

ECONOMICS

Classes IX and X

Rationale

Learning opportunities in schools have to be provided to enable learners to trace and link activities that people are engaged in for making a living. These opportunities and experiences will facilitate better understanding of all the activities that help us in acquiring items required for our day-to-day living like food, clothing, shelter, books etc.

Keeping this in mind, children are exposed to a number of economic institutions from everyday life like family, market and state at the upper primary stage.

At the secondary stage it is important that learners understand the dynamics of the institutional framework of our economy and the frequent changes it has to undergo. Here they are introduced to themes and institutions like poverty, food security, globalization, money, the banking system and the tertiary sector. Students and teachers should also discuss issues like ownership and utilization of resources, inequalities etc. These opportunities will allow them to get a grasp of the nature of the subject and the role of economic policies.

There is also a need to enable learners to look at economic problems from different perspectives. Students must be equipped with appropriate skills that would enable them to analyze, discuss and develop perspectives. This will help learners understand national perspective on economic problems which may be different from the perspectives of households and business organizations. At this stage it is also necessary to sensitize students with issues like equity and consumer awareness/protection.

Objectives

To familiarize students with:

- Basic economic concepts through an imaginary village
- Population related concepts
- Human resources and role in nation building
- Poverty
- Government initiatives to alleviate poverty
- Food security and basic necessities

- The role of the government in ensuring food supply and the protection of consumers.

Evaluation:

Question Pattern

Objective type	1 x 4 = 4
Very short answers	2 x 3 = 6
Short answers	3 x 4 = 12
Descriptive	6 x 3 = 18
<i>Total marks</i>	<i>40 marks</i>

Suggested readings:

- Economics textbooks for Classes IX and X, (2006), NCERT.
- Writings of Prem Chand, MN Srinivas and RK Narayan.

Economics IX

ECONOMICS CLASS IX			
Themes	Competencies	Activities	Periods
<p>Theme I</p> <p>The economic story of Palampur: Economic transactions of any appropriate village and its interaction with the rest of the world through the concept of production (including 3 factors of production-land, labour and physical and human capital)</p>	<p>Children will be able to understand basic economic concepts through the imaginary story of a village Palampur.</p>	<p>Examples of economic & non-economic activities done by different workers and farmers. Numerical problems. Writings of RK Narayan, Prem Chand etc. depicting village life and local economic activities</p>	<p>14</p>
<p>Theme II</p> <p>People as Resource Introduction on how people become a resource / asset; economic activities done by men and women; quality of human resource-role of health and education; unemployment as a form of non-utilisation of human resource-socio/political implication in simple form</p>	<p>Children will be able to understand a few population related concepts. This will enable them view people as assets who can participate and contribute in nation building.</p>	<p>Discussion on the impact of unemployment; is it necessary to reduce population growth or family size. Debate-whether all activities women should be included or not; is begging an economic activity or not;</p>	<p>12</p>
<p>Theme III</p> <p>Poverty Who is poor (through 2 case studies. 1 rural and 1</p>	<p>The learners will be able to understand poverty as a</p>	<p>Case Studies; activities on selection of</p>	<p>12</p>

urban)?; indicators; absolute poverty-through examples; why people are poor- inequitable distribution of resources; comparative analysis of countries; steps taken by the government towards alleviation of poverty.	challenge facing India. The learners will be able to appreciate all the initiatives of the government to alleviate poverty.	indicators; Research and reporting.	
<p>Theme IV</p> <p>Food Security</p> <p>What is food security? Why food security? Famines in the past; Need for Food Security-role of government in food security, procurement of foodgrains, overflowing of granaries and people without food, the public distribution system, the FCI, role of cooperatives in food security (foodgrains, milk and vegetables) Ration shops, cooperative shops, 2-3 examples as Case Studies.</p>	<p>The Students will be exposed to basic necessities of life. The students will be able to appreciate and critically examine the role of government in ensuring food supply.</p>	<p>Field trips to a few farms, collection of data on food grains cultivated. Visit a local ration shop and listing all commodities and goods available. Visit a regulated market and observe how goods are transacted. Get details of the places where the goods come and go.</p>	12

Economics X

ECONOMICS CLASS X			
Themes	Competencies	Activities	Periods
<p>Theme I</p> <p>The Story of Development The traditional concept of Development National Income; Per Capita Income ; Growth of National Income. Critical appraisal of existing development indicators like- Per Capita Income, Infant Mortality Rate; etc. (other income and health indicators)</p> <p>The Need for Health and Educational Development Human Development Indicators as a holistic measure of development.</p> <p>Case Studies of 3 States (Kerela, Punjab and Meghalaya etc) or Countries (one developed country and India, China, Sri Lanka etc.)</p>	<p>The learners will become familiar with macroeconomic concepts. The learners will be able to understand the rationale for overall human development in the country-rise in incomes, improvements in healthcare and education, etc.</p> <p>The Learners will be able to understand whether increase in incomes will lead to overall development of a nation or not; why people should be healthy and provided with education.</p>	<p>Discussion and Case Studies</p>	<p>10</p>
<p>Theme II</p> <p>Money and Financial System Role of money in an economy</p>	<p>The learners will become familiar with the concept of money as an economic</p>	<p>Visits to banks and moneylenders etc. and discussion on various activities</p>	<p>10</p>

<p>Historical Origin; Formal and informal Financial Institutions for Savings and Credit; Select one formal institution (A nationalized commercial bank) and a few informal institutions like local money lenders, landlords, self help groups, chit funds and private finance companies.</p>	<p>concept.</p> <p>The learners will be aware of the role of financial institutions in our day-to-day-lives.</p>	<p>observed in banks Meetings with Self Help Groups engaged in micro credit schemes in the locality of learners, observe and discuss.</p>	
<p>Theme III</p> <p>The Role of The Service Sector in the Indian Economy Examples of different services to explain the Service Sector. The importance of the service sector in generating employment and income for the nation through Case Studies. Growth of the service sector in India; India as a major service provider to the world; The need for Public Investment-the importance of infrastructure like Health and Education.</p>	<p>The students will be aware of a major employment generating sector. They will also be sensitized as to how and why governments invest in such important sectors.</p>	<p>Examples of Service Sector activities. Numerical examples, charts and photographs.</p>	10
<p>Theme IV</p> <p>Globalisation</p>	<p>The learners will have an</p>		10

<p>Concept of Globalisation through simple examples. How is India being globalised and why-Development Strategy prior to 1991.</p> <p>State Control of Industries: Textiles as an example for elaboration;</p> <p>Economic Reforms of 1991; Strategies adopted as Reform Measures (easing of Capital flows, migration, investment flows); Different perspectives on globalization and its impact on different sectors; Political Impacts of Globalisation.</p>	<p>idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</p>		
<p>Theme V</p> <p>Consumer Awareness</p> <p>1 or 2 simple Case Studies on how consumers are exploited-factors causing exploitation of consumers, rise of consumer awareness, Role of Government in Consumer Protection.</p>	<p>The learners will be familiar with legal measures available to protect consumers from being exploited</p>	<p>Visit a consumer court nearby and discuss in the classroom. Collect stories of consumer exploitation and grievances from newspapers and consumer courts.</p>	<p>10</p>