CHAPTER: Sectors Of Indian Economy

Grade: **10**
Board: **CBSE**
Book: **NCERT**

1.

Chapter Summary and Placement

<Read through the following to understand how this chapter is connected with the previous and next grades and also the important concepts covered in it.>

The citizens are considered as the backbone of the economy. This importance of educated citizens is discussed in the previous year. This chapter helps the students to understand the importance of the services sector to the overall development of the Indian economy. Using case studies and other teaching methodologies students must also be
made to appreciate how people can move from the unorganised sector to the organised sector with the help of improved health and education facilities.

2.

LEARNING OBJECTIVES

<On completion of the chapter, students will be able to:>

1. Categorize the economy into various sectors on the basis of Economic Activities, Nature of Employment and Ownership
2. Compare Primary, Secondary and Tertiary Sectors in India
3. Understand the features of Organised and Unorganised sectors of employment
4. Understand the division of sectors on the basis of ownership- Public and Private

3. Previous Knowledge Requirement (Keywords)

The below points should be refreshed before introducing the chapter:

1) Recall the chapter people as a resource learnt in the previous year, and remember the definition of primary, secondary and tertiary sector
2) Recall the reasons of unemployment in Indian economy

4. TEACHING PLAN

Follow this section for getting ideas on teaching the content covered in the chapter. The subtopic given in the first column with the matching learning outcome can be explained using instructions and resources listed subsequently

Subtopic and Learning Objective #1

Sectors of economic activities
LO:
Categorize the economy into various sectors on the basis of Economic Activities, Nature of Employment and Ownership

Teacher Activity

1. Explain the meaning of the three sectors of the economy namely Primary, Secondary and tertiary.

a) Primary sector: When a good is produced by using the natural resources.

b) Secondary sector sector covers activities in which natural products are changed into other forms through ways of manufacturing that we associate with industrial activity.

c) Activities that help in the development of the primary and secondary sectors fall in tertiary sector.

2. The teacher may perform **Activity 1** for better understanding of the topic.

Check for understanding:

a) Give an example of primary sector activity.

b) What is secondary sector activity?

Resources Suggested

Textbook ,Resource 1

Activity 1

Name of the activity – Class discussion**.**
Type of activity – Individual/Random/Group
Learning Objective: Categorise different activities as primary, secondary and tertiary
Use it for – Chapter introduction.
Materials – Textbook, list of activities
Teacher instructions:

1. The teacher may prepare a few list of activities in Indian economy The intention is to make the students categorise the activities as primary secondary and tertiary
   a. Mining, quarrying, farming, fishing and forestry
   b. Steel manufacturing, textile making, bread making, Making bricks etc
   c. Doctors, teachers, lawyers, estate agents, travel agents, accountants and policemen
2. The students should be given time to think and categorise.
3. The teacher can randomly ask student why they have segregated a particular activity under any of the category.
4. The teacher can conclude the session by explaining the meaning of the three sectors.

Resource 1





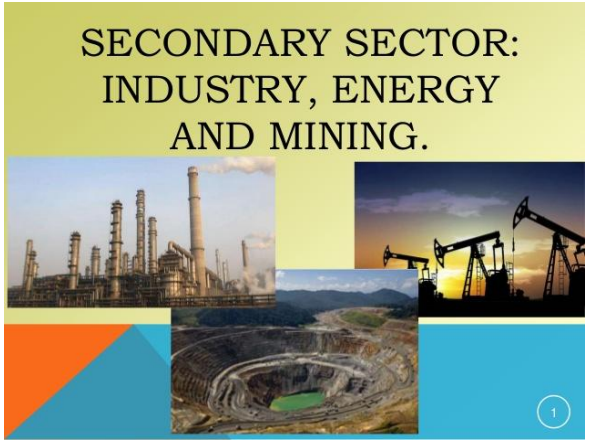




Resource 1









Resource 1


RAW MATERIAL EXTRACTION
MANUFACTURING
PRODUCTION
TRANSPORTATION
DISPOSAL
RECYCLING
UTILIZATION
REUSE

Subtopic and Learning Objective #2

Compare Primary, Secondary and Tertiary Sectors in India

LO:
Analyse the three sectors to find out how much good are services are produced and how many people are engaged in each of the activities

