

Class-XI
HISTORY
Full Marks : 100



UNIT	CONTENT	OBJECTIVES	RESOURCE/ ACTIVITIES	PERIODS
1.	Pre history, Protohistory and History – Meaning, scope and relevance; Importance of chronology; sources; periodisation.	To enable the students to appreciate the importance of part in understanding the present through the process of continuity and change.	Talk to old persons about stories, maxims, proverbs etc. of the by gone ages and locate examples of continuity and change from around everyday experiences.	15
2.	The Prehistoric world – Origin of human being and stages of prehistoric evolution.	Familiarise the learner with ways of reconstructing human evolution.	Visit to museums, sketches, T.V. shows.	20
3.	Ancient Civilizations – Mesopotamia, Rome, China, Greece. * Emphasis on efforts to regulate the order (law codes), science, technology and philosophy. * Empire building endeavours. * Slavery and position of women.	To familiarise the students with the process of urbanisation as a landmark in civilizational progress.	T.V. shows, journals, point out elements of similarities and differences among the early urban centres, law codes, workers & females and their counterparts in the present times.	30
4.	The Medieval Order – Feudalism, States and Church. * The Arabian experience * Constructive aspects of feudalism. * Inner contradictions and decay of feudalism.	To familiarise the learner with the characteristic features of the medieval ages alongwith its merits and demerits.	Pictures, charts, journals, identify the points where the medieval civilization moved ahead of the ancient ones.	25
5.	Vehicles of modernisation – ideas institutions and events. * Geographical discoveries * Renaissance * Reformation * Inventions in science and technology	Enable the students to understand intellectual dimensions of the new age and correlate the events with them.	T.V. shows, stories, visit to museums, Draw charts of the geographical location of different places.	30
6.	Modernisation affirmed – * The British experience - (a) Revolution of 1688, (b) Industrial Revolution. * The American war of Independence. * The French Revolution	Familiarise the learner with the political, social and economic forces which were established firmly by these events.	Journals, magazines, photograph, cartoons. Discuss the advantages of industrial societies as compared to the pre industrial one.	20

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UNIT	CONTENT	OBJECTIVES	RESOURCE/ ACTIVITIES	PERIODS
7.	Spread of Modernisation :- (i) Europe – Greece, Italy, Germany, Turkey. (ii) Asia – China, Japan, Iran, India.	Enable the learner to articulate the relations among the forces mentioned in the previous unit and the events of the 19th century.	Films, T.V. shows, pictures.	30
8.	Ills of Modernity – * Colonialism and neo - colonialism in Africa, Asia and western world. * The First World War.	Familiarise the students with the process of displacement and marginalisation as were associated with the mainstream progress.	Documentaries, old narratives, T.V. shows. Locate the sections of societies which become looser at – some modern development.	20
9.	Three Ideologies and their mutual conflicts :- * Capitalism * Socialism / communism * Fascism / Nazism * The second world war	Enable the students to understand the clash of material interests and the propagation of ideologies keeping its justification.	Documentaries, Journals, T.V. shows, cartoons.	16
10.	Sanity Vs Motivated politics :- * League of Nations * UNO * Non-aligned movement * Cold War * Decolonisation	Familiarise the students with the conciliating efforts on the one hand and the fragmenting interests on the other.	Documentation, T.V. shows, journals.	20
11.	Further changes / postmodernisation * The Chinese experience * Breakup of the USSR * Globalisation	Familiarise the learners with the ideas and forces leading the world beyond the limits of modernity.	News clippings, magazines, journals.	15



Class-XII
HISTORY
Full Marks : 100



UNIT	CONTENT	OBJECTIVES	RESOURCE/ ACTIVITIES	PERIODS
1.	Prehistoric cultures – * Sites * tools and equipments	Enable the learners to realize the importance of tools and equipments in determining the level of production and stages of materio-cultural development based there-upon.	Visit to museums, T.V. shows, pictures etc. Write about the tools and equipments used by artisans in your locality and compare their standards of living.	12
2.	Harappan Civilization – * Urban traits * Material life * Socio religious life	Familiarise the learner with early urban centres as economic and social institutions.	Pictures, T.V. shows, journals, magazines. Prepare a write up about the history of the town you live in or which is the nearest from your village.	12
3.	Early Indian Religions – * Vedic * Buddhism – Buddhist sites of Bihar * Jainism * Vaishnavism * Shaivism	Sensitise students with the fundamentals elements of unity in ostensibly different thought of religions.	Photographs, paintings, sculptures text books. Present a write up on a Buddhist site situated nearest to your place of habitation.	20
4.	Political and economic history of the Mauryan – * Rise of Magadh * Growth of Patliputra * Mauryan stone pillars	Familiarise the learner with the stage of empire building activity.	Visit to Museum, Discuss the importance of epigraphs / rock edicts of Ashoka in reconstructing political history.	15
5.	Culture and economy from Post Mauryan to Gupta Period – * Foreign influx * Language and Literature * Trade and Industries * Science and Technology - Aryabhata	Familiarise the learner with the dynamism of Indian culture and economy during the period.	Globe, route maps, epigraphs, texts, ancient stories. Prepare a list of scientists belonging to ancient Bihar and describe their salient contributions.	16
6.	Economy society and culture during early medieval period – * Varna and caste system * Evolution of regional cultural identifies * Agrarian relations	Familiarise students with the basic social structure and nationwide pattern of cultural diversity in India.	Photographs, films. Present a write up on the cultural dimensions of your locality and talk to old persons about its antiquity.	18

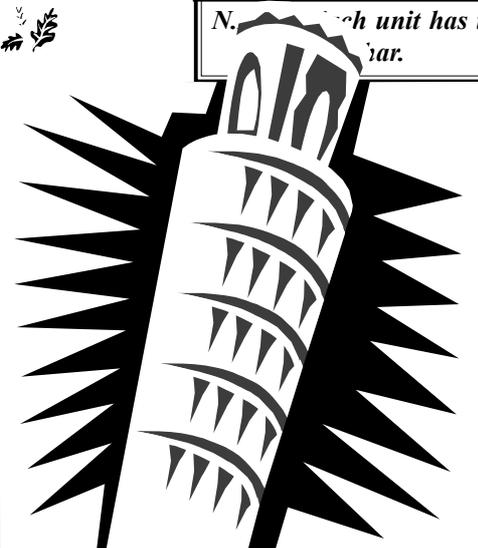
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UNIT	CONTENT	OBJECTIVES	RESOURCE/ ACTIVITIES	PERIODS
7.	Political changes under sultanate – * a brief survey of the ruling dynasties and important rulers thereof.	Familiarise students with the nature of state during the period.	Texts and Stories	10
8.	Indo-Islamic culture (1500-1700) – * Language and Literature * Art and Architecture * Dress and life style	Understand the nature of the composite culture as evolved during the period.	Photographs, texts, documentary films. Locate a medieval piece of art or architecture and write its history. Prepare a list of monuments of medieval Bihar & collect photographs or sketches thereof.	16
9.	Urban economy in Medieval age – * Crafts * Trade * Urban centres (emphasis on towns of Bihar)	Familiarise learner with the condition of Indian economy during the period.	Texts, Photographs, trade route, charts, maps. Write the history of your nearest medieval town.	12
10.	Bhakti and Sufi Movements – * Leading saints and their sayings. * Characteristic features * Contributions to Indian culture	Familiarise students with the integrative streams of the medieval ages in India.	Stories, photographs, documentary films, collect excerpts from the texts of a Bhakti-sufi saint and discuss how it is useful for humanity in genuine.	12
11.	The rule of the East India Company – * Revenue settlements * Economic impact * Policies of expansion	Familiarise learner with introduction of colonial ideologies and institutions in India.	Texts, stories	15
12.	The Revolt of 1857 – * Causes * Nature * Effects * Role of Kunwar Singh in Bihar	Understand the Indian response to the rule of the East India Co.	Documentary films, photographs, talks to Old persons. Write the role of your own area in the anti-British activists in the 19th century	12
13.	The Indian awakening in 19th century – * Important personalities and organisation * Points of self introspection * Dimensions of international consciousness development	Understand the Indian response on ideological front to the rule of the East India Co.	Documentary films, texts. Discuss with Old persons and prepare a write up on how and when female education got important in your locality.	15

UNIT	CONTENT	OBJECTIVES	RESOURCE/ ACTIVITIES	PERIODS
14.	The nationalist movements (1918-1947)– * Non-cooperation movement * Civil disobedience movement * Quit India movement * The naval mutiny NB – Activities in Bihar must be mentioned.	Familiarise the learner with significant elements of the nationalist movement under the leadership of Gandhi.	Documentary films, stories, talks to Old persons. Write up the experiments regarding nationalist movement, of Old persons of your locality.	18
15.	Partition and Independence – * Muslim League and the Two-nation theory * Wavel Plan * Mounbatten Plan * India Independence Act * Pangs of Partition	Discuss the last decade of the national movement alongwith the interaction of communalist ideologies leading to Partition.	Documentary films, talks to Old persons, photographs, songs and saying belonging to that period. Identity families in your locality whose ancestors migrated to Pakistan or came from there talk to them and write their experiences & feelings.	16
16.	Visions of the new State – * Making of the constitution * Reorganisation of States * Five year Plans & mixed economy * Non-Alignment	Familiarise students with the history of the early years after independence.	Excerpts from the writings and students of prominent leaders of the period.	16
N. Each unit has to be contain relevant informations regarding events, persons, places etc. related to Bihar.				



बिहार



Political Science

Class-XI

Rationale

At the higher secondary level students who opt for 'Political Science' are introduced to the diverse concerns of a Political Scientist. At this level the course tries to enable the students to engage with Political process that surrounds them and provide them with an understanding of the historical context that has shaped the present. The course introduces the students to the various streams of the discipline of the Political Science.

Objectives

- (i) To enable the students to understand in basic texts of Political Science.
- (ii) To enable the students in establishing the relation of Pol. Sciences with different streams of humanities.
- (iii) To acquaint them with different Political Ideologies.
- (iv) To make the children aware of the modern concepts - as liberalisation, privatisation and globalisation.



Political Science

Class-XI

POLITICAL THEORY

UNIT	CONTENTS	AIM	TEACHING METHODS	PERIOD
1.	Concept of Politics :- (i) Nature, Definition & scope of Political Science. (ii) Traditional & modern view, characteristics & differences. (iii) Relation of Political Science with other social sciences – History, Economics, Sociology, Psychology, Geography & Philosophy. (iv) Significance of the study of Political Science.	To give the knowledge of Political science interdisciplinary relation & importance.	Lecture cum discussion method	30
2.	State :- (i) Definition (ii) Essential elements of State (iii) Nature, Justification & importance of State.	To give the knowledge of an essential elements of state.	Lecture cum discussion method	15
3.	Theories of the Origin of State :- (i) Divine Theory (ii) Force Theory (iii) Social contract theory (iv) Evolutionary Theory	To acquaint them with the theories of the origin of the state.	Lecture cum discussion method	20
4.	Sovereignty :- (i) Definition (ii) Characteristics (iii) Kinds (iv) Characteristics of monistic & pluralistic. (v) Impact of Globalization.	To give the knowledge of sovereignty and explain the characteristics of Pluralistic & impact of globalization.	Lecture cum discussion method	15
5.	Key Concepts :- (i) Law :- Meaning, source, type, relation between law & ethics. (ii) Liberty :- Meaning, Types (iii) Equality :- Meaning, types, relation between liberty & equality. (iv) Justice :- Meaning, Features, Type, Social justice. (v) Rights :- Meaning, Types, Characteristics, Difference theories, Laskis view of Right. (vi) Duties :- Meaning, Duty of an Ideal citizen, Relationship between Rights & duties.	(i) To give the knowledge of the key concepts of Politics. (ii) To develop Political consciousness.	Lecture cum discussion method	36



Political Science

Class-XII

Rationale

This course seeks to deepen the understanding of the provisions and the working of the constitution of India. At this stage the student should be initiated into thinking of the constitution as a Political document that reflects the values of a society at a given point of time. The students should also be encouraged to think of the constitution as a living document that has constantly evolved and is still in the process of further refinement.

Objectives of Learning

- (i) To enable students to understand historical processes and circumstances in which the constitution was drafted.
- (ii) Provide opportunity for students to be familiar with the diverse version that guided the makers of the Indian constitution.
- (iii) Analyse the ways in which the provision of the constitution have worked in real political life.
- (iv) To enable the students to focus on the working of the local self government with special emphasis on Bihar.

