Himachal Pradesh Board Socially Useful Productive Work Syllabus for Class 10

Objectives

The major objectives of work education at the Secondary stages are:

1. To help the pupils to develop essential knowledge and understanding in terms of:
   - Identifying needs of the self, family and community in respect of food, health and hygiene, clothing, shelter, recreation and social services.
   - Acquainting themselves with productive activities in the community.
   - Understanding the role and social responsibilities in service to the community.
   - Developing abilities to carry out assignments and to cooperate in community activities.
   - Understanding the needs of a technology advancing society in terms of productive processes and skills.
   - Understanding facts and scientific principles involved in various forms of work.
   - Identifying needs of the self, family and community in respect of food, health and hygiene, clothing, shelter, recreation and social services.

2. To help the pupils to develop skills of:
   - Observing, manipulating and participating in work practice.
   - Acquainting themselves with productive activities in the community.
   - Understanding the process of planning and organizing productive work.
   - Understanding the process of planning and organizing productive work.
   - For the application of problem-solving methods in productive work and service situations.
   - For the application of problem-solving methods in productive work and service situations.

3. To help the pupils to develop proper attitude and values in terms of:
   - For greater productive efficiency.
   - For greater productive efficiency.
   - To observe, manipulate and participate in work practice.
   - To observe, manipulate and participate in work practice.
   - To develop attitudes for the selection, procurement, arrangement and use of tools and materials.
   - To develop attitudes for the selection, procurement, arrangement and use of tools and materials.

Content

The content of work education comprises two parts. The first part deals with the evaluation of day-to-day needs of the pupils, their families and the community and the services of productive work and services, while the second part deals with the understanding of productive work and services. The emphasis on productive work practices and services is on the pupil's role and responsibilities. The significance of productive work practices and services lies in the practical knowledge and experience of productive work. The pupil's role is to understand and utilize the knowledge and experience gained in productive work practice, and to use this knowledge in their daily lives and in the community. The pupil's role is to understand and utilize the knowledge and experience gained in productive work practice, and to use this knowledge in their daily lives and in the community.
Activity 1 : Studying the nutrition and health status of people in a village /city

I. Essential Activities

(35) NCC, NSS, Scouting and Guiding

(33) PCO (fax).

(32) Screen-printing.

(31) Photocopying.

(30) Computer operation & maintenance (surfing, accessing internet, e-mail)

(29) Cycle, scooter repairing.

(28) Caning, carpentry and handling the Job of a mason.

(27) Running a book bank.

(25) Running a cooperative store.

(24) Stenography.

(23) Typewriting with adequate proficiency.

(22) Hand embroidery.

(21) Doll making.

(20) Mat and carpet weaving.

(19) Preparation of decoration pieces of a more sophisticated nature out of plaster of paris.

(18) Preparing paper out waste paper.

(17) Plumbing

(16) Photography – commercial

(15) Preparing electric extension boards for use in home/school or for sale.

(13) Garment making.

(12) Tieing and dyeing and screen printing as commercial ventures.

(11) Preparation of stationary items such as files, file boards, registers, writing pads, stamping ink, etc.

(9) Soil testing and reclamation measures.

(8) Plant protection against pest and diseases.

(7) Preparation of milk products.

(6) Use of bacterial fertilizers.

(5) Post-harvesting technology and safe storage of food grains.

(4) Preparation of new traditional foods.

(3) Preparation of new traditional foods.

(2) Preparation of new traditional foods.

(1) Preparation of new traditional foods.

5. Projects relating to non-conventional sources of energy – sun, wind, tides, bio-gas, etc.

(g) Food preservation-making of jam, jelly, tomato ketchup, pickles.

(e) Raising poultry birds (1) for eggs (2) for table purposes.

(d) Development of new breeds of animals.

(c) Prefabrication of irrigation channels.

(b) Repair and maintenance of equipment for plant protection.

(a) Raising of flowers, vegetables, plant and their seedlings in nurseries.

Preparation for the world for those pupils who terminate their studies after Class X. For those who continue their education at the higher Secondary Stage, these prevocational course will serve as foundation for vocational courses or at the +2 stage. A tentative list of such projects/prevocational courses is given below.

