

CHOITHRAM SCHOOL, MANIK BAGH, INDORE

ANNUAL CURRICULUM PLAN SESSION 2017-2018

TARGET GROUP: CLASS XI

SUBJECT AREAS: Economics

Month/ Days	Theme/ Sub-theme	Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Specific (Content Based)	Behavioral (Application Based)			
JUNE-14	Introduction (Statistics) <ul style="list-style-type: none"> • Meaning of Economics • Classification of eco. Activities • Meaning of Statistics in plural and singular sense • Functions importance and limitations of statistics. 	1. Know the subject of economics is about. 2. Understand how economics is linked with the study of economic activities in consumption, production and distribution. 3. Understand why knowledge of statistics can help in describing consumption, production and distribution. 4. Learn about some uses of statistics in the understanding of economic activities. 5. Understand the meaning and purpose of data collection. 6. Distinguish between primary and secondary sources. 7. Know the mode of collection of data, distinguish between	1. Critical thinking, problem solving, communication skill. 2. Confidence will increase 3. Maintaining public relations 4. Patience and respecting people 5. Research oriented	1. Students may be asked to list different activities of members of their family, different kinds of scarcities that they face in their daily life, list examples of qualitative and quantitative data 2. Students may be asked to make a questionnaire, collect data on different issues from different sources, read different survey reports. 3. Students will be told to bring their last year mark sheet and tell them to collect the data	Students will learn: <ol style="list-style-type: none"> 1. Basics of economics and co-relate with economics problem. 2. Various economic activities, economic problems and its reasons, 3. Statistics is and how statistics help in the understanding of economics About what the data is and its types, the uses of data, methods of data collection and agencies collecting data in India	Verbal assessment will be done on the basis of questions asked in the class

		<p>census and sample surveys</p> <p>8. To be familiar with techniques of sampling.</p> <p>9. Know about some important sources of secondary data</p>		subject wise after forming a group.		
JULY-21	<p>A brief introduction of the state of Indian economy on the eve of independence</p> <ul style="list-style-type: none"> The situation of demographic, foreign trade, agriculture, industrial, infrastructure on the eve of independence. 	<ol style="list-style-type: none"> To know the state of Economy on the Eve of Independence. To know the state of Agricultural sector on the Eve of Independence. To know the state of Industrial sector on the Eve of Independence. To understand the demographic condition of people under British Rule. To understand occupational structure during the British Rule. To explain positive impact of British Rule in India 	<p>Critical thinking</p> <p>Awareness towards exploitation of Human Resources during British Rule.</p> <p>Exploitation of resources during British Rule in India.</p> <p>Economic Backwardness and stagnant state of Indian Economy.</p> <p>Empathy towards Indian people.</p> <p>Low standard of living.</p>	<ol style="list-style-type: none"> India's Map before independence will be showed so that students will understand the changes in political and geographical boundaries. Movie clips Do BheegaJameen will be showed to students and they will be asked to write about the condition of Indian economy during the eve of independence; <p>An open discussion on- HOTS and Value Based questions.</p>	<p>After going through this unit, the student/ learner will be able to:</p> <ol style="list-style-type: none"> Learn about status of India at the time of Independence. Learn about the causes and factors which lead to the backward and stagnant state of Indian Economy. Learn and explain about the Demographic condition of people during the British rule. Learn about different occupational structure during the British rule. 	<p>Written Assessment will be done by giving assignments</p>

JULY (Contd.)	Indian Economy (1950-1990)	<ol style="list-style-type: none"> To know Indian Economic System. To know the goals of Five Years plan. To understand the achievements of goals of five year plans. To understand the state of Agriculture and Industry from 1950-1990. 	<p>Critical thinking</p> <p>Awareness towards Indian Economic System.</p> <p>Importance of Freedom.</p> <p>Equality</p> <p>Justice</p> <p>Development of the Nation.</p>	<p>Find pictures of towns/villages, in your vicinity, of the pre independence period and compare these with their present scenario.</p> <p>What changes can you mark? Are such changes for better or for worse? Discuss</p>	<p>After going through this unit, the student/ learner will be able to:</p> <ol style="list-style-type: none"> Learn about the Indian Economic System. Learn about the goals and achievement of Five years plan in India. Learn and comment on the state of Agriculture and Industry from 1950-1990 Critically appraise Economic planning till 1990. 	(contd..)
JULY (Contd.)	Economic Reforms Need of economic reforms Privatization Liberalization Globalization	<ol style="list-style-type: none"> To understand the background of the reform policies introduced in India in 1991. To understand the mechanism through which reform policies were introduced. To comprehend the process of Globalisation and its 	<ol style="list-style-type: none"> Diversity Self direction Critical thinking Awareness towards the economic condition of our country Sustainable development Communication Improved technology and Infrastructure Awareness of the impact of reform process in various sectors. 	<p>Open discussion based on-HOTS and Value Based questions will be given to the students.</p>	<p>After going through this unit, the student/ learner will be able to:</p> <ol style="list-style-type: none"> Learn the mechanism through which reform policies were introduced. Learn the impact of reform process in various sectors. Learn the process of Globalisation and its implications for India Learn the background of the reform policies 	(contd..)

