

A P P E N D I X - K  
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B E H A V I O U R A L    O B J E C T I V E S  
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UNIT - 1. THE BIOLOGICAL SELF-MALE

By the end of this unit, the pupil will be able to attain the following behavioural objectives.

- Recognises the functions of the male reproductive organs.
- Identifies the male reproductive organs.
- Recalls the hormone that stimulates, sperm production in the male and maturation of ova in the female.
- Recalls that penis serves as a common outlet for sperm and urine.
- Sees the relationship between the under secretion of testosterone and lack of development of maleness.
- Recognises the three ingredients of semen.
- Reasons out why the sperms are produced in the testes.
- Recognises that the process of sperm production is called Spermatogenesis.
- Recognises the process of Erection.
- Recalls the function of cremasteric muscles.
- Illustrates to show how the high temperature affects the sperm production.
- Identifies the secondary sex characteristics in a male.
- Recalls the meaning of cricuncision.
- Recalls the number of sperm required for normal fertility
- Recognises the function of Hyaluronidese.
- Reasons out that the removal of testicular hormone results in sterility.
- Reasons out that cricumscion will not suppress the sexual activity.
- Recognises the meaning of Hernia.
- Draws the inner structure of the testes.
- Develops a positive attitude otowards the male body.

UNIT- 2. THE BIOLOGICAL SELF- FEMALE

Before the end of this unit, the pupil will be able to attain the following objectives.

- Recognises the functions of female reproductive organs.
- Identifies the female reproductive organs.
- Recalls the hormone which is responsible for the development of the primary and the secondary sex characteristics in a female.
- Recalls the two stages of menstruation.
- Recalls the term used for painful menstruation.
- Recognises the primary sex character in a female.
- Interprets the meaning of ovulation.
- Identifies that the primary follicles are found in the ovary.
- Given a figure, interprets the post-ovulatory stage of ovulation.
- Predicts that the debris of endometrium filled with blood is the shedding of blood during menstruation.
- Reasons out that a woman becomes pregnant when the corpus-leutum of ovary does not degenerate even after 14 days, but continues to produce progesterone till the 90th day.
- Given a figure representing the condition of uterus and the ovary, predicts the hormone under the influence of which, the ovary and the uterus may attain such condition.
- Recognises the term used for the absence of menstruation.
- Recognises that the Ectopic pregnancy is caused, when the implantation takes place in the Fallopian tubes.
- Draws the inner structure of an ovary, showing the stages of the development of an ovum.
- Develops a positive attitude towards menstruation.
- Clarifies the misconception related to menstruation.

### UNIT- 3. PERCEPTION OF THE SELF-PSYCHOLOGICAL AND SOCIAL

By the end of this unit, the pupil will be able to attain the following behavioural objectives.

- Recalls the meaning of 'self-concept'.
- Illustrates to show how the feedback from people helps to form a self-concept about oneself.
- Illustrates from his or her own experiences to show how the past experiences shape one's self-concept.
- Examines his or her own social perceptions, that is what he or she thinks of himself or herself socially.
- Expresses himself or herself (physical, social and intellectual perceptions of oneself) through five words, and five pictures.
- Recalls the meaning of 'Labelling'.
- Reasons out that one perceives oneself, by social comparison.
- Illustrates to show that self-concept also develops through interaction with others.
- Interprets the meaning of 'significant others'.
- Translates the meaning of 'self-fulfilling prophecy' in his or her own words.
- Recalls the criteria for choosing significant others.
- Recognises that one becomes aware of oneself through a novel situation.
- Recalls the multiple selves.
- Given a diagram, recognises the ideal self and the material self.
- Recognises the factors by which one develops one's own social self.
- Recalls the reasons for Role-Taking.
- Distinguishes between the self-image and the self-acceptance.
- Illustrates to show the meaning of 'Reflected Appraisal'.
- Identifies the meaning of self-disclosure.
- Recalls the four areas of 'Johari Window'.

UNIT-4 PERCEPTION OF THE OTHER

By the end of this unit, the pupil will be able to attain the following objectives.

- Interprets the meaning of transactional nature of perception.
- Observes the diagram, draws his or her own perception about it, and reasons out the base of his or her own perception.
- Illustrates to show that we can never perceive a real person because the concept of the "real" person is a myth.
- Recalls the two perceptual regularities that occur in dyadic contexts.
- Infers from the given illustration that we impose a structure upon a person's behaviour.
- Recalls that successful adjustment to one's social world to some extent depends upon one's accurate perception of the other.
- Recognises the factors that produce an accurate estimate of the other's emotions or attitudes.
- Recalls the factors which can affect the accuracy of a person's relationships.
- Identifies the factors that help in interpersonal attraction.
- Recalls that similarity helps in communication effectiveness.
- Examines his or her ownself to know how she or he perceives her or his friends and the factors usually influencing her or his own perceptions by giving illustrations.
- Develops a positive attitude towards others.
- Develops a keen interest in perceiving the other, without any biases or personal prejudices involved.

