulthood</li> <li>● Old age</li> </ul>	<p style="text-align: center;"><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>● Holistic lifespan approach highlighting Indian socio-cultural influences and developmental challenges.</li> <li>● Integrating Indian and Western developmental frameworks to interpret lifespan changes.</li> <li>● Uniqueness of the Indian adolescent and the family environment.</li> <li>● Applying developmental knowledge in real-life familial, social, and technological contexts</li> <li>● Importance of mental health and wellbeing.</li> </ul> <p style="text-align: center;"><b>Skill</b></p> <ul style="list-style-type: none"> <li>● Developing better insight about every developmental stage.</li> </ul>

	<p>Physical, Motor, Cognitive, Emotional, Socio-cultural changes</p> <p>3. Theories: Piaget, Kohlberg and Erikson's, (Table form) moral dilemma (Box 3.1)</p> <p><b>4. Indian Perspective of Ashrams /Awasthas (Box 3.2)</b></p> <p>5. Applying psychology to everyday life</p> <ul style="list-style-type: none"> <li>● Contemporary developmental challenges: Technology, nutrition, gender.</li> </ul>	<ul style="list-style-type: none"> <li>● Developing self-awareness and reflection in understanding one's own developmental journey.</li> <li>● Understanding the significance of interpersonal skills and healthy relationships for social wellbeing.</li> <li>● Developing better child rearing skills.</li> </ul> <p style="text-align: center;"><b><u>Value</u></b></p> <ul style="list-style-type: none"> <li>● Having better insight into the milestones and expectations of every stage.</li> <li>● Understanding their concerns better.</li> <li>● Managing technology, nutrition, gender, environment challenges.</li> </ul>
<p><b>UNIT-4</b></p>	<ol style="list-style-type: none"> <li>1. Prologue</li> <li>2. Introduction to the Nervous System <ul style="list-style-type: none"> <li>● Neural Transmission (pictorial illustration)</li> <li>● Divisions of the Nervous System (<b>Table form</b>)</li> <li>● Central Nervous System-Structure and Key Divisions of the Brain,</li> <li>● Neuroplasticity</li> </ul> </li> <li>3. Brain, Mind and Behaviour <ul style="list-style-type: none"> <li>● Psychoneuroimmunology.</li> </ul> </li> <li>4. Endocrine System</li> <li>5. <b>Sensation, Attention and Perception</b> <ul style="list-style-type: none"> <li>● Sensation</li> <li>● Attention <ul style="list-style-type: none"> <li>● Selective Attention</li> <li>● Sustained Attention</li> </ul> </li> <li>● Attention-deficit/hyperactivity disorder (Box 4.1)</li> <li>● Perception</li> </ul> </li> <li>6. Gestalt Laws of Perception</li> <li>7. Extra Sensory Perception (Box: 4.2)</li> <li>8. Applying psychology to everyday life: <ul style="list-style-type: none"> <li>● Simple Case Studies/Projects: Let students explore a famous medical case and reflect on what it means for the brain-behaviour link.</li> </ul> </li> </ol>	<p style="text-align: center;"><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Understand that the brain and nervous system act as the biological control centre of behaviour.</li> <li>● Identify the structure and functioning of neurons and describe how they communicate through neural transmission.</li> <li>● Differentiate between the Central and Peripheral Nervous Systems, and describe their key roles using examples from daily life (reflex action, movement, emotion).</li> <li>● Recognize the functions of the Endocrine System and understand how hormones influence behaviour and emotion.</li> <li>● Explain how the brain, nervous system, and endocrine system work together to coordinate thoughts, feelings, and actions.</li> <li>● Describe the nature of sensation, attention, and perception as basic cognitive processes.</li> <li>● Understand the Gestalt laws of perception and how they explain organization of sensory input.</li> <li>● Distinguish between sensation (receiving stimuli) and perception (interpreting stimuli).</li> <li>● Define selective attention and summarize major theories of attention.</li> <li>● Explain the psychological basis of neuroplasticity and its significance in learning and recovery.</li> </ul>

