

***INTRODUCTION OF PRACTICALS FOR CLASS XII - 2018**

With the unanimous acceptance of proposal by the Academic Council – Goa Board, at the meeting held in August 2016, the Board of Studies in Psychology has worked out the modalities for the implementation of the Practical Component for class XI in June 2017 and subsequently for Class XII in June 2018.

PSYCHOLOGY TO REMAIN A “NON -PRACTICAL SUBJECT” WITH PRACTICALS

Essentially Psychology will retain its present status. Hence it can be introduced as an option in Class XII only. Marking scheme remains as a NON PRACTICAL SUBJECT.

➤ SIMPLE WORKING STRATEGY FOR CLASS XII w.e.f June 2018

- Teachers to take 6 lectures per week. On any one day of the week, two consecutive periods to be given for psychology practicals..
- Class to be divided into two groups – one group to serve as the Experimenters, one group as the Subjects. The group serving as Subject’s should not be present when the Experimenter group is being given instructions. The entire aim of the experiment to be explained post conduction to entire class. The Chapter pertaining to the practical to be taught post conduction of experiment for Second Term only.

First Term: Student can self- administer the test

Case study done individually by students in class

- Written reports will be done by every student. Analysis & Results of two students – Experimenter & Subject – will be similar(2nd term only). Envelopes with materials used should be in the file of the Experimenter only. First term, students themselves serve as subjects.
- 2 Files with A4 size project paper & blank sheets for tables to be used for report writing. 2 such files will be prepared by each student – one for first term & one for second term.
- Adequate training of teachers has been provided in conduction of Experiments in collaboration with SCERT and St. Xavier’s College, Mapusa on the 28-29 Nov. 2017.

FORMAT FOR FILE CERTIFICATE

**NAME OF HIGHER SECONDARY SCHOOL
SCHOOL INSIGNIA**

CERTIFICATE

This is to certify that Mr./Miss _____ of _____, Roll No. _____ has satisfactorily completed the Psychology Practicum prescribed by the Goa Board of Secondary & Higher Secondary Education for the academic year _____.

Date: _____

Teacher’s Signature _____

Principal’s Signature _____

➤ **EXPERIMENTS TO BE INCORPORATED FOR CLASS XII IN 2018**

FIRST TERM:

I. Kundu Introversion- Extraversion Inventory (To be purchased by Institute)

- www.npcindia.com

-www.psychotronicsbangalore.com

II. Case Study on Schizophrenia (As prescribed)

SECOND TERM:

I. Effect of Environmental Factors on Task Performance

II. The Stroop Effect

➤ **ALLOCATION OF MARKS IN PRACTICALS FOR CLASS XII:**

First Term File – Assignment 10 mks

Second Term File– Project 10 mks

****MARKING SCHEME:** Written Report - 05

File - 03

Viva - 02

Practical component in

Final Exam Paper 16mks

Total : 36mks

➤ ***CHANGES IN PAPER PATTERN***

WHAT REMAINS UNCHANGED FROM 2018ONWARDS:

FORMATIVE I:

1/ Variations in Psychological Attributes 10

2/ Self and Personality 10

NO QUESTIONS ON PRACTICALS

FORMATIVE II:

1/ Meeting Life Challenges 10

2/ Psychological Disorders 10

NO QUESTIONS ON PRACTICALS

MARK MANAGEMENT FOR FINAL EXAM CLASS XII INCLUDING QUESTIONS ON PRACTICALS

W.E.F. MARCH 2019:

- 1/ Variations in Psy Attributes 05 (2+3)
 - Case Study 05* (1+4)
- 2/ Self and Personality 08 (1+3+4)
 - I.E Test – Kundu 02* (2)
- 3/ Meeting Life Challenges 10
- 4/ Psychological Disorders 10
- 5/ Therapeutic approaches 05
- 9/ Developing Psy. Skills 05
- 6/ Attitude & Social Cognition 05 (1+4)
 - Stroop Effect 05*(2+3)
- 7/ Social Influences & Group Processes 10
- 8/ Psychology & Life 06 (2+4)
 - Effect Of Env't Factors on Task 04*(1+3)

NOTE : Chapters marked * indicate weightage of marks to be assigned for questions on Practicals.

FORMAT FOR WRITING PSYCHOLOGICAL TEST.

DATE: TITLE OF THE BEHAVIOUR BEING TESTED TEST NO.:

INTRODUCTION: a background of the issue to be written in around two pages or 1000 words.

