

**ANNUAL PEDAGOGY**  
**SESSION - 2020-2021**  
**ECONOMICS (CODE-030)**  
**CLASS- XII**

**VISION**- Students will obtain the necessary skills to be successful in the physical, mental and social aspects of their lives. To equip students with knowledge and skills of economics and provide opportunities for students to realize their full potential and thus shape them into future leaders to address the emerging global challenges and to deal with economic, social and business realities.

**(APRIL-SEPTEMBER)**

**INTRODUCTORY MACROECONOMICS**

| <b>UNITS &amp; TOPICS</b>  | <b>TRANSACTIONAL STRATEGIES/INNOVATIVE PEDAGOGY</b>   | <b>LEARNING OUTCOMES</b>  | <b>ART INTEGRATION/<br/>INTERDISCIPLINARY<br/>LINKAGES</b>  |
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| <p><b><u>UNIT-1,NATIONAL INCOME &amp; RELATED AGGREGATES</u></b></p> <p><b><u>CH-1,SOME BASIC CONCEPTS OF MACROECONOMICS</u></b></p> <ul style="list-style-type: none"> <li>➤ Final goods &amp; intermediate goods</li> <li>➤ Consumer goods &amp; producer goods</li> <li>➤ Fixed &amp; Inventory Investment</li> </ul> | <p><u>Explanation Method</u></p> <p>The teacher explains the topic and helps the students to explain the concepts with examples.</p> <p><u>Flashcards</u></p> <p>Using flashcards by taking real life examples from daily life of the students the topic of final &amp;</p> | <p>Students will be able to understand the concepts which will be used in calculations of National Income. They will be able to classify different types of goods in the economy.</p> | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Analytical skills, Decision Making Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Flashcards, real life Examples</li> </ul> <p><b><u>INTERDISCIPLINARY</u></b></p> |

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| <ul style="list-style-type: none"> <li>➤ Gross &amp; Inventory Investment</li> <li>➤ Stocks &amp; Flows</li> <li>➤ Factor &amp; transfer Income</li> <li>➤ Current &amp; Capital Transfers</li> <li>➤ Domestic Territory of a country</li> <li>➤ Normal residents of a country</li> <li>➤ Net Factor Income from Abroad &amp; Net Exports</li> <li>➤ Indirect taxes &amp; Economic Subsidies</li> </ul> | <p>intermediate goods can be explained</p>   |   | <p><b><u>LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ History, Accounts</li> </ul>  |
| <p><b><u>CH-2,CIRCULAR FLOW OF INCOME</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning</li> <li>➤ Phases of circular flow of income</li> <li>➤ Real Flow &amp; Money Flow</li> <li>➤ Circular Flow in a Two Sector Economy</li> <li>➤ Importance of the Study of Circular Flow of Income</li> </ul>   | <p><u>Diagrammatic Explanation</u></p> <p>Teacher will explain the concept by explaining with the help of diagram on the chalkboard.</p> | <p>Students will be able to analyse the models of circular flow of income and differentiate between real and money flow</p> | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Descriptive Skills, Application Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Diagrams and flow charts</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Business studies</li> </ul> |
| <p><b><u>CH-3,NATIONAL INCOME &amp; RELATED AGGREGATES</u></b></p> <ul style="list-style-type: none"> <li>➤ Concepts related to National Income</li> <li>➤ Nominal GDP &amp; Real GDP</li> <li>➤ GDP &amp; Welfare</li> </ul>   | <p><u>Context based learning method</u></p>  | <p>Students will be able to analyze the correlation between GDP &amp; welfare of the economy</p>                            | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Analytical skills, Problem Solving</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Data Interpretation</li> </ul> <p><b><u>INTERDISCIPLINARY</u></b></p>   |