(1) Running of a bakery, restaurant, etc.

(2) Preparation of new traditional foods.

(3) Preparation of new traditional foods.

(4) Preparation of new traditional foods.

(5) Preparation of new traditional foods.

Such projects/prevocational courses are intended to lead to intensive skill formation and gain proficiency in skills which would be conducive to increase productivity and employability under the prevailing job market scenario. This emphasis on intensive skill formation is meant to provide a prevocational base to the work education programme at this stage and also to serve as a ground preparation for vocational courses at the +2 stage. A tentative list of such projects/prevocational courses is given below.

(1) Running of a bakery, restaurant, etc.

(2) Preparation of new traditional foods.

(3) Preparation of new traditional foods.

(4) Preparation of new traditional foods.

(5) Preparation of new traditional foods.

Work practice at this stage is to take the form of projects with sequential activities in respect of vocations in agriculture, home science, etc. Important projects/prevocational courses to be done under agricultural areas, to be taken care of a group of time signing from one to the other two (3) classes of the Secondary stage, are clearly the answer for this requirement.

Raising of flowers, vegetables, plant and their seedlings in nurseries.

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B. Specific activities:

1. Organized a village camp, cleanliness drives.
2. Prepared a list of nutritious food items for children
3. Prepared a list of nutritious food for adults
4. Prepared a list of nutritious food for pregnant women
5. Prepared a list of nutritious food for elderly
6. Prepared a list of nutritious food for patients

C. Methods of cooking:

1. Boiling
2. Steaming
3. Frying
4. Baking
5. Grilling

D. Monthly expenditure pattern of food, clothing, housing, education, utilities, and health care.

E. Practices to enhance the nutritional and health status of the community:

1. Improved cooking practices.
2. Improved hygiene practices.
3. Improved sanitation practices.
4. Improved health practices.

F. Micro-activities:

1. Participating in community health programmes through door-to-door contact programmes.
2. Participating in community health programmes through health camps.
3. Participating in community health programmes through health fairs.

G. Corps members:

1. Health education
2. Health awareness
3. Health promotion
4. Health protection

H. Specific activities:

1. Organizing a conference, inviting the sarpanch of the village, community health worker, personnel from the Primary Health Centre, and other community members.
2. Discussing the nutrition, health, and sanitation problems in the community.
3. Preparing a check-list of specific practices desirable in the community such as:

   - Improved cooking practices.
   - Improved hygiene practices.
   - Improved sanitation practices.
   - Improved health practices.

4. Conduct of survey:

   - Collection of primary data through interviews, questionnaires, and other methods.
   - Analysis of data to identify the factors responsible for the present status of nutrition and health.
   - Preparation of reports on main findings to be used for planning.

5. Analysis of data for preparation of reports on the nutritional status of the community.

6. Social and economic studies:

   - Study of the factors responsible for the present status of nutrition and health.
   - Study of the factors responsible for the future prospects of nutrition and health.

7. Specific activities:

   - Organizing health camps in the village.
   - Providing health education to the community.
   - Distributing health materials to the community.

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1. Identification of various fertilizers, fungicides, insecticides, Weedicides bio-fertilizers.

Specific Activities

1. Preparation of working solution of PP chemicals.
2. Identification of various parts of sprayers and dusters.
3. Calibration of PP equipment.
4. Calculation of doses of fertilizers, pesticides, etc. for specific purpose.
5. Preparation of herbaria of the various trees.
6. Raising seedlings in the nursery and nursery management.
7. Vegetative propagation by cuttings, layering.
8. Layout for planting.
9. Digging pits for planting.
10. Preparation of soil-manure mixture for filling the pits.
11. Transfer of seedlings for plantation.
12. Planting with the help of planting board or rope.
13. Providing tree-guards/fencing for protection (made or iron bars/empty old drums/thorny twigs/bricks/barbed wire/live fence, etc.)
14. After care of the plants; watering, weeding mulching, hoeing, protection against disease, pests, animals, adverse weather conditions, etc.