AIM: statement of the problem (to assess...) (using the:optional)

SUBJECT:

MATERIALS USED:

TEST DESCRIPTION:

TEST PURPOSE:

TEST ADMINISTRATION:

TEST SCORING:

TEST INTERPRETATION:-Aim

- Total score obtained
- Interpretation of the score (refer to Table 7.1)
- introspective report

REFERENCES:

1. Manual
2.

<http://www.bibme.org/citation-guide/apa/>

SCORING TABLES/CLASSIFICATION TABLES

WORKING OUT IF ANY, FOR RAW SCORES

NORM TABLES

INTRODUCTION TO CASE STUDY METHOD

The main objective of the case study method is to provide the student an opportunity to hone their observation skills. Under no condition, will any attempt to diagnose be made.

Name the film or documentary to be screened.

Steps for case study method.

THE CONTEXT: The setting or environment in which the behavior is being put out, i.e., is it a home, school, play ground.

THE BACKGROUND: The plot: the social set up, who are around, what is causing the behavior.

THE MAIN CHARACTER: who is the main character (the main case) to be observed.

What is observed physically of the main character. Mannerisms, what can be seen.

What is causing this behavior?

OBSERVATION: What could be the character's thought processes? What is the underlying thinking?

One or two distinct symptoms that are observed from all the symptoms?

Do these symptoms indicate anything in terms of a disorder?

Are these symptoms seen in other disorders as well?

What disorder does the student think the main character has?

The Stroop Effect

INTRODUCTION: a background of the issue to be written in around two pages or 1000 words.

In [psychology](#), the Stroop effect is a demonstration of interference in the [reaction time](#) of a task. When the name of a color (e.g., "blue," "green," or "red") is printed in a color not denoted by the name (e.g., the word "red" printed in blue ink instead of red ink), naming the color of the word takes longer and is more prone to errors than when the color of the ink matches the name of the color.

The Stroop Effect was discovered in 1935 by a researcher named J. R. Stroop. It is a fascinating phenomenon in which the way we automatically process the meaning of words interferes with our ability to identify colors. The Stroop Effect was discovered in 1935 by a researcher named J. R. Stroop. It is a fascinating phenomenon in which the way we automatically process the meaning of words interferes with our ability to identify colors.

Such interference was explained by the automation of reading, where the mind automatically determines the semantic meaning of the word (it reads the word "red" and thinks of the color "red"), and then must intentionally check itself and identify instead the color of the word (the ink is a color other than red), a process that is not automatized.

Stimuli in Stroop paradigms can be divided into 3 groups: neutral, congruent and incongruent. Neutral stimuli are those stimuli in which only the text (similarly to stimuli 1 of Stroop's experiment), or color (similarly to stimuli 3 of Stroop's experiment) are displayed. Congruent stimuli are those in which the ink color and the word refer to the same color (for example the "pink" word written in pink). Incongruent stimuli are those in which ink color and word differ. Three experimental findings are recurrently found in Stroop experiments.

A first finding is *semantic interference*, which states that naming the ink color of neutral stimuli (e.g. when the ink color and word do not interfere with each other) is faster than in incongruent conditions. It is called semantic interference since it is usually accepted that the relationship in meaning between ink color and word is at the root of the interference. The second finding, *semantic facilitation*, explains the finding that naming the ink of congruent stimuli is faster (e.g. when the ink color and the word match) than when neutral stimuli are present (e.g. when the ink is black, but the word describes a color). The third finding is that both semantic interference and facilitation disappear when the task consists of reading the word instead of naming the ink.

The Stroop effect has been used to investigate a person's psychological capacities; since its discovery during the twentieth century, it has become a popular [neuropsychological test](#). This test is considered to measure [selective attention](#), cognitive flexibility and processing speed, and it is used as a tool in the evaluation of [executive functions](#). An increased interference effect is found in disorders such as [brain damage](#), [dementias](#) and other [neurodegenerative diseases](#), [attention-deficit hyperactivity disorder](#), or a variety of [mental disorders](#) such as [schizophrenia](#), [addictions](#), and [depression](#).

AIM: To demonstrate the phenomenon of the Stroop effect.

HYPOTHESIS: Speed of reading words will be slowest in the incongruent conditions in comparison to the neutral and congruent conditions.

OPERATIONAL DEFINITIONS: Independent variable: the three conditions that is neutral, congruent and incongruent conditions.