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|  |  |  | <b><u>LINKAGE</u></b>  |
| <b><u>CH-4, MEASUREMENT OF NATIONAL INCOME</u></b> <ul style="list-style-type: none"> <li>➤ Product or Value Added Method</li> <li>➤ Income Method</li> <li>➤ Expenditure Method</li> <li>➤ Treatment of items while Estimating National Income</li> <li>➤ Treatment of Items while Estimating Domestic Factor Income</li> </ul> | <u>Games and simulation</u><br><br>Game will be constructed wherein students are divided into groups. They will be given flashcards of different NIA aggregates such as $NDP_{FC}$ , $NNP_{MP}$ . They will also be given the three elements of depreciation, net factor income from abroad and net indirect taxes that cause changes in NIA aggregates along with some plus and minus signs.<br>On the black board a conversion was written that the children needed to make – for instance converting $NDP_{FC}$ to $GNP_{MP}$ . In their groups students had to work out how they would arrive at $GNP_{MP}$ with the given flashcards. The game will create fun, laughter and a competitive spirit to score more than their peers to win the hallowed prize of chocolates. | Students will be able to treat different items in calculation of National Income.<br><br>Students will also be able to reconcile three methods of measuring national income  | <b><u>CORE SKILLS</u></b> <ul style="list-style-type: none"> <li>❖ Problem Solving Skills, Analytical Skills</li> </ul> <b><u>ART INTEGRATION</u></b> <ul style="list-style-type: none"> <li>❖ Prepare a flowchart showing all the 3 different methods of calculation of national income.</li> <li>❖ Games and simulation</li> </ul> <b><u>INTERDISCIPLINARY LINKAGE</u></b> <ul style="list-style-type: none"> <li>❖ Mathematics</li> </ul> |
| <b><u>UNIT-2, MONEY &amp; BANKING</u></b><br><br><b><u>CH-1, MONEY</u></b> <ul style="list-style-type: none"> <li>➤ Barter system of Exchange</li> <li>➤ Meaning of Money</li> <li>➤ Full Bodied Money</li> <li>➤ Credit Money</li> <li>➤ Legal Tender Money</li> <li>➤ Bank Money</li> <li>➤ Supply of Money</li> </ul>         | <u>Brainstorming Method</u><br><br>Teacher will tell the students about early stone age man who did not have much trade dealings for the simple reasons. The class then thinks how the above were overcome. E.g.: Crude crafts as a means of traveling, sign language to communicate and the   | Learners will be able to understand meaning and components of Money Supply and various functions of Money.<br><br><u>Moral Values</u> - Students will be to relate that to earn money is not an easy job in such a competitive | <b><u>CORE SKILLS</u></b> <ul style="list-style-type: none"> <li>❖ Logical thinking, Self Awareness</li> </ul> <b><u>ART INTEGRATION</u></b> <ul style="list-style-type: none"> <li>❖ Newspaper article, real life examples</li> </ul>   |

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|   | variety of goods that other settlers had led to trade. The discussion leads to conclusion of commodity and then metal money and finally paper money   | environment. Hard work is the key to success  | <u><b>INTERDISCIPLINARY LINKAGE</b></u><br>❖ Business Studies  |
| <u><b>CH-2, BANKING: Commercial Banks &amp; The Central Bank</b></u><br><ul style="list-style-type: none"> <li>➤ Meaning of Commercial Banks</li> <li>➤ Primary Functions of Commercial Banks</li> <li>➤ Money/Credit Creation by Commercial Banks</li> <li>➤ Meaning of Central Bank</li> <li>➤ Distinction between Central &amp; commercial Banks</li> <li>➤ Functions of a Central Bank</li> </ul>   | <u>Field Trip/Visit to a Bank</u><br><p>Teacher arranges a visit to a nearby bank. The manager was briefed before the visit the purpose of the visit. The class comes back and enumerates the types of deposits and ways to lend money. They have brought with them various forms for depositing Money.</p> | <p>Students will be able to know how and why central bank must control credit creation activity</p>                               | <u><b>CORE SKILLS</b></u><br>❖ Logical thinking, Self Awareness, Analytical Skills<br><u><b>ART INTEGRATION</b></u><br>❖ Visit to a bank<br><u><b>INTERDISCIPLINARY LINKAGE</b></u><br>❖ Business Studies        |
| <u><b>UNIT-3, DETERMINATION OF INCOME &amp; EMPLOYMENT</b></u><br><u><b>CH-1, CONCEPTS RELATED TO INCOME DETERMINATION</b></u><br><ul style="list-style-type: none"> <li>➤ Aggregate Demand</li> <li>➤ Components of Aggregate Demand</li> <li>➤ Aggregate Supply</li> <li>➤ Classical &amp; Keynesian concept of Aggregate supply</li> <li>➤ Consumption Function</li> <li>➤ Types of Propensity to consume</li> <li>➤ Saving Function</li> <li>➤ Types of Propensity to Save</li> <li>➤ Induced Investment &amp; Autonomous Investment</li> </ul> | <u>Teacher driven Power Point Presentation.</u><br><p>Power point presentation to explain AD, consumption function and saving function makes diagram more dynamic. Colour coding helps to make diagrams clearer and will improve attention span.</p>  | <p>Learners will be able to understand the consumption &amp; saving function and different types of investment in the economy</p> | <u><b>CORE SKILLS</b></u><br>❖ Critical thinking, Application<br><u><b>ART INTEGRATION</b></u><br>❖ Application of concepts, PowerPoint Presentation<br><u><b>INTERDISCIPLINARY LINKAGE</b></u><br>❖ Mathematics |

