

Class X

Topic : Development: Different People

Different Goals.

Learning Objectives:

- To enable students to understand that development has many aspects.
- To enable students to understand that people have different perspectives on development.
- To enable them to compare countries or states using some selective development indicators.

Previous Knowledge Testing:

- 1 What do you aspire to become?
- 2 How can you achieve your goal?
- 3 What will this onward movement towards your goal called?

Vocabulary Used: Aspirations, National Income, percapita income, BMI, HDI, sustainable, IMR, LR

Important spellings:

BMI, renewable, sustainable, percapita, average, Literacy Rate.

Aids: Chalk board,smart board,text book, string test, making a project related to the topic.

Procedure:

The chapter will be introduced asking aforesaid questions,aspirational goals of different people in the community will be discussed.

Different people have different notions of development.

People have conflicting notions of development and for development people look at a mix of goals will be discussed.

National income and development will be discussed along with its drawbacks.Public facilities,concept of BMI and HDI along with sustainable development will be discussed.

Participation of Students:

Students will be asked to measure their height with the help of a thread.Doubling it,they will measure their waist size.if it fits in then their BMI is perfect if it doesn't then BMI is not perfect.

Students will be asked to make a ball using news papers, they will be asked to show the effects of exploitation of resources on earth.

Recapitulation/assignment:

1 Besides income what other aspects are important to human beings?

2 How do we calculate per capita income?

4 Kerala with lower per capita income has better HDI ranking than Maharashtra. Hence per capita income is not a useful criterion at all and should not be used to compare states?

5 Why is the issue of sustainability important for development?

Integration with other domains:

Integration with English, fine arts, geography.

Learning Outcomes:

*Students will become familiar with the concept of development, per capita income, BMI, IMR, sustainable development.

* students will be able to appreciate different perspectives on development.

* students will be able to understand the different indicators of development.

*compare economic, non-economic indicators.

*identify the importance and need for sustainable development.

Resources:

NCERT text book,Extra Marks smart board,Exam mate.

Co-scholastic Activities:

Making of earth structure with the newspapers.

Assessment:

Students will be assessed on the basis of MCQ's,class tests,quiz,project related to the topic.

Topic: Sectors of Indian Economy

Learning Objectives:

1 to familiarize the students with few fundamental concepts like GDP,Employment,Sectors etc.

2 students will be able to classify sectors on the basis of economic activities.

3 to sensitize students regarding providing protection to the workers in un-organised sector.

4 to enable students to highlight the activities of public and private sectors.

Previous Knowledge Testing:

1 What are economic activities?

2 What do your parents do for earning a living?(will be asked individually from few students)

3 What kind of activities are people engaged in around you?

Vocabulary:

Gross Domestic Product, Organised Sector, Un-organised sector, Private and Public sector.

Important Spellings:

Intermediate goods, final goods, gross domestic product.

Aids:

Chalk board, text book, smart board, role play, collage.

Procedure:

Sectors on the basis of economic activities-primary, secondary and tertiary sector will be discussed along with their interdependence. Importance of tertiary sector and its contribution to GDP will also be discussed.

Sectors on the basis of employment- organized and un-organised will be explained. Sectors on the basis of ownership – private sector and public sector will be explained along with the importance of public sector.

Participation of students:

Students will be asked to perform a small enactment to show the interdependence of primary, secondary, tertiary sector.

Students will be asked to do a role play to bring out the difference in the working conditions of organized and un-organised sector.

Recapitulation/Assignment:

1 why is tertiary sector becoming important?

2 “Workers in the unorganized sector are exploited .” Do you agree? Give reasons.

3 What is the role of government in the development of the country?

4 What is the difference between underemployment and disguised unemployment?

5 How can we avoid double counting of goods?

Integration with other domains:

Integration with English, maths, fine arts.

Learning Outcomes:

1 students will become familiar with the fundamental concepts of economics

2 students can classify sectors on the basis of economic activities,employment and ownership.

3 students will be able to highlight the need and importance of public sector.

Resources:

NCERT text book,extra marks,<http://mospi.nic.in>

Co-Scholastic Activities:

Role play,enactment.

Assessment:

Students will be assessed on the basis of class tests,MCQ's.quiz based on the topic.

Topic: Money And Credit.

Learning Objectives:

- To familiarize the students with the economic concept of money.
- To enable the students to realize the social situation in which various forms of money were used.
- To familiarize the students with modern form of money and link it to banking system.