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Political Science

Class-XII

INDIAN GOVERNMENTS AND POLITICS

UNIT	CONTENTS	AIM	TEACHING METHODS	PERIOD
1.	Making of Indian constitution and its goal :- (i) Constitutional Development (ii) Sources of constitution (iii) Constituent Assembly (iv) Preamble	To enable the students to understand the goals and development of Indian constitution.	Lecture cum discussion method	15
2.	Salient feature of Indian constitution	To enable the students to know the features of Indian constitution.	Lecture cum discussion method	5
3.	Working of federalism in India :- (i) Indian federation and its units (ii) Process of changes of name, boundary and territory of state. (iii) Controversial issues. (iv) Aim and characteristics of federal state. (v) Unitary features	To enable the students in understanding the working, function and role of the government, working of federal structure.	Lecture and discussion	15
4.	Fundamental Rights and Duties :- (i) Meaning (ii) Importance (iii) Characteristics (iv) Amendments in fundamental rights.	To acquaint student with fundamental rights and directive principles of state policy.	Lecture and discussion	15
5.	Directive principles of State Policy:- (i) Nature and sources (ii) Difference between fundamental rights and directive principles of state policy. (iii) Importance	To enable the students to acquire the knowledge and importance of directive principles of state policy.	Lecture and Discussion	15
6.	Union Executives : (i) President :- Election, Powers, functions, real position, impeachment. (ii) Vice-President :- Election Power & function. (iii) Council of Ministers :- Composition (with special reference to coalition politics). (iv) Prime minister :- Power, Function, Duties + Role.	To impart knowledge of power, function and role of president, vice-president, council of ministers, and their constitutional states.	Lecture and discussion	20
7.	Parliament : (i) Lok Sabha:- Composition, Power, function. (ii) Rajya-Sabha:- Composition, Power, function.	To make aware with parliament, power and importance.	Lecture and discussion	20



UNIT	CONTENTS	AIM	TEACHING METHODS	PERIOD
8.	State Executive : (i) Governor :- Power, Function and Position. (ii) Council of Ministers :- Power, function and role with special reference to coalition politics. (iii) Chief Minister :- Power, function, duties and role .	To make aware the students with power and function of governor. Council of Ministers and chief ministers and their changing role.	Lecture and discussion	15
9.	State legislature :- (i) Bihar legislative assembly- Composition, power and function. (ii) Bihar legislative council- Composition, power and function.	To enable the students about the importance and utility of legislative council and assembly.	Lecture and Discussion	15
10.	Indian Judiciary :- (i) Supreme court of India :- Organisation and function. (ii) Patna High Court:- Organisation and functions. (iii) Lok Adalat, Fast Tract Courts, Family Courts, PIL.	To aquiant the students with judicial system of India.	Lecture and discussion	20
11.	Electoral system in India :- (i) Election Commission (ii) Electoral Process :- Maladies and reforms. (iii) Importance of Voting (iv) Party system and role of opposition.	To impart the knowledge to students about electoral process.	Lecture and discussion	15
12.	Working of local self government with special reference to Bihar :- (i) 73 rd and 74 th constitutional amendments. (ii) Bihar Panchayati Raj (Amendment) Act - 2006 (iii) Rural and Urban local govt.	To make the students to understand the working and role of local self government at grass root level.	Lecture and discussion	20
13.	National Integration and challenges :- (i) Communalism (ii) Regionalism (iii) Casteism (iv) Naxalism	To make aware with important challenges of Indian democracy.	Lecture and discussion	15
14.	Foreign Policy of India :- (i) Determinants (ii) Basic principles with special reference to nuclear policy. (iii) NAM, SAARC, UNO	To create understanding about Indian foreign policy and regional and International organisation.	Lecture and Discussion	15

Fundamentals of Physical Geography



UNIT	KEY CONCEPTS	LEARNING OUTCOME	ACTIVITY / RESOURCE
1. Geography as a discipline	<ul style="list-style-type: none"> 1 Nature and Scope 1 Science & Spatial attributes 1 Branches of Geography 1 Importance of physical geography (Nature and scope) <p>Reasons : Added for the initial knowledge of Geography.</p>	<ul style="list-style-type: none"> 1 Nature and scope is important in the subject study. 1 Importance of Geography and the knowledge of its field etc. 	<ul style="list-style-type: none"> 1 Discussion on Geography as a discipline through Charts and diagram.
2. Earth	<ul style="list-style-type: none"> 1 Origin and Evolution of the Earth. 1 Interior of the Earth. 1 Wegener's continental drift theory and plate tectonics. 1 Geological process : Earthquake, volcanoes. 	<ul style="list-style-type: none"> 1 Earth and its related fact ex. its structure and knowledge about its happening phenomena. 	<ul style="list-style-type: none"> 1 To prepare a model of the interior of the earth.
3. Landforms	<ul style="list-style-type: none"> 1 Minerals and Rocks 1 Types of Rocks and its characteristics. 1 Geomorphic process - weathering and erosion. 1 Landforms and its types. 	<ul style="list-style-type: none"> 1 To give knowledge about the changes that take place in the physiography of the earth. 1 Also to impart knowledge about soil formation. 	<ul style="list-style-type: none"> 1 To give knowledge about landforms of the nearest places through field survey / short tour. To show areas of soil erosion.
4. Climate	<ul style="list-style-type: none"> 1 Composition and structure 1 Elements of Weather and Climate. 1 Insolation : Angle of incidence of Sun's ray & distribution. 1 Heat Budget 1 Heating and Cooling of Atmosphere. 1 Conduction, Convection, Radiation. 1 Problems of Global Warming. 1 Green House Effects. 1 Pressure Belts. 1 Winds– Planetary, Seasonal & Local and its effects. 1 Air masses and fronts. 1 Cyclones : Tropical & Temperate. 1 Condensation and Evaporation process. 	<ul style="list-style-type: none"> 1 To impart knowledge of the Atmosphere and its weather and Climate. 1 Effects of changing weather phenomena on human beings. 	<ul style="list-style-type: none"> 1 To give knowledge of weather phenomena's through observations and experiments. 1 Discussion on Geography as a discipline through Charts and diagram.



UNIT	KEY CONCEPTS	LEARNING OUTCOME	ACTIVITY / RESOURCE
	<ol style="list-style-type: none"> 1 Forms of condensation : Dew, frost, fog, mist & clouds. 1 Precipitation. 1 Types of Rainfall. 		
5. Hydrosphere (Water) oceans	<ol style="list-style-type: none"> 1 Hydrological Cycle 1 Study of Submarine Relief. 1 Distribution of temperature and Salinity. 1 Movements of Ocean water-waves, tides and currents. 	<ol style="list-style-type: none"> 1 Hydrosphere is an important resource on Earth. Therefore its knowledge is necessary. 	<ol style="list-style-type: none"> 1 Through Maps and diagrams.
6. Biosphere	<ol style="list-style-type: none"> 1 Ecosystems 1 Role of Man in Ecological Imbalance. 1 Human and Environmental effects. 	<ol style="list-style-type: none"> 1 To give knowledge of Biosystem which gives knowledge of physical system also at this level. 1 To give knowledge of various aspects of Economic Geography. 	<ol style="list-style-type: none"> 1 To prepare a Model of Ecosystem.

Economic Geography

UNIT	KEY CONCEPTS	LEARNING OUTCOME	ACTIVITY / RESOURCE
1. Resource	<ol style="list-style-type: none"> 1 Meaning and Scope. 1 Concept 1 Classification and Conservation. 	<ol style="list-style-type: none"> 1 Information about Resources. 	<ol style="list-style-type: none"> 1 Charts & Models.
2. Man and Environment	<ol style="list-style-type: none"> 1 Major natural Regions of the world : <ul style="list-style-type: none"> - Equatorial Region - Monsoon Region - Tropical Region - Temperate grassland. 1 Human Life 	<ol style="list-style-type: none"> 1 Information about Economic activity. 1 To inform about the consequences on Human life and Economy of Economic activities. 	<ol style="list-style-type: none"> 1 Usage of Maps and Globe.
3. Main crops of the World	<ol style="list-style-type: none"> 1 Grains – Rice, Wheat & Pulses. 1 Cash Crops – Cotton & Sugarcane. 1 Plantation Crops : Tea 1 Milk Production 1 Geographical conditions, distribution and world-trade of different crop's production. 	<ol style="list-style-type: none"> 1 To make understand, the need of grains / crops in the daily life. 1 To make understand the effect of agriculture on World's economy. 	<ol style="list-style-type: none"> 1 Maps 1 Project works 1 Diagrams
4. Major industries of the World	<ol style="list-style-type: none"> 1 Utility and distribution of Iron-ore, Cotton-textile. 1 Factors of Industrialization and its effects on the economy. 	<ol style="list-style-type: none"> 1 Knowledge of Major Industries of the World and its effect on the economy. 	<ol style="list-style-type: none"> 1 Maps and Diagrams.

Practical Assignment

UNIT	KEY CONCEPTS	LEARNING OUTCOME	ACTIVITY / RESOURCE
1. Basics of Map (Fundamentals of Map)	<ul style="list-style-type: none"> 1 Types of Maps and Scales. 1 Finding direction on Map. 1 Use of Symbols (Conventional) 1 Projections – Types and Utility. 1 Conical projection with 1 standard parallel. 	<ul style="list-style-type: none"> 1 Aim of Map study is to bring the landforms and its features on a plain paper and to provide knowledge of its study. 	<ul style="list-style-type: none"> 1 Line formation, To show some Major places and landforms and world map.
2. Study of Maps Related to Landforms and Weather Phenomena (TOPO SHEET)	<ul style="list-style-type: none"> 1 Study of topographical-sheet (Topo-sheet) 1 Toposheet of Bihar, Based on R : f 1:50,000 represented by A.S.I. (Archaeological Survey of India). 	<ul style="list-style-type: none"> 1 To give knowledge of landforms through maps. 	<ul style="list-style-type: none"> 1 Topo-sheet 1 Maps 1 Conventional symbols
3. Contour Lines	<ul style="list-style-type: none"> 1 Profiles on the basis of Contour lines. 1 Mountains, Plateau, Valleys, Waterfall & Slope. 	<ul style="list-style-type: none"> 1 Study of converse topography on plain land and its knowledge. 	<ul style="list-style-type: none"> 1 Maps 1 Toposheet
4. Utility of Weather Related Instruments	<ul style="list-style-type: none"> 1 Thermometer 1 Barometer 1 Rain-gauge 1 Readings of Instruments 	<ul style="list-style-type: none"> 1 Readings of Instrument necessary 	<ul style="list-style-type: none"> 1 To note the temperature of classroom and to discuss its differences.
	<ul style="list-style-type: none"> 1 Records 1 Practical books 	<ul style="list-style-type: none"> 1 Serial maintenance and representation of Practical records. 	<ul style="list-style-type: none"> 1 Survey, field survey, 1 Picturisation of Practical works.



CLASS-XII

UNIT	KEY CONCEPTS	LEARNING OUTCOME	ACTIVITY / RESOURCE
1. Fundamentals of Human Geography.	1 Nature and Scope.	1 To tell about importance of Human Geogra-phy.	
2. People	1 Population of the world, distribution, density and growth. 1 Population change, spatial pattern and structure, determinant of population changes, Age and Sex ratio, Rural-Urban composition. 1 Human development, Concept, selected indicators, International comparison.	1 Producer, consumer, composer, are the three forms of Human which is related to population, factors affecting population and its ill-effects alongwith the importances of sex-ratio.	1 Census Book, Map, Project Work and Suvery.
3. Human activities	1 Primary activities – Concept and changing trends, gathering, Pastoral mining, subsistences Agriculture. 1 Secondary activities – Concept, manufacturing, Agro-processing, House-hold, small scale, large scale. 1 Tertiary activities – Concept, Trade, Transport and communication and Trade. 1 Quaternary activities – Concepts knowledge based Industry, Information Technology – USA, Britain, India its contribution.	1 A great change in human activities from ancient age to I n f o r m a t i o n revolution age, serial changes brought in Human life and its effects.	1 Maps, observ-ation and Survey.
4. Transport, communication & Trade.	1 Land Transport – Road, Railways, Air, Water. 1 Satellite communication, cyber zone, International Technology – USA, Britain, India its contribution.	1 Growth in popul-ation. A lot of changes in Human activities and its pressure on Transpo-rtation and problems arising from it and its remedies.	1 Constitution of different models, observations.
5. Human settlement	1 Types, characteristics & problem. Rural & Urban, Morphology of cities, Problems related to Human settlements in developing country.	1 Changes in land use pattern because of Human settle-ment and its problems.	1 Map, Models of different Hou-ses, Survey.