		<p>implications for India</p> <p>4. To understand the concept of Sustainable Development</p> <p>5. To analyse the impact of reforms on various sectors of the economy.</p>			<p>introduced in India in 1991.</p> <p>5. Learn the concept of Sustainable development.</p>	
July (Contd..)	Collection of data – sources of data - primary and secondary; how basic data is collected methods of collecting data; some important sources of secondary data: Census of India and National Sample Survey Organization.	Students will be able to know the sources collecting of data and know about the different sources of secondary data.		<p>1. Numerical will be solved in the class.</p> <p>2. Projects will be given to the students and they will be asked to collect primary or secondary according to their need to the project.</p>		(contd..)
	Organization of Data Tables	They will understand different types of variables and classify them according to their features.		The students will be asked to classify the data collected for their project.		
	Presentation of Data Types of presentation of data Bars Histogaram Pie-charts Ogive curve	<p>1. They will understand different ways to present the numerical data in diagrams.</p> <p>2. They will also be able to compare and analyses the diagrams. They will also learn how to find out median and mode without calculation of data.</p> <p>3. They will develop the values of creative,</p>		The students will present the classified data in different forms of presentation like bars, charts, pie-chart, and graph.		

		problem solving and analysis and critical.				
August-19	Poverty	<ol style="list-style-type: none"> 1. To define Poverty 2. To understand the concept of Poverty. 3. To compare the poverty level with the cost of meeting basic needs in their community. 4. To brainstorm and learn more about possible solution to the poverty 5. To understand different kinds of poverty. 6. To know the impact of poverty on the economic condition of our country. 7. To appreciate the way poverty is estimated. 8. To appreciate and assess exiting poverty alleviation programmes. 	<ol style="list-style-type: none"> 1. Diversity 2. Equity 3. Justice 4. Awareness towards the economic condition of our country 5. Harmony 6. Compare the condition of poverty in Urban and rural areas 	Discussion based on MCQ's	<p>After going through this unit, the student/ learner will be able to:</p> <ol style="list-style-type: none"> 1. Learn how poverty affects the people. 2. Lists the causes of poverty. 3. Learn to define poverty line. 4. Come to know the official poverty rates in India. 5. Learn about the measures taken by the government to reduce poverty. 6. Learn how to measure poverty and cost of living is estimated. 	Verbal assessment will be done on the basis of questions asked in the class

	Human Capital Formation	<ol style="list-style-type: none"> To define the meaning of Human and Capital To understand the concept of Human Resource, Human Capital Formation, Human Development. To understand the link between Human Capital Formation and Economic Growth. To analyse the need for government spending on health and education To critically evaluate the state of India's educational attainment. To understand the problems of Human Capital Formation in India 	<ol style="list-style-type: none"> Diversity Self direction Critical thinking Awareness towards the strengthening of Human Capital Honesty commitment Communication Improved technology 	An Open Discussion	<p>After going through this unit, the student/ learner will be able to:</p> <ol style="list-style-type: none"> Learn about the strengthening of Human Capital. Learn the concept of Human Resource and Human Development Learn about the problems faced by Human Resource Learn and understand the link between Human Capital and Economic growth of our country Develop the feeling of cooperation, honesty and commitment. 	Verbal assessment will be done on the basis of questions asked in the class
September-20	Rural Development	<ol style="list-style-type: none"> To know the challenges or key issues for rural development. To understand the different sources of rural credit. 	<p>Critical thinking Awareness towards Rural people and their work. Optimum utilization of resources. Contribution towards Economic Development. Compare formal and informal</p>	An open discussion on the Case study-AMUL	<p>After going through this unit, the student/ learner will be able to:</p> <ol style="list-style-type: none"> Learn about the major source of livelihood of 	Written assessment will be done by giving Assignment