Teacher Activity

1. Explain the meaning of intermediate goods, and how we can calculate the count of various food produced.

a) The value of final goods and services produced in each sector during a particular year provides the total production of the sector for that year.

b) Explain what GDP is. It is the value of all final goods and services produced within a country during a particular year

2. Explain the reason for the shift from primary to secondary sector in India

a) The teacher may explain the reasons for the growth in the tertiary sector in the past years.

b) In a developing country the government has to take responsibility for the provision of these services

c) Second, the development of agriculture and industry leads to the development of services such as transport, trade, storage etc.

d) As income levels rise, certain sections of people start demanding many more services like eating

Teacher Activity

a) out, tourism, shopping, private hospitals, private schools, professional training etc.

3 Perform **Activity 2** for understanding the where most of the people work.

4 Explain the measures that can be taken to create more jobs:

a) Loans to families to provide irrigations to their fields, canal construction by the government to areas with less water supply

b) Promote and locate industries and services in semi-rural areas where a large number of people may be employed

Check for understanding:

a) What is GDP?

b) What is the thumb rule to calculate the number of goods and services produced for a year?

c) How would income and employment increase if farmers were provided with irrigation and marketing facilities?

Activity 2

Name of the activity – Class discussion**.**
Type of activity – Individual/Random/Group
Learning Objective: Understand the employment status of India
Use it for – topic introduction.
Materials – Textbook, **Resource 2**
Teacher instructions:

1. The teacher may display the graphs and tables provided in **Resource 2** and tell them that it is GDP and employment status.
2. The student should analyse the images and write down what they have understood from the table and the graph.
3. The students may reply that:

a. Close to half of employed Indians work in agriculture
b. The GDP share of agriculture is more or the less same compare to the previous years
c. Secondary and tertiary sectors are having a good growth.

4. The teacher can then explain the relationship between underemployment and the GDP.

a. In services sector in the 2011-12 chart, the GDP is high but the employment share is less which means that though industrial output or the production of goods went up, employment is not created.
b. Where as in the Primary sector, the GDP is less but the employment share shows that more than required number of people are working in this sector or many people are unemployed. This is called disguised unemployment.

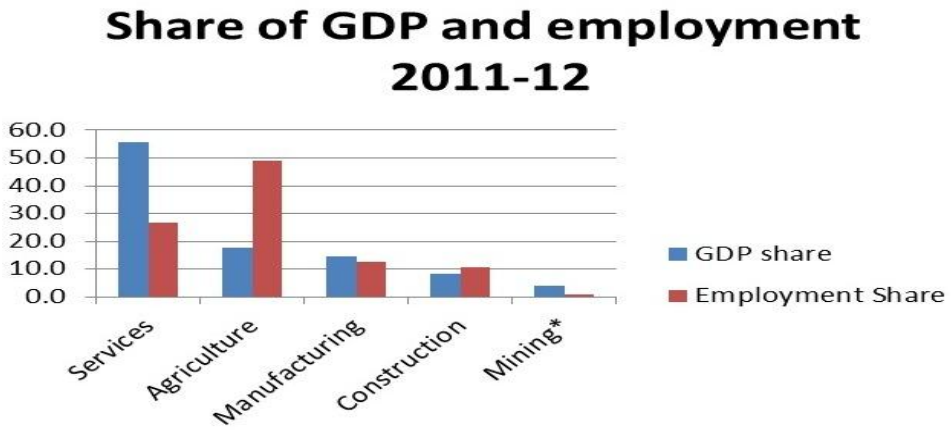
5. The teacher may warp up the session by explain the relationship between the GDP and employment.