भूगोल





UNIT	KEY CONCEPTS	LEARNING OUTCOME	ACTIVITY / RESOURCE
1. Introduction	1 Location, Neighbourhood relations and place of India in a world.	1 Location and extension along-with place of India on world map and politics.	1 Map, problems related to neighbouring country.
2. Physical aspects & Drainage system.	1 Physiography, relief, Drainage system, Physical divisions.	1 Utility of Physiography, rivers for Human life. To develop the technique of conservation.	1 Map, Excursion, observation.
3. Climate, Vegetation and soil.	1 Weather & climate, Distribution of temperature, pressure, winds & rainfall. Indian monsoons, Natural vegetation – types and distribution. Wildlife conservation. 1 Soil, Major types (ICAR classification) there distribution and conservation.	1 Interrelation of climate, vegetation and soil with Human life and its effects on it.	1 Map, Observation
4. Resources and development	1 Land resources : Agriculture landuse, major crops and Agricultural development and problems. 1 Water resources : Achievement and usages, problems and conservation. 1 Mineral and Energy resources : Metals and non-metals, minerals and its distribution and conservation, conventional and non-conventional resources of Energy.	1 Different source of resources related to India, its achievement, distribution and its utility alongwith conservation.	1 Map, Survey, collection of datas.
5. Transport, communication & International Trade.	1 Road, Railways, Water-ways, Airways, Gas and Oil pipeline, National electricity grid.	1 To make aware with the problem and pressure created by vehicle, Transportation in the country.	1 Map, Collection of Data.
6. Population	1 Distribution, density & growth, composition of population, language and religion, rural-urban population.	1 To make aware with the factors and its ill effects which influence the population.	1 Map, Observation
7. Natural Hazards and management.	1 Flood and Drought, Earthquake and volcano, landslides, cyclones, T-sunami.	1 To make aware with different aspects related to disaster and disaster management.	1 Field survey and observation, collection of Information.



Practical Assignment in Class-XII

UNIT	KEY CONCEPTS	LEARNING OUTCOME	ACTIVITY / RESOURCE
1. Processing of Data and Thematic mapping	<ol style="list-style-type: none"> 1 Sources of data, tabulating and processing of data, calculation, averages. Measures of Central tendency, Maps construction. 	<ol style="list-style-type: none"> 1 Collection of data and information and its interpretation through different process. 	<ol style="list-style-type: none"> 1 Line formation and Analysis.
2. Regional Study	<ol style="list-style-type: none"> 1 Field survey and study, directions of Map, observation, construction of Diagram. Study of one local aspects. <ol style="list-style-type: none"> (i) Pollution (ii) Fall in the level of underground water. (iii) Change in land use pattern (iv) Poverty 	<ol style="list-style-type: none"> 1 Regional study survey and observation locals problem and its solutions and its awareness. 	<ol style="list-style-type: none"> 1 Field Survey and Map construction.
3. Survey	<ol style="list-style-type: none"> 1 Chain is tapes survey, Needs and its uses. 	<ol style="list-style-type: none"> 1 To improve the activity by surveying. 	<ol style="list-style-type: none"> 1 Field surveying, and line construction.
4. Identification of Rock and Minerals.	<ol style="list-style-type: none"> 1 Minerals – Quartz, Mica, Bauxite, Hematite, Calcite. 1 Rocks – Granite, Basalt, Sand stone, lime-stone, sheell, slate. 	<ol style="list-style-type: none"> 1 The identification of rocks and minerals and three characteristics during field survey. 	<ol style="list-style-type: none"> 1 To identify the rock & minerals.
5. Records and Practical Books	<ol style="list-style-type: none"> 1 Aerial Photography, Remote, Sensing. 		



ECONOMICS

Class : XI-XII



Rationale :

In the 21st century, economics, part of social science stream, has great influence on every human being. As economic life and the economy go through changes, the need to ground education in children's own experience becomes essential. While doing so, it is imperative to provide them opportunities to acquire analytical skills to observe and understand the economic realities.

At senior secondary stage, the learners are exposed to the rigour of the discipline of economics in a systematic way. At this level the learners are in a position to understand abstract ideas if grounded in day-to-day examples. In order to dissuade learners from rote learning of the subject, initially they are allowed to exercise the power of thinking and to develop their own perception from the environment they are living. In the later stage, the learners are introduced to economics as a theory of abstraction.

The economics courses are introduced in such a way that the learners are introduced to the economic realities that the state and nation is facing today along with some basic statistical tools to understand these broader economic realities.

The economics courses also contain many projects and activities. These will provide opportunities for the learners to explore various economic issues both from their day-to-day life and also from issues, which are broader and invisible in nature. The academic skills that they learn in these courses would help to develop the projects and activities. The syllabus is also expected to provide opportunities to use information and communication technologies to facilitate their learning process.



Objectives :

1. Understanding of basic economic concepts and development of economic reasoning which the learners can apply in their day-to-day life as citizens, consumers, workers and small producers.
2. Equip with basic tools of economics and statistics to analyse economic issues. This is pertinent for even those who may not pursue this course beyond senior secondary stage.
3. With the aid of information and knowledge, develop an understanding of facts, terms, concepts, conventions, trends, principles, generalisations, assumptions, hypotheses, problems, processes, etc. in Economics.
4. Acquaintance with the important institutions through which the productive process is carried out.
5. Enable learners to compare the economic structure of Bihar with other states.
6. Realisation of learners' role in state and nation building and sensitivity to the economic issues that the state and nation is facing today.
7. Development of understanding that there can be more than one views on any economic issue and necessary skills to argue logically with reasoning.

The syllabus for Class-XI consists of three Parts :

Part	Unit	Course of Study	No. of Periods
A		Statistics for Economics	
	1.	Introduction	05
	2.	Collection, Organisation and Presentation of data	25
	3.	Statistical Tools and Interpretation	50
B		Economic Development of Bihar & India	
	4.	Development Policies and Experience (1947-90)	18
	5.	Economic Reforms since 1991	14
	6.	Current Challenges Facing Economy of Bihar and India	60
	7.	Development Experience of Bihar : A comparison with other states	10
	8.	Development Experience of India : A comparison with neighbours	10
C		Developing Projects in Economics	20
		Total periods required in Class-XI	212

PART-A : STATISTICS FOR ECONOMICS

Objective :

- 1 The learners are expected to acquire skills in collection, organisation and presentation of quantitative and qualitative information pertaining to various simple economic aspects systematically.
- 1 Intends to provide some basic statistical tools to analyse, interpret any economic information and draw appropriate inferences.
- 1 In this process, the learners are also expected to understand the behaviour of various economic data.

UNIT-1 : Introduction

(Periods : 05)

- 1 What is Economics ?
- 1 Basic understanding of economics and economic phenomenon especially in context of the concept of scarcity and allocation of resources.
- 1 Definitions of Economics : Adam Smith, Alfred Marshall, Lionel Robbins, Samuelson.
- 1 Meaning, Scope and importance of statistics in Economics.

UNIT-2 : Collection, Organisation and Presentation of Data

(Periods : 25)

- 1 Collection of Data - Sources of Data - Primary and secondary; how basic data is collected; methods of collecting data; Three important sources of secondary data. Census of India, National Sample Survey Organisation and Directorate of Statistics & Evaluation, Bihar, Patna.
- 1 Organisation of Data : Meaning and types of variables; Frequency Distribution.
- 1 Presentation of Data : Tabular Presentation and Diagrammatic Presentation of Data:

- (i) Geometric forms (bar diagrams and pie diagrams),
- (ii) Frequency diagrams (histogram, polygon and ogive) and
- (iii) Arithmetic line graphs (time series graph).

UNIT-3 : Statistical Tools and Interpretation

(Periods : 50)

- 1 Measures of Central Tendency – mean (simple and weighted), median and mode.
- 1 Measures of Dispersion – Absolute dispersion (range, quartile deviation, mean deviation and standard deviation), relative dispersion (co-efficient of quartile-deviation, co-efficient of mean deviation, co-efficient of variation), Lorenz Curve: meaning and its application.
- 1 Introduction to Index Numbers – meaning; What does an Index number show, measure or indicate; How you can construct index number; types – wholesale price index, consumer price index and index of industrial production, uses of index numbers; Inflation and index numbers.

Note : For all the numerical problems and solutions, the appropriate economic interpretation may be attempted. This means, the students need to solve the problems and provide interpretation for the results derived.

Note to the textbook writers :

- (i) Examples will have to be provided from simple economic data. The learners should not have any problem in understanding the economic data provided in those examples. Besides arriving at results using formulae of various statistical tools, the learners are also expected to interpret the results. So care must be taken to provide very simple economic information, which the learners can understand without knowing the conceptual meaning in depth.
- (ii) There should be many questions based on the schema of the examination for learners to develop understanding and provide opportunities for practice.

PART-B : ECONOMIC DEVELOPMENT OF BIHAR & INDIA

Objective :

- 1 To provide learners with a background discussion on key issues relating to economy of Bihar and India. In this process, they are, as citizens, expected to be sensitized about those issues, appreciate and critically assess the role of the government in various economic spheres.
- 1 This course also gives opportunities for knowing the economic resources available and how these resources are being utilized in different sectors.
- 1 By exposing them to quantitative data on various economic aspects and policies, the learners would also be able to use their analytical skills, interpret the economic events and visualize the economic future of Bihar and India.
- 1 By comparing economic performance of Bihar / India with out neighbouring states / nations, this course also provides opportunities for knowing where we stand today - as a state / nation.
- 1 This course also provides the scope for alternative views and creates opportunities for the learners to debate on various economic issues and trends.
- 1 When learners complete the course, they should be able to understand the economic realities that appear in various media.

UNIT-4 : Development Policies and Experience (1947-90)

(Periods : 18)

- 1 A brief introduction of the state of economy of Bihar and Indian on the eve of independence.
- 1 Common goals of Five Year Plans.
- 1 Main features, problems and policies of :
 - * Agriculture (institutional aspects and new agricultural strategy etc.)
 - * Industry (agro-based, industrial licensing, etc.) and
 - * Foreign trade.

UNIT-5 : Economic Reforms since - 1991

(Periods : 14)

- 1 Need & main features : Liberlisation, globalisation and Privatisation.
- 1 An appraisal of SEZ & LPG Policies.
- 1 Impact on Bihar.

UNIT-6 : Current Challenges Facing Economy of Bihar and India

(Periods : 60)

- 1 **Poverty** : Absolute and relative; Meaning of poverty line; vicious circle of poverty; causes of poverty; Government and non-government measures on poverty alleviations; Main programmes for poverty alleviation : A critical assessment.
- 1 **Rural development** : Key issues – credit and marketing – role of co-operatives and self help groups; agricultural diversification; alternative farming – organic farming.
- 1 **Population growth over the years**; Census of 2001; age, sex composition; density of population and occupational distribution; the current National Policy on Population.
- 1 **Human Capital Formation** : How people become resource; Role of human capital in economic development; Growth of Education Sector in India.
- 1 **Employment** : Growth, informalisation and other issues; Problems and policies.
- 1 **Infrastructure**: Meaning & types; Case studies: Energy and Health- Problems and Policies – A Critical assessment;
- 1 The role of Public Distribution System in providing food security in Bihar; A critical examination of the PDS.

- 1 Capital formation in Bihar; Capital requirements for economic growth.
- 1 **Environment** : Sustainable economic development; limited availability of resources; environmental degradation.

UNIT-7 : Development Experience of Bihar : A comparison with other states (Periods : 10)

- 1 Bihar and Punjab
- 1 Bihar and Maharashtra

Issues : Growth, sectoral development and other developmental indicators.

UNIT-8 : Development Experience of India : A comparison with neighbours (Periods : 10)

- 1 India and Pakistan
- 1 India and China.

Issues : Growth, sectoral development and other developmental indicators.

Note to the textbook writers :

Since this course is expected to create opportunities for learners to know about various aspects of the economy of Bihar and India, there is a need to provide information in an interesting manner. To the extent possible, data in long tabular form should be avoided. Instead, different forms of diagrams and charts, pictures and maps could be used. Since the learners study this course for the first time, those economic concepts which are used in this course, could be explained in a simple manner. Sensitizing the learner towards various issues such as poverty, environmental degradation and gender concerns also forms a part of this course; many real examples in simple ways could be used.

PART-C : DEVELOPING PROJECTS IN ECONOMICS

Objective : The idea behind introducing this unit is (Periods : 20)

- 1 to enable the students to develop the ways and means by which a project can be developed using the skills learned in the course. This includes all the steps involved in designing a project starting from choosing a title, exploring the information relating to the title, collection of primary and secondary data, analysing the data, presentation of the project and using various statistical tools and their interpretation and conclusion.

- 1 To develop vision for becoming partner in development of your area.

The students shall be encouraged to develop –

- 1 Projects, which have both primary data, secondary data.
- 1 Case studies of a few organisations / outlets.

Some suggestive examples of projects and case studies are :

- (i) A report on demographic structure of your neighbourhood;
- (ii) Consumer awareness amongst households.
- (iii) Changing prices of some vegetables in your market.
- (iv) Study of a co-operative institution : milk co-operatives.
- (v) Study of Self Help Group of your village / Panchayat / town.

Note to Teachers/Learners: Since almost all subjects have project work, there should not be selection of same topic for different subjects. That is the learner has to select different topic for different subject.

EXAMINATION SYSTEM FOR CLASS-XI

Two Internal Examinations at interval of six months having different syllabus from the proposed syllabus of class-XI. Each examination shall be of 100 marks and have following three components :

1 **Project work** – 30% weightage

1 **Viva** – 20% weightage

1 **Written Examination** – 50% weightage

The written examination shall consist of four types of questions :-

* **Part-I** : Fill in the blanks or one line answer – 15% weightage.

* **Part-II** : Short answer type to be written in 100-150 words – 20% weightage.

* **Part-III** : Medium answer type to be written in 250-300 words – 30% weightage.

