

Psychology

TEXTBOOK FOR CLASS XI



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एन सी ई आर टी
NCERT

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FOREWORD

The National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the Textbook Development Committee responsible for this textbook. We wish to thank the Chairperson of the advisory group of Social Sciences, Professor Hari Vasudevan (Department of History, Calcutta University, Kolkata) and the Chief Advisor for this textbook, Professor R.C. Tripathi (*Director*, G.B. Pant Social Science Institute, Allahabad) for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, material and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary

and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande, for their valuable time and contribution. As an organisation committed to the systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
20 December 2005

Director
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PREFACE

Psychology is one of the youngest sciences but one of the fastest growing. There are many who believe that the 21st century is going to be the century of biological sciences along with psychological sciences. Development in the fields of neurosciences, as well as physical sciences have opened new doors to solve the mysteries of mind and human behaviour. There is no human endeavour which is going to remain unaffected by this new knowledge which is getting created. One only hopes that it will enable people to live their lives more meaningfully and to organise human systems better. In fact, as a consequence, a large number of new job opportunities have surfaced. Psychology already has made inroads into many new domains.

The writing of this textbook has been truly a collective effort. It has benefitted from the inputs received from various subject experts in various forms, from college and school teachers, and also students. In writing this textbook, we have tried to address some of the concerns raised by the evaluators of the previous edition of this textbook, while also making use of some portions of it. The textbook follows the National Curriculum Framework (NCF) – 2005. In keeping with the general guidelines, we have tried to reduce the load and attempted to make it more comprehensible for the students. In doing so, we have tried to relate psychological concepts with everyday human behaviour and also with various life experiences. How far one has succeeded in this, is left for the teachers and students to judge. One major challenge which teachers of psychology face is to make their students analyse human behaviour in a scientific manner and to use explanations which are not commonsensical. More than any other scientific discipline, psychology runs the risk of trivialisation. It is our hope that students who go through this course will develop a proper scientific attitude for analysing others and their own behaviour and use it for personal growth.

We take great pleasure in placing this textbook in the hands of students and teachers and also express our gratitude to all who have provided their unstinted support in its writing and production.

Change the World by Changing Me

The Sufi Bayazid says this about himself:

“I was a revolutionary when I was young and all my prayer to God was: ‘Lord, give me the energy to change the world.’ ”

“As I approached middle age and realised that half my life was gone without my changing a single soul, I changed my prayer to: ‘Lord, give me the grace to change all those who come in contact with me. Just my family and friends, and I shall be content.’ ”

“Now that I am an old man and my days are numbered, my one prayer is: ‘Lord, give me the grace to change myself.’
If I had prayed for this right from the start I should not have wasted my life.”

SOURCE : “THE SONG OF THE BIRD” ANTHONY DE MELLO, S.J.
(ANAND: GUJARAT SAHITYA PRAKASH), 1987

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Special thanks are due to Shveta Uppal, *Chief Editor*, NCERT and Vandana Singh, *Consultant Editor* for going through the manuscript and suggesting relevant changes.

The Council also gratefully acknowledges the contributions of Pavnesh Verma, *DTP Operator*, G.R. Upadhyaya, *Copy Editor*, Rakesh Kumar, *Proof Reader* and Pankaj Kakkar, *Incharge Computer Station*, in shaping this textbook. Last but not the least, the efforts of the Publication Department, NCERT are also duly acknowledged.

The efforts of the Publication Department, NCERT in bringing out this publication are also appreciated.

NOTE FOR THE TEACHERS

As a teacher, one is always concerned about students' learning and enhancing their understanding over and above what is in the textbook. The existing classroom practices largely focus on imparting knowledge and information. It is, however, important for us to reflect on what it means to teach, how we teach, and the carry over value of our teaching.

Research shows that pedagogical practices are influenced by the nature and contents of the subject or discipline. The subject of psychology, which deals with human mind, behaviour and human relationship, can most appropriately lend itself to teaching with humanistic perspective. Such a perspective aims at enriching students' knowledge as well as inspiring and awakening their curiosity, positive feelings, desire to learn, openness, exploration of self and others, etc. Such an approach is also conducive to their personal development and inculcation of positive attitude and love for the subject.

This textbook has been so designed as to provide ample scope to build on the previous knowledge and experiences of the students. Meaningful contexts have been provided to relate the subject matter with day-to-day life. We suggest you use interactive approach to engage the students, and to sustain their interest and enthusiasm in order to make the teaching-learning process joyful. Strategies like stories, discussions, examples, questioning, analogies, problem solving situations, role play, etc. are in-built part of the text. It will be good if students bring in their own stories and examples. Special effort has been made to reduce the density of information to provide time and space to help students to relate knowledge gained in the classroom to their individual experiences as well as to their physical, social, political and economic environments. The transaction of the subject matter, therefore, should facilitate reflection among students to explore the applicability of knowledge to their own contexts. We suggest that you may encourage your students to maintain a record of interesting events/episodes in which they may have been involved personally or which they may have observed. They may try to make sense of these episodes using their learning from this book. This may be called a LEARNING DIARY.