Resource 2

TABLE 3.3. Distribution of Gross Domestic Product at Factor Cost Percentage Distribution (At 1980-81, 1993-94, 1999-2000 and 2004-05 Prices)

Sector	*1950-51*	*1970-71*	*1990-91*	*1996-97*	*2014-15**
A. Primary Sector	56.4	45.8	33.4	27.8	19.0
1. Agriculture	48.6	39.7	29.5	24.0	
2. Forestry	6.0	4.0	1.4	2.1	
3. Fishing	0.7	0.8	0.8		
4. Mining & Quarrying	1.1	1.3	1.7	1.7	
B. Secondary Sector	15.0	22.3	27.0	29.3	28.4
5. Manufacturing	11.4	16.1	20.6	22.5	—
6. Construction	3.3	5.0	4.1	4.3	
7. Electricity, Gas & Water Supply	0.3	1.2	2.3	2.5	
C. Tertiary Sector	28.5	31.8	39.6	42.7	52.6
8. Trade, Transport etc.	11.0	14.2	18.1	20.2	18.9
9. Finance & Real Estate	9.0	8.0	10.3	12.2	20.8
10. Community and Personal Services	8.5	9.2	11.2	10.4	12.8
Total : Gross domestic product (A+B+C)	100.0	100.0	100.0	100.0	100.0

Resource 2



SHARE OF SECTORS IN EMPLOYMENT-TREND

SECTORS	1999-2000	2004-05	2011-12
PRIMARY	59.84	58.44	53.2
SECONDARY	17.42	18.18	21.50
TERTIARY	22.73	23.38	25.30

Subtopic and Learning Objective #2

DIVISION OF SECTORS AS ORGANISED AND UNORGANISED

LO:

Understand the features of Organised and Unorganised sectors of employment

Teacher Activity

a) Introduce the term organised sector and explain the meaning and features of it.
b) The teacher can explain the meaning of unorganised sector.
c) The difference between the organised and the unorganised sector with examples can be given. This can be a class work or a written work for the students.
a) Bank employee
b) Teacher
c) LIC employee are examples of organised sector
d) Kirana store employee
e) Auto Rickshaw driver
f) Hotel waiter are examples of unorganised sector
d) Explain the role of government in safeguarding the jobs of people working in unorganised sector

Check for understanding:

a) What do you mean by organised sector?
b) Give a few examples of unorganised sector?

Resources Suggested

Textbook ,Resource 1

Resource 3





Subtopic and Learning Objective #3

SECTORS IN TERMS OF OWNERSHIP: PUBLIC AND PRIVATE SECTORS

LO:

Understand the division of sectors on the basis of ownership- Public and Private

Teacher Activity

1. Introduce the division of activities as public and private sector:

a) In the public sector, the government owns most of the assets and provides all the services.

b) In the private sector, ownership of assets and delivery of services is in the hands of private individuals or companies.

2. Explain the features of Public and private sector and the role the government plays in both the sectors.

Check for understanding:

a) What is the other name of rural self government?

b) What is meant by decentralisation?

Resources Suggested

Textbook ,Resource 4

Activity 3

Name of the activity – Homework**.**
Type of activity – Individual
Learning Objective: Understand the public and private organisations India
Use it for – Understanding the topic better
Materials – Textbook, **Resource 4**
Teacher instructions:

1. The teacher may display the images in **Resource 4** and tell students to create a table .
2. The table should contain ten private and public organisations listed.
3. The students should also try to find out the CEO of the organisations
4. The same should be submitted as a report/assignment to the teacher. An example of the report is given below:

Activity 3

NAME OF THE ORGANISATION	FOUNDER OF THE ORGANISATION	HEAD QUARTERS	Head
PUBLIC ORGANISATIONS			
BSNL	Government of India	New Delhi	Anupam Shrivsatava
PRIVATE SECTOR			
Cognizant Technologies	Francisco D'Souza, Lakshmi Narayanan, Kumar Mahadeva	New Jersey.	Francisco D'Souza

Resource 4


BHEL
Coal India Ltd.
GAIL (India) Limited
HAL
MTNL
NALCO
NMDC LIMITED
NTPC
ONGC
rec
STEEL AUTHORITY OF INDIA LIMITED