* **Part-IV** : Long answer type to be written in 600-700 words – 35% weightage.

- 1 Wherever relevant the answer must contain examples and specific references from economy of Bihar and India.

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उच्च माध्यमिक (XI-XII) पाठ्यक्रम-2007-09

Proposed Class : XII Syllabus for BIHAR 2007-09

The syllabus for Class-XII consists of three Parts :

Part	Unit	Course of Study	No. of Periods
A		Introductory Microeconomics	
	1.	Introduction	05
	2.	Consumer Behaviour and Demand	25
	3.	Producer Behaviour & Supply	37
	4.	Forms of Market and Price Determination	20
	5.	Simple applications of Tools of demand and supply curves	12
B		Introductory Macro-Economics	
	6.	National Income and related aggregates	30
	7.	Determination of Income and Employment	25
	8.	Money and Banking	18
	9.	Government Budget and the Economy	17
	10.	International Projects in Economics	10
C		Developing Projects in Economics	10
		Total no. of Periods required	218

PART-A : INTRODUCTORY MICROECONOMICS

Objective :

- 1 This course introduces the learner to economics as a Science of abstraction and reasoning. It introduces some basic concepts and tools to understand economic issues of an individual or a firm and how decision are taken in variety of markets. It also intends to provide exposure to the learners on how choices are made and how a variety of tools are used to optimally allocate the resources.

UNIT-1 : Introduction (Periods : 10)

- 1 What is microeconomics ?
- 1 Central problems of an economy, production possibility curve and opportunity cost.

UNIT-2 : Consumer Behaviour and Demand (Periods : 25)

- 1 Consumer's Equilibrium – Meaning and attainment of equilibrium through Utility Approach : One and two commodity cases;
- 1 Demand, market demand, determinants of demand, demand schedule, demand curve, movement along and shifts in demand curve.
- 1 Price elasticity of demand, measurement of price elasticity of demand - percentage, total expenditure and geometric method.

UNIT-3 : Producer Behaviour & Supply (Periods : 37)

- 1 Production function : Returns to Factor and Returns to Scale.
- 1 Supply : Market supply, determinants of supply, supply schedule, supply curve movement along and shifts in supply curve,
- 1 Price elasticity of supply, measurement of price elasticity of supply – percentage and geometric method.
- 1 Cost and Revenue : Short run costs- Total cost, Total variable cost, Total Fixed cost; Average Fixed cost, Average variable cost and Marginal cost-meaning and their relationship. Revenue-total, average and marginal revenue; Opportunity cost : definition, application.
- 1 Producers' equilibrium – Meaning and its conditions in terms of total cost and total revenue.

UNIT-4 : Forms of Market and Price Determination (Periods : 20)

- 1 Forms of Market – Perfect competition, Monopoly, Monopolistic competition – their meaning and features.

- 1 Price determination under perfect competition – Equilibrium price, effects of shifts in demand and supply.

UNIT-5 : Simple applications of Tools of demand and supply Curves (Periods : 12)

- 1 The teachers can be given the flexibility to choose the issues : rationing, floor and ceilings and Food availability decline (FAD) Theory. The teachers are encouraged to choose alternative examples that are simple and easy to understand.

Note to text book writers : More example from day-to-day context could be given. More numerical examples (solved) will have to be given. Use of pictures, charts and simple tables is essential.

PART-B : INTRODUCTORY MACRO-ECONOMICS

Objective :

- 1 The overall working of an economy and some of its economic the orization are introduced in this course. The learners will get basic idea of how the government regulates the functioning of economic aspects of a country through accounting of the production activities, running financial institutions, budgeting and the accounting of its economic interaction with other countries. The impact it will have on citizens is also briefly introduced.

UNIT-6 : National Income and related aggregates (Periods : 30)

- 1 Macroeconomics : Meaning
1 Circular flow of income, concepts of GDP, GNP, NDP, NNP (at market price and factor cost), National Disposable Income (gross and net); Irvate Income, Personal Income and Personal Disposable Income.
1 Measurement of National Income : Value Added method, Income method and Expenditure method.

UNIT-7 : Determination of Income and Employment (Periods : 25)

- 1 Aggregate demand, Aggregate supply and their components.
1 Propensity to consume and propensity to save (average and marginal)
1 Meaning of Involuntary unemployment and full employment.
1 Determination of income and employment : Two sector model.
1 Concept of investment multiplier and its working.
1 Problems of excess and deficient demand : Measures to correct excess and deficient demand – availability of credit, change in Government spending.

UNIT-8 : Money and Banking (Periods : 18)

- 1 Money - meaning, evolution and functions.
1 Inflation : cost-push; demand-pull; causes, effects of inflation on different groups of society; measures to control inflation.
1 Central Bank - meaning and functions.
1 Commercial banks – meaning and functions.
1 Recent significant reforms and issues in Indian Banking System : Privatisation and Modernisation.

UNIT-9 : Government Budget and the Economy (Periods : 17)

- 1 Government budget – meaning and its components.
1 Objectives of government budget.
1 Classification of receipts – revenue and capital;
1 Taxes - types
1 Classification of expenditure – revenue and capital, plan and non-plan & developmental and non-developmental.

- 1 Balanced budget, surplus budget and deficit budget : meaning adn implications.
1 Revenue deficit, fiscal deficit and primary deficit : meaning and implications; measures to contain different deficits.

- 1 Latest budget of Bihar and India.

UNIT-10 : International Trade (Periods : 14)

- 1 Why International Trade takes place
1 Balance of payments accounts – meaning and components
1 Foreign exchange rate - meaning (Fixed and Flexible), merits and demerits, Determination through demand and supply.
1 A brief analysis about recent exchange rate issues.

PART-C : DEVELOPING PROJECTS IN ECONOMICS

(Periods : 30)

Objective :

- 1 The idea behind introducing this unit is –
 - 1 To enable the students to enhance the ways and means by which a project / case study can be developed using the skills learned in the course. This includes all the steps involved in designing a project starting from choosing a title, exploring the information relating to the title, review of available literature, collection of primary and secondary data, analysis and presentation of data, their interpretation and conclusion.
 - 1 To enhance vision for becoming partner in development of your area.
 - 1 Some suggestive examples of projects and case studies are:-
 - 1 Understanding the demand and supply pattern of your village / mohalla;
 - 1 Impact of Inflation on consumption pattern
 - 1 Role of Self Help Group in thrift and credit promotion.
- The teachers and learners are encouraged to take innovative projects.

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EXAMINATION SYSTEM FOR CLASS-XII

There shall be two sets of examination in Class - XII :

1. Three Internal Examination
 2. One External Examination
- 1. Internal Examination :-** Three Internal Examination at interval of three months having different syllabus from the proposed syllabus of class-XII. Each examination shall be of 100 marks and have following three components :
- 1 Project work – 30% weightage
 - 1 Viva : 20% weightage
 - 1 Written Examination : 50% weightage
 - 1 The written examination shall consist of four types of questions
 - 1 Part-I : Fill in the blanks or one line answers - 15% weightage
 - 1 Part-II : Short answer type to be written in 100-150 words - 20% weightage
 - 1 Part-III : Medium answer type to be written in 250-300 words - 30% weightage
 - 1 Part-IV : Long answer type to be written in 600-700 words - 35% weightage.
 - 1 Wherever relevant the answer must contain examples and specific reference from economy of Bihar and India.
- 2. External Examination :** This is to be conducted by Bihar School Examination Board.

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समाजशास्त्र

Class-XI

Introductory Sociology

- UNIT-I:** *Sociology as a discipline*
Definition, Scope and relationship with Anthropology, Psychology, Economics and Political Science.
- UNIT-II:** *Social Research*
Meaning of Social research and social survey, Scientific method - Measuring and characteristics.
- UNIT-III:** *Basic Concepts*
Society, Community, Group, Association and Institution.
- UNIT-IV:** *Associative and Dissociative Social Process*
Co-operation, Conflict, Competition, Accommodation and Integration.
- UNIT-V:** *Family*
Definition, types, functions and problem with Special reference to Old age persons and handicapped persons.
- UNIT-VI:** *Culture*
Definition, Characteristic, Culture and Civilization, Culture and Personality.
- UNIT-VII:** *Socialization*
Definition, Characteristics, Stages and Agencies.
- UNIT-VIII:** *Social Control*
Definition, Importance and Agencies
- UNIT-IX:** *Social Change*
Definition, Factor (Demographic, Technological and Cultured), Meaning and characteristics of Modernisation.
- UNIT-X:** *Rural - Urban Communities*
Meaning and Characteristics, Difference between Rural and Urban Communities.
- UNIT-XI:** *Social Ecology*
Concept Environmental cases and social response.
- UNIT-XII:** *Human Right*
Meaning and Significance.

समाजशास्त्र

वर्ग-XI

समाजशास्त्र का परिचय

1. इकाई-I

समाजशास्त्र की परिभाषा, क्षेत्र, मानवशास्त्र, मनोविज्ञान, अर्थशास्त्र और राजनीतिशास्त्र के साथ संबंध।

2. इकाई-II

सामाजिक अनुसंधान या शोध, सामाजिक सर्वेक्षण और वैज्ञानिक विधि का अर्थ, मापन तथा विशेषताएँ।

3. इकाई-III

मूल अवधारणा- समाज, समुदाय, समूह, समिति तथा संस्था।

4. इकाई-IV

सामाजिक प्रक्रिया- सहयोग, संघर्ष, प्रतियोगिता, समायोग और एकीकरण।

5. इकाई-V

परिवार- परिभाषा, प्रकार, प्रकार्य और समस्याएँ, वृद्धावस्था और विकलांगता लोगों के विशेष संदर्भ में।

6. इकाई-VI

संस्कृति- परिभाषा, विशेषताएँ, संस्कृति और सभ्यता, संस्कृति और व्यक्तित्व।

7. इकाई-VII

समाजीकरण- परिभाषा, विशेषताएँ, स्तर और साधन

8. इकाई-VIII

सामाजिक नियंत्रण- परिभाषा, महत्व और साधन।

9. इकाई-IX

समाजिक परिवर्तन- परिभाषा, कारक (जनांकिकी तकनीक, सांस्कृतिक अर्थ और आधुनिकीकरण की विशेषताएँ)।

10. इकाई-X

ग्रामीण और नगरीय समुदाय- अर्थ और विशेषताएँ, ग्रामीण और नगरीय समुदाय के बीच अंतर।

11. इकाई-XI

सामाजिक परिस्थिति- अवधारणा, पर्यावरण संकट और समाज पर इसका प्रभाव।

12. इकाई-XII

मानव अधिकार- अर्थ और महत्व।



C

समाजशास्त्र

Class-XII

Indian Society

UNIT-I: Society and Culture in India

Features, unity and diversity, National Integration.

UNIT-II: Marriage and Kinship

Marriage among Hindu, Muslim and Tribal - types & changes, Kinship concept, importance and usage.

UNIT-III: Social Stratification

Caste – Concepts, characteristics & recent changes.

Class – Concept and characteristics caste and class.

UNIT-IV: Process of Social Change

Sanskritization, Westernization, Industrialization and Urbanization.

UNIT-V: State and Social change

Panchayati Raj – Organization and achievement I.C.D.S. (Integrated Child Development Scheme)

PMRY – Pradhan Mantri Rogjar Yojana

UNIT-VI: Gender & Society

Concept of Sex and gender.

Gender equality & equity.

Reproductive Rights & Health

Rights of Child Specially girl child.

UNIT-VII: Religion & Society

Definition and Functions of religion secularism & communalism.

UNIT-VIII: New Arenas of Social Change

Media & Social change

Globalization & social change

UNIT-IX: Tribal Society

Concept of tribal problems & welfare measures.

UNIT-X: Social problems

Child Labour, Corruption in Public Life, Unemployment, HIV/AIDS, Drugs Abuses, Trafficking.

UNIT-XI: Weaker Sections in Indian Society

Other Backward classes (OBCs), Scheduled Caste (SCs) & Minorities.