Specific Activities


Specific activities

1. Preparation and use of First Aid Kit.
2. Dressing of wounds and bandaging.
3. Management of simple injuries and emergencies:
   - Fainting
   - Shock drawing
   - Poisoning
   - Snakebites
   - Burns
   - Fractures

Specific activities

Activity 1: Forests and its importance on the economy of the nation.

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Specific activities

Activities 8: Use of Bus and Railway Time Table and Other Information Sources.

Specific activities:
1. Appreciating the importance of bus, railway, and other time-tables.
2. Collecting bus and railway time-tables from different sources.
4. Collecting bus time-tables from the bus stand and railway time-tables from railway station.
5. Appreciating the importance of bus, railway, and other time-tables.


Specific activities:
1. Identification of expenses of a family.
2. Preparing a list of consumable articles of the family.
3. Preparing a simple receipts and payments register systematically and neatly.
4. Keeping records of expenses, vouchers, receipts, bills, etc.
5. Keeping records of expenses, vouchers, receipts, bills, etc., systematically and neatly.

Activities 6: Acquaintance with Common Pests and Diseases of Plants and Use of Simple Chemicals and Plant Protection Equipment.

Specific activities:
1. Specific activities.
2. Identification of pests and diseases in agriculture. General information about pests and diseases associated with different crops. Common pests and diseases of important field crops, vegetable and fruit crops.
3. Operation of PP equipment.
4. Cleaning, maintenance, and simple repairs of PP equipment.
5. Identification of plant protection chemicals.
6. Identification of pests and diseases of crops.
7. Estimation of crops damaged due to pests and diseases.
8. Observation of plants after application of PP chemicals.
10. Operation of PP equipment.
11. Comparison between the treated and untreated plants.
12. Observation of crops/plants/after application of fertilizers/pesticides and their comparison with the untreated ones.

Activities 10: Helping School Authorities in the Organization of Picnics, Tours, Excursions, and School Functions.

Specific activities:
1. General observations of the organization of picnics, tours, excursions and school functions.
2. Planning the program.
3. Forming groups for different functions such as conveyance, food, games, and entertainment.
4. Collecting funds and maintenance of accounts.
2. Helping school authorities in organizing exhibitions:
   (a) Planning the program.
   (b) Collecting/making exhibits and keeping them safely.
   (c) Collecting suitable tables, boards, etc. for display.
   (d) Cleaning and decorating the exhibits on proper spaces according to plan.
   (e) Arranging reception duty on the day of the exhibition.
   (f) Organizing activities on the occasion.
   (g) Collecting the exhibits after the exhibition and returning them to their own we/the school authorities.
   (h) Cleaning and restoring the exhibits to their own places.
   (i) Putting back the furniture, etc., in its proper place.

Activity 10: Participation in adult literacy programmes.

Specific activities:
1. Survey in the neighborhood and identification of adult illiterates.
2. Making lists of adult illiterates and preparing charts for literacy classes.
3. Grouping the illiterates according to their age, occupation, and interests.
4. Grouping students on the basis of their known capabilities and interests.
5. Selecting literacy materials with the guidance and help of the teacher.
6. Making spatial and physical arrangements for conducting the programme.
7. Making adequate preparation for teaching, including the selection of teaching aids.
8. Teaching adults in groups.
9. Grouping together the illiterate and reviewing the progress of work and problems, if any.
10. Correcting the teaching methods and procedures in the light of experience.
11. Evaluating the progress of adult literacy and maintaining records.

Materials, Tools and Equipment Required: Maps, charts, register, almirah, etc.

Activity 11: Development of teaching aids for classroom use.

Specific activities:
1. Identification of the concept/topic/lesson for which teaching aids are to be prepared.
2. Identification of the teaching aids to be prepared—flashcards, charts, model, scrapbook, flannel board, improved apparatus, etc.
3. Making a plan/working drawing of the teaching aids as also a list of tools and materials required.
4. Collecting materials needed for making it.
5. Preparing the teaching aid under the guidance of the teacher.
6. Using the teaching aid on a sample of students to find out its effectiveness and defects.
7. Correcting the defects.
8.Submitting it to the school authorities for use.