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| <ul style="list-style-type: none"> <li>➤ Ex-ante &amp; Ex-post Saving &amp; Investment</li> <li>➤ Full Employment</li> <li>➤ Involuntary Unemployment</li> </ul>  |   |  |  |
| <p><b><u>CH-2,INCOME DETERMINATION</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Equilibrium Income</li> <li>➤ Assumptions</li> <li>➤ AD-AS Approach</li> <li>➤ Saving-Investment Approach</li> <li>➤ Full Employment Equilibrium</li> <li>➤ Under-employment Equilibrium</li> <li>➤ Investment Multiplier meaning</li> <li>➤ Relation between Multiplier &amp; MPC</li> <li>➤ Working of the Multiplier</li> </ul> | <p><u>Context based learning method</u></p> <p><u>Diagrammatic Approach</u></p> <p><u>Chalkboard method to solve numerical questions on board</u></p> | <p>Students will be able to understand the approaches to determine equilibrium level of income.</p> <p>Students will also be able to analyze the concept between multiplier and MPC.</p>                                     | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Application, Analytical Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Diagrams, Tables</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ English</li> </ul> |
| <p><b><u>CH-3, PROBLEMS OF DEFICIENT DEMAND &amp; EXCESS DEMAND</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Deficient dd</li> <li>➤ Graphical Representation of Deficient Demand</li> <li>➤ Causes of Deficient demand</li> <li>➤ Effects of Deficient Demand</li> <li>➤ Meaning of Excess Demand</li> <li>➤ Graphical Representation of Excess Demand</li> <li>➤ Causes of Excess Demand</li> </ul>              | <p><u>Diagrammatic Explanation</u></p> <p><u>Interactive Lecture Method</u></p>   | <p>Students will be able to understand the causes of occurrence of Deficient &amp; Excess Demand in an Economy. They will also conclude about the remedial measures to correct to correct Deficient &amp; Excess Demand.</p> | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Logical Thinking &amp; Team Building</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ In a group of 10 students discuss the remedial measures of deficient demand</li> </ul>   |

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| <ul style="list-style-type: none"> <li>➤ Effects of Excess Demand</li> <li>➤ Remedial Measures to Correct Deficient &amp; Excess Demand</li> </ul>   |   |  | <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Mathematics</li> </ul>   |
| <p><b><u>UNIT-4, GOVERNMENT BUDGET &amp; THE ECONOMY</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Government Budget</li> <li>➤ Objectives of Government Budget</li> <li>➤ Components of Government Budget</li> <li>➤ Budget Receipts</li> <li>➤ Budget Expenditure</li> <li>➤ Surplus Budget</li> <li>➤ Balanced Budget</li> <li>➤ Deficit Budget</li> <li>➤ Types of Government Deficit</li> <li>➤ Revenue Deficit, Fiscal Deficit, Primary Deficit</li> </ul> | <p><u>Print Media</u></p> <p>When the government budget is announced, we all keep newspaper cuttings to discuss these when we do budgets later in the year with our Class 12.</p> | <p>Students will be able to relate the real life economic system of government budget and how the economy operates</p> | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Observation Skills, Application</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Read any newspaper for one week and make clippings of government budget of past five years.</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Political Science</li> </ul> |