- To enable the students to highlight the role of financial institutions in day to day life

Previous Knowledge Testing:

- What do you use for writing?
- Where do you get it from?
- What do you give in return of stationery that you buy from the market?
- What is money?

Vocabulary:

Money, credit, collateral, currency, demand deposits, terms of credit, cheque, Self Help Group, formal sources of credit, informal sources of credit, RBI.

Important Spellings:

Barter, debt trap, cheque, collateral, co-operatives, self help group, reserve bank.

Aids/Innovative Methods Used:

Chalk board, smart board, text book, www.rbi.org.in, visit to a nearby bank and interview some officials to collect information.

Procedure:

Meaning and evolution of money will be explained along with the demerits of barter system. Modern forms of money- currency, paper notes, coins. Deposits with the banks and loan activities of the banks will also be taken up. Credit and terms of credit, along with sources of credit. Benefits of borrowing money from formal lenders over informal lenders, role of RBI as supervisor. Self Help Groups as a way of uplifting the poor from their financial dependence on money lenders/traders will also be taken up.

Participation Of Students:

Students will be asked to paste a copy of cheque in their note book and answer the following questions:

- What is a cheque?
- What are the essential things you can see in a cheque?
- Why do we write A/C Payee on the upper left hand corner of the cheque?

Students will be asked to visit a bank and find answers to the following questions:

- What type of accounts can be opened in the bank?
- Find other facilities provided by the bank?
- Can you as a student borrow loan?

Recapitulation/Assignment:

* How does money solve the problem of double coincidence of wants?

* Why are demand deposits considered as a money?

* What is collateral? why do lenders ask for collateral while lending?

* In what ways does RBI supervise the functioning of formal sources of credit? Why is it necessary?

* Why should credit at reasonable rates be available for all?

Integration with Other Domain:

Integration with English, excursion.

Learning Outcomes:

- Students will be able to understand money as an economic concept.
- Students will be able to link modern forms of money with the banking system.
- Students will be able to classify the sources of credit.
- Students will be able to highlight the role of financial institutions.

Resources:

NCERT text book, extra marks, www.rbi.org.in

Co-Scholastic Activities:

Visit to a bank

Assessment:

Students will be assessed on the basis of class test, worksheets related to the topic.

Topic: Globalisation And The Indian Economy

Learning Objectives:

- To enable students to understand the working of global economic phenomenon.
- To familiarize the students with the integration of production and integration of markets.
- To enable the students to highlight the role of MNCs in globalization process.
- Students will be able to identify improvements in the technology and liberalization of trade as a key element of globalization process.

Previous Knowledge Testing:

- Which is your favourite among Pizza and Burger?
- Are these Indian foods?
- Which country do they belong to?
- How come they are available in India?

Vocabulary:

MNC, investment, globalization, trade barriers, liberalization, SEZs, World Trade Organisation.

Important Spellings:

Investment, multinational corporation, liberalization, barriers, special economic zones.

Aids/Innovative methods used:

Text book, smart board, chalk board, debate, collage.

Procedure:

Meaning of multinational corporation will be explained.

Interlinking production across countries will be taken up.

Foreign trade creates an opportunity for the producers to reach beyond the domestic markets will be explained.

Globalisation as a process of rapid integration between countries will also be explained.

Factors stimulating the process of globalisation – technology will be taken up. Liberalisation of foreign trade along with the role of WTO will be taken up along with the impact of globalisation on consumers, producers, workers and economy.

Participation of students:

Students will be asked to take some branded products that we use today like garments, footwear, soaps, toothpaste, canned juices, fruits, chocolates, biscuits etc . check which of these are produced by a MNC.

Students will be asked to speak on the topics-

‘People with education, skill and wealth have made the best use of the new opportunities whereas small traders and manufacturers have suffered’.

Recapitulation/Assignment:

- Define MNC.
- What is foreign investment?
- How do MNCs set up or control production in other countries?
- What is the role of MNC in globalization process?
- How would flexibility in labour laws help companies?

Integration with other domains:

Integration with English , fine arts.

Learning Outcomes:

- Students will be able to identify various elements that facilitated globalization process.
- Students will be able to define globalization.

- Students can highlight the role of MNCs
- Students will be familiar with the working of global economic phenomenon.

Resources:

NCERT text book, extra marks.

Co-scholastic Activities:

Collage, debate.

Assessment:

Assessment will be done on the basis of class test and worksheet based on the topic.