UNIT-XII: Project work on any Relevant Social Issue

From within the syllabus of this paper

समाजशास्त्र

समाजशास्त्र

वर्ग-XII

समाजशास्त्र का परिचय

1. इकाई-I
भारत में समाज और संस्कृति- एकता और अनेकता राष्ट्रीय एकीकरण की विशेषताएँ।
2. इकाई-II
विवाह और नातेदारी- हिन्दू, मुस्लिम और जनजातीय विवाह के प्रकार और परिवर्तन।
नातेदारी- अवधारणा, महत्व और रीतियाँ।
3. इकाई-III
सामाजिक स्तरीकरण- जाति- अवधारणा, विशेषताएँ तथा वर्तमान में परिवर्तन।
वर्ग- अवधारणा, जाति और वर्ग की विशेषताएँ।
4. इकाई-IV
सामाजिक परिवर्तन की प्रक्रिया- संस्कृतिकरण और नगरीकरण।
5. इकाई-V
राज्य और सामाजिक परिवर्तन- पंचायती राज, संगठन और उपलब्धियाँ।
समन्वित बाल विकास कार्यक्रम।
स्वयंसेवी समूह
प्रधानमंत्री रोजगार योजना
6. इकाई-VI
लिंग और समाज- लिंग और यौन की अवधारणा।
7. इकाई-VII
धर्म और समाज- धर्म की परिभाषा और प्रकार्य, धर्मनिरपेक्षता तथा साम्प्रदायिक।
8. इकाई-VIII
सामाजिक परिवर्तन के नवीन आयाम
- सामाजिक परिवर्तन का माध्यम
- सामाजिक परिवर्तन का भूमंडलीकरण
9. इकाई-IX
जनजातीय समाज- जनजात की अवधारणा, जनजातीय समस्याएँ और कल्याणमापन।
10. इकाई-X
सामाजिक समस्या- बालश्रम, जनताजीवन में भ्रष्टाचार, मद्यपान, बेरोजगार, एच.आई.वी./एड्स
Trafficking
11. इकाई-XI
भारतीय समाज में दुर्बल वर्ग- अन्य पिछड़ा वर्ग, अनुसूचित जाति, अल्पसंख्यक।
12. इकाई-XII

Project work on any Relevant Social issues from within the syllabus of this papers.

C



मनोविज्ञान



प्रस्तावना-

वर्तमान स्वरूप +2 स्तर पर मनोविज्ञान का पाठ्यक्रम तैयार किया जा रहा है। मनोविज्ञान को एक आवश्यक विषय के रूप में स्कूल शिक्षा में शामिल किया जाना चाहिए ताकि बच्चे जो राष्ट्र के भविष्य हैं अपने शिक्षण में मनोवैज्ञानिक तथ्यों, एवं सिद्धांतों को लागू कर शिक्षण को अति सहज बना सकें।

वर्तमान परिवेश में यह पाठ्यक्रम काफी सराहनीय है। नित्य नए शोधों एवं तथ्यों को इस पाठ्यक्रम में समाविष्ट करने की कोशिश की गई है। मनोविज्ञान की विषय-वस्तु, विधियों, सिद्धांतों का अध्ययन कर हमारे बच्चे अपने सामाजिक, सांस्कृतिक मूल्यों को अच्छी तरह विकसित कर सकते हैं।

वर्तमान पाठ्यक्रम में मनोवैज्ञानिक रूचि मापन, मनोवृत्ति मापन, व्यक्तित्व मापन, बुद्धि मापन को शामिल किया गया ताकि वर्ग में हर श्रेणी के बच्चों के रूचि, बुद्धि, मनोवृत्ति को समझकर उसके अनुरूप शिक्षा दी जा सके। पाठन-पाठन सामग्री को लचीला एवं रूचिप्रद बनाकर बच्चों को रचनात्मक बनाने की कोशिश की गई है।

मनोविज्ञान शिक्षण विधियाँ मूल रूप से केस अध्ययन, प्रयोगात्मक अध्ययन, दिन प्रतिदिन के अभ्यास पर आधारित हैं।

उद्देश्य-

1. वर्तमान सामाजिक वातावरण के अनुरूप शिक्षार्थी के व्यवहार एवं मन का विकास करना एवं प्रोत्साहित करना।
2. शिक्षार्थी में मनोवैज्ञानिक ज्ञान का विकास करना ताकि वह जीवन के हर क्षेत्र में अनुशासनात्मक ढंग से इसका उपयोग कर सके।
3. शिक्षार्थी में सामाजिक जागरूकता, आत्मदर्शन, स्पष्ट प्रत्यक्षण की भावना का विकास करना।
4. बच्चे जो कल के भविष्य हैं, उसमें राष्ट्रीयता की भावना, राष्ट्र की उत्तरदायित्व, प्रभावशाली व्यक्तित्व का विकास करना।

CLASS - XI

UNIT इकाई	CONTENT विषय-वस्तु	OBJECTIVES उद्देश्य	ACTIVITY क्रियाकलाप	PERIOD अवधि
I	मनोविज्ञान का आधार : विषयप्रवेश, परिभाषा, विषय वस्तु, मनोविज्ञान का ऐतिहासिक विकास, शाखाएँ, मन और व्यवहार को समझना, भारत में मनोविज्ञान का विकास।	इस भाग का उद्देश्य है मनोविज्ञान की उत्पत्ति में समझदारी एवं अभिरूचि का विकास करना एवं उसकी उत्पत्ति एवं अनुप्रयोग के प्रति समझ को विकसित करना एवं अनुशासनात्मक ढंग से जीवन के हर क्षेत्र में मनोविज्ञान का उपयोग करना।	मनोविज्ञान के ऐतिहासिक पृष्ठभूमि के संदर्भ में कुछ मॉडल, चित्र इत्यादि को दर्शाना।	10
II	मनोविज्ञान की विधियाँ : अंतर्निरीक्षण विधि, वस्तुनिष्ठ विधि, प्रयोगात्मक विधि, कंस अध्ययन विधि।	इस भाग का उद्देश्य है कि विभिन्न विधियों की चर्चा करना जिसके द्वारा मानव व्यवहार की जाँच के लिए मनोवैज्ञानिक आँकड़ों को एकत्रित किया जा सके।	प्रश्नावली सूची, समूह विवाह एवं प्रयोग द्वारा बच्चों को समझाया जाय।	10
III	मानव व्यवहार का आधार : व्यवहार के शारीरिक आधार, केंद्रीय तंत्रिका तंत्र की संरचना और कार्य, अंतःस्रावी तंत्रों का कार्य, केंद्रीय तंत्रिका तंत्र एवं अंतःस्रावी तंत्रों का संबंध, जीन और व्यवहार, व्यवहार का सांस्कृतिक आधार, व्यवहार के सामाजिक और सांस्कृतिक उपागम, उदाहरण (परिवार, विश्वास, लिंग जाति)।	इस भाग का उद्देश्य है मानव व्यवहार पर पड़नेवाले जैविक एवं सामाजिक सांस्कृतिक कारकों पर प्रभाव डालना।	तंत्रिका तंत्र एवं अंतःस्रावी तंत्रों का सचित्र मैप तैयार कर बच्चों को दिखाना।	30
IV	मानव विकास : विकासका अर्थ, विकास का सिद्धांत और प्रकार। किशोरावस्था — विशेषताएँ, किशोरावस्था में होनेवाले शारीरिक परिवर्तन, किशोरावस्था और संवेग, किशोरावस्था में होनेवाले यौन अभिरूचि और यौन व्यवहार, किशोरावस्था में होनेवाले व्यक्तित्व परिवर्तन, किशोरावस्था में होनेवाली बाधाएँ एवं दूर करने की विधियाँ।	यह मनोविज्ञान का एक मुख्य भाग है। इस भाग का मुख्य उद्देश्य किशोरावस्था जो कि बच्चों की एक ख़ास अवस्था है में होनेवाले समस्याओं को समझना एवं मनोवैज्ञानिक ढंग से समस्याओं का समाधान करना।		30
V	संवेदना, अवधान एवं प्रत्यक्षात्मक प्रक्रिया : उद्दीपनका स्वरूप और प्रकार, सेन्स मॉडेलिटीज एवं एडाप्सन का प्रकार। अवधान — स्वरूप, चयनात्मक और सस्टेन अवधान। प्रत्यक्षण — प्रक्रिया, प्रत्यक्षणात्मक संगठन के सिद्धांत, प्रत्यक्षण पर सामाजिक, सांस्कृतिक प्रभाव। भ्रम — स्वरूप एवं भ्रम के प्रकार।	इस भाग का उद्देश्य है विभिन्न संवेदी उद्दीपन को कैसे ग्रहण करते हैं, ध्यान में लाते हैं और उन्हें समझते हैं।	प्रायोगिक कक्षा अवधान और प्रत्यक्षण में जरूरी है।	30



UNIT इकाई	CONTENT विषय-वस्तु	OBJECTIVES उद्देश्य	ACTIVITY क्रियाकलाप	PERIOD अवधि
VI	सीखाना : सीखनेकेस्वरूप,प्रत्यनतथा त्रुटि सिद्धांत, क्लासिकी और साधनात्मक अनुबंधन, प्रेक्षण, संज्ञानात्मक और शाब्दिक सीखना, प्रशिक्षण का स्थानांतरण।	इस भाग का उद्देश्य है व्यवहारों को सीखना एवं उसमें होनेवाले परिवर्तनों पर प्रकाश डालना।	सीखने के सिद्धांतों को समझने के लिए प्रायोगिक कक्षा की आवश्यकता है।	20
VII	स्मृति : स्वरूप,स्मृतिकेप्रकार,सर्वेदी, लघुकालीन और दीर्घकालीन स्मृति, स्मृति एक संगठनात्मक प्रक्रिया, विस्मरण के कारण और स्वरूप, स्मृति को उन्नत	इस भाग का उद्देश्य है सूचनाओं को ग्रहण, संग्रहण, स्मृति क्षय एवं स्मृति को उन्नत बनाने की व्याख्या करना।	स्मृति के अध्याय में प्रायोगिक कक्षा की आवश्यकता है।	20
VIII	चिंतन और बुद्धि : चिंतन,चिंतनके स्वरूप, भाषा और विचार, समस्या समाधान, समस्या समाधान को प्रभावित करनेवाले कारक, निर्णय क्षमता, अर्थ और अवस्था, रचनात्मक चिंतन की धारणा और अवस्था।	इस भाग का उद्देश्य है चिंतन एवं उससे संबंधित प्रक्रियाओं, जैसे- तर्क, समस्या-समाधान एवं निर्णय लेने की क्षमता की व्याख्या करना, तीव्र बुद्धि का मापन।		25
IX	बुद्धि : स्वरूप,मापनकेप्रकार,बुद्धि लब्धि, संवेगात्मक बुद्धि की धारणा और इसके मापन, सृजनात्मकता। अभिप्रेरणा और संवेग —अभिप्रेरणाका स्वरूप, प्रेरणा के प्रकार, जैविक और सामाजिक। संवेग —संवेगकेस्वरूप,संवेगकेप्रकार, संवेग की अभिव्यक्ति, नकारात्मक संवेग का प्रबंधन, क्रोध, भय।	इस भाग का उद्देश्य है मानव व्यवहार को समझना एवं व्यक्तियों के संवेग और उसकी प्रतिक्रियाओं की व्याख्या करना।		15
X	परीक्षण और प्रयोग : 25 marks - प्रयोग -10 marks परीक्षण -10 marks Note Book - 05 marks प्रयोग —मुक्तप्रत्याह्वानविधिकाप्रयोग करते हुए शाब्दिक सीखना पर प्रयोग, क्रमिकसीखनाविधिऔरmethod पूर्वाभ्यास एवं प्रत्याक्षाविधि। परीक्षण —किसीबुद्धिपरीक्षणकाप्रयोग कर बुद्धि मापन। तनाव के स्रोतों का मापन, प्रश्नावली विधि द्वारा। शैक्षिक चिन्ता का मापन।	प्रयोग और परीक्षण के द्वारा बच्चों की तार्किक क्षमता को बढ़ाना एवं बच्चों को रचनात्मक कार्यों को करने के लिए प्रेरित करना।		30

Full Marks : 100

Theoretical: 75

Practical: 25



PSYCHOLOGY

Class-XI

Rationale :

Psychology is introduced as one of the elective subjects at +2 stage (Intermediate) of school education. As One of the fundamental discipline, Psychology specializes in the study of behaviour and mental process of human being. The present course intends to introduce the learner the basic ideas, principles and methods of psychology so that they may be able to understand not only about themselves but also about the social environment in a better way. Every attempt has been made to put on creating interest and exposure needed by learners to develop knowledge base understanding of human behaviour and surroundings. The course emphasizes upon the complexity of the process of human behaviour and as far as possible tries to minimize the simplistic cause and effect thinking. This course not only emphasizes upon the role of socio-cultural factors in behaviour, but also tries to explain how biology and experience determine behaviour. It is further suggested that since teaching and learning play a reciprocal role in understanding behaviour the teaching of psychology should be based on the use of experimental observation, case study and experiential exercises.

Objectives :-

1. To understand human behaviour and human mind of learners in the context of immediate society and environment.
2. Develop a background of sound appreciation of multidisciplinary nature of psychological knowledge and its application to various field.
3. To develop in learner's a correct sense of being perceptive, reflective and socially aware.
4. To help learners in making sound personal growth and development so that he may become in future a very responsible citizen.
5. To help learners understand the disorganization of behaviour (if it occurs) and enable them to develop a realization for self correction and guidance.

