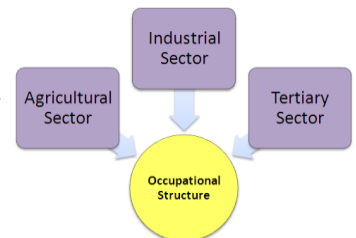
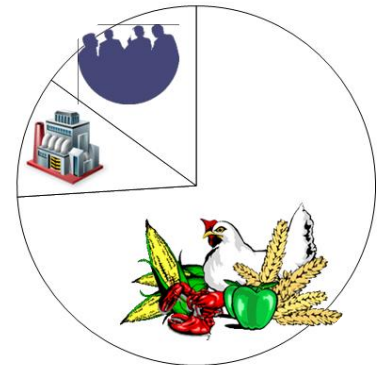


Lesson Plan / Unit Plan

1. NAME OF THE TEACHER : _____
2. CLASS : **10th CLASS**
3. NAME OF THE LESSON : **10.2 IDEAS OF DEVELOPMENT**
4. NO. OF PERIODS ALLOTTED : **8**

I. Conceptual Understanding:

- The pupil will understand how the nature has a dominant role in production process.
- They know about different kinds of activities are included under primary, secondary and tertiary sectors.
- They classify the various occupations under agriculture, industry and service sectors.
- They learn about the Gross Domestic Product and understand it as a indicator of income for the country.
- They know about the financial year.
- They understand disguised unemployment is mostly observed in agriculture sector in India.
- They know about organised employment has fixed work hours, regular salary, payment, provident fund, medical premium, pension etc.,
- They understand about underemployment and differentiate the urban and rural areas underemployment.



II. Reading the text given, understanding

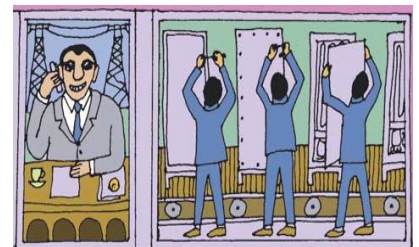
and interpretation:

- Pupil collect and comment the earnings/ the wages of the teacher, doctor, vegetable vendor, lawyer, postman, cobbler, soldier, police constable etc.,
- They comment on service sector is different from the other sectors.



III. Information gathering & processing Skills:

- They can gather the information regarding workers employed in different sectors in India in 1972-73 and in 2009-10 that is after 37 years.
- They discuss what could be the reasons for changes in selecting the sectors.
- They can analyze the wages in agricultural, industrial and service sectors.
- They can find out some examples and comment on trade, hotels, transport and communications etc.,



IV. Reflection on Contemporary Issues and Questioning:

- Pupil show reasons for the classification of economic activities into primary, secondary and tertiary is useful.
- They can find out and comment the ways for generating more employment in Ahmedabad.
- They develop a notion of “what India should do, or achieve, to become a developed country.”



V. Mapping Skills:

- ✓ Pupil can draw pie-diagram on distribution of workers in India. Ex. Industry.
- ✓ Pupil can locate IT concentrated places in the outline map of India. Ex. Hyderabad, Bengaluru.
- ✓ Pupil can locate major industries concentrated places in Indian map.



VI. Appreciation and sensitivity :

- Pupil can realize that different persons have different notions of development which can fulfil their aspirations or desires.
- They can justify that pupil have different developmental goals and pupil have conflicting developmental goals.
- They reflect on important aspects of our lives other than income that is
 - 1. Equal treatment in the society
 - 2. Freedom
 - 3. Security
 - 4. Respect from others



PERI OD	TEACHING TOPIC	TEACHING METHOD	TLM
1	a. Sectors of economy b. Gross Domestic Product	Mind mapping and video show	Flow chars, pie charts, bar diagrams.
2	How do we estimate GDP?	Discussions and group activities	Flow chars, pie charts, bar diagrams.
3	Changes in the importance of sectors value of goods and services produced and employment of the people	Discussions and group activities	Flow chars, pie charts, bar diagrams.
4	Employment- the working life in India	Question and answer method	Flow chars, pie charts, bar diagrams.
5	Organised and unorganised sector employment in India	Field trip and gathering information regarding Organised and unorganised sector	Flow chars, pie charts, bar diagrams.
6	How to create more and better condition of employment	Mind mapping and gathering information	Flow chars, pie charts, bar diagrams.

Teacher's notes:

- a. Peoples activities are broadly categorised into three
 - b. *1) Agriculture and related activities.*
 - c. *2) Manufacturing processes & industries,*
 - d. *3) Services for people.*
- e. Activities that don't directly produce a good but provide services are called *service activities*.
- f. *Agriculture* was the largest producing sector in 1972-73.
- g. *Services* was the largest producing sector in 2009-2010.
- h. The importance of the *agriculture sector* both for employment
 - i. and production declined.
 - j. The production of industrial goods went up by more than *nine times*, employment went up only by around *three times*.
- k. The *service sector* production rose by more than *14 times*, employment rose around *five times*.

Response of the teacher after completion of the lesson:

Response of the teacher after completion of the lesson:

Signature of the teacher

Signature of the Headmaster

Signature of the Inspecting authority

Response of the teacher after completion of the lesson:

Signature of the teacher

Signature of the Headmaster

Signature of the Inspecting authority