	<ul style="list-style-type: none"> <li>● Attention training (mindfulness, focus exercises) enhances concentration.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the role of extra-sensory perception (ESP) as a debated area in psychology.</li> <li>● Connect biological processes with everyday experiences such as emotion regulation, stress, learning habits, and personality.</li> </ul> <p style="text-align: center;"><b><u>Skill</u></b></p> <ul style="list-style-type: none"> <li>● Observe and interpret reflexes and reactions through classroom demonstrations to connect theory with real-life behaviour.</li> <li>● Use models, diagrams, or examples to understand brain structure and neural communication.</li> <li>● Develop critical thinking by analyzing simple case studies (e.g., Phineas Gage) linking brain injury and behavioural change.</li> <li>● Develop scientific observation and inference skills through practical activities on sensation and perception.</li> <li>● Apply psychological principles to everyday life — attention management, stress control, and healthy cognitive habits.</li> <li>● Evaluate claims of ESP and parapsychology using psychological reasoning and evidence.</li> </ul> <p style="text-align: center;"><b><u>Value</u></b></p> <ul style="list-style-type: none"> <li>● Better understanding of the Mind-body relationship</li> <li>● Identifying environmental and socio-cultural factors influencing behaviour.</li> </ul>
<b>UNIT-5</b>	<ol style="list-style-type: none"> <li>1. Nature of learning</li> <li>2. Definition and features of learning</li> <li>3. Classical and Operant Conditioning: <ul style="list-style-type: none"> <li>● Pavlov’s experiment on classical conditioning, determinants of classical conditioning.</li> <li>● Skinner’s experiment on operant conditioning, determinants of operant conditioning.</li> </ul> </li> <li>4. Observational Learning: Imitation, Social learning, and modelling</li> </ol>	<p style="text-align: center;"><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Define learning and describe its key features.</li> <li>● Explain classical conditioning through Pavlov’s experiment and operant conditioning via Skinner’s experiment.</li> <li>● Understand observational learning in the context of the Guru-Shishya tradition with emphasis on imitation, social learning, and modelling.</li> <li>● Describe cognitive learning processes including insight and latent learning, and verbal learning.</li> </ul>

	<p>5. <b>Guru-Shishya Tradition</b></p> <p>6. Cognitive Learning</p> <ul style="list-style-type: none"> <li>● Insight</li> <li>● Latent learning</li> </ul> <p>7. Verbal learning</p> <p>8. Learning Styles in Indian perspective</p> <ul style="list-style-type: none"> <li>● <b>Relational (Shravana—listening)</b></li> <li>● <b>Analytical (Manana—reflection), Experiential (Nididhyasana—meditation) styles</b></li> </ul> <p>9. Learning Disabilities: Overview of symptoms and inclusion strategies for diverse learners.</p> <p>10. Psychology and Everyday Life (Prayog)</p> <ul style="list-style-type: none"> <li>● Practical application of learning principles.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize different learning styles: relational (Shravana), analytical (Manana), and experiential (Nididhyasana), respecting learner diversity.</li> <li>● Identify symptoms of learning disabilities and understand the importance of inclusive education strategies.</li> <li>● Appreciate value-based and ethical learning anchored in Yamas and Niyamas.</li> </ul> <p style="text-align: center;"><b><u>Skill</u></b></p> <ul style="list-style-type: none"> <li>● Illustrate classical and operant conditioning with examples.</li> <li>● Apply observational learning principles through social and cultural contexts.</li> <li>● Differentiate among learning styles and apply strategies respecting individual differences.</li> <li>● Identify signs of learning disabilities and employ inclusive learning strategies such as collaborative and experiential learning.</li> <li>● Integrate culturally grounded learning practices into everyday educational settings.</li> </ul> <p style="text-align: center;"><b><u>Values</u></b></p> <ul style="list-style-type: none"> <li>● Value diverse learning needs and inclusive educational practices.</li> <li>● Appreciate the role of ethics and values in learning and personal development.</li> <li>● Foster respect for traditional Indian learning styles alongside contemporary psychological theories.</li> <li>● Cultivate collaborative and experiential approaches that honour cultural roots and learner uniqueness.</li> </ul>
<p style="text-align: center;"><b>UNIT-6</b></p>	<ol style="list-style-type: none"> <li>1. Nature of Memory</li> <li>2. Stages of memory (encoding, storage, retrieval)</li> <li>3. Information processing Approach: Stage model</li> <li>4. Memory Systems: Sensory, Short- term memory and long-term memory</li> <li>5. Working memory</li> </ol>	<p style="text-align: center;"><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Understand the nature and stages of memory.</li> <li>● Describe sensory, short-term, and long-term memory systems.</li> <li>● Explain memory measurement techniques: recall, recognition, relearning, and reconstruction; relate to Shravana, Manana, and Nididhyasana.</li> </ul>

