

CLASS – X
LESSON PLAN ECONOMICS
Ch. 4 Globalization and the Indian Economy

Unit	Unit 4
Class Transaction	Total: 7 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires 1. Basic knowledge markets and goods available 2. Knowledge of basis government policies 3. Knowledge about some International Organizations.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. Subject Enrichment Activities
Objective	Students would be able to analyze difference in global market with liberalization in trade, factors affecting – Information Technology and trade barrier removing policies, analyze positive and negative of Globalization.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • Integration of market around the world. • MNCs and collaboration with local company. • liberalization policy and trade barrier. • Information about impacts and struggles of globalization. <u>SKILLS</u>- • <i>Students will critically think about</i> Integration of market around the world and MNCs and collaboration with local company. • Students will develop citizenship through liberalization policy and trade barrier and information about impacts and struggles of globalization. • <i>Students would be able to enhance their creativity</i> by creating mind map for entire chapter. • Students would be able to enhance their communication skills by debating on positive and negative impact of Globalization on people of India.
Transaction Methodology (The teacher can use the mentioned	Transaction would proceed in the following manner- Active Learning • Topic- Integration of market around the world. (Competencies: Critical thinking) Students will be shown different market pictures depicting comparison in markets across last 3 decades. Students will critically think about recent

techniques, wherever applicable, and can use any other too.)	rise in variety of goods and development of international market. Group Learning • Topic-MNCs and collaboration with local company. (Competencies: Critical thinking) Students will be divided into 6 groups (6 x 5). Each group will study ways of integration with the MNCs. There are 3 ways, hence two groups will work on way. Analysis will be done by groups, followed by cross questioning. Differentiation • Topic- liberalization policy and trade barrier. (Competencies: Citizenship, Critical thinking) Students will get aware through discussion about Liberalization policy of 1991 which changed trade barrier and International terms and conditions for trading with the world. Hence, students will analyze the exchange of culture, goods, services and investment inside and outside the country. • Topic-Information about impacts and struggles of globalization. (Competencies: Citizenship) Students will work in pair and discuss about WTOs action and favourism towards USA and other develop countries. • 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- Multiple questions as per and 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 (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
Marks	The weightage would be given by CBSE.
Assessment Questions	Q1. Mention one step taken by the government to attract foreign investment. Q2. Companies who set up production units in the special Economic Zones (SEZ's) do not have to pay taxes for an initial period. What is that period? Q3. "Globalization and competition among producers has been of advantage to the consumer." Give arguments in support of this statement. Q4. What is globalization? How we feel the direct impact of globalization in our daily life? Explain with examples. Q5. Explain is the aim of WTO. What can be done to make the trade between countries fairer?

CLASS – X
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER-4: GLOBALISATION AND THE INDIAN ECONOMY
SUBJECT: ECONOMICS
SESSION: 2019-20

DAY	ONE
Objective	Students would be able to analyze difference in global market with liberalization in trade.
Assessment of qualifying knowledge	Questions from the photos for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> Integration of market around the world and analysis changes in last 3 decades. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various types of goods available in market, in collaboration with 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 is a market? • What is the transformation in the market? • What are the factors leading to these changes? • What are the lifestyle changes? Discussion of topic through Collaborative Learning: 15 min Students will be shown different market pictures depicting comparison in markets across last 3 decades. Students will critically think about recent rise in variety of goods and development of international market. 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	TWO
Objective	Students would be able to analyse difference in global market with liberalisation in trade.
Assessment of qualifying knowledge	Questions from previous class about market for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- Students will know MNCs and collaboration with local company. <u>SKILLS and COMPETENCIES</u> Students would be able to differentiate various types of goods available in market, in collaboration with 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 is a Globalisation? • What is investment? • What are the factors of production? • What are MNCs? Topic-MNCs and collaboration with local company. (Competencies: Critical thinking) Students will be divided into 6 groups (6 x 5). Each group will study ways of integration with the MNCs. There are 3 ways, hence two groups will work on way. Analysis will be done by groups, followed by cross questioning. 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 would be able to analyze difference in global market with liberalization in trade.

Assessment of qualifying knowledge	Questions from previous class about globalization for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> • Topic-Information about impacts and struggles of globalization. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various types of goods available in market, in collaboration with 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 liberalization? • What is trade barrier? • In which year liberalization was adopted in India? • Topic-Information about impacts and struggles of globalization. (Competencies: Citizenship) Students will work in pair and discuss about WTOs action and favourism towards USA and other develop countries. 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 would be able to analyze difference in global market with liberalization in trade.
Assessment of qualifying knowledge	Questions from previous class about liberalization policy for whole class group.
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various types of goods available in market, in collaboration with 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: <u>10 min</u> Facilitator will ask few questions to introduce the topic - Express the example of Chinese toys in your own word. - Give another example of local market failure due to globalization. - Differentiate between foreign trade and foreign investment. Topic- liberalization policy and trade barrier. (Competencies: Citizenship, Critical thinking) Students will get aware through discussion about Liberalization policy of 1991 which changed trade barrier and International terms and conditions for trading with the world. Hence, students will analyze the exchange of culture, goods, services and investment inside and outside the country. 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	FOUR
Objective	Students would be able to analyze difference in global market with liberalization in trade.
Assessment of qualifying knowledge	Questions from previous class about globalization for whole class group.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> Information about impacts and struggles of globalization. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> differentiate various types of goods available in market, in collaboration with each other.
Transaction Methodology (The teacher can use the mentioned	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 liberalization?

techniques, wherever applicable, and can use any other too.)	• What is trade barrier? • In which year liberalization was adopted in India? • Topic-Information about impacts and struggles of globalization. (Competencies: Citizenship) Students will work in pair and discuss about WTOs action and favourism towards USA and other develop countries. 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)