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CLASS - XI

UNIT	CONTENT	OBJECTIVES	ACTIVITY	PERIOD
I	Introduction : Definition, Historical evolution of Psychology; Branches of Psychology; Understanding mind and behaviour; Development of Psychology in India.	Aims to develop understanding and appreciation of Psychology as a discipline; its evolution and its application.	To display models keeping the Psychological background in view.	10
II	Methods of Enquiry : Introspection, observational, Experimental and correlational; survey case study.	Aims to discuss various methods of enquiry for collecting psychological data regarding human behaviour	Questionnaire method, group-discussion and experiments should be used.	10
III	Bases of Human Behaviour : Biology of behaviour structure and functions of nervous system and endocrine system; relationship of nervous system and endocrine system with behaviour and experience, Genes and behaviour. Cultural bases of behaviour; socio-cultural shaping of behaviour. (e.g.- family, community, faith, gender, caste etc.)	Its aim to emphasize upon the role of biological & socio-cultural factors in shaping human behaviour.	Showing figures & diagrams.	30
IV	Human Development : Meaning of development, principle & types of development, Adolescence emotionality during adolescence; Sex interest & sex behaviour during adolescence & personality changes during adolescence. Hazards of adolescence & methods of overcoming them.	Its aims to understand variations in development during various stages of life, particularity adolescence.		30
V	Sensory, Attentional and Perceptual Process : Nature and Varieties of stimulus; Types of sense modalities and adaptation. Attention : Nature, selective & sustained attention. Perception : Process, principles of perceptual organization, socio cultural influences on perception; Illusion - Nature & types of illusion.	Aims to understanding how various sensory stimuli are received, attended to and given meaning.	Showing figures & diagrams.	30
VI	Learning : Nature of learning, Trial & error, Classical & operent conditioning, observational cognitive & verbal learning, Transfer of training.	Its aims how one acquire new behaviour and how changes in behaviour take place.	Laboratory is required to explain certain theories of learning.	20



UNIT	SYLLABUS	OBJECTIVES	ACTIVITY	PERIOD
VII	Memory : Nature, types of memory system – sensory, short term and long term memory; memory as a constructive process; Nature and causes of forgetting, Enhancing memory.	Its aim to explain how information is received, stored, retrieved and lost, It also deals with how one can improve memory.	Laboratory study is required.	20
VIII	Thinking and Intelligence : Thinking : Nature of thinking, thought and language - nature; Problem solving factors influencing problem solving; decision making - meaning & stages; concept and stages of creative thinking. Intelligence : Nature types of measurement, concept of emotional intelligence and its measurement. I.Q. Intelligence & Creativity.	Its aim to explain thinking and related process like reasoning, Problem - solving and decision making. Its also aims at understanding intelligent behaviour and its measurement.		25
IX	Motivation and Emotion : Nature of motivation, Types of motives - biological and social. Emotion : Nature of emotion types of emotion, expression of emotion, managing negative emotion (i.e. anger fear)	Its aim to focus why human being behave as they do. It also explains how people experience various kinds of emotion and how they respond to them.		15
X	Testing and Experiment : Experiment : Experiment on verbal learning using method of free recall, method of serial learning and method of prompting and anticipation. Testing : Measurement of intelligence using any intelligence test. Measurement of personal source stress by any questionnaire. Measurement of academic anxiety by and psychological text.	To give experimental knowledge.		30

Full Marks : 100

Theoretical: 75

Practical: 25

CLASS - XII

UNIT इकाई	CONTENTS विषय-वस्तु	OBJECTIVES उद्देश्य	ACTIVITY क्रियाकलाप	PERIOD अवधि
I	स्व और व्यक्तित्व : स्वकीअवधारणा व्यक्तित्व की अवधारणा, व्यक्तित्व का मूल्यांकन, व्यक्तित्व के निर्धारक, आत्म-प्रतिवेदन विधि, प्रक्षेपण विधि, व्यक्तित्व के प्रमुख उपागम- प्रकार, शीलगुण, मनोगव्यात्मक और मानवतावादी।	इस इकाई का उद्देश्य है, व्यक्तित्व और स्व के विभिन्न उपागम का अध्ययन कर व्यक्ति पर पड़नेवाले प्रभाव का अध्ययन करना।	व्यक्तित्व मापक	15
II	तनाव और समायोजन : तनाव-प्रकृति, प्रकार, तनाव के स्रोत, तनाव के प्रबंधन और उसके स्तर। समायोजन -अवधारणा, प्रकार और उसके उपागम।	इस इकाई का उद्देश्य है, तनाव के विभिन्न भागों का अध्ययन करना एवं उसका व्यक्ति के प्रति प्रतिक्रिया क्या होता है एवं उसके दूर करने के उपायों पर बल डालना।		15
III	मनोवैज्ञानिक विकृति तथा उपचार : असामान्यतया की अवधारणा, सामान्य और असामान्य में विभेद, मानसिक विकृतियों के प्रकार, असामान्य व्यवहार के प्रमुख कारण, प्रमुख मनोवैज्ञानिक विकृतियाँ- दुश्चिन्ता, फोबिया, Obsessive-Compulsive विकृति, Bio-polor		मानसिक अस्पतालों का निरीक्षण करना	35
IV	विकृति, उपाचार की प्रकृति एवं प्रक्रिया, उपाचार के उद्देश्य।	इस इकाई का उद्देश्य है, असामान्यतया की धारणा को समझना, मनोवैज्ञानिक विकृति के मापन का अध्ययन करना तथा मनोवैज्ञानिक विकृति के विभिन्न उपागमों तथा उसके प्रभावों का अध्ययन करना।		24
V	पर्यावरणीय मनोविज्ञान : अवधारणा, मानव व्यवहार को प्रभावित करनेवाले पर्यावरणीय कारक- शोरगुल, प्रदूषण, भीड़, प्राकृतिक आपदाएँ। मनोविज्ञान और समाज से संबंधित धारणा- आक्रमकता, हिंसा, गरीबी और विभेद, मानव व्यवहार पर दूरदर्शन का प्रभाव।	इस इकाई का उद्देश्य है, मानव व्यवहार पर पड़नेवाले विभिन्न प्रकार के प्रभावों का अध्ययन करना, तथा उसे दूर करने के उपायों का भी वर्णन करना।	चलचित्र दिखाना, विडियो क्लिप दिखलाना, तथ्यों पर बातचीत करना।	24
VI	सामाजिक प्रभाव एवं सामूहिक प्रक्रिया : सामाजिकप्रभावकी अवधारणा, Confirmity समपुष्टि, आज्ञाकारिता, Compliance सहयोग एवं प्रतियोगिता का प्रभाव- व्यक्तिगत व्यवहार पर समूह का प्रभाव।	इस इकाई का उद्देश्य है, सामाजिक प्रभाव के गत्यात्मकता का अध्ययन करना तथा सार्थकता, आज्ञाकारिता आदि। समूह और उसके कार्यों के धारणा का वर्णन भी करना है।	सामूहिक वार्तालाप करना	22



UNIT इकाई	CONTENTS विषय-वस्तु	OBJECTIVES उद्देश्य	ACTIVITY क्रियाकलाप	PERIOD अवधि
VI	अभिवृत्ति एवं नेतृत्व : सामाजिक मनोवृत्तिकी अवधारणा, मनोवृत्ति के संघटक, अभिवृत्ति के निर्माण एवं परिवर्तन, पूर्वाग्रह एवं विभेद, अवधारणा एवं परिवर्तन, पूर्वाग्रह एवं विभेद, अवधारणा एवं कारक, नेतृत्व की अवधारणा, प्रकार, नेतृत्व की उत्पत्ति, नेता के कार्य।	इस इकाई में मनोवृत्ति के परिवर्तन और निर्माण पर बल डाला गया है, विभिन्न प्रकार के नेता की उत्पत्ति कैसे होती है, इस पर बल डाला गया है।		24
VII	भारत की सामाजिक समस्याएँ : सामाजिक समस्या का अर्थ, प्रकार-जनसंख्या विस्फोट, गरीबी, बेरोजगारी, जातिऔरवर्गमिसंघर्ष, Drug abuse, आतंकवाद, मानव स्वास्थ्य की बाधाएँ, यौनसंचारित(STD) HIV / AIDS , एच. आई. वी./एड्स का वर्णन।	इस इकाई में भारत में सामाजिक समस्याओं के उत्पत्ति पर बल डाला गया है तथा मानव व्यवहार पर उसके प्रभाव का अध्ययन करना, तथा साथ हीसाथHIV / AIDS केकारण मानव स्वास्थ्य पर आनेवाले बाधाओं पर प्रकाश डालना।	Video Clips दिखलाना, Documentary	15
VIII	शिक्षा मनोविज्ञान : शिक्षामनोविज्ञानकी प्रकृति, मंद बुद्धि बालक, प्रखर बुद्धि एवं समस्यात्मक बालकों के समायोजन एवं शिक्षा, शिक्षक दक्षता का मूल्यांकन, निर्देशन की अवधारणा एवं प्रकार, कक्षा अनुशासन की आवश्यकता, सुदृढीकरण की विधि, शिक्षण में अभिप्रेरण की भूमिका।	इसइकाईमेंMenatally challenged बच्चेकोकैसेशिक्षित किया जाय इस पर बल डाला गया है, उन्हें कितने प्रकार के निर्देशन दिए जा सकते हैं तथा कक्षा शिक्षण और अनुशासन को कैसे विकसित किया जा सकता है।	मंद बुद्धि बालकों के स्कूल ले जाकर दिखाना	25
IX	मनोवैज्ञानिक कौशल का विकास : मनोवैज्ञानिक कौशल का अर्थ, प्रकार-प्रेक्षण कौशल, साक्षात्कार कौशल, परामर्श कौशल, संचार कौशल, मनोवैज्ञानिक कौशल को बढ़ाने के उपाय- परानुभूति, सुनने की कला, सकारात्मक सोच।	इस इकाई में व्यक्तिगत और सामाजिक विकास को उन्नत बनाने के लिए कुछ प्रभावपूर्ण मनोवैज्ञानिक और अन्तर्व्यैक्तिक कौशल का वर्णन करना है।	नित्य नए कौशल को ध्यान में रखकर प्रोग्रामिंग करना। परामर्शसंबंधी केन्द्र का निरीक्षण।	20
X	परियोजना प्रतिवेदन : (25 अंक) छात्रों को एक केस प्रोफाइल तैयार करना है, विकासात्मक इतिहास के किसी तीन विषयों का अध्ययन कर, गुणात्मक उपागम (प्रेक्षण, साक्षात्कार, केस अध्ययन इत्यादि) या परिमाणत्मक उपागम विभिन्न मनोवैज्ञानिक परीक्षण का इस्तेमाल कर इस केस प्रोफाइल के द्वारा एक सार्वभौम उपागम को दर्शाना है।			



CLASS - XII

Full Marks : 100 (75+25)

UNIT	CONTENTS	OBJECTIVES	ACTIVITY	PERIOD
I	Self and Personality : Concept of Self, Concept of personality, Determinants of personality, Assessment of personality - self report method and projective measures. Major approaches to personality type, trait, psychodynamic and humanistic.	This unit focusses on the study of self and personality in the context of different approaches in an effort to appraise a person. This will enable a person to understand others more effectively.	Personality Tests.	15
II	Stress and Adjustment : Stress-Nature, types and sources of stress; reactions to stress, management of stress and coping strategies. Adjustment-concept, types and approaches to adjustment.	This unit aims at understanding the various aspects of stress and how response to stress depend on an individual's appraisal of stressors. Strategy to cope with stress will enable an individual to adjust more effectively.		15
III	Psychological Disorder and Therapy : Concept of abnormality, distinction between normal and abnormal, classification of mental disorder, major causes of abnormal behaviour. Major psychological disorders – Anxiety disorder, Phobia, Obsessive - compulsive disorder, bi-polar disorder. Nature and process of therapy, aims of therapy.	This unit discusses the concept of abnormality and related measures of psychological disorder. It also focusses on the effectiveness of therapy to treat psychological disorders.	Visit to mental hospital.	35
IV	Environmental Psychology : Concept of Environmental psychology; Environmental effect on human behaviour-noise, pollution, crowding, natural disasters. Psychology and social concern-aggression, violence, discrimination and poverty. Impact of television on human behaviour.	This unit discusses the impact of various types of environmental effects upon human behaviour and tries to explain how behaviour is moulded by various types of effect.	Displaying models. Showing video-clips, movies on concerned topic.	24
V	Social Influence and Group Processes : Concept of social influence, conformity, obedience and compliance; impact of cooperation and competition; Influence of group on individual behaviour.	This unit deals with the dynamic of social influence on conformity, obedience and compliance. It also deals with the concept of group and its functions.	Live interaction with several groups	22



UNIT	CONTENTS	OBJECTIVES	ACTIVITY	PERIOD
VI	Social Attitude and Leadership : Concept of social attitude, components of attitude. Attitude formation and change. Prejudice and discrimination - concept and factors. Concept of leadership, types of leadership, emergence of leadership, functions of a leader.	This unit focusses on formation and change of attitude and tries to explain how various types of leader emerge.		24
VII	Social Problems in India : Meaning of social problems; types of social problem – Population explosion, poverty, types of disadvantaged unemployment, caste and class conflict; Drug abuse, Terrorism, Hazards of human health - STD problem, HIV/AIDS.	This unit focusses on burning social problems in India and their impact upon human behaviour. It also focusses upon hazards of human health coming from STD, HIV / AIDS.	Show video clips, documentary.	25
VIII	Educational Psychology : Nature of educational psychology; adjustment and education of mentally retarded, gifted and problem children. Measures of teacher's effectiveness. Concept of guidance and types of guidance. Concept of classroom discipline. Methods of strengthening classroom discipline. Role of motivation in learning.	This unit focusses upon how mentally challenged child can be educated, what types of guidance can be given and how classroom teaching and discipline can be improved.	Visit to school for mentally handicapped children.	25
IX	Developing Psychological Skills : Meaning of psychological skills; types of effective psychological skills - observational skill, interviewing skills, counselling skills, empathy, listening, positive regard. Methods of improving psychological skills.	This unit deals with some effective psychological and interpersonal skill for facilitating personal and social development.	Visit to counselling centre.	20
X	Project Report : (25 marks) The student shall be required to prepare one case profile by studying development history of atleast three subjects, using either qualitative approach (observation, interview, case study etc.) or quantitative approach (various psychological test) case profile must reflect a global approach of the work done.			