Microsoft
WIPRO
TATA
IBM
CSC
accenture
ORACLE
Infosys
Google
verizon
NOKIA
Mentor Graphics
HSBC
Deloitte.
POLARIS
NCR
KANBAY
Honeywell
DELL
MOTOROLA
INTELLIGROUP
cadence
Mc Graw Hill
invensys
Infotech
Countrywide
CORDYS
INTERGRAPH
HTMT
ANALOG DEVICES
amazon.com
ADP
Sierra Atlantic
QUALCOMM
REMYA

5. WORKSHEETS

Print or copy the worksheet questions on the blackboard and ask the students to attempt them. They can be given as homework or a class test as well.

Worksheet 1

Use it like: Class test/ assignment/ class work/revision

Answer the following questions in brief:

1. Why Primary Sector is also known as ‘Agriculture and related sector’? Explain with examples
2. Explain the meaning of Secondary sector of economic activities using examples
3. Explain the meaning of tertiary sector of economic activities using examples. Why this sector is known as ‘Service Sector’?
4. What is GDP? How is GDP calculated in India?
5. Evaluate the shifts that have taken place in different sectors of Economy during the last hundred years.
6. Discuss the reasons for the increasing significance of Tertiary sector in last 40 years in India.
7. What does ‘Under employment’ or ‘Disguised Unemployment’ mean?.
8. Suggest a few methods by which employment opportunities could be created In rural areas.
9. Distinguish between Organized and Unorganized Sectors of employment
10. How would you classify economic activities on the basis of ‘ownership’?

Worksheet 2

Choose the correct answer:

1) GDP is the total value of ____.
2) Which sectors is the largest employer in the world
3) Which provisions make the NREGA as the right to work?
4) Which among the following is included in the primary sector?
   a) Teaching
   b) Dairy
   c) Lawyers
   d) Textile

5) In how many districts in India, the Law of Right to Work has been implemented?
   a) 355
   b) 255
   c) 400
   d) 200

6. SOLUTIONS

This section gives you sample answers for activities and questions listed above.

Worksheet 1

1. When we produce a good by exploiting natural resources, it is an activity of the primary sector. It is called primary because it forms the base for all other products that we subsequently make. Since most of the natural products we get are from agriculture, dairy, fishing, forestry, this sector is also called agriculture and related sector.
2. The secondary sector covers activities in which natural products are changed into other forms through ways of manufacturing that we associate with industrial activity. For example, using cotton fiber from the plant, we spin yarn and weave cloth. Using sugarcane as a raw material, we make sugar or gur. (Manufacture/ use machines). Since this sector gradually became associated with the different kinds of industries that came up, it is also called as ‘industrial sector’.
3. These are activities that help in the development of the primary and secondary sectors. For example, goods that are produced in the primary or secondary sector would need to be transported by trucks or trains and then sold in wholesale and retail shops Since these activities generate services rather than goods, the tertiary sector is also

Worksheet 1

3 called the service sector. Service sector also includes some essential services that may not directly helping the production of goods such as, doctors, teachers, lawyers, washer man, cobblers, people in administrative services, certain new services based Information Technology and accounting workers.

4 The value of final goods and services produced in each sector during a particular year provides the total production of the sector for that year (Financial Year). And the sum of production in the three sectors gives what is called the Gross Domestic Product (GDP) of a country. It is the value of all final goods and services produced in all three sectors within a country during a particular year. In India, the mammoth task of measuring GDP is undertaken by a Central (Finance) Government ministry. This Ministry, with the help of various government departments of all the Indian states and union territories, collects information relating to total volume of goods and services and their prices and then estimates the GDP.

5 **PRIMARY:** Generally, it has been noted from the histories of many, now developed, countries that at initial stages of development, primary sector was the most important sector of economic activity. As the methods of farming changed and agriculture sector began to prosper, it produces much more food than before. Many people could now take up other activities.