**INDIAN ECONOMIC DEVELOPMENT**

**(APRIL - SEPTEMBER)**

| <b>UNITS &amp; TOPICS</b>  | <b>TRANSACTIONAL STRATEGIES/INNOVATIVE PEDAGOGY</b>   | <b>LEARNING OUTCOMES</b>   | <b>CORE SKILLS/<br/>ART INTEGRATION/<br/>INTERDISCIPLINARY LINKAGES</b>   |
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| <p><b><u>UNIT-1,DEVELOPMENT POLICIES &amp; EXPERIENCE(1947-1990)</u></b></p> <p><b><u>CH-1,INDIAN ECONOMY ON THE EVE OF INDEPENDENCE</u></b></p> <ul style="list-style-type: none"> <li>➤ Low level of Economic Development Under the colonial Rule</li> <li>➤ Agricultural Sector</li> <li>➤ Industrial Sector</li> <li>➤ Foreign Trade</li> <li>➤ Demographic Condition</li> <li>➤ Occupational structure</li> <li>➤ Infrastructure</li> </ul> | <p><u>Feature films and documentaries</u></p> <p>Teacher can take the initiative of introducing Indian Economy by Showing movies – such as an edited version of <b>Do Bhiga Zameen</b> as a precursor to discussions on India at the eve of independence. After watching the movie students will be broken into groups to discuss the issues relating to Indian agriculture. Each group then present their findings to the class. The movie will have a deep visual impact on the students, which will help them to better understand and be sensitive to the conditions of Indian Agriculture.</p> | <p>Students will be able to compare the situation of Indian economy at the time of Independence with the present Independent economy. They will be able to analyse the different issues which were faced by all the sectors of the economy.</p> <p><u>Moral values-</u><br/>Students will be sensitized towards the condition of Indian Farmers.</p> | <p><b><u>CORE SKILLS</u></b></p> <p align="center">❖</p> <p><b><u>ART INTEGRATION</u></b></p> <p align="center">❖ Documentary – Do bheega zameen</p> <p><a href="https://www.youtube.com/watch?v=DIp3d_JzCQU">https://www.youtube.com/watch?v=DIp3d_JzCQU</a> Do Bigha Zameen - A film which tells the real story of India people living in villages. Before beginning Indian Economic Development this movie must be shown to students as it showcase the real state of India at the time of Independence.</p> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <p align="center">❖ <u>History</u></p> |
| <p><b><u>CH-2, INDIAN ECONOMY (1950- 1990)</u></b></p> <ul style="list-style-type: none"> <li>➤ The goals of Five</li> </ul>   | <p><u>Jigsaw Reading</u></p> <p>The class is divided into groups and each group reads only one factor – and</p>   | <p>Students will be able to understand</p>   | <p><b><u>CORE SKILLS</u></b></p> <p align="center">❖ Analytical Skills, Application skills</p>  |

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| <p>year Plans</p> <ul style="list-style-type: none"> <li>➤ Agriculture</li> <li>➤ Industry &amp; Trade</li> <li>➤ Trade Policy: Import Substitution</li> </ul> | <p>ensures that every group member understands it. The teacher then asks any one group member to articulate the understanding of the group. Students will pose their questions to the presenting group and the teacher once again becomes a Facilitator of learning.</p> | <p>the importance of five year plans and the import substitution policy.</p> | <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ <a href="https://www.youtube.com/watch?v=f7CW7S0zxv4">https://www.youtube.com/watch?v=f7CW7S0zxv4</a> Dr. Shashi Tharoor's talk over how Britain used India for their own benefit. (16 min)</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ History, Political Science</li> </ul> |
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## INTRODUCTORY MACROECONOMICS