As for Class XI students psychology will be a new subject, it would be important to dwell on the potential of the subject, its value in daily life and various career possibilities. Students, it is expected, will be made aware of the empirical nature of the discipline and the importance of adopting scientific approach in studying human behaviour.

This textbook consists of nine chapters on topics considered essential for an introductory course in psychology. Each chapter begins with learning objectives. An outline of the major contents to be covered give an overall view of the chapter. The introduction at the beginning of each chapter provides an informative and challenging start to build on the students' previous knowledge. The main content in each chapter is interspersed with examples, illustrations, tables, activities and boxes to facilitate better understanding of the concepts. These are integral part of the book and should be used. The summary at the end of each chapter helps to

reinforce and consolidate what has been read or taught. Before you begin a particular chapter you should encourage the students to read the summary of the chapter. The chapter-end review questions cater to the areas of understanding, application and skill, intended to promote higher order thinking. The project ideas given at the end of each chapter are aimed at engaging students in fieldwork and gaining hands on experience. This also brings them to understand abstract concepts more meaningfully by relating these to their everyday life happenings. We hope that these will be appropriately used by you to create new learning opportunities.

Although the contents of the textbook have been organised under different headings, like learning, thinking, memory, motivation and emotion, etc., efforts have been made to provide linkages across and within the chapters to maintain continuity and holistic perspective. The activities given in the textbook have been carefully chosen to maximise students' participation in the class. Most activities suggested are easy to carry out and require no special material. These can be conducted in the classroom situation or given as part of home assignments. While some of the activities are group-oriented, some of these are individual in nature. Group activities are important for team building, to experience the joy of sharing and to develop respect for each others' viewpoint. While conducting activity sessions, particular care should be taken in building a classroom climate that is conducive to mutual respect, confidence and cooperation. Since every class is different and every teacher is different, these activities can be adapted according to the varied requirements and the contexts.

It is critical that in teaching this course, we must strive to maintain balance between scientific and experiential approaches.

NOTE FOR THE STUDENTS

This textbook has been prepared to introduce you to the fundamentals of Psychology. Besides providing basic disciplinary knowledge, it focuses on enhancing your curiosity and understanding of people's behaviour and that of your own. The interactive nature of the textbook will help you understand psychology as a discipline as well as the practical applications of psychology in day-to-day life. For this it is required that you participate in the classroom activities fully and also reflect on them.

To begin with, you must get familiar with the subject contents which will give you an idea of the topics to be covered and the sequence of chapters. Each chapter has objectives and the content outline. The objectives inform you what all you should be able to know after you have gone through the chapter. The chapters begin with an introduction which will give you a brief overview of what lies ahead. The contents also include boxes and activities. These boxes contain information relating to the latest theories and experiments that have been conducted and its applications to everyday situations. They are integral to the book and you are required to read them to widen your horizon and to develop a quest for knowledge. Examples given in the textbook relate to real life events and experiences. To consolidate all that has been taught and understood, you will find a summary after each chapter. This is then followed by review questions. These questions are likely to generate critical thinking and develop in you the power to question and reason. We encourage you to attempt these questions. Your responses to these questions will indicate both the degree of your mastery of the concepts taught and the depth of your knowledge.

It is important that you learn the key terms given at the end of each chapter and their definitions. The glossary at the end of the textbook will prove to be an excellent aid to clarify and brush-up the fundamentals of the subject.

Now let us focus on the activities and project ideas mentioned in each chapter. These are intended to promote experiential learning. Your experience while taking up these activities will help you to know more about yourself and others. These will also help you to relate taught concepts in the class to real life situations. Try to involve in as many activities as you can as this will facilitate your understanding of psychological concepts better. The project ideas also emphasise learning by doing. You may have to move out of your classroom to interview people or to gather information. It may not be possible for you to carry out all the projects but choose the ones you find interesting.

You are going to embark on a journey towards exploring different realms of the subject. As you go along, you will find some sites in the text which will help you to explore your 'self' and the world of which you are a part. The doorway to psychology is open, make the best of it. If you are an internet user, try to explore the sites with the help of your teacher which provide information on the topics covered in this textbook.

CONSTITUTION OF INDIA

Part III (Articles 12 – 35)

(Subject to certain conditions, some exceptions
and reasonable restrictions)

guarantees these

Fundamental Rights

Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

- for protection of interests of minorities to conserve their language, script and culture;
- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental Duties – It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.