Worksheet 1

5 **SECONDARY**: Over a long time (more than hundred years), and especially because new methods of manufacturing were introduced, factories came up and started expanding. Those people who had earlier worked on farms now began to work in factories in large numbers. **TERTIARY**: In the past 100 years, there has been a further shift from secondary to tertiary sector in developed countries. The service sector has become the most important in terms total production. Most of the working people are also employed in the service sector. This is the general pattern observed in developed countries years.

6 In any country several services such as hospitals, educational institutions, post and telegraph services, police stations, courts, village administrative offices, municipal corporations, defence, transport, banks, insurance companies, etc. are required. These can be considered as basic services. In a developing country the government has to take responsibility for the provision of these services. The development of agriculture and industry leads to the development of service such as transport, trade, storage and the like, as we have already seen. Greater the development of the primary and secondary sectors more would be the demand for such services. As income levels rise, certain sections of people start demanding many more services like eating out, tourism, shopping, private hospitals, private schools, professional training etc. You can see this change quite sharply in cities, especially in big cities. Over the past decade or so, certain new services such as those based on information and communication technology have become important and essential. The production of these services has been rising rapidly.

Worksheet 1

7 Underemployment is a situation where everyone is working, none remains idle, but in actual fact their labour effort gets divided. Each one is doing some work but no one is fully employed. This is the situation of underemployment, where people are apparently working but all of them are made to work less than their potential. This kind of underemployment is hidden in contrast to someone who does not have Job and is clearly visible as unemployed. Hence, it is also called disguised unemployment.

8 A few methods are

a) By spending some money or bank loan to construct a well for family to irrigate the land which would help framer to grow more than one crop in a year.
b) Construct dam and canals to irrigate may farms and this could create lot of employment within the agriculture.
c) By investing on transportation and storage of crops or making rural roads, would encourage farmers to grow more and sell crops and also provide employment in services like transport or trade.
d) Local Banks loan at reasonable rate of interest to buy seeds fertilizers, agricultural equipments and pump sets to draw water would help to cultivate land more
e) By identifying, promoting and locating industries and services in Semi-rural areas whereby employ large number of people. E.g. Setting Dal Mill to procure and process pulse crops and sell in the cities.

Worksheet 1

1. **Organized Sectors of Employment**: Organized sector covers those enterprises or places of work where the terms of employment are regular and therefore, people have assured work. They are registered by the government and have to follow its rules and regulations, which are given in various laws such as the Factories Act, Minimum Wages Act, Payment of Gratuity Act, Shops and Establishments Act etc. Workers in the organized sector enjoy security of employment.
   Unorganized Sector of Employment: The unorganized sector is characterized by small and scattered units, which are largely outside the control of the government. There are rules and regulations but these are not followed. Jobs here are low-paid and often not regular. There is no provision for overtime, paid leave, holidays, leave due to sickness etc. Employment is not secure. People are asked to leave without any reason.
2. **Public Sector:-**In the public sector, the government owns most of the assets and provides all the services. Railways or post office is an example of the public sector. The purpose of the public sector is not just to earn profits. Governments raise money through taxes and other ways to meet expenses on the services rendered by it. Eg: Indian Railway. **Private Sector: -** In the private sector, ownership of assets and delivery of services is in the hands of private individuals or companies. Whereas companies like Tata Iron and Steel Company Limited (TISCO) or Reliance Industries Limited (RIL) are privately owned. Activities in the private sector are guided by the motive to earn profits. To get such services we have to pay money to these individuals and companies

Worksheet 2

Choose the correct answer:

1) All final goods and services
2) Primary
3) If the government fails to provide employment, it will give unemployment allowance.
4) Dairy
5) 200

6. EXTRA RESOURCES

Carry out the following suggested activities/ tasks if you have the time and resources to do them

Extension Activity 1

Name: Class discussion: NREGA

Purpose: Gather more details about right to work

Create a report about NREGA with the details about the Act and how far it is successful. The merits and demerits can also be listed.

http://www.nrega.nic.in/netnrega/home.aspx

Reference Video Link

The students can be suggested to watch the following videos/ shown in class:

https://www.youtube.com/watch?v=mjJmo5mN5yA