(OCTOBER- MARCH)

| UNITS & TOPICS  | TRANSACTIONAL STRATEGIES/INNOVATIVE PEDAGOGY  | LEARNING OUTCOMES   | CORE SKILLS/<br>ART INTEGRATION/<br>INTERDISCIPLINARY LINKAGES  |
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| <p><b><u>UNIT-5,BALANCE OF PAYMENTS</u></b></p> <p><b><u>CH-1,BALANCE OF PAYMENT ACCOUNT</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Balance of Payments</li> <li>➤ Classification of Economic Transactions in BOP</li> <li>➤ Capital Account</li> <li>➤ Current Account</li> <li>➤ Autonomous Items in BOP</li> <li>➤ Accommodating Items in BOP</li> <li>➤ Disequilibrium in BOP</li> </ul> | <p><u>Interdisciplinary Approach</u></p> <p>Teacher will relate the subject with accountancy in which they have already studied the concept of Capital and current account, Debit and credit side entries. This approach addresses individual differences and hence develops critical thinking skills, and it will also ignite a spark of enthusiasm.</p> <p><u>Case study Method</u></p> | <p>Students will be able to construct BOP account of the economy and how all the items are recorded in these accounts of a particular nation.</p> | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Logical Thinking, Critical Thinking</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Case study</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Accountancy</li> </ul> |
| <p><b><u>CH-2,FOREIGN EXCHANGE RATE</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of Foreign Exchange Rate</li> </ul>  | <p><u>Print Media/Newspaper clippings</u></p> <p>Magazine clipping is given to the students to discuss how purchasing power parity is used to determine</p>   | <p>Students will be able to correlate different rate of exchange which prevails in the global economy. They</p>                                   | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Descriptive skills, analytical Skills</li> </ul>  |

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| <ul style="list-style-type: none"> <li>➤ Fixed Exchange Rate system</li> <li>➤ Flexible Exchange Rate System</li> <li>➤ Managed Floating System</li> <li>➤ Depreciation of Domestic Currency</li> <li>➤ Appreciation of Domestic Currency</li> <li>➤ Meaning of Foreign Exchange Market</li> <li>➤ Functions &amp; Operations of Foreign Exchange Market</li> </ul> | <p>exchange rates. Teacher can keep a record of foreign exchange rates for a week so that this data can be used whilst explaining flexible exchange rates.</p> <p><u>Interactive learning Method</u></p> <p><u>Brainstorming Method</u></p> | <p>will also study the impact of increase and decrease in foreign exchange in terms of domestic currency.</p> | <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Prepare a report on the foreign exchange reserves of India of past 10 years</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Business Studies</li> </ul> |
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## **INDIAN ECONOMIC DEVELOPMENT**

**(OCTOBER-MARCH)**

| <b>UNITS &amp; TOPICS</b>  | <b>TRANSACTIONAL STRATEGIES/INNOVATIVE PEDAGOGY</b>   | <b>LEARNING OUTCOMES</b>  | <b>CORE SKILLS/<br/>ART INTEGRATION/<br/>INTERDISCIPLINARY<br/>LINKAGES</b>   |
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| <p><b><u>UNIT-2,ECONOMIC REFORMS SINCE 1991</u></b></p> <p><b><u>CH-3, LIBERALISATION,PRIVATIS</u></b></p> | <p><u>Interactive lectures / brainstorming.</u></p> <p>This short exercise, in small groups or pairs gives an idea as</p> | <p>Students will be able to understand the economic reforms</p> | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Observation Skills, Logical skills</li> </ul> |

