

Economics

Unit / Concept	Sub Unit / Concepts	Objectives	Method and Evaluation	Activities
<p>Chapter 1 Development</p>	<ol style="list-style-type: none"> 1. Development and Underdevelopment 2. Indicators of Income Development 3. Indicators of Human Development 4. Gender related Development 	<ul style="list-style-type: none"> - The principal objective is to enable the students to appreciate the need and concepts of development. - To make them to understand why a country remains under developed. To familiarise pupils with new concept of development such as human development, gender related development. - Pupils should appreciate that the attainment of health by people, education attainment are as important as that of the growth of income. - Distinction between GDP and HDI 	<ul style="list-style-type: none"> - The pupils should be engaged in the discussion of the varied and diverse dimensions of development. - For this, debate, dialogue and discussion are more useful. - Pupils are to be encouraged to distinguish between income as the sole indicator of development and health, education and income together as composite indicator of development. - The teaching should be gender sensitive. - Women should figure in every aspect of teaching. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Teaching and evaluation should go together. These two can be combined only when participatory teaching method is adopted. 	<ul style="list-style-type: none"> - Pupils can be asked to prepare a list of developed countries in the world. - They can be asked to prepare a list of Human development Indices of various states of India. - The literacy rate of women and men in Karnataka for 1991 and 2001. - A discussion can be organised on differences in literacy rate between women and men.
<p>Chapter 2 Economy and Government</p>	<ol style="list-style-type: none"> 1. Planning in India 2. Five Year Plans 3. Green Revolution 4. Liberalisation and Globalisation 	<ul style="list-style-type: none"> - The objective of teaching this chapter is to enable students to understand the role of government in development. 	<ul style="list-style-type: none"> -Students are to be involved in teaching. -So participatory teaching is necessary, local flavour is to be their in teaching. Interrogative method will make class- 	<ul style="list-style-type: none"> - Students can be asked to list areas where government plays a role. - They can be asked to

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<p>Chapter 3 Rural Development</p>	<ol style="list-style-type: none"> 1. Meaning and Importance 2. Decentralisation 3. Role of Panchayat Raj Institutions 4. Women in Development 	<p>-Pupil should know that planning is a strategy adopted by government to develop the economy. Pupils should know the periodicity of different five year plans in India. Pupils should know that one of the greatest achievements of planning in India is Green Revolution.</p> <p>-Students should be able to understand various elements of Green Revolution.</p> <p>- The purpose of teaching this chapter is to make students to understand and appreciate the crucial role of rural development is nation building.</p> <p>- They should know how big our rural economy is and how significant its development is for nation's development.</p> <p>- They should understand the distinction between centralisation and decentralisation in</p>	<p>lively and interesting.</p> <p>-Monotonousness must be avoided.</p> <p>-Women must figure in every aspect of teaching.</p> <p>-Every day examples must be used while teaching.</p> <p><u>Evaluation</u></p> <p>-Debate, discussion and dialogue method generate questions and evaluation takes place along with teaching.</p> <p>- The teacher can organise a mock panchayat and engage students to discuss the function and powers of PRIs.</p> <p>- The development plan prepared by Gram Panchayat can be used as an example to explain how PRIs work in rural development. Teacher can take students to Gram Panchayat and arrange a discussion with panchayat members. Teacher must take local example to show how much work women do and in what way they experience injustice.</p>	<p>prepare a list of merits and demerits of privatisation, marketisation and globalisation.</p> <p>- Students can be asked to prepare an essay on Green Revolution on International Food Day.</p> <p>- Students can be asked to distinguish between government - centered and market - centered economic policies.</p> <p>- Students can be asked to collect the data about Panchayat members or municipality members of their village or town.</p> <p>- Students can be asked to collect data about powers and functions of PRIs.</p> <p>- Students can be asked to prepare a list of work done by women in the village and work done by men in the village.</p>

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<p>Chapter 4 Public Finance and Budget</p>	<ol style="list-style-type: none"> 1. Meaning and Importance 2. Public Expenditures 3. Public Revenue - Taxation 4. Deficit : Fiscal Deficit 	<p>development.</p> <ul style="list-style-type: none"> - 73rd amendment to India's constitution has given constitutional status to panchayatraj institution. - Pupils should know that a lot of power is delegated to PRIs. - Women's role in development is crucial. Students must know the contribution of women to development, What are the disadvantages women face in development? <p>- The principal objective of this chapter is to make students understand the role of government finance in development. Pupils should know how government collect income and how it spends.</p> <ul style="list-style-type: none"> - It enables the students to understand how much money comes to government and from what 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Students should be asked to justify how rural India in real India. Teacher should judge whether pupils use sexist language in discussion and debate. <p>- Interactive and interrogative method is to be adopted to teach this chapter.</p> <ul style="list-style-type: none"> - The idea of federalism can be introduced at this level, Budget data of the state or central government can be collected and questions can be asked. - Teacher must teach students that there is a difference between the borrowing of loan by government and borrowing by individual. 	<ul style="list-style-type: none"> - Students can be asked to prepare a list of taxes imposed by central government, state government and Gram Panchayat - Students can be asked to prepare a list of public work done in the village by governments such as roads, bridges, water supply structure.

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		<p>sources it comes on the one hand and how it spends money and on what items it spends.</p> <ul style="list-style-type: none"> - This chapter enable students to know types of taxes and non-tax source of income of the government. - They should be able to identify differences between finance of government and finance of individual. 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> - Teaching and evaluation have to take place simultaneously. Question and answers method of teaching helps to achieve this integration. 	<p>drainage, toilets etc.</p> <ul style="list-style-type: none"> - If expenditure exceeds revenue there will be deficit. To fill this deficit government borrow loans. How much loan government of India has borrowed during a particular year.