UNIT-5 BUILDING UP RELATIONSHIPS

By the end of this unit, the pupil will be able to attain the following behavioural objectives.

- Recalls the important qualities of a dyadic communication system.
- Illustrates to explain the co-orientation model.
- Recognises the interpersonal perception method.
- Recalls the meaning of 'negotiation of social identities'.
- Illustrates to expand the meaning of negotiation of social identities.
- Sees relationship between the co-orientation and interpersonal perception methods.
- Recalls one of the ways with an illustration to show that, sometimes individuals try to define a relationship.
- Recalls the two dimensions of relationship.
- Recognises the complementary relationship.
- Given an illustration, recognises the love and hate dimension of a relationship.
- Illustrates to describe non-reciprocal behaviour.
- Recalls the meaning of symmetrical reciprocal behaviour.
- Discovers his or her own relationship with the intimate ones, by examining the factors that have led to the relationship.
- Examines his or her own ways of improving the relationship.
- Recalls that one uses one's perceptive set when one is reaching one's own self-concept than to the person himself.
- Infers from the given illustration that the relationship requires attention.
- Recalls that metacommunication is only one of the possible ways to break the cycle of accusation, defense, and counteraccusation.
- Develops a positive attitude towards building up and maintaining the relationship with others.
- Displays an interest in working out the relationship in a positive way with his or her known people.

UNIT-6 HUMAN SEXUALITY - BASIC RESPONSE TO PARENTHOOD

By the end of this unit, the pupil will be able to attain the following behavioural objectives.

- Distinguishes between Homosexuality and Heterosexuality.
- Given an example, reasons out that the environmental behind homosexuality.
- Recalls that homosexuals are likely to have a poor self-image.
- Recognises that homosexuality is unlikely at homes where the parents are loving, supporting, and not ~~over~~ protecting.
- Recognises that homosexuals are curable in many ways.
- Differentiates between masturbation and homosexuality being false leads.
- Recognises the meaning of masturbation.
- Recalls that the non-creative efforts lead to false leads like masturbation.
- Understands that masturbation is harmless.
- Recalls the first stages of sexual response.
- Recognises the plateau stage of sexual response.
- Recognises the resolution stage of sexual response.
- Develops a positive attitude towards sexuality.
- Develops a positive attitude towards their opposite sex members.
- Reasons out certain motives behind sexual intercourse that tend to exploit the other reason.
- Recognises that, both partners must recognise their responsibility to love and care for the offspring that may result.
- Recalls the criteria for deciding over various codes of sexual behaviour.
- Discusses whether the sexual behaviour like 'petting' should be allowed among Indian students.

## UNIT-7 HUMAN REPRODUCTION

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By the end of this unit, the pupil will be able to attain the following behavioural objectives.

- Recalls the scientist's name who discovered the sex chromosomes.
- Recognises that the chromosomes are responsible for the sex-determination of the child.
- Recognises the member of sex chromosomes in a man.
- Reasons out that when the X chromosome of a man fertilizes the X chromosome of a woman, a girl is born.
- Recognises that a son inherits the X chromosome from the mother and Y chromosomes from the father.
- Reasons out that the women population is more when compared to male, due to the recessive lethal gene on X chromosome which proves more disastrous in male than in female.
- Recalls the definition of sex chromatin.
- Illustrates to show that the hormones play an important role in sex determination.
- Identifies that the possibility of transmitting a disease is more in a male than in a female.
- Interprets the meaning of pseudo hermaphrodite.
- Recalls the causes of abnormalities found in sex determination.
- Illustrates to show that the genes are influenced by the sex of the individual.
- Recognises that the male determines the sex of the child.
- Recalls that the sex of the child during pregnancy can be determined by the presence or the absence of the bar bodies.
- Interprets the meaning of true hermaphrodites.
- Reason out that abortion will occur in case where the corpus tentum disintegrates, and the pregnancy continues in case where the corpus tentum continues to remain.