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| <p><b><u>ATION AND GLOBALISATION: AN APPRAISAL</u></b></p> <ul style="list-style-type: none"> <li>➤ Background</li> <li>➤ Liberalisation</li> <li>➤ Privatisation</li> <li>➤ Globalisation</li> <li>➤ Indian Economy during Reforms: An Assessment</li> </ul>   | <p>to how much students are aware of a topic before it is introduced in the classroom. For example, before starting the New Economic Policy brainstorming method can be used to test their previous knowledge</p>  | <p>which took place and their significance in detail.</p>  | <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ <a href="https://www.youtube.com/watch?v=WYaIXWd9a2U">https://www.youtube.com/watch?v=WYaIXWd9a2U</a></li> <li>❖ What was 1991 Economic crisis and how LPG Policy introduced. A role play. (23 Min)</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Political Science</li> </ul>   |
| <p><b><u>UNIT-3, CURRENT CHALLENGES FACING THE INDIAN ECONOMY</u></b></p> <p><b><u>CH-4, POVERTY</u></b></p> <ul style="list-style-type: none"> <li>➤ Who are the Poor?</li> <li>➤ How are Poor People Identified?</li> <li>➤ The number of poor in India</li> <li>➤ What cause Poverty?</li> <li>➤ Policies &amp; Programmes towards Poverty alleviation</li> <li>➤ Poverty Alleviation Programmes- A Critical Assessment</li> </ul> | <p><u>Short Movie/ Documentary</u></p> <p>Teacher will give a brief introduction by showing students a short movie clip say <b>“Slumdog Millionaire”</b>. Teacher will initiate a discussion about why the two youngsters took up jobs that they were offered or why Amitabh bacchan was fancied by the poor children. Teacher will conclude by saying slumdog millionaire became popular and won award as it showed <b>income disparity and how the poor crave to be rich, how the income disparity leads to unhappiness.</b></p> | <p>Students will be able to relate the present situation of the economy in terms of poverty and various measures to overcome poverty in India.</p> <p><u>Moral Values-</u><br/>Children will feel empathetic towards the situation faced by the poor strata of</p> | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Logical Thinking, Critical thinking</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ <a href="https://www.youtube.com/watch?v=6Bs9rZntAg&amp;t=3s">https://www.youtube.com/watch?v=6Bs9rZntAg&amp;t=3s</a></li> <li>❖ Defining poverty and covering almost all the dimensions of Poverty.</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Science</li> </ul> |

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|   |  | <p>the society.<br/>After watching the movie they will have the values of kindness and love for different sections of the society</p>   |   |
| <p><b><u>CH-5, HUMAN CAPITAL FORMATION IN INDIA</u></b></p> <ul style="list-style-type: none"> <li>➤ What is Human Capital?</li> <li>➤ Sources of Human Capital</li> <li>➤ Human Capital and Human Development</li> <li>➤ State of Human Capital Formation in India</li> <li>➤ Education Sector in India</li> <li>➤ Future Prospects</li> </ul> | <p><u>PowerPoint Presentations</u></p> <p>Students will be broken into groups and each group need to research and develop a power point presentation on one economic or social Infrastructure. Students will make the effort to research beyond the text book and gather interesting information on their respective topic. Students will learn the effectiveness of teams - they will also be able to discover each other's talents and will use them advantageously – someone will research, someone will write the text, another find relevant pictures and</p> | <p>Students will understand the importance of human capital in India and how the education industry is booming at a faster rate.</p> <p>They will understand the increasing use of organic farming and sustainable development.</p> <p><u>Moral</u></p> | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Logical skills and application Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ PowerPoint Presentation</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Business Studies</li> </ul> |

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|   | <p>develop the presentation. Beyond getting new insights into a topic, presentation will hone communication skills and enhance student confidence. Further, students will be more attentive to what their peers had to say as they could question them freely during the presentation.</p> | <p><u>Values-</u><br/>Students will be responsible towards the available resources which is the need of present generation without compromising the needs of future generation.</p> |  |
| <p><b><u>CH-6, RURAL DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>➤ What is Rural Development?</li> <li>➤ Credit &amp; Marketing in Rural Areas</li> <li>➤ Agricultural Market System</li> <li>➤ Diversification into Productive Activities</li> <li>➤ Sustainable Development</li> </ul> | <p><u>Explanation Method</u></p> <p><u>PowerPoint Presentations</u></p>  |   | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Self Awareness, Social Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Documentary Films</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Science</li> </ul> |
| <p><b><u>CH-7, EMPLOYMENT: GROWTH, INFORMALISATION AND OTHER ISSUES</u></b></p> <ul style="list-style-type: none"> <li>➤ Workers and</li> </ul>   | <p><u>Case Studies</u></p> <p>In teaching this topic, the teacher will divide the class into small groups. Data on unemployment in India</p>   | <p>Students will be able to understand the employment situation of</p>  | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Critical Thinking, Analytical Thinking</li> </ul> <p><b><u>ART INTEGRATION</u></b></p>   |