		<ol style="list-style-type: none"> 3. To understand Agricultural Marketing System. 4. To explain the causes of diversification of Agriculture in India. 5. To know the benefits of Organic farming. 6. To understand the challenges of Organic farming. 	<p>sectors. Enables to contribute to National income. Social responsibility. Eco-friendly products and technology</p>		<p>the people living in rural areas.</p> <ol style="list-style-type: none"> 2. Learn about various Rural credit facilities available for rural people. 3. Learn about the importance of diversification in Agriculture- Crop Production and employment. 4. Learn about the measures to improve agricultural marketing system. 5. Learn to use eco-friendly technologies. 6. Learn to link sustainable development and organic farming. 	
September (contd..)	Employment: Growth, Informalisation and Other Issues.	<ol style="list-style-type: none"> 1. To know the meaning of the term Employment. 2. To understand the growth and Changing structure of Employment. 3. To understand Informalisation of Workforce. 4. To know different 	<p>Critical thinking Awareness towards the different types of Unemployment. Optimum utilization of resources. Contribution towards Economic Development Relate unemployment with low standard of living. Compare formal and informal sectors. Importance of work to earn a living.</p>	<p>Imagine you are residing in a village. If you are asked to advice the village panchayat, what kinds of activities would you suggest for improvement</p>	<p>After going through this unit, the student/ learner will be able to:</p> <ol style="list-style-type: none"> 1. Learn about the quality and nature of employment. 2. Learn about planning human resource according to the nature 	<p>Verbal assessment will be done on the basis of questions asked in the class</p>

		<p>types of unemployment.</p> <p>5. To explain the causes of increasing unemployment in India.</p> <p>6. To know the effects of unemployment in India.</p> <p>To know about effects of unemployment in India</p>	<p>Enables to contribute to National income.</p> <p>Social responsibility.</p>	<p>of your village which would also generate employment. Discuss.</p>	<p>of job opportunities.</p> <p>3. Learn to address social issues such as exploitation of labour, child labour etc.</p> <p>4. Learn about the suggestions to solve the problem of unemployment.</p> <p>5. Learn about government policies and programmes in generating employment.</p>	
September (contd..)	Measures of Central Tendency Mean Median Mode	<p>1. To define Central Tendency.</p> <p>2. To define mean, median and mode.</p> <p>3. To calculate the Mean, Median and Mode by different methods.</p> <p>4. To describe the data in terms of mean, median and mode.</p> <p>5. To organizes and displays data in simple bar graphs, pie charts, and line graphs.</p> <p>6. To read and interprets simple bar graphs, pie charts, and line graphs.</p>	<p>Critical thinking</p> <p>Arithmetic skills</p> <p>Conceptual skills</p> <p>Research oriented</p> <p>Interpretation of data</p>	<p>Numerical will be solved.</p> <p>Students will be asked to take the marks of Class X Mathematics of all the students and find out the mean</p>	<p>After going through this unit, the student/ learner will be able to:</p> <p>1. Learn about Mean, Median and Mode.</p> <p>2. Learn different methods of Mean, Median and Mode.</p> <p>3. Learn to calculate Mean, Median and Mode.</p> <p>4. Learn to collect, organize and display data.</p> <p>5. Learn to interpret bar graphs, pie charts and</p>	<p>Verbal assessment will be done on the basis of questions asked in the class</p>

		<ol style="list-style-type: none"> 7. To understand the data come in many different forms and that collecting, organizing, and displaying data can be done in many ways. 8. To understand three different measures of "center" 9. To be exposed to multiple ways of expressing a set of numbers 10. To practice arithmetic skills 			line graphs.	
October-08	Inflation	<ol style="list-style-type: none"> 1. To define the meaning of the term Inflation 2. To understand the trends of Inflation in India. 3. To understand the causes of Inflation 4. To critically evaluate the effects of Inflation in India. 5. To understand the government policies to control 	<ol style="list-style-type: none"> 1. Critical thinking 2. Awareness towards the factors causing rise in price of a commodity. 3. Budgeting 4. Economic stability/Unstability 5. Awareness about the Economic problems prevailing in the country. 	An Open Discussion	<p>After going through this unit, the student/ learner will be able to:</p> <ol style="list-style-type: none"> 1. Learn about the meaning of term Inflation. 2. Learn and understand the various inflation trends. 3. Learn about the problems faced by ordinary people 	Verbal assessment will be done on the basis of questions asked in the class

		Inflation.			residing in India. 4. Learn and understand causes of Inflation. 5. Evaluate the effects of Inflation. 6. Learn about the role of government to control Inflation..	
October (contd..)	Infrastructure	<ol style="list-style-type: none"> 1. To know the meaning and types of Infrastructure. 2. To understand the importance of Infrastructural development. 3. To understand the state of infrastructure in India. 4. To know about different energy sources. 5. To understand different energy sources. 6. To know about sources of power generation. 7. To understand the challenges in power sector. 8. To know about health infrastructure. 9. To understand Indian system of 	<p>Critical thinking Awareness towards the Energy sources, power generation, health sectors etc. Improved Standard of living. Feeling of proud towards Nation. Awareness about Advanced Technologies</p>	HOTS questions will be discussed.	<p>After going through this unit, the student/ learner will be able to:</p> <ol style="list-style-type: none"> 1. Learn about the importance of Infrastructural development. 2. Learn and understand the state of infrastructure in India. 3. Learn about different energy sources and power generation source. 4. Learn about health infrastructure. 5. Learn and understand Indian system of medicine. 6. Learn measures to solve deficiency in health 	Verbal assessment will be done on the basis of questions asked in the class