- Interprets the meaning of conception.
- Recalls that the fertilisation takes place in the Fallopian Tubes.
- Recognises that zygote is formed when the union of the sperm and ovum takes place.
- Recognises the trophoblast.
- Recognises that the fertilisation is not likely to take place, after 17th day of menstrual cycle.
- Reasons out why the human egg is called an Isolecithal type.
- Given a diagram, interprets the morulla stage.
- Recognises that three germ layers are formed during the gastrulla stage.
- Recalls the meaning and the functions of umbellical cord.
- Recognises that placenta helps in food absorption, excretion and respiration.
- Reasons out that the sperm survive in alkaline medium of the vagina.
- Recalls the two layers of Trophoblasts.
- Recognises the phagocytose, the process by which the trophoblastic cells before implanting, digest the maternal tissue.
- Reasons out that the embryo develops aquatic habits, because it is in amniotic fluid.
- Identifies the embryonic membranes from a given diagram.
- Interprets the meaning of parturition.
- Recognises that the uterine contractions causes pains in a pregnant mother before child birth.
- Recognises the causes for frequent urination in a pregnant mother.
- Recognises the month of fetal movement experienced by the pregnant mother.
- Applies the techniques used for finding out, if the mother is ready to deliver.
- Applies the procedure to know when the baby's due date would be.

- Recalls the reasons why a pregnant woman gains in her weight than the usual.
- Recognises the meaning of labour.
- Interprets the stage of the child birth from the given diagram.
- Differentiates between an embryo and a fetus.
- Recognises the meaning of caesarean birth.
- Identifies the hormone that helps in the production of milk.
- Synonymises the bag of water with amniotic fluid.
- Recognises the function of oxytocin.
- Recalls the meaning of after birth.
- Given a diagram, interprets the stage of delivery of the placenta.
- Recalls what Rh factor is.
- Reasons out that if the antibodies were to enter the body of a person with Rh positive blood, they might destroy the red blood cells and cause anemia.
- Recalls the meaning of sensitization.
- Recognises the meaning of passive immunization.
- Sees the relationship between the breasts and the production of milk.
- Sees the relationship between the levels of hormone secretion and pregnancy.
- Sees the relationship between the levels of hormone secretion and after birth process.
- Recognises that anemia would result if the mother's body gets stimulated to produce antibodies, when the child's blood carries Rh positive.
- Discriminates between Rh positive and Rh negative.
- Recognises that the Lactation is not a highly effective means of contraception.
- Recognises that the uterus returns to its normal size after its delivery.
- Develops a positive attitude towards pregnancy.
- Recalls the meaning of miscarriage.
- Clarifies the misconceptions regarding the child birth.

UNIT - 8. POPULATION GROWTH- A PROBLEM

By the end of this unit, the pupil will be able to attain the following objectives:

- Recalls the meaning of the term 'Demography'
- Recalls the basic necessities of life.
- Develops our awareness towards the growing population.
- Sees the relationship between the long life span and lowered death rate.
- Recognises the effect of population growth on natural resources.
- Distinguishes between the birth rate and growth rate.
- Recognises the most populous country in the world.
- Recalls the population growth in the past.
- Recognises two major steps through which one can control population.
- Suggests in what way Education can be imparted and to which kind of population, in order to control the population.
- Develops a positive attitude towards small family.
- Reasons out the factors for the unchecked growth of population in India.

## UNIT- 9. CONTRACEPTION

By the end of this unit, the pupil will be able to attain the following objectives.

- Interprets the meaning of contraception.
- Reasons out that if a woman takes a pill of progesterone, ovulation will not occur.
- Interprets the meaning of vasectomy.
- Recalls the name of the new operation 'Laproscopy' through which a woman is operated in order to avoid conception.
- Recalls the process of tubectomy.
- Develops a positive attitude towards the Family Planning measures.
- Recalls the process of fitting the IUD in a woman.
- Recognises the male contraceptives.
- Reasons out that a woman cannot conceive during her post-ovulatory infertile phase during which the body temperature is high.
- Recalls the meaning of sympto-thermal method.
- Applies the rule of sympto-thermal method to determine the pre-ovulatory infertile phase.
- Discriminates between the mucus days and the dry days by looking into the menstrual chart.
- Sees relationship between the mucus day and the conception.
- Interprets the process of Rhythm method.
- Given a menstrual chart, analyses when the conception is not possible.
- Recognises the possible days of ovulation.
- Appreciates the methods discovered in order to control the population.
- Develops an awareness that taking care in order to avoid conception depends not only on a woman, but also on a man.
- Expresses how a small family can be a happy family.

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UNIT-10 VENEREAL DISEASE

By the end of this unit, the pupil will be able to attain the following objectives.