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| <ul style="list-style-type: none"> <li>➤ Employment</li> <li>➤ Participation of People in Employment</li> <li>➤ Self- Employed and Hired Workers</li> <li>➤ Employment in Firms, Factories, and Offices</li> <li>➤ Growth and changing Structure of Employment</li> <li>➤ Informalisation of Indian Workforce</li> <li>➤ Unemployment</li> <li>➤ Government and Employment Generation</li> </ul> | <p>over the years is given to each group so that they could discuss the given data, identify the problem, the potential causes of unemployment and its possible solutions. Each group will make a presentation on the given problem. This will allow students to perceive the problem in their own way, analyze it and suggest solutions. It gave them a platform to have different views on unemployment. Hence the teacher's views are not the only views on a topic.</p> | <p>India and various policy measures to solve the problem of unemployment</p>        | <ul style="list-style-type: none"> <li>❖ Data from Newspapers, /government Journals</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ <u>Science</u></li> </ul>  |
| <p><b><u>CH-8, INFRASTRUCTURE</u></b></p> <ul style="list-style-type: none"> <li>➤ What is Infrastructure?</li> <li>➤ Relevance of Infrastructure</li> <li>➤ The stage of Infrastructure in India</li> <li>➤ Health</li> </ul>   | <p><u>Brainstorming Method</u></p> <p><u>Problem Solving Method</u></p> <p><u>Cooperative Learning</u></p>  | <p>Students will be able to understand the relevance of infrastructure in India.</p> | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Decision Making skills, Application Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Documentary/short films</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Mathematics, Business Studies</li> </ul> |

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| <p><b><u>CH-9, ENVIRONMENT &amp; SUSTAINABLE DEVELOPMENT</u></b></p> <ul style="list-style-type: none"> <li>➤ Environment- Definition and Function</li> <li>➤ State of India's Environment</li> <li>➤ Sustainable Development</li> <li>➤ Strategies For Sustainable Development</li> </ul> | <p><u>Case study</u></p> <p>Teacher will use the case study method to extend a student's understanding of real life issues related to global warming and sustainable development and in turn enhance his/ her existing conceptual knowledge.</p> <p><u>Feature films and documentaries</u></p> <p>Documentaries can also be shown for topics related to environment, sustainable development, co-operatives etc.</p> | <p>Students will be able to analyse global environment issues and issues of sustainable development.</p> <p><u>Moral Values-</u><br/>Commitment to social justice and equity. Value and Respect for diversity. Concern towards environment and commitment towards sustainable development</p> | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Observation Skills, Team Building Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Prepare the list of resources which are at the verge of extinction and how we can prevent for their sustainable use.</li> </ul> <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ Science, English</li> </ul> |
| <p><b><u>UNIT-4, DEVELOPMENT EXPERIENCES OF INDIA: A COMPARISON WITH NEIGHBOURS</u></b></p> <p><b><u>CH-10, COMPARATIVE DEVELOPMENT</u></b></p>  | <p><u>Newspaper clippings</u></p> <p><u>Document from report journal of government of India</u> about Human Development Index</p>  | <p>After studying this chapter, learners will figure out</p>  | <p><b><u>CORE SKILLS</u></b></p> <ul style="list-style-type: none"> <li>❖ Analytical skills, Observation Skills</li> </ul> <p><b><u>ART INTEGRATION</u></b></p> <ul style="list-style-type: none"> <li>❖ Document from report journal of Government of India</li> </ul>   |

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| <p><b><u>EXPERIENCES OF INDIA &amp; ITS NEIGHBOURS</u></b></p> <ul style="list-style-type: none"> <li>➤ Developmental Path- A Snapshot View</li> <li>➤ Demographic Indicators</li> <li>➤ Gross Domestic Product and Sectors</li> <li>➤ Indicators of Human Development</li> <li>➤ Development Strategies- An Appraisal</li> </ul> | <p><u>Discussion Method</u></p> | <p>comparative trends in various economic and human development indicators of India and its neighbors.</p> <p>They will also assess the strategies that these countries have adopted to reach their present state of development.</p> | <p><b><u>INTERDISCIPLINARY LINKAGE</u></b></p> <ul style="list-style-type: none"> <li>❖ History, Political Science</li> </ul> |
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**ART INTEGRATION IN ECONOMICS**

Students will be encouraged to prepare caricatures or cartoons and then analyse the different economics situations relating to present economic scenario.