उद्देश्य—

“दर्शन जीवन-जगत के स्वरूप को उसकी सम्पूर्णता में समझने का निष्पक्ष बौद्धिक प्रयास है।” विवेकशील प्राणी होने के कारण ‘ज्ञान से प्रेम’ मनुष्य का जन्मजात गुण है। दर्शन सभी ज्ञान-विज्ञान की जननी मानी जाती है क्योंकि विज्ञान का आरंभ ज्ञान से ही होता है। दर्शन का स्वरूप और विषय इतना सूक्ष्म है कि उसके सिद्धांतों की आलोचना होती रहती है। तर्क-वितर्क के आधार पर इसके सिद्धांतों के पक्ष या विपक्ष में विचारक आते हैं। विज्ञान जिन पूर्व-मान्यताओं और स्वयंसिद्धों को सत्य मानकर अपनी खोज आगे बढ़ाता है, उन्हें ही दर्शन समझने का प्रयास करता है। दर्शन के कुछ मौलिक प्रश्न हैं, जैसे— जगत् क्यों है ? कैसे है ? जीवन क्या है ? क्यों है ? कैसा होना चाहिए ? ईश्वर है या नहीं है ? है तो कैसा है ? ज्ञान क्या है ? इसके साधन क्या हैं ? इत्यादि। अतः दर्शन की कई शाखाएँ हैं— तत्त्वशास्त्र, ज्ञानशास्त्र, नीतिशास्त्र, समाजशास्त्र, मूल्यशास्त्र, सौंदर्यशास्त्र, तर्कशास्त्र इत्यादि। इनका प्रारंभिक ज्ञान उन विद्यार्थियों के लिये आवश्यक है जो दार्शनिक अध्ययन में रूचि रखते हैं। तर्कशास्त्र, तर्कशक्ति को उत्पन्न नहीं करता है, वह उसे सुधारता और विकसित करता है। अतः दार्शनिक अध्ययन की शुरुआत तर्कशास्त्र से होती है।

दर्शनशास्त्र के अध्ययन का औचित्य

दर्शन का अर्थ है सत्य का साक्षात्कार या साक्षात् अनुभूति ! दार्शनिक चिन्तन, मानव की मूल प्रवृत्ति है। अतः प्रत्येक व्यक्ति की कोई न कोई जीवन-दृष्टि या दर्शन अवश्य होता है। इसलिये हक्सले महोदय का कथन है कि मानव को ‘दर्शन’ या ‘अ-दर्शन’ के बीच चुनाव न करके ‘अच्छे दर्शन’ या ‘बुरे दर्शन’ के बीच चुनाव करना होता है। दर्शन को अंग्रेजी में ‘फिलॉसफी’ कहा जाता है जिसका अर्थ है “बुद्धि से प्रेम” या “ज्ञान से प्रेम”। यहाँ यह स्पष्ट करना उचित होगा कि भारतीय दर्शन का आरंभ जीवन की आवश्यकता से होता है और पारश्चात्य दर्शन की जिज्ञासा से। दोनों ही दर्शन जीवन-जगत् को उसकी समग्रता में जानना चाहता है।

“दर्शन जीवन-जगत् को उसकी समग्रता में समझने का निष्पक्ष बौद्धिक प्रयास है।” दर्शन की यह परिभाषा उचित प्रतीत होती है क्योंकि यह दर्शन के स्वरूप पर प्रकाश डालती है। मनुष्य विवेकशील प्राणी है। अतः जिज्ञासा उसका स्वभाविक गुण है। ज्ञान के बिना विज्ञान असंभव है, अतः दर्शन को सभी विज्ञानों की जननी कहा जाता है। दर्शन अपने विषय-वस्तु और पद्धति के कारण हमेशा आलोचना का विषय रहा है। दर्शन स्वयं भी अपने किसी सिद्धांत को अन्तिम सत्य नहीं कहता है बल्कि उसे प्रयास मानता है। दर्शन के सभी सिद्धांत तर्कों पर आधारित होते हैं और कोई भी विचारक अधिक सबल तर्क देकर उसे अधिक मान्य या अमान्य कर सकता है।

दर्शन जीवन-जगत् से संबंधित विभिन्न समस्याओं का समाधान चाहता है, अतः इसकी कई शाखाएँ हैं— तत्त्वमीमांसा, ज्ञानमीमांसा, नीतिशास्त्र, प्रमाणशास्त्र, ईश्वरशास्त्र, मूल्यशास्त्र, सौंदर्यशास्त्र, तर्कशास्त्र इत्यादि।

दर्शनशास्त्र के विभिन्न शाखाओं का संक्षिप्त परिचय आवश्यक है। इसकी शाखाओं में तर्कशास्त्र का स्थान पहले आता है क्योंकि इसका लक्ष्य है अनुमान में सत्यता की प्राप्ति। “तर्कशास्त्र वैद्य अनुमान तथा अन्य संबंधित मानसिक प्रक्रियाओं के नियामक सिद्धांतों का विज्ञान है।”

अनुमान करना मनुष्य का जन्मजात गुण है। किन्तु अनुमान सत्य या असत्य हो सकता है। तर्कशास्त्र तर्क करने की शक्ति को उत्पन्न नहीं करता है, वह उसे सुधारता और विकसित करता है। पारश्चात्य तर्कशास्त्र अपने अध्ययन को दो भागों में बाँटता है— (a) निगमन: जिसमें केवल आकारिक सत्यता देखी जाती है। (b) आगमन: जिसमें आकारिक और वास्तविक दोनों सत्यता देखी जाती है। अनुमान केवल आकारिक

दृष्टि से भी सत्य हो सकता है। किन्तु शुद्ध अनुमान को आकारिक और वास्तविक दोनों दृष्टि से सत्य होना जरूरी है। सत्य को किसी न किसी भाषा के माध्यम से प्रकट किया जाता है। अतः भाषा का अध्ययन भी इसमें निहित होता है, जैसे— पद, शब्द और पद पदों का वर्गीकरण, वाक्य, ताकिक-वाक्य, इसके प्रकार, न्याय : न्याय के प्रकार, आकार योग आदि का विवेचन तर्कशास्त्र में किया जाता है। वैज्ञानिक आगमन : इसके सोपान, इसके आकारिक और वास्तविक आधार, प्राक् कल्पना, सादृश्यानुमान, प्रतीकात्मक तर्कशास्त्र : इसके मूल-सत्य-तालिका, तर्कशास्त्र में इसकी उपयोगिता, सरल और यौगिक कथन, संयोजन, निषेध, पुनरीकृत इत्यादि का भी अध्ययन तर्कशास्त्र में किया जाता है। विज्ञान का संबंध सत्य से है, पर दर्शन में चरम सत्य या त्रिकालिक सत्य को जानने का प्रयास किया जाता है।

भारतीय दर्शन के मुख्य दार्शनिक विचार वेद उपनिषद् में निहित हैं। किन्तु वे विचार मंत्र या बीज रूप में हैं। जिनका बाद में विश्लेषण हुआ है।

तत्त्वमीमांसा में चरमसत्ता के स्वरूप, संख्या, विश्व की उत्पत्ति से संबंधित प्रश्नों का समाधान खोजा जाता है।

नीतिशास्त्र में नैतिक प्रत्यय, नैतिक सिद्धांत, दंड, दंड के विभिन्न सिद्धांत, जीवन का लक्ष्य तथा लक्ष्य से संबंधित सिद्धांत आदि का अध्ययन किया जाता है।

समाज दर्शन में समाज और उससे संबंधित विषयों का अध्ययन किया जाता है।

दर्शन और विज्ञान दोनों की अपनी विशेषताएँ हैं। दोनों एक-दूसरे से भिन्न होते हुए भी एक-दूसरे के सहयोगी हैं। आज के विकसित जीवन-जगत् का रूप विज्ञान और दर्शन के सहयोग का ही फल है।

दर्शनशास्त्र के अध्ययन का औचित्य इससे स्पष्ट होता है कि दर्शन के बिना हमारी मौलिक विशेषता ही समाप्त हो जायेगी। ज्ञान-विज्ञान ही मनुष्य को मनुष्य बनाता है। प्राण शक्ति मनुष्य और पशु दोनों हैं, किन्तु विवेकशीलता केवल मनुष्य में है। आदि काल में मनुष्य पशुवत जीवन व्यतीत करते थे। ज्ञान का ही प्रतिफल है कि आज मनुष्य विकास के शिखर पर है। दर्शन का गहरा संबंध मनुष्य के जीवन से है।

अपने दर्शन के अनुरूप ही मानव का जीवन होता है। जीवन-जगत् के संबंध में हमारे विचार ही हमारे दर्शन हैं। अतः दर्शन की चाहें जितनी भी आलोचना की जायें उसके महत्व से इन्कार नहीं किया जा सकता।

C

वर्ग- XI

प्रथम पत्र

पूर्णांक:100

A.	तर्कशास्त्र	अंक	समय
1.	तर्कशास्त्र : स्वरूप, विषय-वस्तु, विधि तथा उपयोगिता। सत्यता और शुद्धता में अंतर।	10	17 पीरीयड
2.	(a) पदःशब्द तथा पद, पद का व्यक्तिबोध, स्वभाव बोध, पदों का संबंध : मेल तथा विरोधा (b) तार्किकवाक्यःबनावट, साधारण तथा तार्किक-वाक्य, तार्किक-वाक्यों का संबंध, उसका वर्गीकरण, गुण और परिमाण के अनुसार।	10	17 पीरीयड
3.	(a) न्यायःनिरपेक्ष-न्याय का स्वरूप, आकार तथा योग, शुद्ध न्याय के नियम और दोष। (b) प्रतिकात्मकतर्कशास्त्रःइसके मूल प्रतीक और प्रतीकों का तर्कशास्त्र में उपयोगिता, मूल सत्य तालिका।	10	24 पीरीयड
4.	भारतीय ज्ञान मीमांसा : प्रभा, अप्रभा, प्रमाणों की संख्या, बुद्ध और न्याय दर्शन का तर्कशास्त्र।	10	16 पीरीयड
5.	चावार्क दर्शन : इसकी ज्ञान मीमांसा, इनके अनुसार प्रत्यक्ष ही केवल प्रमाण हैं।	10	16 पीरीयड
B.	वैज्ञानिक विधि		
6.	आगमनःसामान्य और वैज्ञानिक आगमन, इसकी विधियाँ, लक्ष्य और उपयोगिता, वैज्ञानिक आगमन और सरल गणनात्मक आगमन में संबंध, प्राकृतिक विज्ञान और सामाजिक विज्ञान में संबंध।	10	16 पीरीयड
7.	आगमन का आधार : (a) आकारिकआधार-(i) कार्य-कारण नियम, (ii) प्रकृति समरूपता नियम (b) वास्तविकआधार-(i) निरीक्षण (ii) प्रयोग, निरीक्षण की भूलें।	10	17 पीरीयड
8.	प्राक्कल्पनाःपरिभाषा, प्रकार, प्राक् कल्पना की शर्तें, उपयोगिता, वैज्ञानिक प्राक् कल्पना और निर्णायक प्रयोग।	10	17 पीरीयड
9.	मीलकीप्रयोगात्मकविधियाँ-(a) अनवय विधि, (b) व्यतिरेक विधि, (c) संयुक्त अनवय व्यतिरेक विधि, (d) सहचारी परिवर्तनविधि (e) अवशेष विधि।	10	24 पीरीयड
10.	बौद्ध दर्शन की ज्ञान मीमांसा : इसका विश्लेषण।	10	16 पीरीयड

