

CLASS – X
LESSON PLAN ECONOMICS
Ch.5 Consumer Rights

Unit	Economics : Consumer Right
Class Transaction	Total: 6 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires • Basic knowledge of market and goods and services available. • Knowledge about judiciary system in India.
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook 4. Subject Enrichment Activities
Objective	Students would be able to understand system of consumers court and justice in India. Competencies- • Critical Thinking- real life situation where consumers are exploited • Citizenship- Making the child aware of his or her rights and duties as a consumer in India.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will be able to:</i> • Making the students aware of her rights and duties as a consumer • the Consumer Movement and methods to participate in consumer movement. • Familiarizing the legal measures available to protect from being exploited in market and knowledge about present COPRA and three tier consumers judicial system. • Making the students aware of her rights and duties as a consumer by some cases of real-life situation where consumers are exploited. • Familiarize with standardization marks for various goods for assuring quality of goods in country. <u>SKILLS</u>- <i>Students would be able to</i> • Critically Think about real life situation where consumers are exploited by producers through various ways. • Knowledge about consumer movement in the past and connecting to current position in country will make them better citizens. • Making the child aware of his or her rights and duties as a

	consumer in India makes them aware. Hence leading to better <i>citizenship</i>. • <i>Think critically</i> about which right is violated under different situations and filling any complaint regarding it in appropriate consumer court.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- • Active Learning • <i>Critically Think</i> about real life situation where consumers are exploited by producers through various ways. Group Learning In groups of 6, students will study text from NCERT and share • Knowledge about consumer movement in the past and connecting to current position in country will make them better <i>citizens</i>. • Making the child aware of his or her rights and duties as a consumer in India makes them aware. Hence leading to better <i>citizenship</i>. Differentiation <i>Think critically</i> about which right is violated under different situations and filling any complaint regarding it in appropriate consumer court. Students will give their personal experience Questioning- Multiple questions as per and NCERT to cater the needs of various students. Techniques to be used: MCQ Case Studies Think Pair share Discussion
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: Assessment Parameters: 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. Explain four consumer rights. Q2. Explain with the help of an example, how consumers are exploited at market place. Q3. Explain Right to Seek Redressal. Q4. Which logo you would look for on an electrical appliance? Q5. Explain three factors which gave birth to 'consumer movement' in India.