- Interprets the meaning of promiscuity.
- Recalls that the venereal disease is transmitted through sexual contact.
- Recognises the name of the bacterium that causes syphilis.
- By looking into the diagrams, distinguishes between the T pallidum and the gonococcus.
- Reasons out the syphilis bacterium cannot live in dry conditions.
- Interprets the meaning of congenital syphilis.
- Distinguishes between the primary and the secondary stages of syphilis.
- Reasons out that until the chancre appears, the blood test of a patient during the primary syphilis, does not show the positive signs of the disease.
- Identifies the characteristics of the secondary syphilis.
- Identifies the meaning of symptomatic syphilis.
- Recognises that late syphilis causes blindness, crippling and kills many people.
- Recalls that silver nitrate is used to cure children's eyes affected by gonococcal conjunctivitis.
- Recognises that there is no blood test for gonorrhea.
- Distinguishes between the symptoms of syphilis and gonorrhea.
- Recalls that penicillin is used to cure syphilis.
- Identifies that lymphogranuloma is caused by a virus.
- Recalls that chancroid doesn't spread to the other systems of the body.
- Recognises that granuloma inguinale is treated with tetracycline.

- Develops an awareness that venereal disease is not only a biological problem, but also a social problem.
- Deliberately examines the factors that lead to venereal disease among young generation.
- Expresses a positive attitude towards learning things connected with venereal diseases.
- Suggests a solution to eradicate the problem of venereal diseases among young generation.

By the end of this unit, the pupil will be able to attain the following objectives.

- Recalls how the society benefits from the social order provided by marriage.
- Recalls the four possible forms of marriage.
- Discusses the division of labour in our society.
- Recalls what motivates a person to marry.
- Recalls the factors that correlate highest with marital happiness.
- Analyses how a person's self-image is affected by the responses of his mate.
- Discusses some of the social premises to marry.
- Discusses why a person may not marry.
- Recognises the three important aspects of role which are important for understanding of the interaction in marriage.
- Discusses the reciprocity of role interaction in a relation.
- Recalls the three categories of role behaviour.
- Illustrates to explain each category of role behaviour.
- Identifies the four areas of need satisfaction that must be fulfilled for a marriage to succeed.
- Illustrates to explain 'the principle of least involvement'.

UNIT-12 CONFLICT AND ADJUSTMENT IN MARRIAGE

By the end of this unit, the pupil will be able to attain the following objectives.

- Recalls the meaning of adjustment.
- Recalls the meaning of External and Internal marital conflict with illustrations.
- Recalls the four ways in which an external conflict may be resolved.
- Differentiates between the defense-oriented behaviour and the reality-oriented behaviour with illustration.
- Given an illustration, analyses and comes to a conclusion that excessive togetherness is a cause for the marital conflict.
- Differentiates between the convergent and the divergent feedback.
- Analyses the given illustration to identify the divergent feedback behaviour.
- Illustrates to explain the convergent feedback behaviour.
- Given an illustration, analyses the differences in frame of reference.
- Recalls that self-image plays an important role in building up a frame of reference of one's own.
- Recalls the meaning of 'role-conditioning'.
- Illustrates to explain the internal compromise as a method of conflict resolution.
- Recognises the authoritarian approach.
- Recalls that the authoritarian approach rest upon authority.
- Recognises the permissive acceptance method.
- Predicts that power struggle is bound to occur between the couple who cannot resolve their conflicts in mutually acceptable ways.
- Recalls the categories of well-adjusted marriage.
- Recalls the three areas in which the needs of each person is met for a marriage to continue.
- Recalls what marriage failure is.
- Recalls the meaning of the term 'Annulment'.
- Analyses the given problem regarding the adjustment in marriage and comes out with solution.

- Illustrates to describe 'rationalisation' as a defense mechanism.
- Given the diagrams, distinguishes between Fantasy and compensation.
- Reasons out that the person adopts the projection behaviour on others, for his inability and failures
- Given an illustration, recalls the defensive mechanism 'Repression'.
- Illustrates to describe 'emotional insulation'.
- Illustrates to describe 'displacement'.
- Recalls the factors through which one can maintain one's self-concept.
- Develops a positive attitude towards his or her self.
- Discovers how self-revealing he or she is.
- Examines his or her own drawback in perceiving his self or herself accurately.

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UNIT-13 THE NATURE OF THE FAMILY

By the end of this unit, the pupil will be able to attain the following behavioural objectives.

- Recalls the meaning of family.
- Recalls the functions of the family.
- Sees the relationship between the adult behaviour and his past experiences in infancy.
- Translates the meaning of 'play' in his or her own words.
- Examines his or her own family background where 'play' has changed every member in the family.
- Examines and analyses his or her own family and analyses whether it is a nurtured or a troubled family.
- Discusses the role of the male and the role of the female in our society.
- Discusses the two sources of role difficulty in the interaction of a family group.
- Interprets the meaning of sexual identification.
- Illustrates to explain a troubled family.