

CLASS – X
LESSON PLAN ECONOMICS
Ch. 3 Money and Credit

Session	Unit 3, Ch -3 Money and Credit
Class Transaction Hrs	40 minutes each (6 periods)
Pre-requisite for the course	Students know usage of money in the economy.
Objective	Understand barter system with its drawback, modern forms of money with its importance, trends of formal and informal credit in rural and urban areas and solution for cheap and affordable credit- Cooperatives and Self-Help Groups.
Learning Outcomes	KNOWLEDGE: <i>The Students will be able to:</i> • Understand Problems related to barter system and solution to it. • Think about usage and applicability of various modern forms of currency used in Indian Banking system. • Differentiate between formal and informal sources of credit. • Discuss hurdles in types of loan taken in different situation • Analyze which loan is positive loan. • Critically evaluate debt trap situation which are possible in our economy. • Understand cheap and affordable solution to credit availability, i.e. Cooperatives and Self-Help Groups. SKILLS: <i>The Students will be able to:</i> • work in group for discussing problems of barter system and it's possible solution-Money. Hence, there is communication skills building and development of collaboration within the classroom. • Critically think about problems related to credit in the informal sources. • enhance their creativity through an CC matrix describing sources, regulation and problems in informal and formal sources. • Empathize with the situation of poor people trapped in debt trap in India. Hence, building character in them through real life situations. • Critically think about rural and poor's social inclusion through these social groups and how they can be further promoted in our nation.

Transaction Methodology <i>[choose any one or combination of few transaction methods.]</i>	Active Learning: Topic: Problems related to Barter (competencies: collaboration, communication) In pairs of 2, students will discuss the topic and one from each pair will exchange points with 4 other pairs. Group Learning: Topic: Formal and informal sources of credit (competencies: critical thinking, collaboration) Class will be divided in 4 groups. All of them will study one of the following: • One group will come out with formal sources • One group with informal sources • One group regulation of formal sources • Last with regulation of Informal sources • Differentiation: Topic: Regulation of credit and possible option for rural credit Create an informative CC Matrix- informal and formal matrix and other one- Rich and Poor sources of loan. Students will do the mentioned practices in groups. However, each one has to draw CC Matrix in their individual notebooks, in detail. Questioning: Five questions regarding session using Password technique or One Minute will be asked. NCERT questions discussion. Techniques to be used: Think pair share Discussion Group work CC Matrix Password Quiz, One Minute paper
Resources	Text Books: 1. NCERT class 10 Economics
Independent Study	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.
Checking for Understanding/ Formative assessment	4 UNIT TESTS (critical thinking)5-7 Marks each HALF YEARLY EXAMINATION (critical thinking) 20 Marks ANNUAL BOARD EXAMINATION (critical thinking) 20 Marks INTERNAL ASSESSMENT 20 Marks • Subject Enrichment Activity 10 Marks (creativity and collaboration) • Note Book Submission 05 Marks + HW Notebook 05 marks Through various test students critical thinking, creativity and collaboration skills will be enhanced.
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
Instructional Aids Used:	Black board, Smart Board, CC matrix, Internet, Cheque, currency notes.
Assessment Questions	Q1.Explain barter system and double coincidence of wants. Q2. Explain why money is accepted as a medium of exchange. Q3. Differentiate between Formal and Informal Sectors of credit in India. Q4. Explain Debt-Trap? Q5. Elaborate up on Self Help Groups.

CLASS – X
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-3: MONEY AND CREDIT
SUBJECT: ECONOMICS
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to think about problems related to Barter
Assessment of qualifying knowledge	Questions from Rupees, Notes and cheques for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> • Understand Problems related to barter system and solution to it. • Think about usage and applicability of various modern forms of currency used in Indian Banking system. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> • Work in group for discussing problems of barter system and it's possible solution-Money. Hence, there is communication skills building and development of collaboration within the classroom.
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 money? • What is the transformation in its use? • What was used for exchange before money exist? • What are the problems with earlier system? Discussion of topic through Collaborative Learning: <u>15 min</u> Students will be shown different notes and cheques, comparison in markets in recent times and ancient times will take place. Students will critically think about recent rise in forms of money and problems if there is no currency available for exchange. 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,	Independent Practice: Students would do the given questions in their H.W.

Assignments	notebooks as mentioned in the monthly planner.
Assessments	One Minute paper Test (5 minutes)

DAY	TWO
Objective	Students will study about trends of formal and informal credit
Assessment of qualifying knowledge	Questions from whole class group about Barter System and types of modern forms of money.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - Differentiate between formal and informal sources of credit. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think about problems related to credit in the informal sources. - enhance their creativity through an CC matrix describing sources, regulation and problems in informal and formal sources.
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 is Barter? - What is the modern form of money in use? - What was the two types of modern money? - Explain demand deposits. Formal and informal sources of credit (competencies: critical thinking, collaboration) Class will be divided in 4 groups. All of them will study one of the following: - One group will come out with formal sources - One group with informal sources - One group regulation of formal sources - Last with regulation of Informal sources Independent Practice: Students will go through NCERT text book. Closure: 5 min A short password quiz 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	One Minute paper Test (5 minutes)

DAY	THREE
Objective	Students would be able to analyze trends of formal and informal credit in rural and urban areas

Assessment of qualifying knowledge	Questions from whole class group about types of credit.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - Analyze which loan is positive loan. - Critically evaluate debt trap situation which are possible in our economy. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> - Empathize with the situation of poor people trapped in debt trap in India. Hence, building character in them through real life situations.
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 are the formal sources of credit? - Which is the regulating organization in India for banks? - What are the problems related to credit? - What are the terms of credit? Topic: Regulation of credit and possible option for rural credit Create an informative CC Matrix- informal and formal matrix and other one- Rich and Poor sources of loan. Students will do the mentioned practices in groups. However, each one has to draw CC Matrix in their individual notebooks, in detail. 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	One Minute paper Test (5 minutes)

DAY	FOUR
Objective	Students would be able to understand solution for cheap and affordable credit- Cooperatives and Self-Help Groups.
Assessment of qualifying knowledge	Questions from whole class group about cooperatives (civics: weavers cooperative ,class7)
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> - Understand cheap and affordable solution to credit availability, i.e. Cooperatives and Self-Help Groups. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically think about rural and poor's social inclusion through these

	social groups and how they can be further promoted in our nation.
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 are the problems of rural credit? • When does debt trap arise? • What is the share of rich most of India in formal source of credit? 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	Password quiz (5 minutes)