	<p><b>6. Types of Long-term Memory</b></p> <ul style="list-style-type: none"> <li>● Declarative (Episodic, Semantic) and Procedural</li> </ul> <p><b>7. Measurement of Memory: Recall, recognition, re-learning and reconstruction: <b>Drawing parallels to Gurukul systems using Shravana,</b></b></p> <p><b>8. Manana, and Nididhyasana for memorization techniques (Box:6.1)</b></p> <p><b>9. Nature of Forgetting</b></p> <ul style="list-style-type: none"> <li>● Ebbinghaus’s forgetting curve</li> </ul> <p><b>10. Causes of Forgetting</b></p> <ul style="list-style-type: none"> <li>● Trace Decay</li> <li>● Interference</li> <li>● Retrieval Failure</li> <li>● Motivated Forgetting</li> <li>● Encoding Failure</li> </ul> <p>Improving Memory:</p> <ul style="list-style-type: none"> <li>● Rehearsal and repetition</li> <li>● Maintenance rehearsal</li> <li>● Elaborative rehearsal</li> <li>● Mnemonics (Box: 6.1)</li> <li>● <b>Indian mnemonic techniques: Chanting Mantras, Meditative Repetition, Visualization exercises</b></li> </ul> <p><b>11. Psychology and everyday Life (Prayog)</b></p> <ul style="list-style-type: none"> <li>● Creative and art integrative method to boost memory (mind maps, mandalas art/story telling /music and rhythm /yoga and movement learning)</li> </ul>	<ul style="list-style-type: none"> <li>● Apply mindfulness and concentration strategies from Indian traditions to improve memory.</li> <li>● Recognize mnemonic techniques such as Chanting Mantras, Meditative Repetition, Visualization exercises.</li> <li>● Appreciate the cultural, psychological, and technological influences on memory.</li> <li>● Use creative and art-integrated methods to enhance memory understanding.</li> </ul> <p style="text-align: center;"><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>● Describe and explain memory stages and systems clearly.</li> <li>● Apply memory measurement techniques practically.</li> <li>● Identify causes of memory loss and use mindfulness to improve memory.</li> <li>● Integrate traditional Indian memory techniques in learning.</li> <li>● Use creative methods to enhance memory retention.</li> </ul> <p style="text-align: center;"><b><u>Values</u></b></p> <ul style="list-style-type: none"> <li>● Appreciate integration of Indian knowledge and modern psychology in memory.</li> <li>● Embrace lifelong learning and self-discipline for cognitive growth.</li> <li>● Cultivate mindfulness and ethical self-study habits.</li> <li>● Respect cultural traditions as tools for well-being and education.</li> </ul>
<p><b>UNIT-7</b></p>	<p><b>1. Motivation</b></p> <ul style="list-style-type: none"> <li>● Meaning and Nature of Motivation</li> <li>● Motivation cycle (Use pictorial illustration)</li> <li>● Types of motives: Biological motives and Psychosocial motives</li> </ul> <p><b>2. Maslow’s hierarchy of needs: <b>Align with the Indian concept of Atman</b></b></p>	<p style="text-align: center;"><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Understand the nature of motivation as a drive towards Dharma (righteous duty) and Self-realization, beyond external rewards.</li> <li>● Explain the motivation cycle and differentiate between biological and psychosocial motives.</li> </ul>

<p>realization or Moksha as the highest human need.</p> <p>3. Intrinsic motivation relates to Indian Karma Yoga (selfless action), Jnana Yoga (knowledge) or Bhakti Yoga (devotion).</p> <ul style="list-style-type: none"> <li>● Drive toward Dharma (righteous duty) and Self-realisation, not just external rewards.</li> <li>● Extrinsic Motivation</li> </ul> <p>4. Definition and Types of Emotions</p> <p>5. Expression of Emotions</p> <ul style="list-style-type: none"> <li>● Emotions in the Indian tradition:(Navarasas)</li> </ul> <p>6. Enhancing Positive Emotions</p> <p>7. Management of Examination Anxiety</p> <p>8. Managing your anger</p> <p>9. Applying Psychology to everyday Life (Prayog)</p> <ul style="list-style-type: none"> <li>● Emotional Regulation Practices: Atma Vichara, Ahamkara, Dama.</li> <li>● SMART GOALS: Students track their motivation cycle throughout a week—when they feel motivated, what triggers it, and what hinders their motivation.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize intrinsic motivation and relate it to Indian yogic paths: Karma Yoga, Jnana Yoga, Bhakti Yoga.</li> <li>● Explain Maslow’s hierarchy of needs and align it with the Indian concept of Atman realization or Moksha as the highest human need.</li> <li>● Define and classify types of emotions and describe their expression.</li> <li>● Identify the Indian tradition of emotions through Navarasas.</li> <li>● Describe psychological techniques to enhance positive emotions.</li> <li>● Recognize emotional regulation practices such as Atma Vichara, Ahamkara, Dama from Indian traditions.</li> <li>● Apply motivation and emotion concepts to everyday life (Prayog).</li> </ul> <p style="text-align: center;"><b><u>Skill</u></b></p> <ul style="list-style-type: none"> <li>● Illustrate the motivation cycle using pictorial models.</li> <li>● Identify and classify various types of motives through examples.</li> <li>● Critically relate Western psychological concepts to relevant Indian Knowledge Systems.</li> <li>● Express understanding of emotions and emotion regulation in personal and social contexts.</li> <li>● Apply psychological knowledge to develop strategies for emotional well-being in daily life.</li> </ul> <p style="text-align: center;"><b><u>Values</u></b></p> <ul style="list-style-type: none"> <li>● Appreciate motivation as a holistic concept integrating both inner self-realization and social duty.</li> <li>● Value the synthesis of Western and Indian perspectives in understanding motivation and emotions.</li> <li>● Cultivate mindful emotional regulation practices grounded in Indian traditions.</li> <li>● Foster a positive attitude toward self-improvement and emotional health through psychological and yogic insights.</li> </ul>
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<p><b>UNIT-8</b></p>	<p>Life Skills and Well-being</p> <p>1. Meaning and Nature of Life skills</p> <p>2. How do life skills contribute to personal wellbeing and positive mental health.</p> <p>3. Different types of life skills:</p> <ul style="list-style-type: none"> <li>● Decision-making,</li> <li>● Problem-solving,</li> <li>● Empathy, and</li> <li>● Self-awareness.</li> <li>● Developing effective communication skills.</li> <li>● Resilience: Skills for resilience (SEL) and optimism</li> <li>● Emotion regulation: Staying away from Self Harm.</li> </ul> <p>4. Importance of self-care and emotional hygiene</p> <p>5. Importance of supportive environments (family, school, peers).</p> <p>6. Applying psychology to everyday life.</p> <ul style="list-style-type: none"> <li>● Identify what life skills or psychological concepts you want to practice</li> </ul>	<p style="text-align: center;"><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>● Demonstrates openness to learning new coping strategies for challenges.</li> <li>● Maintains a positive outlook towards self, others, and future possibilities.</li> <li>● Shows readiness to adapt to change and accept feedback constructively.</li> <li>● Develops willingness to seek support when facing difficulties.</li> <li>● Expresses sensitivity towards the wellbeing of peers and community.</li> </ul> <p style="text-align: center;"><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>● Applies problem-solving and decision-making skills in real-life contexts.</li> <li>● Practices self-awareness and emotional regulation in stressful situations.</li> <li>● Communicates assertively and empathetically in relationships.</li> <li>● Demonstrates conflict-resolution strategies (negotiation, win-win solutions).</li> </ul> <p style="text-align: center;"><b><u>Values</u></b></p> <ul style="list-style-type: none"> <li>● Respects diversity in coping styles, beliefs, and expressions of wellbeing.</li> <li>● Upholds responsibility for self-care as part of holistic health.</li> <li>● Practices compassion and empathy in supporting others.</li> <li>● Recognizes wellbeing as a shared responsibility for family, school, and community.</li> </ul>
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<b>Practical (Projects/small study, experiments, etc.)</b>	<b>30 marks</b>
<p>The students shall be required to undertake one project /small study and conduct two experiments.</p> <p>The project/small study would involve the use of different methods of enquiry, like observation, survey, interview, questionnaire, related to the following topics:</p> <ul style="list-style-type: none"> <li>● Influence of Social Support on Emotional Well-being</li> <li>● Gratitude and Positive Thinking Practices</li> </ul>	