Dependent variable: Speed of reading (and naming the colours- optional).

SUBJECT:

MATERIALS: The Stroop Test, watch.

EXPERIMENTAL DESIGN: There will be three conditions. In all three conditions subjects speed of reading will be measured. The first condition contains names of colours all written in black. This is the control condition and will give an estimate of how the subject can normally read in speed. The second condition is the congruent condition wherein the name and font are in the same colour. The third condition is the incongruent condition wherein the name of the colour and the font of the colours are not the same. Due to the conflicting nature of the third condition the subject will take time to name the colours thereby demonstrating the Stroop effect. There is no time limit but subject is advised to name the colours as fast as possible as the speed of reading is noted down for all three conditions.

PRECAUTION:

1. Make sure that subject has understood the congruent and incongruent instructions well.
2. Do not reveal the order of the conditions before hand.
3. Time the subject's reading in seconds.

PROCEDURE AND INSTRUCTIONS:

RESULTS AND DISCUSSION: Aim.

- Note the total time taken in seconds to name the colours in all the three conditions. Fill in table 2.1
- Is there stroop effect? Is the hypothesis supported?

INTROSPECTIVE REPORT:

CONCLUSION: The hypothesis is accepted/rejected....supported/ not supported...true/false.

REFERENCES:

CONDITION 1: NEUTRAL CONDITION

brown green purple red blue red blue brown green purple

CONDITION 2: CONGRUENT CONDITION

red brown purple green blue green brown red blue purple

CONDITION 3: INCONGRUENT CONDITION

blue purple red green brown green purple blue brown red

TABLE 2.1

TYPE OF CONDITION	READING SPEED IN SECONDS
NEUTRAL	
CONGRUENT	
INCONGRUENT	

Effect of environmental factors on task performance

INTRODUCTION: From the textbook.

PROBLEM: to assess the effect of three environmental factors on performance.

VARIABLES: Independent variable: types of environmental factors: silence, noise and music (to discuss what type of music)

Dependent variable: task performance: number of vowels cancelled.

HYPOTHESIS: Vowel cancellation will be least in the noise condition.

SUBJECT:

MATERIAL: three printed pages of a magazine with enough text or a newspaper, audio recording of noise and music, stop watch, pen.

EXPERIMENTAL DESIGN: there are three conditions in this experiment. The subject is given a vowel cancellation task to perform. In a vowel cancellation task, one has to cancel vowels A, E, I, O and U as fast as one can in a given time period. Here the time for each of the three environmental factors (three conditions) is one minute. The type of environmental factor can be given randomly. At the end of each minute the number of vowels cancelled will be counted.

*one can change the experimental design as per required. For instance, instead of giving a break between each condition, the subject could be given all three conditions in an alternate sequence of 30 sec period of each environmental variable.

Start: 30 seconds – music (stroke/) 30 seconds – silence (stroke/) 30 seconds – noise (stroke/) 30 seconds – music (stroke/) 30 seconds – silence (stroke/) 30 seconds – noise (stroke/) STOP.

PRECAUTION: Ensure that the audio recordings are kept ready.

Maintain the one minute condition accurately.

Decide beforehand the order of the condition(so one knows for results and discussion) and keep the audio ready.

PROCEDURE AND INSTRUCTION:

The subject was instructed before the start of the experiment:

‘You have to cancel the vowels A, E, I, O and U on this paper as quickly as you can. You begin cancelling when I say start and stop when I say stop. We shall have a practice round. When you reach the end of a line simply go to the next line’.

Give subject 30 second practice round. Always begin with the first line. Then give the following instructions:

'As you have cancelled in the practice round, you simply have to do the same. If you have understood we can begin'.

The experimenter times the subject for a minute for each of the condition. After each condition, the paper is taken and a mark is made on the paper as to which condition it was performed in. after all the three conditions are done, the subject is asked for an introspective report. The experimenter can enquire whether the condition affected the performance, which condition was preferred and why, was the subject distracted during certain conditions, etc.

RESULTS AND DISCUSSION:

- Aim
- Prepare a table noting the subjects performance.
- How many vowels cancelled in each condition.
- Which was the condition where least number of vowels were cancelled?
- Was the hypothesis supported?
- Subjects introspective report.

CONCLUSION: The hypothesis that vowel cancellation will be least in the noise condition is _____

REFERENCE:

TABLE _____

Conditions	Number of vowels cancelled
1- silence	
2- music	
3- noise	