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वर्ग- XII

प्रथम पत्र

पूर्णांक:100

A.	भारतीय दर्शन	अंक	समय
1.	भारतीयदर्शनःसामान्य परिचय, मूल समस्याएँ, विभिन्न सिद्धांत और सम्प्रदायें, ऋण, कर्म, सिद्धांत, चार पुरुषार्थ- धर्म, अर्थ, काम एवं मोक्षा।	10	17 पीरीयड
2.	भगवद्गीताकादर्शनःकर्म योग (निष्काम कर्म), स्वधर्म, लोकसमग्रह।	10	17पीरीयड
3.	बौद्धदर्शन,जैनदर्शनःचार आर्यसत्य, आष्टांगिक मार्ग, प्रतीत्यसमुत्पाद, अनेकान्तवाद, स्याद्वाद।	10	17 पीरीयड
4.	न्याय-वैशेषिक,सांख्य-योगःन्याय के प्रमाण सिद्धांत, वैशेषिक का पदार्थ सिद्धांत, योग : अष्टांग योग सांख्य-त्रिगुणात्मक सिद्धांत।	10	19 पीरीयड
5.	अद्वैत वेदान्त : आत्म,ब्रह्माऔरजगत्कास्वरूप।	10	17 पीरीयड
B.	पाश्चात्य दर्शन		
6.	ज्ञान और सत्य, बुद्धिवाद, अनुभववाद, कान्ट का समीक्षावाद।	10	16 पीरीयड
7.	कारण सिद्धांत : कारणकास्वरूप,अस्तुकेचारप्रकारकेकारण,कार्य-कारणसंबंधःतात्कालिक, नियत, पूर्ववर्ती, अनौपाधिक।	10	19 पीरीयड
8.	सत्ता का स्वरूप : ईश्वरकेअस्तित्वकेप्रमाणःतात्विक,तर्क,प्रयोजनात्मकतर्क,विश्वसंबंधीतर्क	10	19 पीरीयड
9.	वस्तुवाद और प्रत्ययवाद :मनऔरशरीरकेसंबंधकीसमस्या।	10	16 पीरीयड
10.	नीतिशास्त्र : नैतिकऔरनीतिशून्यकर्म,नैतिकप्रत्ययःउचित,कर्तव्य,शुभ,इच्छास्वातंत्र्यनियतिवाद। परिवेशीय तथा व्यावसायिक नीति, भौतिक, मानसिक और आध्यात्मिक परिवेश का अध्ययन।	10	23 पीरीयड

Home Science

Class-XI



Contents	Activities / Report / Practicals	Learning outcome	No. of Period required
UNIT-I: PHYSIOLOGY (1) Digestive System :- (i) Study of different parts of body involved in digestion. (ii) Digestion, Absorption and metabolism of Carbohydrates, fats and Proteins. (iii) Role of Enzymes in digestion. (2) Sense Organs :- (i) Eye, Ear, Nose, Tongue and Skin, their functions and structure.	(i) Care and precautions for face and body during different seasons by using home therapy. (ii) Visit to family welfare centres Angaubodies and reporting about their role in helping the family and society. (iii) Spreading awareness about the benefits of family planning.	(i) To give knowledge of our body systems and their working. (ii) Trains to take precautions against infections. (iii) Gives the knowledge of care and protections of the body parts involved in the process of taking birth to the human beings.	20
UNIT-II: HYGIENE (1) Infection and Immunity :- (i) Introduction and meaning. (ii) Channels of infection - Incoculation, Inhalation and Ingestion. (iii) Modes of transmission - direct, indirect by carriers, insects, intermediate. (iv) Immunity - Natural and acquired. (2) Immunization schedules for mother and the child and its importance. (3) Disinfectants :- (i) Introduction. (ii) Types of disinfectants natural, physical and chemical disinfectants and their role.	(i) Giving a lecture on personal clean-liness during day-to-day life and special care during menstruation period. (ii) Spreading awareness regarding immunization through the audio-visual aids and reporting. (iii) Vermicomposting.	(i) Imparting the knowledge of personal care of the body parts. (ii) Spreading awareness about one's concern to environmental pollution. (iii) Gives the ideas to keep environment clean. (iv) Teaches solid waste management.	25
UNIT-III : FOOD & NUTRITIONS (1) Nutrition :- (i) Introduction (ii) Importance and concept of good, optimum and malnutrition. (iii) Causes and symptoms of malnutrition.	(i) Developing a kitchen garden. (ii) Preparation of Bread roll, Tomato sauce, Besan Ladoo, Khichri, Malp-ura, Veget-able and tomato soups.	(i) Give the proper knowledge of nutrients and food groups present in our daily diet. (ii) Teaches meal planning for different age groups.	45

गृह विज्ञान



Contents	Activities / Report / Practicals	Learning outcome	No. of Period required
(iv) Household and therapeutic measures to prevent malnutrition. (v) Effect of Malnutrition. (2) Foods :- (i) Concept and Introduction. (ii) Food groups (iii) Functions of foods. (3) Balanced Diet :- (i) Definition and Concept (ii) Essential constituents of balanced diet. (iii) Daily recommended diet for adult men, women and children during infancy, pre-school age and school age. (4) Nutrients :- (i) Energy giving food-carbohydrates & fats. (ii) Body building food – Protein & minerals. (iii) Protective foods–Vitamins. (iv) Needs and functions of different nutrients in the body.	(iii) Preparing practical files for cooking practical.	(iii) Spreading awareness about health and hygiene in preparation of receipies. (iv) Learn to make different food items. (v) Trains the students to be empowered in health, wealth and hygiene at individual and household level.	
UNIT-IV : MOTHER-CRAFT AND CHILD DEVELOPMENT (1) Mothercraft :- (i) Introduction (ii) Meaning and scope of mothercraft. (iii) Ideal age and qualification of to be a mother. (iv) Preparation done by the pregnant lady for the arrival of her child. (2) Pre-natal care :- (i) Signs and symptoms of pregnancy. (ii) Problems arising during pregnancy and its remedies at household and hospital level.	(i) Making chart of height and weight of pregnant woman and child. (ii) Project work on benefits of breast feeding. (iii) Preparation and demonstration of some weaning foods.	(i) Preparing the students to be efficient mother and father. (ii) Gives general knowledge of confinement and child care. (iii) Spreads the awareness drive to promote breast feeding. (iv) It helps to train the students as health worker.	40

Contents	Activities / Report / Practicals	Learning outcome	No. of Period required
UNIT-V : HOME MANAGEMENT (1) Home Management- (i) Meaning and importance of home-management. (ii) Definitions of H.M. (2) Management Process - (i) Meaning and importance. (ii) Steps of management process. (3) Decision Making – (i) Introduction (ii) Meaning and importance. (iii) Steps of decision-making. (iv) Types of decisions. (4) Organisation of household activities.	(i) Reporting about the functioning of a nationalised bank. (ii) Selection of natural colours from the nature and their use in the house- Black, Orange, Mehendi, Blue, Violate.	(i) Imparting the knowledge of management at the home. (ii) Teaches the methods to increase their income. (iii) Helps the manage the house in less resources. (iv) Teches how to work in efficient way to establish a perfect home.	40
UNIT-VI : TEXTILE & CLOTHING. (1) Textile :- (i) Importance (ii) Meaning and importance of textile & clothing. (2) Textile Fibres :- (i) Meaning and importance. (ii) Characteristics of fibre - physical & chemical. (3) Classification of Textile fibres :- (i) Natural fibres (ii) Man-made fibres	(i) Basic stitches - tacking, Heaming, Joining, Seanung, Piping, Mending, Picko, falls in sarries. (ii) Fastners – Button, hooks and eyes (aplic) work. (iii) Washing of cotton and synthetic cloths.	(i) Self employ-ment in stitc-hing, tailoring & embriodery, teaching etc. (ii) Imparting awareness among students about the crafts of Bihar. (iii) Impowerment to the students. (iv) Can join small scale industries.	30
FIRST AID PRACTICAL (1) Introduction to First aid :- (i) Meaning and import-ance of home nursing. (2) Poisons :- (i) Types of poisons – Corrosive, Irritants narcotic, Alchoholic convulsants. (ii) General rules of treatment in case of poisoning. (3) Bed Making :- (i) Management and needs of bed making. (ii) Making an occupied and unoccupied bed for a sick person.			20



Home Science

Class-XII

Contents	Activities / Report / Practicals	Learning outcome	No. of Period required
UNIT-I: PHYSIOLOGY (1) Endocrine System – (i) Meaning of endocrine glands. (ii) Types of endocrine glands– Thyroid, Parathyroid, Thymus, Pitutary, Adrenal, Sex glands. (iii) Role of harmones to keep the body healthy. (2) Male and Female Reproductive System– (i) Introduction (ii) Functions of the parts of reproductive system. (iii) Structure of fallopian tube, uterus, ovary, testes. (iv) Menstrual cycle in female. (v) Sperm formation in boys. (vi) Role of these organs in reproduction in mamals.	(i) Imparting the knowle-dge of AIDS and the infection during child-hood. (ii) Can get job as nurse / health worker / social worker. (iii) Visit to primary health centrese to acquire the knowledge of different disease in females and report. (iv) Making chart of some special signs used for knowing womens condition.		30
UNIT-II: HYGIENE (1) Environmental Pollution (i) Introduction (ii) Types of environmental pollution – air, water, sound and soil pollution. (iii) Empact of offensive and dustry trends on human being. (2) Rural Sanitation – (i) Introduction of the condition of sanitation in villages. (ii) Methods to omprove the sanitary conditions of village.	(i) Cleaning of the sur-roundings. (ii) Tree plantation.		20
UNIT-III: FOOD & NUTRITION (1) Meal Planning – (i) Meaning and objectives of meal planning. (ii) Factors affecting meal planning	(i) Preparation of Nimki, P a k o d a s , Sandwiches, Raita, Custard, Tea & Coffee, Seasonal pickles, stuffed roti and mixed vegetable.		50



Contents	Activities / Report / Practicals	Learning outcome	No. of Period required
<p>(2) Food Adulteration –</p> <p>(i) Introduction</p> <p>(ii) Objectives of food adulteration.</p> <p>(iii) Adulteration in some common foods.</p> <p>(iv) Methods of detecting adulteration.</p> <p>(v) Impact of adulteration on the health of human beings.</p> <p>(vi) Measures to prevent food adulteration.</p> <p>(3) Food Preservation –</p> <p>(i) Introduction</p> <p>(ii) Causes of food spoilage</p> <p>(iii) Principles of food preservation.</p> <p>(iv) Methods of food-preservation.</p> <p>(4) Food Infection & Food Poisoning–</p> <p>(i) Modes of infection in food</p> <p>(ii) Types of food infections - bacterial / chemical.</p> <p>(iii) Hygiene in food handling.</p>	<p>(i) Preparation of Nimki, P a k o d a s , Sandwiches, Raita, Custard, Tea & Coffee, Seasonal pickles, stuffed roti and mixed vegetable.</p> <p>(ii) Preparing fills for cooking practical.</p>		
<p>UNIT-IV: MOTHERCRAFT AND CHILD DEVELOPMENT</p> <p>(1) Post Natal Care –</p> <p>(i) Factors to be considered during post-natal period.</p> <p>(ii) Birth of a child</p> <p>(iii) Management of instant preparation and care of preparation.</p> <p>(2) Advantages and disadvantages of home and Hospital confinement.</p>	<p>(i) Preparing ORS</p> <p>(ii) Preparation of birth at home and report.</p>		20
<p>UNIT-V : HOME MANAGEMENT–</p> <p>(1) Family Resources –</p> <p>(i) Introduction</p> <p>(ii) Meaning and definition of family resources.</p> <p>(iii) Types of family resources and their importance.</p> <p>(2) Interior Decoration –</p> <p>(i) Meaning and importance of Interior decoration / designing.</p>	<p>(i) Preparing ORS</p> <p>(ii) Preparation of birth at home and report.</p>		40





Contents	Activities / Report / Practicals	Learning outcome	No. of Period required
(ii) Principles of interior designing. (iii) Elements of Art used in designing. (iv) Colours (Hot & Cool) and its use. (3) Banking, Savings and Investments – (i) Functions of Bank (ii) Saving (iii) Importance and Benefits of savings. (iv) Investment opportunities in India. (4) Good Manner – (i) Qualities of a good manner (ii) Qualities of a good manager. (iii) Role of the manager in the development of national economy through social work.	(i) Colour Wheels (ii) Colour schemes (iii) Making a decoration piece by using waste materials – Pen stand, wall Hanging, Doll making etc.		
UNIT-VI : TEXTILE AND CLOTHING – (1) Selection of Fabrics – (i) Differences between fibre and fabrics. (ii) Principles of selecting fabrics according to age, work, purpose and occasion. (iii) Care of Fabrics. (iv) Care and storage of Fabrics (2) Care and Storage of Fabrics – (i) Principles of care & storage of clothes. (ii) Care a storage of different garments - silk, wool, synthetic & cotton. (iii) Proper methods of storing. (3) Needlecrafts of Bihar – (i) Sujani & (ii) Aplic	(i) Basic Embroidery stitches – Stem stitch, Lazy-dazy, button-hole, french kno., chain, picko (hand) (ii) Application of embroidery stitches in handkerchief. (iii) Stain removal - Tea, Turmeric, Blood, Lipstick, Nail polish & Grease.		40
FIRST AID PRACTICAL			20
(1) Bandages – (i) Types of Bandages, (ii) Preparation of different bandages used for different parts of the body. (2) Fractures – (i) Types of fractures	(ii) Use of Slings (iii) First aid in case of fore arm and leg.		