- Peer Pressure and Decision-Making
- Imagining Your Best Possible Self
- Self-Compassion and Resilience Building
- Exploring Anger Triggers and Regulation Strategies
- Positive Relationships and Social Support
- Changing Gender roles and stereotypes
- Digital Detox and Psychological Well-being
- Barriers to Effective Communication and How to Overcome Them
- Spending Time in Nature and Wellbeing
- Active Listening and Relationship Building

### **Internal Assessment for Class 11 Psychology**

- Total weightage of 30 marks.
- Components include:
  - Practical file with 5 experiments based on units taught (5 marks).
  - Project file related to psychology in everyday life (5 marks).
  - Viva voce on project and experiments (5 marks).
  - Practical examination involving conducting and reporting one experiment (total marks: 5 for conduction + 10 for reporting).
- Internal assessment focuses on practical understanding, application of psychological concepts, experimental skills, and presentation ability.
- Students will undertake a small project using methods like observation, survey, interview and questionnaire to apply core psychology concepts and research skills

### **External Examination for Class 11 Psychology**

- Entire theory paper carries 70 marks.
- Exam pattern includes a mix of multiple-choice questions (MCQs), short answer questions, long answer questions, and competency-based questions.
- The syllabus covers eight units with marks distribution such as:
  1. Understanding Psychology (10)
  2. Methods of Enquiry in Psychology (10)
  3. Human Development Across Lifespan (8)
  4. Biological basis of Behaviour (9)

5. Learning (10)
6. Human memory: remembering and forgetting (10)
7. Emotion & Motivation (7)
8. Life Skills (6)

- Passing criteria require at least 33% marks in theory and 33% in internal/practical assessments separately to pass.

### Theory

Time: 3 Hours Maximum Marks: 70			
S. No.	Competencies	Total Marks	% Weightage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	35	50%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	25	35%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts, identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about	10	15%

	information, validity of ideas, or quality of work based on a set of criteria Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions		
<b>Total</b>		<b>70</b>	<b>100%</b>

### Typology of Questions

Typology	No of Questions × Marks
One marker	1 × 14
Very short answer type	2 × 5
Short Answer Type	3 × 4
Long Answer Type I	4 × 4
Long Answer Type II	2 × 6
Case based Type	4 × 3

### Career Pathways / Future Relevance

- Psychology provides foundational knowledge essential for diverse career options in mental health, counselling, clinical psychology, educational psychology, organisational behaviour, and social work.
- It develops critical thinking, research, and interpersonal skills valuable in professions like human resources, marketing, data analysis, and healthcare.
- Studying psychology in Class 11 opens pathways for advanced studies in psychology, neuroscience, psychiatry, psychotherapy, behavioural science, and allied health sciences.
- The subject is relevant for understanding human behaviour, which is integral to numerous professional fields across education, business, healthcare, law, and social services.
- It equips students with knowledge and skills applicable in emerging fields like AI-human interaction, cognitive science, and community mental health programs.