		<p>medicine.</p> <p>10. To explain challenges in health infrastructure.</p>			<p>Infrastructure.</p>	
<p>November-18</p>	<p>Sustainable Development</p>	<ol style="list-style-type: none"> 1. To know the meaning and functions of Environment 2. To understand different Environmental crises- Global warming, Ozone Depletion and Overuse/misuse of Environmental resources. 3. To understand India's Environmental status. 4. To understand the causes of Environmental degradation. 5. To explain the causes or factors of Environmental degradation. 6. To know the features of Sustainable Development. 	<p>Critical thinking Awareness towards the Environmental crises like Global warming etc. Optimum utilization of resources. Contribution towards Economic Development Awareness about Advanced Technologies and sustainable development</p>	<p>The nation has to pay heavily for correcting Environmental Damages. Discuss.</p>	<p>After going through this unit, the student/ learner will be able to:</p> <ol style="list-style-type: none"> 1. Learn about the significance and contribution towards economic development. 2. Learn about remarkable progress in agricultural and Industrial growth. 3. Learn about the cost of Environmental quality. 4. Learn the steps and strategies to achieve sustainable development. 5. Learn about the adverse consequences of development. 	<p>Verbal assessment will be done on the basis of questions asked in the class</p>

November (contd..)	Measures of Dispersion Meaning of dispersion Methods of dispersion Range, Mean dispersion, quartile deviation and standard deviation.	<ol style="list-style-type: none"> 1. To measure variability and standard deviation. 2. To analyze the data to make generalizations about the measures of dispersion. 3. To explain that the standard deviation is an accepted statistic to measure the dispersion of data about the mean. 4. To derive a formula for finding standard deviation of data sets. 5. To practice arithmetic skills 6. To understand different methods of calculating dispersion 	Critical thinking Arithmetic skills Conceptual skills Research oriented Interpretation of data	Numerical will be solved;	After going through this unit, the student/ learner will be able to: <ol style="list-style-type: none"> 1. Learn about calculating standard deviation.. 2. Learn different methods of calculating Dispersion. 3. Learn to collect, organize and display data. 4. Learn to use technology to compute the standard deviation for a set of data, and interpret standard deviation in relation to the context or problem situation. 5. 	Verbal assessment will be done on the basis of questions asked in the class
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December-20	<p>Correlation Meaning of correlation Types of correlation Degrees of Correlation Scatter diagram</p>	<ul style="list-style-type: none"> • Students will be able to a draw line of best fit and make predictions using that line. • Students will be able calculate the correlation coefficient. • Students will be able to define correlation. • Students will know the value of a correlation is 	<ul style="list-style-type: none"> • Critical thinking skill • Problem solving skill • Communication skill. • Research oriented. • Futuristic. • Values: Acceptance of differences, Acceptance of commonness. 	Numerical will be solved	<p>Students will learn:</p> <ul style="list-style-type: none"> • use scatter plots to determine the relationship between variables • recognise that correlation is a value from -1 to +1 • match correlation coefficients to appropriate scatter plots • understand that correlation does not imply causality • draw the line of best fit • use the line of best fit to make predictions 	Verbal assessment will be done on the basis of questions asked in the class

		from -1 to 1				
January-21	Introduction to Index Numbers Meaning of Index numbers Types of index numbers	<ol style="list-style-type: none"> 1. To define index numbers. 2. To explain the uses of Index numbers. 3. To identify and use the following methods for construction of index numbers: <ol style="list-style-type: none"> (i) aggregate method (ii) simple average of relative method; 4. To explain the advantages of different methods of Index Numbers. 5. To practice arithmetic skills 6. To understand different methods of calculating Index Numbers. 	Critical thinking Arithmetic skills Conceptual skills Research oriented Interpretation of data	Numerical will be solved;	After going through this unit, the student/ learner will be able to: <ol style="list-style-type: none"> 1. Learn to define Index Numbers. 2. Learn different methods of calculating Index Numbers. 3. Learn to understand different uses of Index Numbers. 4. Learn to collect, organize and display data. 	Verbal assessment will be done on the basis of questions asked in the class
February-07	Development Experience of India OTBA Revision	<ol style="list-style-type: none"> 1. Students will be able to distinguish the facts about the development of countries. 2. Students will develop critical thinking about the 	(contd..)	We will be divided into three groups to discuss about facts related to the topic Comparative Development	(contd..)	Written Assessment will be done by taking tests.

		developmental strategies of three countries.		experiences of India and its Neighbours.		
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