

CLASS – IX
LESSON PLAN ECONOMICS
Ch.2 PEOPLE AS RESOURCE

Unit	Economics Ch-2 People as resource
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge about capital, health, education, unemployment.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. FA Activities
Objective	Students would be able to Understand the basic concept of Human capital and investment in human capital.
Learning Outcomes	KNOWLEDGE: <i>The Students will be able to:</i> 1. Familiarize themselves with the basic concepts like human capital, Gross National product. 2. Classify the activities in to three sectors of economy. 3. Understand the economic activities performed by men and women. 4. Understand two parts of economic activities. 5. Understand how to build up quality population. 6. Understand types of population. SKILLS: <i>The Students will be able to do:</i> 1. Students would be able to enhance their creativity by writing their views on how health and education builds up quality population. Will do it in group enhancing their collaborative work skills. 2. Students will think critically while comparing the sectors under economic activities. 3. Students would be able to enhance their communication skills by presenting their views in front of class about how health and education builds up quality population.
Transaction	Transaction would proceed in the following manner-

Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Active Learning Topic- sectors of economic activities(Competencies: Critical thinking) Students will be taught about the sectors of economic activities and will critically compare the sectors of economic activities in a group. Group Learning Topic- Quality Population (Competencies: Collaborative Learning) Students will understand and discuss in groups how education and health builds up quality population. Differentiation Topic- Parts of economic activities performed by men and women (Competencies: Citizenship, communication) Students will get aware about the difference in activities performed by men and women, they can also compare and classify the activities performed by men and women. In the end they can present their views in front of class about the difference in activities performed by men and women separately. Topic -Revision of chapter Students <i>would be able to enhance their creativity</i> by creating mind map for entire chapter using topics and subtopics for each. Questioning- (Competencies: Critical thinking) Suppose you have been given a bunch of illiterate people, how will you turn it in to quality population. Multiple questions as per NCERT to cater the needs of various students. Techniques to be used: Think pair share Discussion Group work Mind Map
Resources	Text Book: NCERT text book for Social Science
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark

	Presentation/ Neatness.....1 mark Content.....3 marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS (20 each) 80 Marks HALF YEARLY EXAMINATION 80 Marks ANNUAL BOARD EXAMINATION 80 Marks INTERNAL ASSESSMENT 20 Marks each term • Subject Enrichment Activity 10 Marks • Note Book Submission 05 Marks + HW Notebook 05 marks
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Encouragement for referring other resources <i>For weak students:</i> • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment questions	Q1.How can a large population be turned in to an asset for the country? Q2.What does quality of population depends upon? Q3.Differentiate between economic and non-economic activities. Q4.How does the unemployment effect the overall growth of a country? Q5.Explain following terms: • Human Capital • Unemployment • Disguised Employment • Seasonal Unemployment

CLASS – IX
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-2: PEOPLE AS RESOURCE
SUBJECT: ECONOMICS
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to understand what human capital is and how it is formed. Students will analyze the difference in economic activities performed by men and women.
Assessment of qualifying knowledge	Questions will be asked from the whole class group. List the economic activities performed by men and women separately.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - About the human capital formation <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i>(Critical thinking) - Students will be able to analyze and compare the activities performed by men and women by thinking critically.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic - What is human capital? - What are economic activities . - What are non-economic activities . Will work through Collaborative Learning: <u>15 min</u> Students will be taught about the economic and non-economic activities performed by men and women, they will discuss in groups and will be able to compare the activities performed by both and conclude how they are different. Independent Practice: Students will go through NCERT text book. Closure: <u>5min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Economics
Self- Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.

Assessments	Oral Test (5 minutes)

DAY	TWO
Objective	Students will be able to understand sectors under economic activities.
Assessment of qualifying knowledge	Questions from previous class economic and non-economic activities.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - About three sectors under economic activities. <u>SKILLS and COMPETENCIES</u> - Will be able to compare all the sectors and think critically how all are interdependent on each other.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What do you understand by Primary sector? - What do you understand by economic activities? - What do you understand by secondary sector? - What do you understand tertiary sector? (Competencies: Critical thinking) Students will be explained the different sectors of economic activities and will be asked to compare all three sectors and tell how all three are interdependent on each other by thinking critically. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Economics
Self -Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	THREE
Objective	Students will be able to know about two parts of economic activities and how quality population is formed.
Assessment of qualifying knowledge	Questions from previous class about sectors of economic activities.

Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - About market and non- market activities. - About health and education and how they play important role in building up quality population. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> - Discuss and compare two activities (market and non-market) by thinking critically. - Present their views on how education and health plays important role in building up quality population.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min Facilitator will ask few questions to introduce the topic - What do you understand by market activities? - What do you understand by non-market activities? - What do you understand by quality population? Topic- parts of economic activities and how quality population is formed. (Competencies: Collaborative) Discuss in groups about the various market and non- market activities. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Economics
Self -Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	FOUR
Objective	Students will understand what is unemployment and its types.
Assessment of qualifying knowledge	Questions from previous class about market and non-market activities.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - About the types of unemployment <u>SKILLS and COMPETENCIES</u> - Students in groups will compare both the types of unemployment, seasonal and disguised unemployment.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic • What do you understand by unemployment? • What are the types of unemployment? (Competencies: creativity and communication) Students in groups will compare both the types of unemployment, seasonal and disguised unemployment by <i>thinking critically</i>. Write their views on both the types of unemployment and present it in front of class. Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Economics
Self -Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)

DAY	FIVE
Objective	Students will be able to understand Infant mortality rate, Gross national product.
Assessment of qualifying knowledge	Questions from previous class about types of unemployment.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> • About capital production factor. <u>SKILLS and COMPETENCIES</u> • Students will be able to discuss what is infant mortality rate, gross national product
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: <u>10 min</u> Facilitator will ask few questions to introduce the topic • What is IMR? • What do you understand by Gross national product. (Competencies: Collaborative) • Students will be able to discuss on Infant mortality rate and gross national product.

	Independent Practice: Students will go through NCERT text book. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Economics
Self -Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes)